



<p>On page 1 of the booklet, 'Where do we get money' section, there are five boxes each with some images in hinting towards ways of getting money. From looking at these images can the YP guess the way and write it on the line in the box.</p> <p>This is a silent/quiet task so remind pupils to keep focused and use the images to guess the way to get money. Tell YP they'll have 2 minutes to get all five answers.</p> <p>Once the time is up, the timeline will re-appear. You can ask the teacher to pick one pupil's answer to feed back or just reveal the answers after the image pops up.</p>	<p>Trainer input</p> <p>Teacher typed response</p>	<p>Alternative words for the answers are also fine, i.e. allowance, weekly spends, Christmas, house jobs etc.</p>	<p>'Where do we get money?' worksheet</p>	
<p><b><u>Work:</u></b></p> <p>Show the 'work, work, work' slide and reiterate that when you're an adult, money is usually earned by working.</p> <p>Ask quiz question about when YP can start working (teacher poll) – remark on how YP will be 13 in only a few years. Give a few examples of 'light work' e.g. paper round.</p>	<p>Teacher poll</p>		<p>PowerPoint</p> <p>Zoom poll</p>	<p>5 mins</p>
<p><b>Bank Accounts</b></p>				

<p><b><u>Banks</u></b></p> <p>Ask YP “When you get the money you’ve earned, where do you put it?”</p> <p>Ask teacher to type in a couple answers. If they don’t say bank, bring up the idea of a bank. Ask YP to think about what a bank does and why people might use them. Show some reasons on the PowerPoint.</p> <p>Go through quiz questions to gauge YP knowledge on types of bank accounts. Express that because they are all at least 7 years old, they can all have a savings account now.</p> <p>Show savings fact about the Junior ISA (Individual Savings Account). YP can get a savings account from age 7, so could be saving in a bank now.</p>	<p>Trainer input</p> <p>Class thinking time</p>	<p>You can ask teacher how often they get paid and how they get paid – often into a bank account.</p>	<p>PowerPoint</p>	<p>5 mins</p>
<p><b><u>Current Account VS. Savings Account</u></b></p> <p>Explain that even within one bank, there are different types of accounts. Show the differences on the PowerPoint.</p>	<p>Trainer input</p>		<p>PowerPoint</p>	<p>5 mins</p>
<p><b><u>Which Account?</u></b></p> <p>Tell YP to look at the ‘Current vs Saving’ worksheet (page 2) with images of items that adults might pay for, they should draw a line from the images to the relevant word/account:</p>	<p>Small individual activity</p>		<p>PowerPoint ‘Which account?’ Worksheet</p>	<p>10 mins</p>

<p>Remind YP:</p> <ol style="list-style-type: none"> <li>1. Everyday items will probably be paid for with money from a current account, where an adult receives their salary.</li> <li>2. A savings account is used to save up their money. This will be used for larger less frequent purchases.</li> </ol> <p>Start Timer: 2 minutes</p> <p>After the timer finishes, feedback to class using the PowerPoint slide to show which account matches the items. YP can check if they put them into 'savings' or 'current' correctly. Remind YP that sometimes you may use both accounts for items - you might pay for services or parts for your car from your current account but to buy one, you would likely need to save in a savings account.</p>				
<b>Forms of Payment</b>				
<p><b><u>Forms of Payment</u></b></p> <p>Ask YP to think about what other forms of payment they can use to buy things. Ask the teacher to input 2 answers form the class.</p> <p>YP will most likely say credit card. It is important to explain the difference between a credit card and a debit card.</p> <p>Show the three bank cards on the PowerPoint and explain how although the three plastic bankcards may look similar, they are actually very different. Give YP 10 seconds to think about how they might be different. Reveal the differences on the PowerPoint.</p>	<p>Trainer input</p> <p>Individual thought time</p> <p>Teacher type and complete poll</p>	<p>You could ask YP to think about the most common ways to pay for things, recapping to assembly responses.</p>	<p>PowerPoint</p>	<p>10 mins</p>

<p>Explain that cards are not the only way to pay for goods. Show other methods on the PowerPoint. Lead into quiz questions about how money is becoming much more digital.</p>				
<b>Problem Solving Character Questions</b>				
<p><b><u>Problem Solving Questions:</u></b>          Explain that for the next few sessions, each person will have a different job to complete activities as. Show the example page on the PowerPoint and read out key words.</p> <p>Note the key word ‘salary’ – this can also be called a ‘wage’ and is how you earn money from a job. Get the YP to look at the yearly and daily salary on their job card in their booklet. They should also look at the details about the job and routes to this type of employment.</p> <p>Timer: Give YP 1 minute to read their job cards and check the information. (page 3)</p> <p>Say to YP that now they know all about where money comes from, different types of bank accounts and forms of payment, they can use this knowledge to solve some problems for their job characters (page 4).</p> <p>Ask YP to think about why problem-solving skills may be important for later life.</p> <p>Explain that questions will be based on a grid of items that the characters will be buying or using as part of their job.</p> <p>The activity will summarise knowledge on areas learned about during the session, as well as some addition and subtraction problems.</p>	<p>Individual activity</p>	<p>Explain that this may not be the job YP want when they are older, but that they can pretend for these sessions. There are many more jobs, these are just the ones MyBnk has chosen.</p> <p>YP can complete worksheet alone.</p> <p>Remind YP to read the questions carefully and to circle objects on</p>	<p>PowerPoint          Job Info Sheet          Problem Solving worksheets</p>	<p>10 - 15 mins</p>

<p>Ask the teacher to inform you in anyone finishes before the timer is up as there is an extension. Start timer: 4 mins. <i>Move onto extension slide if requested by the teacher.</i></p> <p><b>Trainer turns camera off once timer starts.</b></p> <p>When most students have finished or the timer is up, run through the extension slide, then move onto the answers slide so YP can check their responses.</p> <p><b>Turn camera back on before going through the answers.</b></p>		<p>the grid if the question asks them to use them.</p>		
<b>Plenary</b>				
<p><b>Plenary:</b> Congratulate YP for their hard work. Summarise the ‘key messages’ on the slide. Ask last quiz question about credit cards, to see if they have remembered key learning.</p> <p>Give YP 2 minutes to write their answer to the question ‘When I am older I would like to earn money by...’ (page 5)</p> <p>Explain that next session they will have the daily salary of their character and they will be able to use that money, but they will have to wait!</p> <p><b>Explain that before you see them next time, you’d like YP to complete an activity. Show YP the ‘Where’s my Wallet’ family challenge slide and explain answers will be showed next time.</b></p>	<p>Trainer facilitation</p>	<p><i>You will know in advance whether the YP will be given a paper copy or link to the Family Pack. If a link – this should be provided.</i></p>	<p>Power Point Family Pack physical or Web Link</p>	<p>5 mins</p>
			<p><b>Total</b></p>	<p><b>65– 80 mins</b></p>