



Talk Money, Talk Solutions

Financial education through numeracy and practical tasks

The resources on this disc are in the following formats:

Microsoft Word Text documents; and
Microsoft Excel Spreadsheets.

Software requirements:

Microsoft Word
Microsoft Excel



**Personal Finance
Education Group**

CCEA is most grateful for permission to adapt this resource, which was originally developed by Learning and Teaching Scotland and The Scottish Centre for Financial Education supported by Clydesdale Bank.
www.LTScotland.org.uk Email: enquiries@LTScotland.org.uk

Talk Money, Talk Solutions

Financial education through numeracy and practical tasks



**Personal Finance
Education Group**

The pfeg Quality Mark shows that this resource meets the pfeg quality standards. At the time of issue the resource contains educational benefits and accurate financial information.

Please visit www.pfeg.org for further information.

This version of Talk Money, Talk Solutions has been produced for primary schools in Northern Ireland by CCEA under licence from Learning Teaching Scotland.

Contents

Introduction

About this resource	1
General advice on financial education	1
Links with the Northern Ireland Curriculum	1
Using the resource	2

Making sandwiches

Years 1 & 2	3
Task: Producing sandwiches to earn money	

Years 3 & 4	4
Task: Planning the making of sandwiches to earn profit	

Years 5, 6 & 7	6
Task: Planning the making and selling of sandwiches to earn profit	

Fun days

Years 1 & 2	8
Task: Exploring the best way of spending money on a Fun day	

Years 3 & 4	10
Task: Exploring a way of raising money for charity (virtual Fun day)	

Years 5, 6 & 7	12
Task: Finding the best value for money at the fairground	

Healthy eating

Years 1 & 2	14
Task: Pricing a healthy snack	

Years 3 & 4	16
Task: Choosing a healthy snack	

Years 5, 6 & 7	18
Task: Choosing a healthy lunch	

Eco schools

Years 1 & 2 20

Task: Growing plants

Years 3 & 4 21

Task: Deciding on how to spend funds to improve the school environment

Years 5, 6 & 7 22

Task: Shopping around for a good deal

Useful Resources

Websites 24

Printed materials 24

Acknowledgements

Acknowledgements 25

About this resource

Talk Money, Talk Solutions is a set of practical activities for young people in primary schools supported by teachers notes and a CD-ROM.

CCEA is most grateful for permission to adapt this resource, which was originally developed by Learning Teaching Scotland and the Scottish Centre for Financial Education (SCFE). References to activity sheets and spreadsheets are made on each activity and can be downloaded from www.nicurriculum.org.uk

General advice on financial education

The aim of the resource is to develop the financial capability of primary school children. This will give children an opportunity to carry out tasks to develop problem-solving skills, and to do this in a very creative and enjoyable way. Therefore there are opportunities to develop the children's thinking skills and personal capabilities. The idea of teaching children about money through real-life practical activities was welcomed by the schools who reviewed the resource in Northern Ireland.

Children from different social and economic backgrounds will have varied experiences of dealing with money and it is essential to remember this in the process of teaching about money and in related discussion. It is also important to recognise significant religious and cultural values and attitudes and to be sensitive to the experiences of the children and their families. You may wish to take advice from community groups.

Links with the Northern Ireland Curriculum

Developing each individual's financial capability, from early years through to the age of 18, can enhance life chances and choices. It can help all children and young people to develop all three curriculum objectives, particularly as a contributor to society and as a contributor to the economy and the environment. Therefore, developing an informed sense of their roles in the world. One of the main aims in developing the activities in Talk Money, Talk Solutions was to do exactly this.

Activities to develop financial capability, such as those described here, where outcomes not only benefit others but also encourage a sense of responsibility to the community, help children and young people to understand the connections between their contributions to society i.e. citizenship and their contributions to the economy and the environment. Because children learn through all of their experiences, especially those where there are practical outcomes, the curriculum needs to recognise and complement the contributions that these experiences can make.

This is particularly the case in financial capability, where many attitudes are based on what the children experience at an early age. Activities such as those described here can help children and young people to develop their role as a contributor to society. As assessment is an integral part of the learning process, the activities in this resource lend themselves well to assessing the cross curricular skills of Using Mathematics (UM), Communication (C), Using ICT (ICT) and Thinking Skills and Personal Capabilities. Children learn best when learning is connected. Although the Northern Ireland curriculum has been set out under six Areas of Learning, further integration is encouraged to help children better understand the links between the different aspects of learning. Many of the activities in this resource have a Mathematics and Numeracy base. However, they all make connections to other areas of learning particularly Personal Development and Mutual Understanding and the World Around Us.

Children should be given worthwhile experiences across the curriculum which allow them to develop skills in Thinking (T), Problem Solving (PS) and Decision-Making (DM), Self-Management (SM), Working with Others (WO) and Being Creative (BC).

Using the resource

The following sections contain the practical tasks that can be used to help develop financial capability. The tasks can be used in a variety of ways. They can be used in whole class teaching or in small group activities to promote:

1. The development of the young person as a Contributor to the Economy and Environment:
 - Employability
 - Economic Awareness
 - Education for Sustainable Development
2. The development of the young person as a Contributor to Society:
 - Citizenship
 - Media Awareness
 - Ethical Awareness
3. The development of the young person as an Individual:
 - Personal Understanding
 - Personal Health
 - Moral character
 - Mutual Understanding

The 'Plan, Do, Review process' has been identified to help foster good thinking habits and develop more independent learners.

Plan, for example:

- Clarifying tasks
- Generating ideas
- Designing ways of approaching tasks or problems

Do (carry out the plan and communicate findings), for example:

- Finding and analysing relevant information
- Creating, trialling or testing out possible solutions
- Making decisions
- Drawing conclusions
- Presenting ideas, opinions or outcomes

Review (both the process and outcomes of their work and their learning), for example:

- Evaluating progress throughout and make improvements when necessary
- Reflecting on their thinking and the learning
- Transferring thinking and learning to other contexts

Schools and teachers will of course use these materials in ways that meet the needs of their pupils and the local community. The schools involved in developing the activities used them in different ways to meet the needs of their children.

Making sandwiches

Years 1 & 2

Task: Producing sandwiches to earn money

Learning outcomes	Resources on CD-ROM
<p>At the end of this activity young people will be able to say: I can</p> <ul style="list-style-type: none"> • use coins • make sandwiches <p>At the end of this activity young people will be able to say: I have</p> <ul style="list-style-type: none"> • worked in a team 	<p>No resources required for this task.</p>

Resources

- Sliced bread: white and wholemeal
- Fillings (being aware of allergies and other health issues)
- Plates
- Plastic knives
- A dish of 1p and 2p coins
- Staffing help

Planning

- Define a sandwich (two sandwiches can be made using two slices of bread and one filling).
- Health issues – clean hands, gloves, covers for desks.
- Discuss checklist for perfect sandwich
 - no filling spilled
 - filling covers whole slice
 - two slices lined up.
- Put a price on the sandwiches according to ability of the children.

Doing

- In teams of three or four, decide how the jobs will be organised.
- After a short period, stop and compare each team's sandwiches.
- Display coins to show the value of the sandwiches made by each group.
- Each team counts up the total value of the sandwiches.

Reviewing

- Each team should be given the opportunity to explain orally what they did and then to listen to other groups and give helpful information or suggestions.

Questions for discussion

- Which types of sandwiches do you like?
- Which types of sandwich do you think are healthy?
- Do you prefer white or wholemeal sandwiches? Which is healthier?
- What did we learn about making sandwiches?
- Where can you buy 'ready made' sandwiches? How much do they cost?
- Would it be cheaper to buy sandwiches or make your own?

Next step

- Discuss using a variety of fillings to give choice. Why might the price be different for each?

Years 3 & 4

Task: Planning the making of sandwiches to earn profit

Learning outcomes

At the end of this activity young people will be able to say: I can

- calculate and compare costs
- describe value for money

At the end of this activity young people will be able to say: I have

- worked in a team
- made a report

Resources on CD-ROM

- 2.1 Information Sheet
- 2.2 Production Sheet
- 2.3 Report Sheet
- 2.4 Production Sheet (automated)
- 2.5 Report Sheet (automated)

Resources

- A standard sliced loaf (optional)

Planning

- Set the scene and distribute the pupil information sheet that defines the task.
- The budget for making the sandwiches is £40.
- The selling price of each item is 60p.
- Arrange pupils to work in pairs to read through and discuss what has to be done.
- Discuss the number of slices per sandwich (this should be agreed, eg two slices plus one filling equals one sandwich pack).
- Discuss how many products there are.
- Confirm understanding of costs and limited budget.

Doing

- Pupils should work out the cost of each product and show their business manager (teacher) how these were calculated.
- Remind pupils of the £40 limit and then give free rein to decide how many of each to produce.
- Issue the pupil production sheet or allow access to the automated version (which generates totals automatically).

Reviewing

Product Name	Tuna sandwich	Tuna roll	CLT sandwich	CLT roll
Cost Price				
Selling Price				
Profit on each				
Number made				
Profit if all sold				
Total profit if all sold				

- Allow each pair to complete a report sheet.
- Invite groups to explain their calculations.

Questions for discussion

- What did you need to work out first?
- How did you decide which items to make?
- Which item made most profit?
- Would you make all your sandwiches the same or make a variety?
- Would a shop sell them all for the same price?

Next steps

- If we were doing this for real, what things would we have to do/think about?

(Look for good value ingredients that are affordable but are of a good quality that people will want to buy, make a tempting variety, make a good display, time the making of them so that they are fresh, charge a fair price – we want people to recommend our food to others. Remember if we don't sell them we lose money.)

Years 5, 6 & 7

Task: Planning the making and selling of sandwiches to earn profit

Learning outcomes	Resources on CD-ROM
<p>At the end of this activity children will be able to say: I can</p> <ul style="list-style-type: none">• explain how profits are made• discuss risks in an enterprise project• calculate and compare costs• consider value for money <p>At the end of this activity children will be able to say: I have</p> <ul style="list-style-type: none">• worked in a team• made a report	<ul style="list-style-type: none">3.1 Information Sheet3.2 Production/Report Sheet3.3 Production/Report Sheet (automated)

Resources

- A standard sliced loaf (optional)

Planning

- Distribute the pupil information sheet that defines the task.
- The budget for making the sandwiches is £80.
- Arrange pupils in pairs to read through and discuss what has to be done.
- Discuss the key aspects:
 - the number of slices available in a loaf
 - how many slices make a sandwich (two slices plus one filling equals one sandwich pack).
- Confirm understanding of prices and that there are six products.
- Explain that at the end there will be a discussion on who has the best business plan.

Doing

- Pupils discuss the types of sandwiches and the cost of producing each.
- Pupils are given free rein to make decisions on prices and organise their working to assist with the various steps in forming a plan.
- Issue the pupil production sheet or allow access to the computer version.

Reviewing

- Invite groups to explain their calculations.
- Pupils hand in their production/report sheet.

Questions for discussion

- Would you make all your sandwiches the same or make a variety?
- What would happen if your selling price was too high?
- What do you do with left-over sandwiches?
- What might happen to your profit if you have lots of sandwiches left over?
- Link back to the element of competition – which pair could get the most sales?
- Which pair is likely to be the most successful?

Next steps

- If we were doing this for real what things would we have to do/think about?

(Look for good value ingredients that are affordable but are of a good quality that people will want to buy, make a tempting variety, make a good display, time the making of them so that they are fresh, charge a fair price – we want people to recommend our food to others. Remember if we don't sell them we lose money.)

It may be worthwhile to repeat the exercise at a later date so that pupils can use the experience to improve on these solutions.

Fun days

Years 1 & 2

Task: Exploring the best way of spending money on a Fun day

Learning outcomes

At the end of this activity young people will be able to say: I can

- compare prices to make choices
- use coins in a real life situation

At the end of this activity young people will be able to say: I have

- organised spending my money
- worked with a partner

Resources on CD-ROM

- 1.1 Activity Sheet without illustrations (for use if staff wish children to draw their own pictures)
- 1.2 Activity Sheet with illustrations
- 1.3 Class Report Sheet

Resources

- 1p and 2p coins (plastic or real)
- Roll a penny board (mark a card with win and lose sections)
- Treasure hunt activity, eg hide items under containers or in sectioned-off sand boxes; children pick one. Perhaps organised by staff or older child
- Magnetic fishing game
- A jar with beads or similar
- Staffing help

Starting

- The games and activity sheet can be amended as required.
- Explain to children that during their Fun day they can have a go at 'roll a penny', 'treasure hunt', 'hook a fish' and 'guess the number of beads'.
- It's 'only pretend' (there are no prizes) but if it was real all the money collected would go to charity. Each activity costs a different amount of money. The children have to decide which activities to try and how many times (no more than two tries at each activity).
- Issue an activity sheet to each pupil.
- Emphasise that they must each spend 10p exactly.

Doing

- Children discuss with a partner which activities they each want to have a go at.
- Set out their choice of games by placing the appropriate coins on top of the activity sheet.
- Tell their partner how much money they will spend on each of the activities they have chosen.
- Their partner checks that they will spend exactly 10p.
- Pupils visit the activities in pairs. They place their money in a bowl and try the activity.

Reviewing

- Children explain their choice of activities and how much they spent on each.

Questions for discussion

- How much money did the class collect in total?
- Would a Fun day be a good way of raising money for charity?

Next step

- Illustrate the number of tries for each activity on the board. This could be done using tally marks, by creating a pictogram or by using the Class Report Sheet provided on the CD-ROM.

Years 3 & 4

Task: Exploring a way of raising money for charity (virtual Fun day)

Learning outcomes	Resources on CD-ROM
<p>At the end of this activity young people will be able to say: I can</p> <ul style="list-style-type: none"> • compare prices to make choices • use coins in a real life situation <p>At the end of this activity young people will be able to say: I have</p> <ul style="list-style-type: none"> • organised spending my money • worked with a partner 	<ul style="list-style-type: none"> 2.1 Activity Sheet without illustrations (for use if staff wish children to draw their own pictures) 2.2 Activity Sheet with illustrations 2.3 Activity Sheet 2.4 Group report – blank 2.5 Group report – example

Resources

- 1p, 2p, 5p, 10p and 20p coins (each pupil could have 6 x 1p, 2 x 2p, 2 x 5p, 1 x 10p, 1 x 20p or similar, plastic or real)
- Dice, one for each group
- A bowl for each group to collect money

Planning

- The games and activity sheet can be amended if required.
- Issue an activity sheet to each pupil.
- Explain to children that during their Fun day they can pretend to have a go at 'roll a penny', 'treasure hunt', 'hook a duck' and 'face painting'.
- Explain that if it was for real all the money earned would go to charity.
- Each activity costs a different amount of money. Initially each child has 50p to spend.
- Pupils each set out their choice of games by placing the appropriate coins on top of the activity sheet.
- Pupils within each group check each other's allocation of money to cells to make sure it will 'work'.
- Three of the games have prizes (represented by coins):
 - Roll a penny, you win a 5p prize
 - Treasure hunt, you win a 10p prize
 - Hook a duck, you win a 15p prize.
- At the end each group will work out how much money would have been raised for charity.

Doing

Games should take place as in the Year 1 and 2 version but the following can replace the throwing of a die.

- Put 4 x 5p in each bowl at the start as a 'float'.
- In each group pupils take turns at 'roll a penny' by moving the money from their activity sheet into a bowl and then rolling the die.
- Roll a penny – must throw a 1 to win – win a 5p prize.
- If they win, they take the cost of the prize from the bowl. Each pupil then takes turns at 'treasure hunt' by moving their entry fees from their activity sheet into the bowl and then rolling the die.
- Treasure hunt – throw ('find') an even number – win a 10p prize.
- Each pupil then takes turns at 'hook the duck' by moving their entry fees from their activity sheet into the bowl and then rolling the die.

- Hook a duck – must throw a 5 or 6 to win – win a 15p prize.
- Each pupil then puts their face-painting money into the bowl and tells the group what animal or design they would have chosen.
- On completion each group (after handing the 20p 'float' back to the teacher) counts up how much money has been collected in the bowl 'for charity'.

Reviewing

- Each group reports the amount raised and which was the most popular activity. The group report supplied on the CD-ROM could be used. An example report is also given on the CD-ROM.

Questions for discussion

Hook the duck

- What would you pay in a real fairground for a go at 'hook the duck'?
- How does the stall owner decide who wins a prize? (numbers underneath ducks)
- If you owned a stall, what kind of prizes would you buy – lots of expensive ones or cheaper ones? (need some expensive ones to attract customers)
- How could you organise your game to encourage people to try it but also to make sure lots of people didn't win your expensive prizes too quickly? (a lot of ducks winning cheaper prizes and only a few with big prize numbers)

Face painting

- Although there are no prizes in face painting, what costs would you have to think about before you made up the price in a real fairground? (cost of paints, cost of hiring the artist)

Next step

- Discuss with pupils, either as a class or in groups, the events that they would like to see in a Fun day and how they would organise the prices and prizes.

Years 5, 6 & 7

Task: Finding the best value for money at the fairground

Learning outcomes	Resources on CD-ROM
<p>At the end of this activity young people will be able to say: I can</p> <ul style="list-style-type: none">• compare value to make choices• explain pay-as-you-go and daily tickets <p>At the end of this activity young people will be able to say: I have</p> <ul style="list-style-type: none">• planned how I would spend my money on a day out• made financial decisions about day passes	<p>3.1 Activity Sheet</p>

Planning

- Explain that this is an imaginary trip to a theme park or fairground.
- Arrange pupils in pairs.
- Issue the activity sheet.

Doing

- Pupils carry out the tasks outlined in the activity sheet.

Individually

- If you wanted to go on the Roller Coaster twice, and the Pirate Ship and Dodgems once each, how much would you need to spend?
- Decide which rides or treats you would choose if you had £12 to spend.

In pairs

- Compare your choices with a partner.

Individually

- The fairground is thinking of introducing a day pass. If the day pass costs £20, how would you get your money's worth in rides alone?

In pairs

- What do you think would be a fair price for a day pass?

Reviewing

- Individual pupils give their spending plans for £12.
- Each pair reports the amount of money they think the fairground owners should charge for a day pass. This information could be displayed as follows:



Questions for discussion

- Compare suggestions for the price of a day pass.
- At a real fairground does everyone pay the same price?
(sometimes adults pay more than children, toddlers less)
- Are there other ways of pricing rather than age? (height)

Next steps

- Decide a price list for day passes based on age or height and then use it to consider the possibility of a family day pass.
- Consider the costs of travel to the fairground (Local – car, bus, train.
Distant – will perhaps need a hotel. Abroad – flight).
- Use the internet to find the prices of day passes at various theme parks.

Healthy eating

Years 1 & 2

Task: Pricing a healthy snack

Learning outcomes

At the end of this activity young people will be able to say: I can

- use money to buy fruit
- discuss 'bestsellers'
- talk about how I spent my money

At the end of this activity young people will be able to say: I have

- worked with/tasted different fruits (depending on hygiene standards)
- helped to run a snack bar

Resources on CD-ROM

- 1.1 Price tickets
- 1.2 Fruit illustrations

Resources

- A selection of fruit to be cut up, eg grapes, apples, oranges and bananas
- Plates
- Coins (staff choose denominations)

Planning

- Explain that the children are going to set up their own fruit snack bar and then buy from it.
- Decide with input from the children, what size portions would be suitable for a snack and what price to charge for each snack.
- Organise the money available according to the ability of the children.

Doing

- Children could work in groups.
- Decide how fruit should be divided/cut up, eg 5 grapes, ½ banana, 2 segments of orange.
- Children can divide up grapes, peel oranges.
- Teachers/assistants should cut apples or bananas.
- Children should be told the cost of the fruit and asked to price the portions (profit not essential but shouldn't really sell for less than the cost).
- Children should put price tickets beside pieces of fruit.
- Children each select their choice of snack from the fruit bar and place money on the pictures on the fruit illustrations sheet.
- Children should only eat the fruit if sufficient hygiene standards have been employed (perhaps some fruit could be prepared by the school kitchen for tasting).

Reviewing

- Each child/group talks about what they bought and how much it cost.
- How many children chose each fruit?
- How much money has been spent on each fruit?

Questions for discussion

- Which is the most popular fruit among the children here?
- You should really eat five portions of fruit or vegetables per day. Which fruits do you like best?
- Would it be better to eat the same fruit all the time or a variety of fruit?
- What fruits are grown in this country?
- What fruits do we buy from other countries?
- Why should we expect fruit from far away countries to cost more?
(cost of travel)

Next steps

- Ask pupils to find out the cost of fruit when they are shopping with relatives.
- Fruit is usually sold by weight – why is this?
- Discuss with pupils why fruit is good for them.

Years 3 & 4

Task: Choosing a healthy snack

Learning outcomes	Resources on CD-ROM
<p>At the end of this activity young people will be able to say: I can</p> <ul style="list-style-type: none"> • calculate and compare costs of different items • consider possible expenditure based on funds available • discuss choices and consequences of diet <p>At the end of this activity young people will be able to say: I have</p> <ul style="list-style-type: none"> • thought about the types of food that are healthier 	<p>2.1 Snack list</p>

Planning

- Open discussion on choices at snack time.
- What items can you buy for a snack at school?
- Which are 'healthy eating' items?

Doing

- Issue the snack list.

Individually

- Choose from the snack list and consider the questions at the foot of the list.
- Pupils imagine that they have £1 each to spend.

In pairs/groups

- List some healthy choices from the snack list.
- List some not very healthy choices that could be made from the snack list.

Individually

- Decide on a different healthy snack for each day of the week (You can have the same item on more than one day but not the same complete snack).
- Calculate the cost for each day.

Reviewing

- Pairs/groups should make a list of some possible choices that are healthy and add up to £1 or less.

Questions for discussion

- Why do our bodies need food?
- Why should we eat food with healthy and important ingredients?
- You should really eat five pieces of fruit or vegetables per day.
Describe a way of doing this.
- What fruits are grown in this country?
- What fruits do we buy from other countries?

Next steps

- Make a list of healthy eating options available in school or at local shops.
- Discuss the need for producers to get a fair price for their goods/crops (Fairtrade).

Years 5, 6 & 7

Task: Choosing a healthy lunch

Learning outcomes	Resources on CD-ROM
<p>At the end of this activity young people will be able to say: I can</p> <ul style="list-style-type: none"> • calculate and compare costs of different items • consider possible expenditure based on funds available • discuss choices and consequences of diet <p>At the end of this activity young people will be able to say: I have</p> <ul style="list-style-type: none"> • thought about the types of food that are healthier • planned lunches for a week 	<p>3.1 Menu</p>

Planning

- Open discussion on choices for lunch at school.
- What items can you buy for school lunches? Which are the healthy eating items? Do you think that the healthy eating items cost more than the others?
- Explain the task: price a healthy lunch from the menu sheet. Items and prices should reflect those available in school.

Doing

- Issue the menu to pupils.

Individually

- Choose one item from each column.
- First choose what you think is a healthy lunch from this menu and calculate the price.
- Then choose what you think is an unhealthy lunch from this menu and calculate the price.

In groups/pairs

- Discuss the choices on the healthy menu and their prices.
- Discuss the choices on the unhealthy menu and their prices.
- Decide on a different healthy lunch for each day of the week. (You can have the same item on more than one day but not the same complete lunch.)
- Calculate the cost for each day. If you were to get the same amount of money to spend each day, what would be the most convenient amount to get? How much change would you be able to bring back each day?

Reviewing

- Collect each pair's/group's responses for the choice of lunch for the whole week.
- Make a class tally chart for each column showing the items chosen.

Questions for discussion

- Why do our bodies need food?
- Why should we eat food with healthy and important ingredients?
- What might happen if a person's body needed an important food and he or she hadn't eaten any of it? (become ill)
- Why should we eat five pieces of fruit or vegetables per day? (they contain important nutrients for our bodies)
- What fruits do you like?
- What fruits are grown in this country?
- What fruits do we buy from other countries?

Next steps

- Make a list of healthy eating options available in school or at local shops.
- Ask pupils to suggest a healthy three-course meal to serve to a visitor.
- Discuss the need for producers to get a fair price for their goods/crops (Fairtrade).

Eco schools

Years 1 & 2

Task: Growing plants

Learning outcomes

At the end of this activity young people will be able to say: I can

- talk about value for money

At the end of this activity young people will be able to say: I have

- grown plants
- set up a plant display or shop

Resources

- Packets of seeds
- Seed trays, compost, watering can, small plant pots

Planning

- Discuss with the children what will be needed to grow plants and flowers.
- Tell them that these can be sold to earn money to spend on the school/nursery (or used to make the school more attractive).
- Initially children should make a list of the resources required.
- Encourage them to bring in plant pots or recycled yoghurt cartons.

Doing

Provide opportunities for the pupils to:

- plant seeds and care for them until they are ready to be re-potted
- decide which plants they are able to sell and decide what price they should sell them for (or discuss where they could place them in the school)
- produce advertising material and/or maintain an attractive display of plants in the school
- discuss with a partner successes and failures
- show progress in their activities through a time line
- discuss how much waste material they have, how they could have cut down on it and how they will dispose of it.

Reviewing

- Children should say how many plants were grown and/or sold.
- They should think about whether the money earned is more or less than the amount initially spent by the school (or simply whether the school has got value for money in its display).

Questions for discussion

- What should be done with any surplus money that has been made?
- Who is going to look after the plants?

Next step

- Photographs can be taken of the plants and displays around the school or nursery.

Years 3 & 4

Task: Deciding on how to spend funds to improve the school environment

Learning outcomes

At the end of this activity young people will be able to say: I can

- plan a project
- compare costs for different solutions

At the end of this activity young people will be able to say: I have

- produced a plan as part of a group

Resources on CD-ROM

2.1 Price Sheet

Planning

- Explain to the pupils that they have been granted an imaginary £200 to spend on plants to improve the environment of the school. The young people have to decide what to buy in order to carry out the task.
- Visit a garden centre's website to show the variety of plants available.
- The pupils have to try to obtain 'best value' for the school funds and try to spend close to, but not over, £200.

Doing

- On a visit to the local garden centre the following prices were established (price sheet on CD-ROM).
- Assume each plant box takes 10 litres of compost.
- Divide pupils into groups.

Each group assumes that they are the ones doing the task and they should consider:

- what tools they would need?
- how much is left to spend on plants and compost?
- how many plant boxes they want to fill with small plants (four to a box)?
- how many plant boxes they want to fill with large plants (three to a box)?

Decide on how many boxes of each type (small/large) the group would make to give variety.

Reviewing

- Children should write about their decisions and could illustrate them.

Questions for discussion

- If the class were to use this as an enterprise project to raise money for charity or school funds, what price would they sell the plant boxes for to make a profit?

Next steps

- Use the internet to investigate prices at the local garden centre.
- Consider trying this project for real.

Years 5, 6 & 7

Task: Shopping around for a good deal

Learning outcomes	Resources on CD-ROM
<p>At the end of this activity young people will be able to say: I can</p> <ul style="list-style-type: none"> • discuss a possible real-life proposal in a group • do research as part of a group • use a spreadsheet to present findings <p>At the end of this activity young people will be able to say: I have</p> <ul style="list-style-type: none"> • produced a plan as part of a group • discussed 'value for money' 	<p>3.1 Record Sheet</p>

Resources

- Garden centre websites
- Brochures and price lists from garden centres

Planning

- Issue the record sheet.
- Explain that obtaining value for money is important for individuals and for every business organisation.
- The imaginary budget for improving the school building or grounds is £350.
- Ask the children if the list of items on the record sheet includes the types of things they will need. If other resources are required then they can be added to the list.

Doing

- Divide the class into groups. Each group should elect a co-ordinator.
- Using the internet, brochures or price lists, each group should complete the table in the record sheet, adding resources as required (The amount of compost required depends on the size of plant box chosen).
- Each group should write about its proposals and illustrate how they would look.

Reviewing

- Pupils can talk about the websites they used, how they found them, and how easy or difficult they were to use. They can report on any brochures they used.
- Each group describes its proposals and shows its illustrations.

Question for discussion

- What can you do to attract wildlife to a garden?
(look at www.bbc.co.uk/nature/animals/wildbritain/gardenwildlife)

Next steps

- Discuss why buying young plants at a garden centre costs less than full grown ones in a supermarket or flower shop.
- Discuss how it would be possible to raise £350 to carry out a project like this in your school.

Useful Resources

Websites

The following resources and contacts may be useful.

www.nicurriculum.org.uk — This website contains information on the Northern Ireland Curriculum. There is a Financial Capability section where you can access:

- detailed overviews of Financial Capability across the curriculum.
- resources and links to other useful websites.

www.LTScotland.org.uk — Learning and Teaching Scotland (LTS)

This website provides information on Scottish education.

All of LTS's activities are covered here and it includes pages on the work of the Scottish Centre for Financial Education.

www.pfeg.org – Personal Finance Education Group

This is an excellent site for finding out about and accessing resources.

There are sections on resources for 5–14 year olds and post-16.

www.fsa.gov.uk – Financial Services Authority

The Financial Services Authority is the independent body that regulates the financial services industry in the UK. One of the aims of the FSA is to promote public understanding of the financial system.

www.bbc.co.uk – BBC

BBC Learning has a section dedicated to financial information.

www.channel4.com – Channel 4 Learning

Channel 4 Learning produces many programmes that can be used in schools.

www.fairtrade.org.uk – Fairtrade Foundation

This website details the importance of fair trade for producers in developing countries.

Printed materials

The following printed materials may also be useful.

Money Week, Learning and Teaching Scotland, 2006

Financial Education in Scottish Primary Schools: Building on Existing Practice,

Learning and Teaching Scotland, 2005

Money Counts, Financial Services Authority, 2000

Mega Money, Financial Services Authority

Colossal Cards, Financial Services Authority

The Red Box, Inland Revenue, 2002

Maths Counts, Norfolk Education Advisory Service, 2003

Understanding People in Society: Society and You Citizenship Edition: Pupil Book,

Hodder Education, 2004

ISBN 0 34081 441 1

Understanding People in Society: The World and You Citizenship Edition: Pupil

Book, Hodder Education, 2004

ISBN 0 34081 442 X

Acknowledgements

This resource has been produced in partnership with the Clydesdale Bank's corporate responsibility team. CCEA is most grateful to The Scottish Centre for Financial Capability for permission to adapt this resource to suit the Northern Ireland Curriculum.

The Scottish Centre for Financial Education, part of Learning and Teaching Scotland, is grateful to the following members of the working group that produced this resource:

Helen Campbell, Quality Improvement Officer, East Dunbartonshire
Louise Clark, St Ambrose Primary School, Glasgow
Clare Duns, St Ambrose Primary School, Glasgow
Jennifer Murphy, St Ambrose Primary School, Glasgow
Lee Carson, Principal Teacher, Queensferry Primary School
Pamela Galloway, Dunblane Primary School
Daria Lalley, Principal Teacher, St Ambrose Primary School, Glasgow
James Lally, Director, Scottish Centre for Financial Education
Norma MacPherson, Mathematics Co-ordinator, East Lothian Council
Deanne Thomas, Development Officer, Numeracy, Learning and Teaching Scotland
John Topping, Development Officer, Financial Education, Learning and Teaching Scotland
Irene Swankie, Community Affairs Manager, Clydesdale Bank

Learning Teaching Scotland is also grateful to the staff and pupils of St Ambrose Primary School for their help in developing this resource.

Talk Money, Talk Solutions, a collection of practical problem solving activities for use in primary school, is the result of partnership working between Clydesdale Bank and the Scottish Centre for Financial Education, which is part of Learning and Teaching Scotland. The aim of the resource is to develop the financial capability of primary school children. Activities such as those described in this resource give pupils opportunities to carry out tasks, to develop problem-solving skills, and to do this in a very creative and enjoyable way. Therefore there are opportunities to develop the children's thinking skills and personal capabilities. The idea of teaching children about money through real-life, practical activities was welcomed by the schools who reviewed the resource in Northern Ireland.

Developing each individual's financial capability, from early years through to 18, can enhance life chances and choices. It can help all children and young people to develop all three curriculum objectives, particularly as a Contributor to Society and as a Contributor to the Economy and the Environment. Therefore, developing an informed sense of their roles in the world. One of the main aims in developing the activities in Talk Money, Talk Solutions was to do exactly this.



Personal Finance
Education Group

CCEA is most grateful for permission to adapt this resource, which was originally developed by Learning and Teaching Scotland and The Scottish Centre for Financial Education supported by Clydesdale Bank. www.LTScotland.org.uk Email: enquiries@LTScotland.org.uk

