



FINANCIAL EDUCATION TEACHER RESOURCE PACK

Planning For Your Goals

KEY STAGE 4

The
MONEY
Charity

<https://themoneycharity.org.uk>

ABOUT THE MONEY CHARITY

The Money Charity is the UK's Financial Capability charity, providing Financial Education, information and advice to young people and adults throughout the UK.

Our vision is for everyone to be on top of their money as a part of everyday life. So we empower people across the UK to build the skills, knowledge, attitudes and behaviours to make the most of their money throughout their lives.

We are most known for providing high-quality support to teachers by delivering fun, engaging and interactive Financial Education Money Workshops in schools and colleges across the UK. The Workshops inspire and motivate young people to take control of their finances and prepare for their futures. We hope that our Teacher Resource Packs will help us expand this reach.

If you and your young people enjoy using this Teacher Resource Pack, please do check our website <https://themoneycharity.org.uk> to see what other packs are available.

What is Financial Capability?

Financial Capability provides people with the ability to manage their money well and to make the most of it. It enables people to have the best possible Financial Wellbeing, both now and in the future. This is done by improving and developing people's skills and knowledge, motivation and attitudes towards money, as well as the accessibility of financial products.

Planning for goals is an important part of helping young people become financial capable. It is vital that young people view money as a ladder to their goals rather than a hurdle and that they are motivated to reach for their goals.



USING THIS RESOURCE PACK

This Teacher Resource Pack is designed to give you the tools and the confidence to help you to teach your students about key financial topics in a fun and engaging way. You do not need to already have any special skills or knowledge and most of the required resources are provided in the pack. This pack has been specifically designed to help you deliver the “planning for future financial needs” topic of the national curriculum.

This pack is designed to be flexible so you can adapt it to the requirements of your school and students. We have split the lesson into three 20-minute sections, which can be run together or independently. This gives you the choice to run it as a full-hour lesson or run it as 2 or 3 consecutive lessons if time is limited e.g. if Financial Capability is taught during form-time.

This Teacher Resource Pack covers planning for 14-16 year olds.

The learning outcomes of this pack are to:

- Know how to research costs of a goal
- Understand what costs might surround a goal
- Describe what makes a good plan
- Build a plan for a group trip
- Evaluate the effect peers can have on your plans

Resources included in this pack:

- 1x Teacher Notes
- 1x Starter Sheet (photocopy for number of students)
- 2x Big Question Sheets (photocopy for number of students)
- 1x Research Worksheet (photocopy for number of students)
- 1x Action Plan Worksheet (photocopy for number of students)

The students will need access to the internet and calculators.

STARTER

FINDING OUT WHAT WE KNOW



TIME NEEDED

5 minutes



AIM

Students will fill in the before side of the Starter Sheet.



LEARNING OUTCOME

Recognise their current strengths and weaknesses in this topic.



RESOURCE

- Starter Sheet

ACTIVITY

1. Give each student a Starter Sheet.
2. Instruct each student to answer the statements on the 'before' side of the sheet.
3. **Red** = low confidence/knowledge
Orange = medium confidence/knowledge
Green = good confidence/knowledge
4. Get the students to hold up their sheets or put their hands up for each colour to see where the students feel their understanding is before the session.

Tip

If you are doing each activity as a separate lesson, ask the students to write their names on the sheets and collect them in at the end as they will need them again later.

DISCUSSION

Suggested discussion starters:

- What is a financial plan?
- Has anyone made a plan for a goal before?
- Did you achieve your goal?
- Would you mind sharing what your goal was?
- Was it easy to make a plan?
- How did you feel when you achieved your goal?

EXTENSION

Give the students 4 seconds to think of a goal that they have achieved. Go around the room asking each student to share what it was and how they got there.

ACTIVITY 1

WHAT MAKES A GOOD PLAN ?



TIME NEEDED

15 minutes



AIM

Students will discuss the questions to come up with ideas about what makes a good plan and how it could be successful.



LEARNING OUTCOME

Understand what key features make a plan successful.



RESOURCE

- Big Question Sheets x 2

ACTIVITY

1. Place the students into groups of 4 or 5.
2. Give each group the first A3 Big Question Sheet (the "What Do You Think Makes A Good Goal?" Sheet.)
3. Explain that the students will need to brainstorm answers to the questions.
4. After 5 minutes, give the students the second Big Question Sheet (the "Why is Having A Plan Important?" Sheet) and they can repeat the activity.
5. Ask the groups to highlight any points that match up with the SMART goal system on the new sheet.
6. Have the groups give feedback on what they have come up with.

Reminder

Specific
Measurable
Achievable
Realistic
Timely

DISCUSSION

Suggested discussion starters:

- Can anyone think of any examples of when we might need to make a financial plan?
- What challenges might you face when creating a plan?
- Why might you not stick to a plan?

EXTENSION

If a group finishes brainstorming, tell them to turn over their A3 sheet and think of what costs they might need to consider for a trip to a local theme park/attraction.

ACTIVITY 2

PLANNING A TRIP



TIME NEEDED

20 minutes



AIM

Students will use the internet to research the costs and information needed to get their group to a local attraction e.g. Alton Towers / Thorpe Park. They will research several options to find the cheapest or most suitable. They will then debate these options to find the ones that best suit the group as a whole.



LEARNING OUTCOME

Demonstrate the ability to research the information needed to make a successful plan. Describe how your peers could affect your plans.



RESOURCES

- Research Activity Worksheet
- Access to the internet

ACTIVITY

1. Put the students into groups of 3 or 4.
2. Have each group think of a trip or activity that they would like to do e.g. theme park, zoo, concert.
3. Give each group a Research Activity Worksheet.
4. Explain to the students that they should use the internet to find out the costs of each of the items on the sheet. Some of the items will have multiple options e.g. travel by car, bus, train etc. Give the students 10 minutes to do this.
5. Ask what answers the groups have found for each question.
6. Ask if any of the costs surprised them and if there were any costs that they didn't think of at first. Explain that the groups will now need to decide how much the trip will cost by together making choices about the costs that aren't fixed e.g. travel, food etc. Encourage debate in this section to highlight how friends might affect plans.
7. They should note down their decisions on the Research Worksheet.

DISCUSSION

Suggested discussion starters:

- Were any of the costs surprising?
- Were there any costs that you didn't think of at first?
- Do you think writing everything down made it easier to make decisions and come up with a plan? Why?
- What was the hardest thing about making a plan?
- What sort of things did your group have trouble agreeing on?
- How did you come to agreements as a group if not everyone felt the same way?

Tip

If you are doing each activity as a separate lesson, please collect the completed Research Worksheets in at the end as they will need them again later.

Tip

If you took a break between Activity 1 and 2, start with the Revision Activity and then proceed with Activity 2.

Revision Activity 1

Students have 60 seconds to explain what they did last lesson to their partner.

They are not allowed to:

- Pause
- Repeat words
- Say 'Erm'

ACTIVITY 3

CREATING AN ACTION PLAN FOR A TRIP



TIME NEEDED

15 minutes



AIM

Using the research done in the previous activity, students will be able to create an action plan for a trip to a local attraction.



LEARNING OUTCOME

Create an action plan for how to achieve your goal.



RESOURCE

- Action Plan Worksheet

ACTIVITY

1. Put the students into the same groups as the previous activity and make sure they all have their filled in Research Worksheets.
2. Students will use what they did in the previous session to answer questions about their goal and plan.
3. Provide each student with the Action Plan Worksheet. This sheet has a series of questions about how they will achieve the goal.
4. The students will need to discuss and answer the questions.
5. Get the groups to feedback and discuss what they have decided and why.

DISCUSSION

Suggested discussion starters:

- Where will the income come from?
- When do you want to achieve your goal?
- Have you thought about saving?
- Who is the organiser in your group?
- Why is it important to have a plan?
- Why do you need to research a goal?

Tip

If you took a break between Activity 2 and 3, start with the Revision Activity 2 and then proceed with Activity 3.

Revision Activity 2

Write a text message to your friend about the goal you planned in the last lesson.

It should include:

- What is your goal?
- When will you achieve it by?
- How are you getting the money?
- How will you save your money?

PLENARY

WHAT HAVE WE LEARNT?



TIME NEEDED

5 minutes



AIM

To sum up the learning and to see if students have made progress in their understanding of, and confidence in, this topic.



LEARNING OUTCOME

Evaluate what they have learnt and how it might be useful to them in their lives.



RESOURCES

- Starter Sheets from the beginning

ACTIVITY

1. Have the students work individually.
2. Use the discussion questions below.
3. Ask the students to think about each question for a few minutes. Then discuss these as a class.
4. Give students the Starter Sheet from the beginning of the lesson.
5. Get them to fill in the 'after' section to see how/if their confidence and knowledge has changed.

DISCUSSION

Suggested discussion starters:

- Has anything from these activities surprised you? What and why?
- Do you think doing these activities will change anything about how you do things now?
- How do you think having done these activities might help you in the future?

For us to continue providing these resources for free, we need to collect data and evaluate their impact. Please help us do this by sending the completed Starter Sheets to
The Money Charity, 15 Prescott Place, London SW4 6BS

If you have any questions or feedback on these resources, please email us at: hello@themoneycharity.org.uk