

Get Real with money develops financial capability and life skills in secondary students and covers learning objectives within the UK financial education curricula. The resource spans six episodes each comprising a short film, a dynamic teacher's presentation, PDF worksheets, and a flexible lesson plan (30, 60 or 90 minute sessions or combine to use on a curriculum/enterprise day).

EPISODE 2

Your students will get to know a bit more about Ben as he tries his best to impress Amber. He hasn't quite thought things through, gets side-tracked by his 'wants' and falls back on some unappealing habits! Keep your students engaged with this light-hearted take on decision-making around 'wants' as they identify where Ben goes wrong and work out what they would do to improve on the situation. This episode expands on the idea of 'needs' and how they'll evolve with independence and responsibility.

LEARNING OBJECTIVES

- ▶ Students will have a better understanding of budgeting.
- ▶ Students will understand the difference between needs and wants.
- ▶ Students will be able to consider priority spending for today and the future.

CURRICULUM LINKS

11-14 years

- ▶ Learn how to manage money and personal finances.
- ▶ Apply suitable mathematics in the classroom and beyond.
- ▶ Identify how finance will play an important part in their lives and achieving aspirations.
- ▶ Understand risk in positive and negative terms.

14-16+ years

- ▶ Reason mathematically by following a line of enquiry.
- ▶ Conjecturing relationships and generalisations.
- ▶ Managing money on a day-to-day basis.
- ▶ Personal and emotional aspects of financial decision-making.
- ▶ The functions and uses of money; the importance and practice of planning expenditure; budgeting and managing risk.
- ▶ Solve problems by applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



LESSON BREAKDOWN	TIMING	INSTRUCTIONS
<p>Introduction</p> <p>Slide 1: Character introduction Slide 2: Learning Objectives Slide 3: Film</p>	<p>5mins</p>	<ul style="list-style-type: none"> ▶ Introduce the characters and learning objectives using slides 1-2. ▶ Use the film as a group discussion tool: <ul style="list-style-type: none"> - What are their thoughts? - Do they think it is realistic? - What would they do?
<p>The Dilemma</p> <p>Slide 4: Where Ben went wrong PDF 1: Ben's Budget - Worksheet (x2)</p>	<p>25mins</p>	<ul style="list-style-type: none"> ▶ Referring to Slide 4, recap on the issue shown in the film: Ben overspent during the day which meant that he couldn't pay for their meals. ▶ Ask students to complete PDF 1 Ben's Budget - Worksheet to make improvements and changes to Ben's budget where necessary.
<p>Needs & Wants</p> <p>Slide 5: Needs vs. Wants - today (age appropriate spending) Slide 6: Needs vs. Wants - future (cost of living) PDF 2a: Needs & Wants Cards - Students PDF 2b: Needs & Wants Cards - Adults (x2)</p>	<p>30mins</p>	<ul style="list-style-type: none"> ▶ Explain/discuss the concept of needs vs wants and apply this to Slide 5: click to reveal an image and discuss as a class if this is a need or a want. Using PDF 2a Needs & Wants Cards - Students, ask students to prioritise their spending, by placing the cards under either Needs or Wants headings. Ask the students to explain their choices. ▶ Extend this exercise by introducing the PDF 2b Needs & Wants Cards - Adults. Use Slide 6 in the same way as Slide 5, and ask the students to do the same activity with the cards, thinking of what they may consider a need/want in the future. ▶ Next, use the Salary/Saving/Loan cards (there is one set of these titles to go with Need and one set to go with Want). Students decide if they pay for the items listed from: <ol style="list-style-type: none"> a. their monthly pay (Salary) b. if they will save for the item (Savings) or c. if they will need a loan to pay for the item (Loan). Discuss their choices.

LESSON BREAKDOWN	TIMING	INSTRUCTIONS
<p>Extension: Living Independently Slide 7: Moving out Slide 8: Independent living costs PDF 3a: Independent Living - Worksheet</p>	<p>25mins</p>	<ul style="list-style-type: none"> ▶ Introduce the topic of living independently using Slide 7 and ask the students to make a spider diagram showing everything they will have to pay for when they live independently; they can use some of the Needs & Wants as ideas. ▶ Use the first column of Slide 8 to check their answers. Click once in the 'spending' column to reveal spending suggestions. ▶ Next, ask students to use PDF 3a Independent Living - Worksheet to estimate average costs. Set this up as a competition: split the room into large groups and ask each for their answer. This enables students to compare their individual answers and decide on a joint answer, the closest estimate wins a point for their group. Use the second column of Slide 8 to check their answers. Click into each individual cell to reveal an average cost estimate for each expense.
<p>Consolidation Quiz Slides 9-11</p>	<p>5mins</p>	<ul style="list-style-type: none"> ▶ Use the final three slides to ask questions, check understanding and find out how far learning objectives have been met.

ANSWERS

PDF 1: Ben's Budget - Worksheet

1. No answer (worksheet task)
2. £142.70
3. Ben has spent £136.90 so he has £5.80 left
4. Individual answers
5. Yes, money can make us happy, stressed, worried, excited etc.
 - a. i. $£65 @ 7\% = £4.55$
 ii. $£65 @ 12\% = £7.80$
 - b. i. £69.55
 ii. £72.80
 - c. i. Divide £69.55 by 4 = £17.39
 ii. Divide £72.80 by 8 = £9.10
 - d. Individual answers