

Celebrate and Evaluate

Delivery Notes 1



Learning outcomes

Pupils will learn about:

- How to celebrate and evaluate their experience with Make £5 Grow.

They'll be able to:

- Identify which skills they used and how they feel about money
- Understand what tax is used to pay for and how to make money decisions
- Explain how they can use their profits to help others.

Links to the Financial Education Planning Framework 9–11

Protecting my money

		I understand what financial scams are, and how being caught out by one might make me feel.
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Wider communities

I know that money is taken from earnings to provide things we all need.	I can describe some ways the government uses money to provide for my needs and those of my local community.	I am beginning to understand why and how some of the money we earn supports the wider community.
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Delivery Notes 2

Curriculum links KS2/9–11

England	Wales	Scotland	Northern Ireland
<p>Maths</p> <p>Solve number problems involving units, including money.</p>	<p>Mathematics and numeracy</p> <p>Income and expenditure, calculations of profit and loss.</p>	<p>Numeracy and Maths</p> <p>Managing money, comparing costs, affordability; calculating profit and loss.</p>	<p>Maths and Financial Capability</p> <p>Solve problems involving money, the value of money, budgeting, planning saving and spending, keeping financial records.</p>
<p>PSHE (PSHE Association PoS)</p> <p>Community L6-L8</p> <p>Economic wellbeing: Money L18–L20, L24</p> <p>Economic wellbeing: Aspirations, work and career L25, L30</p>	<p>Health and Wellbeing:</p> <p>Our decision-making impacts on the quality of our lives and the lives of others.</p>	<p>Social studies:</p> <p>People in society, economy and business.</p>	<p>PDMU:</p> <p>Self-esteem and self-confidence.</p> <p>Thinking Skills and Personal Capabilities.</p>

English and Literacy

As they complete this module pupils will be able to take part in:

- Reading comprehension – interpreting game instructions
- Writing – completing the reflection sheet activity.

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Delivery Notes 3



Get ready to deliver

Before you deliver: think about whether you'd like pupils to review their reflection sheets from each module to show how their confidence has grown.

You may want pupils to present their ideas and celebrate their successes in front of a wider audience, for example:

A whole-school or parent assembly.

A shared video or slide presentation to add to your school website.

A press release for local news media.

Think how pupils can prepare as they explore the ideas in this final module.

They could:

- Decide how they want to present
- Create slides and other materials to showcase their ideas
- Work together to combine financial results to present

If pupils are donating to a local charity, why not invite a representative to attend and receive the donation?

If needed, print copies of Worksheet 1: **Time to reflect** for each pupil and one set of Worksheet 2: **Government spending cards** for each team.

We suggest pupils work in mixed ability groups.

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Delivery Notes 4

MONEY
Make £5 Grow

Overview

Learning outcomes

Briefly talk about the learning outcomes with pupils.

Starter: How did you Make £5 Grow?

Invite each team to share what they did and how much profit they made. Ask one pupil from each team to write their profit on your board. Encourage pupils to give each team a round of applause.

Module 2 introduced six important qualities of teamwork, which help everyone in the team contribute: listening, respect, diversity, cooperation, responsibility and support for one another.

See if pupils can remember all six and ask them how they used each one. You may want to list the six qualities on your board. Pupils can share ideas during the Roundup activity.

Support: give each team or pupil a feedback slip highlighting something they did well.

Starter: How much did we make together?

Challenge each team to add up the profits for the whole class. You could run this as a race, or wait and let all teams answer together. Whatever you do, ask pupils to help each other arrive at the answer together.

Congratulate the class on their brilliant achievement.

Support: teams use calculators to add up class profits, or add their team's profits to a spreadsheet.

Main activity 1: How did you enjoy taking part?

Ask teams to discuss the three questions on the slide and agree answers together. Let each team share their ideas.

Review Worksheet 1: Time to reflect with pupils and give them time to fill in the top four bubbles on the sheet, as well as choose which emoji reflects their level of enjoyment.

Main activity 1: How did you use your enterprise skills?

See if pupils can think back to the first module and remember what each enterprise skill means.

Ask them to choose two skills: one they feel they used well, and one they'd like to get better at. Pupils should fill in the next two bubbles on Worksheet 1.

Explain that you'll return to the sheet at the end of this session and think about what pupils have learned about managing money.

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Make £5 Grow

Main activity 2: Do people keep everything they earn?

Remind pupils of the amazing profit they made together. Ask if they think we keep all we earn. If not, what happens? (You might want to mention that people only pay tax if they earn more than a certain amount, called the 'tax threshold'. In 2022, it's about £12,570 per year. We also pay National Insurance on earnings above a lower threshold, which is a contribution towards future benefits or state pension.)

Pupils can complete a Think-Pair-Share activity to discuss what they know about tax or have heard adults say about it. This includes what they think tax is spent on – gather their ideas on your board.

Main activity 2: How would you help people?

Give each team a set of government spending cards (Worksheet 2). Ask pupils to read one card to their team and then place the cards on the table. Teams should arrange their cards in a line, with what they think should have the most spent on it at the top, down to what they think should have the least at the bottom.

Invite each team to share their list. You could gather these on your board, so teams can compare their lists.

Then show the slide of the top six areas of government spending in 2019–2020. Which teams chose the same order? Perhaps mention that total government spending was £886 billion!

If you have time, you could show this 6-minute HMRC video that explains tax in a clear and child-friendly way: <https://www.youtube.com/watch?v=Un9W8U0VRpY>

Source: <https://ifs.org.uk/taxlab/data-item/components-uk-government-spending-2019-20>

Main activity 2: How could we use our money to help society?

Adapt this activity to suit your plans for using the profits pupils generate.

Remind pupils that government spending pays for the things that help society and communities work better for everyone. Is there a way we can help? One way is to donate money to good causes.

Give teams a moment to discuss how some of their profits could be donated, then share their ideas.

Optional: If you like, discuss how much of your profits you'd like to donate, then vote on the top three ideas. Why not invite someone from the highest-voted causes to visit and receive their donation? Pupils can explain how Make £5 Grow helped them learn about enterprise and managing money, and how they now want their profits to help others.

Main activity 2: Making money decisions

Remind pupils, if appropriate, of the pocket money game they played before starting Module 1. This helped them think about how we have to make choices about how we spend and save, and these choices can affect what we can do in the future.

Pupils had to think about how they spent money to Make £5 Grow, and perhaps couldn't buy everything they wanted. Explain that it's exactly the same for governments.

Just as someone might choose to buy a book rather than a t-shirt, a government may spend more on education than something else because they feel it's more important.

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Delivery Notes 6

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Roundup: Reflection

One last thing to think about is what pupils learned about money and what they might do with their newfound wisdom.

Review how teams planned budgets, kept records, tracked their spending and worked out their profits. How did they protect their money as they bought supplies and managed their sales income?

Ask each team to share an example of how they used listening, respect, diversity, cooperation, responsibility or support for one another, and how this helped them work better as a team.

How might pupils use these skills in their own lives? They can fill in the final three bubbles on the reflection sheet (Worksheet 1) to record how they feel happier about money, and one thing they'd still like to do better with it.

- What positive feelings did they have as a result of learning about and working with money?
- What positive feelings did they have as a result of learning how to protect money?
- Which negative feelings have they avoided by learning how to be careful when spending money, especially online?

Pupils can also talk about how they might use teamwork at school, and in other parts of their lives, from now on.

Congratulate your class for completing the final module!