

### SESSION THREE: BANKING AND BEING INFORMED

Key-Worksheets in green are a compulsory part of the accreditation criteria

MWB 5 = Money Works booklet page 5

#### Outcomes

- YP can identify the key differences between current & savings accounts
- YP will increase their knowledge of different forms of payment
- YP will increase their understanding of interest and how it works
- YP will understand the importance of reading their contracts and tenancies before signing
- YP can identify some common small print in contracts

Section/objectives	Method	Materials	Time
<b>INTRODUCTION</b>			
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Welcome learners, reintroduce MyBnk &amp; yourself, especially to new YP</li> <li>• Briefly cover day outline &amp; objectives, reviewing what was covered in previous session if applicable</li> <li>• Review YP’s list of ‘things they want to get out of the session’, and add any new ones they may have, and tick off any they feel we’ve covered in S1/2</li> <li>• Baseline questionnaire if a stand-alone session</li> <li>• Warm up / Icebreaker</li> <li>• Review community agreement, see if anything needs to be added</li> </ul>	Trainer input  Group brainstorm	Name labels & Register Whiteboard / flip chart Pens & Blu Tack Ground rules flipchart from previous session  MW PP	10 mins
<b>HOW BANKS WORK</b>			
<b>What banks do with our money</b> <ul style="list-style-type: none"> <li>• Begin by asking why people put money in accounts and what happens to it?</li> <li>• Invite three volunteers to the front to act as a ‘Banker’ and ‘Saver’ (don’t reveal ‘Borrower’ until required).</li> </ul>	Group brainstorm (spider diagram)  Trainer facilitated	Trainer Info – Banking Brainstorm	10 mins

<ul style="list-style-type: none"> <li>Using storytelling techniques and props, build a picture of how banks create interest e.g. ‘John the saver has saved up £90, Sandra wants to borrow for...’</li> <li>Explain how savers &amp; borrowers are involved, and how banks make money.</li> <li>Ensure the coins moves in a logical order so it is clear that the bank used the savers money to lend to borrowers, charging interest that they can then use to reward savers, but also keep some profit for themselves.</li> </ul> <p><b>OPTIONAL: Credit Crunch (if relevant during role play)</b></p> <ul style="list-style-type: none"> <li>What would happen if the borrower didn’t pay back their loan? The whole system would be at risk of collapsing!</li> <li>Explain that the credit crunch started when banks didn’t do proper checks on borrowers and lent to those who couldn’t afford it</li> <li>Because the banking system is international (e.g. UK banks lend to Indian companies, US banks lend to African governments), the effects were felt worldwide</li> </ul> <p><b>OPTIONAL: Ethical / Faith based banking (if relevant during role play)</b></p> <ul style="list-style-type: none"> <li>Explain that banks lend their money not just to people but companies, other banks and even governments too.</li> <li>Ask the saver how they’d feel if, e.g. their savings went to fund a weapons producer? Or a fair trade company? If they care where there money goes?</li> <li>Explain what an <b>ethical policy</b> is and that you can find out more about where your money goes by enquiring at your local bank / researching online</li> </ul> <p><b>Faith based banking</b> - you can choose a bank based on your religious beliefs – e.g. Jewish / Islamic bank accounts are available that don’t lend to companies that go against religious beliefs (e.g. Islamic accounts don’t lend to alcohol businesses)</p>	<p>role play</p>	<p>Banker, Borrower, Saver laminates</p>	
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<p><b>Credit Crunch/ FSCS Protection</b></p> <ul style="list-style-type: none"> <li>• Show YP Northern Rock video, asking the group to observe the average age of the people in the line and the length of these lines.</li> <li>• You can summarise that the line is full of older people due to them having more saved and trusting online less that young people</li> <li>• Ask what they would have done in this situation</li> <li>• Explain that because of situations like this, we now have FSCS which protects money for an individual up to £85,000.</li> </ul>	<p>Trainer facilitation</p> <p>Discussion</p>	<p>Video</p>	<p>10 mins</p>
Section/objectives	Method	Materials	Time

<p><b>Types and Features of Bank Accounts- Current vs Saver</b></p> <ul style="list-style-type: none"> <li>• Ask what different types of bank account YP have, if any.</li> <li>• Distinguish the difference between a savings, basic and current bank account using one of the methods below. Ensure these topics are covered: <i>Everyday vs long term banking; regular payments; cash/ debit/ credit card differences, overdrafts and charges; regular automatic payments; access options; ISA's.</i></li> <li>• Use stories, diagrams and symbols to simplify the concepts.</li> <li>• Show an awareness of the pitfalls of a current account- hidden charges, overdrafts, missed payments</li> <li>• Share personal experiences of using bank accounts, and examples of when each type of account is relevant (e.g. paying for bills, saving for a deposit)</li> <li>• YP then summarise key features (minimum of 2) of each account (adding descriptions) on their worksheet.</li> </ul> <p><b>Higher Ability – Draw a flip chart with savings / current account columns</b></p> <ul style="list-style-type: none"> <li>• As a group, get YP to verbally input what they think are key account features, completing the columns as you go, and expanding the YP input with clarity</li> </ul>	<p>Trainer input</p> <p>Whole group feedback and discussion</p> <p>Questions from group</p> <p>Individual activity</p>	<p>Trainer Info – Accounts comparison table</p> <p>Banking Worksheet (MWB 13)</p> <p>Whiteboard / flip chart</p> <p>Blank paper A4 MW PP</p>	<p><b>20 mins</b></p>
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<p><b>Lower Ability</b> - Memory quiz slide and then talk through terms &amp; differences</p> <ul style="list-style-type: none"> <li>• Hand out a Current Vs Savings sheets and ask learners to place them face down in front of them on the table</li> </ul> <p>Show the Current vs. Savings slide and inform learners they have 60 seconds to remember all the content on the board – use timer</p> <p><b>Types &amp; Features of Bank Accounts cont/d...</b></p> <ul style="list-style-type: none"> <li>• Once time has elapsed hide the slide for a further 60 seconds and ask learners to copy as many of the terms as they can remember</li> <li>• <i>Worksheets can be swapped with partners for scoring as a quiz activity as an alternative – highest scores can receive prizes</i></li> <li>• Review their answers and lead into a discussion about the key differences between current &amp; savings accounts</li> </ul> <p><b>Basic Bank Account</b></p> <ul style="list-style-type: none"> <li>• Add another column and explain how a basic account is a good way to avoid nasty charges if you often get overdrawn and finding it difficult to manage your account; or if you're looking for an easy, simple first account.</li> </ul> <p>NB: This option is an important alternative for YP who get into overdraft to know about</p>			
<p><b>Open Banking- FinTech</b></p> <ul style="list-style-type: none"> <li>• Trainer is to show the Nationwide 'What is open banking' video and explain how open banking works.</li> <li>• Trainer should link open banking to FinTech apps such as Monzo, starling, N26, Curve and Wonderbill.</li> <li>• Explain how these apps are safe, secure and able to function thanks to open banking.</li> </ul>	<p>Trainer facilitation Discussion</p>	<p>What is open banking- Nationwide Video</p>	<p>10 mins</p>

<p><b>APR vs. AER</b></p> <ul style="list-style-type: none"> <li>• Following the role play, continue explaining interest by introducing the terms AER &amp; APR and show how the 'P' and 'E' can be used to differentiate between the two (P – pay on borrowing; E – earn/extra on saving).</li> <li>• Stress that the LONGER money is either saved or borrowed for, the more the interest accrues – this is due to compound interest</li> <li>• YP to define AER &amp; APR in their workbooks in their own words</li> <li>• Trainer to discuss the difference between DD and SO- highlight to YP D is for Different (amount each month) and S is for same (amount each month).</li> </ul>	<p>Trainer presentation</p>	<p>Whiteboard / flip chart</p> <p>MW PP</p> <p>Banking Worksheet (MWB 13)</p>	<p>10 mins</p>
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Section/objectives	Method	Materials	Time
<p><b>Shopping for a Bank Account</b> (offline activity available)</p> <ul style="list-style-type: none"> <li>Learners think about what's important to them when choosing a bank account, brainstorm some ideas from the group.</li> <li>Learners are directed to uswitch.com and shown how to search for a bank account that is most suited to their needs.</li> <li>Revisit <b>APR</b> and <b>AER</b>. Add additional term of <b>EAR</b>. Explain how <b>EAR</b> is term they may also see when looking for a bank account regarding overdrafts.</li> <li>TIME the activity (3 mins) and challenge them to compare the top 5 accounts that come up, and have reasons to justify their decision on why they think it suits their needs</li> <li>Get them to feedback on things such as interest, overdraft options &amp; fees, extra rewards (will they really use them?), monthly fees, bank reputation etc.</li> <li>Take questions and explain again if necessary.</li> </ul>	<p>Individual / pair work</p> <p>Trainer input</p> <p>Whole group feedback and discussion</p>	<p>MW PP</p> <p>MyBnk Tablets</p> <p>Trainer Info – Shopping for an Online account</p>	<p>10 mins</p>
Section/objectives	Method	Materials	Time
<b>PAYMENTS &amp; STATEMENTS</b>			
<p><b>Ways to Pay- PICK ONE</b></p> <p><b>1) Banking Bingo</b></p> <ul style="list-style-type: none"> <li>Hand out different bingo laminates to each pair / small group</li> <li>Trainer to explain the rules of Bingo and check learners understand the rules</li> <li>Read out the trainer caller card and ask learners to draw a line /tick off a payment type if they have the right one on their laminate card (with wipeable board pens)</li> <li>Winning group is the first one to call 'Bingo' / similar word agreed on</li> <li>Check groups answers to confirm win and reward with a prize (e.g. chocolate</li> </ul>	<p>Small group activity</p> <p>Pair activity</p>	<p>Banking Bingo Laminates (1 per pair / small group)</p> <p><a href="#">Ways to Pay Worksheet (MWB 14)</a></p> <p>Trainer information Banking Bingo questions (part of Trainer Booklet)</p>	<p>15 mins</p>

<p>coins / similar)</p> <ul style="list-style-type: none"> <li>• Get YP to then write the payment types from their card into the boxes on the bingo page in MW booklets, and on the dotted lines explain each payment type along with examples</li> </ul> <p><b>2) Banking Dominoes</b></p> <ul style="list-style-type: none"> <li>• Dominoes should be handed round the whole group to ensure involvement</li> <li>• A challenge for pairs to match payment term with its explanation</li> <li>• Keep the activity fast paced and buzz a timer after 5 mins</li> </ul>		<p><i>Incentives for winner e.g. chocolate coins</i></p>	
Section/objectives	Method	Materials	Time
<b>Contracts and Tenancies</b>			
<p><b>The Money Works Exam</b></p> <ul style="list-style-type: none"> <li>• Hand out the exam face down – set up an ‘exam conditions’ vibe</li> <li>• Explain that “if you follow the instructions you’ll be fine”</li> <li>• Allow them 2 minutes to complete as much of the exam as possible.</li> <li>• Once time is up, ask the group to read the last line</li> <li>• RECAP – you should read every word of any document you need to take seriously – bank statements, contracts, tenancy agreement etc</li> </ul> <p><b><i>ALTERNATIVE EXERCISE – Better for ESOL / Lower ability groups</i></b></p> <p><b>Million Pound Housing Drop</b></p> <ul style="list-style-type: none"> <li>• Place ‘housing type’ laminates on the table and hand each team one set of coloured tokens</li> <li>• (Q+A Sheet available in module folder)</li> <li>• Explain that for each questions, teams much place all their tokens down on 1 or more of the housing type cards. They can spread their tokens, but they must use all tokens every round.</li> </ul>	<p>Individual Exercise</p> <p>Trainer Input</p> <p>Group activity / quiz</p>	<p>MW Exam Sheets</p> <p>Housing Drop Laminates</p> <p>Housing Drop Questions and Answers sheet</p> <p>Tokens / Coins for markers</p>	<p>5 mins</p>



<ul style="list-style-type: none"> <li>Any incorrect answers lose the tokens placed on it. Teams take back any tokens on correct answers.</li> <li>Winner is the last team standing, or the team with the most tokens left at the end of the game</li> </ul>			
<p><b>Reading Tenancies</b></p> <ul style="list-style-type: none"> <li>Hand out sample tenancy packs to small groups or pairs</li> <li>Ask the groups to pick out any rights or responsibilities they have in relation to that tenancy</li> <li>Groups should find the following information to feed back:             <ol style="list-style-type: none"> <li>3 things that might get you evicted</li> <li>2 things you need to ask permission for before you do it</li> <li>1 thing you can expect from your landlord</li> </ol> </li> </ul>	<p>Trainer Input</p> <p>Pair Activity</p> <p>Trainer facilitation</p>	<p>MW PP</p> <p>MyBnk tablets</p> <p>Sample Tenancy Agreements</p>	<p>10 mins</p>
<p><b>Common Contracts</b></p> <ul style="list-style-type: none"> <li>In pairs or small groups, ask the learners to come up with other contracts that they might have to sign when moving into independent living. (Mobile phone, broadband, Netflix, gas / electric etc)</li> <li>For each contract, the groups should give one thing they think might be in the small print (Mobiles – if you leave early you will be charged for the whole contract, Netflix – you can't share your account etc)</li> <li>Remind yp that contracts are legal documents and should be read carefully.</li> </ul>			<p>5 mins</p>
<p><b>Section/objective</b></p>		<p><b>Materials</b></p>	<p><b>Time</b></p>

<p><b>Review and closing</b></p> <ul style="list-style-type: none"> <li>• Summarise learning</li> <li>• Answer any remaining learner questions &amp; signpost where necessary</li> <li>• Game to end if relevant</li> </ul>	<p>Learning review</p>	<p>MW PP</p>	<p>10 mins</p>
			<p><b>2 hrs</b></p>