

Slide 1



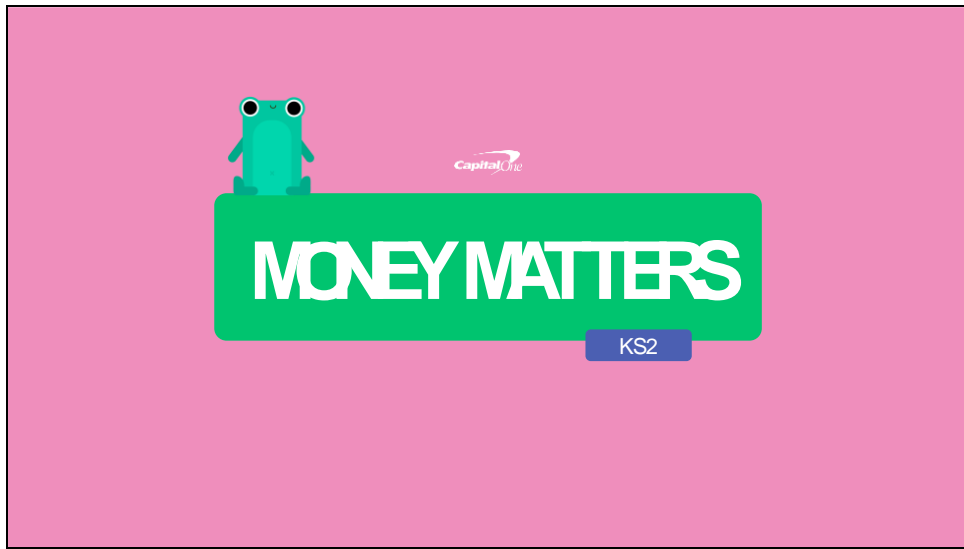
**Timetable and activities**

1. Word association (3 mins)
2. Session objectives (2 mins)
3. How people use money (10 mins)
4. Banking and credit questions and animation (5 mins)
5. Gamesblox intro (10 mins)
6. Josh Wood (5 Mins)
7. Gamodollars task (20 mins)
8. Session feedback (2-5 mins)

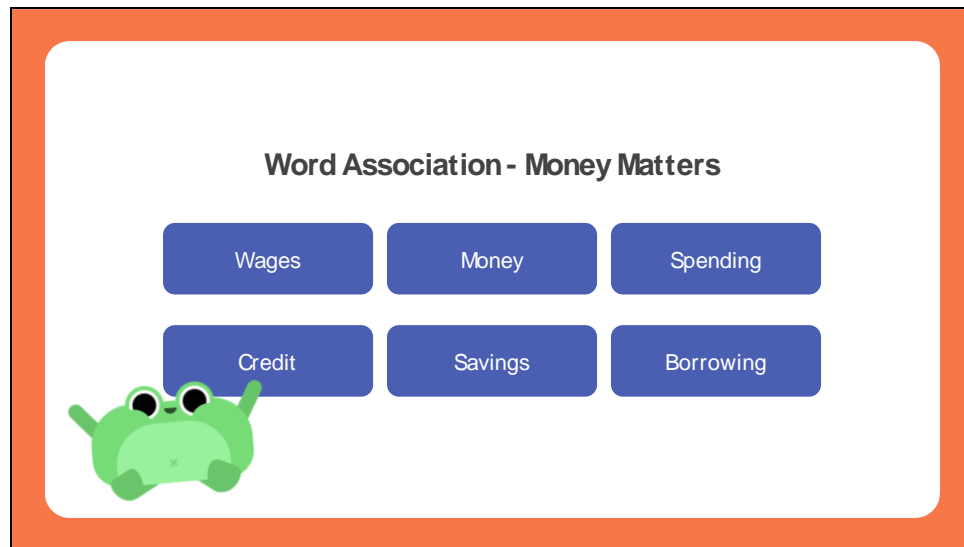
For the teacher only.

Here is a list of all of the activities and times for the session, please feel free to adapt to your school timetable.

Slide 2



Slide 3



\*Using capital One image bank\*

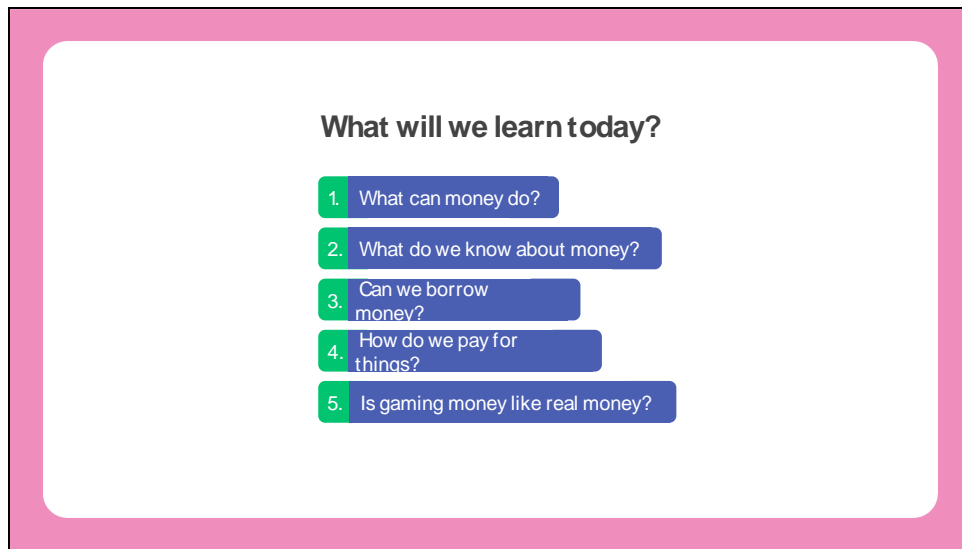
(Time 5 mins)

Start the session with students working in teams (on tables). Students are to write down as many relevant words as they can think of when they see the words on the screen.

What are the first things that come to your mind when you hear the words “Money”, “wages”, “Spending”. This can be a very fast paced activity. Give the students 30-40 seconds per word/ Build it into a word association game, which table can produce the most relevant words?

These words can be anything that is relevant from wallet to coins to credit cards etc.

Once you have heard from at least each group once, you can move onto the next slide.



**What will we learn today?**

1. What can money do?
2. What do we know about money?
3. Can we borrow money?
4. How do we pay for things?
5. Is gaming money like real money?

(Time 5 mins)

Teacher to unpack objectives.

Read out each line and ask for one student per item to give a response to what the answer might be. Make a note of these answers as they can be called back in the final part of the session.

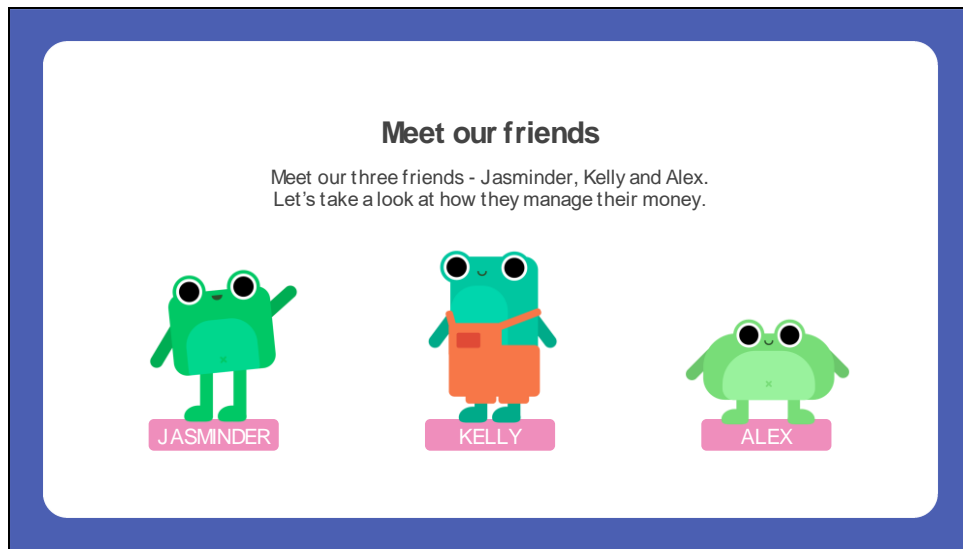
What can money do? – help us pay for things

What do we know about money? – no response needed here; this will be explored in the session.

Can we borrow money? – ask students if yes or no, then follow up, if so, where can we borrow money from?

How do we pay for things? – phone, cash, cards, contactless, online

Is gaming money like real money? – ask students for their opinions before moving onto next slide.



### Meet our people (Activity Time 15 mins) Intro

Students will be introduced to 3 characters. They all have a different relationship with money. The characters will be displayed on the screen. For this students will work in groups on their tables or in groups 4/5s.

For each character, the students will be asked to work in small teams discussing the pros and cons of what they are doing with their money, finally following up with what would they do differently?


Before starting the exercise, decipher the meaning of Pros and Cons for all students, “What do I mean by pros and cons?”

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Jasminder likes to save money. He doesn't go out with his friends much. He does chores at home and gets paid pocket money.

Jasminder saves his pocket money. He also borrows money from his parents when he wants to buy something big (like a new game) and agrees to pay them back.

Jasminder always makes sure he has some money in his savings and will never use all of his money.




What's positive about how Jasminder uses his money?  
What's negative about how Jasminder uses his money?  
What kind of big things would Jasminder save up for?  
How could Jasminder pay back his family?  
What would you do differently to Jasminder?

Meet our people (Activity Time 10 mins) Part One (5 mins)

Teacher poses the question to the teams: 'Now write down all of the positive things that Tim does with money and some of the negatives you can think of in your teams.'  
Ask two or three of the groups/tables to feed back their answers.

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Kelly loves seeing her friends at the weekend and after school.

She doesn't save pocket money and often borrows money from her family. Kelly pays back this money back to her family in bits and pieces throughout the year.

Because Kelly has to pay back the money she borrowed she sometimes has to miss out on big trips (like going to Alton Towers).


What's positive about how Kelly uses her money?  
What's negative about how Kelly uses her money?  
Why might she choose not to save her money?  
What would you do differently?

Meet our people (Activity Time 15 mins) Part Two (5 mins)

Teacher poses the question to the teams: 'Now write down all of the positive things that Ashely does with money and some of the negatives you can think of in your teams.'  
Ask some of the other tables in the class to feed back that didn't speak about Tim.

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Alex has borrowed £110 from Tom (a family friend) to do a first aid course, so he can work at a leisure centre.  
Alex wants to be a doctor when he's older.  
Alex pays Tom £8 back every month. But if Alex misses a month, he has to pay a £2 interest fee to Tom.



Is borrowing money a good thing for Alex?  
What could go wrong if Alex misses lots of payments?  
What does 'interest' mean and how does that work?  
If Alex misses six payments, how much money will he end up paying?

Meet our people (Activity Time 15 mins) Part Three (5 mins)

Teacher – read out the 4 bullet points then hear some answers from some of the groups.

Why is borrowing money a good thing for Alex? – this will allow him to advance his career and gain work experience.

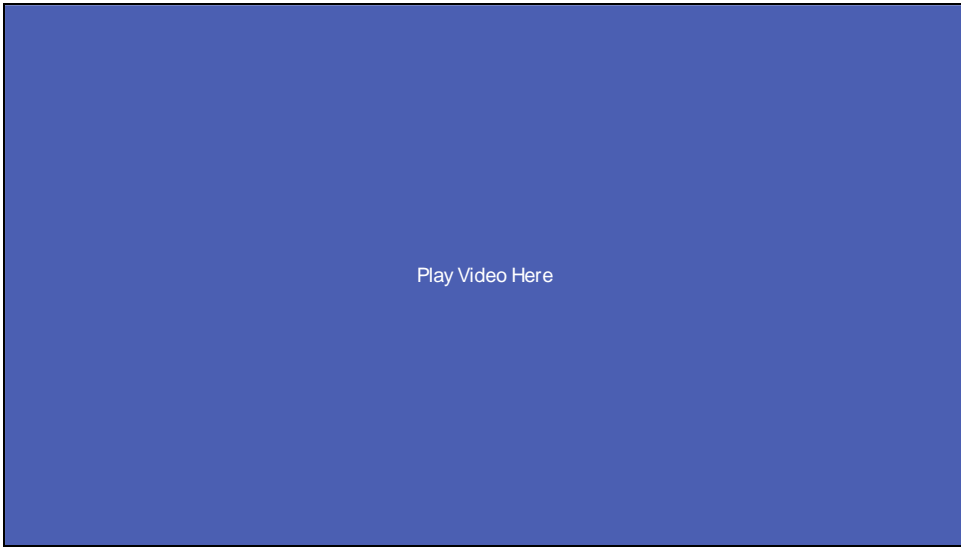
What could go wrong if Alex misses lots of payments? – he will end up paying more than he borrowed.

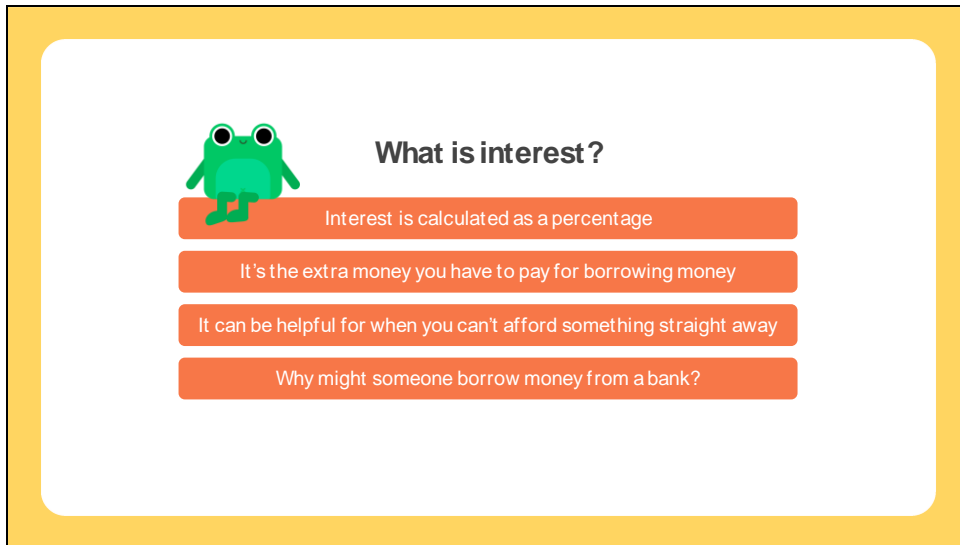
What does “Interest” mean and how does that work? – Interest is an amount of money you pay someone as a fee in return for them lending you the money. I.e Numan lent you £110, in return you will pay him an extra £2 every month you are late with a payment.

If Alex misses 5 payments, how long will it take him to pay Numan back and how much money will Alex end up paying? – £120 and 15 months



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**What is interest?**

- Interest is calculated as a percentage
- It's the extra money you have to pay for borrowing money
- It can be helpful for when you can't afford something straight away
- Why might someone borrow money from a bank?

### Interest (Activity Time 5 mins)

Giving Students information on Interest and read out the slide and ask students to make notes of the formula and what they think are “important details” before moving on.

interest is a fee paid for borrowing money or other assets.

Why might we borrow/loan money from a bank? – for houses, students loans, cars, large items, many people borrow for different reasons.

Example, go through the formula, ask students to work out the £5000 question.

**What is interest?**

**EXAMPLE**

I need to borrow £1,000  
The bank will lend me £1,000 at 10% annual interest for three years

Here's how we work out the interest -  
 $1,000 \times 0.1 \times 3 = \text{£}300$   
(Amount borrowed x percentage in digits x number of years = interest)

If you borrow £5,000 at an annual interest rate of 12% over two years,  
what will the interest be?

$5,000 \times 0.12 \times 2 = \text{£}1,200$   
(Amount borrowed x percentage in digits x duration of loan = interest)

Interest (Activity Time 5 mins)

Giving Students information on Interest and read out the slide and ask students to make notes of the formula and what they think are “important details” before moving on.

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Why might we borrow/loan money from a bank? – for houses, students loans, cars, large items, many people borrow for different reasons.

Example, go through the formula, ask students to work out the £5000 question.

**Gamesblox**

Gamesblox is an online gaming platform, where you can choose from 100s of games and play with your friends. You can also create your own games and publish them on the platform.

There are games for all ages

Some games are free to play

Players are called 'Virtual Explorers'

There's a chat function to talk to your friends

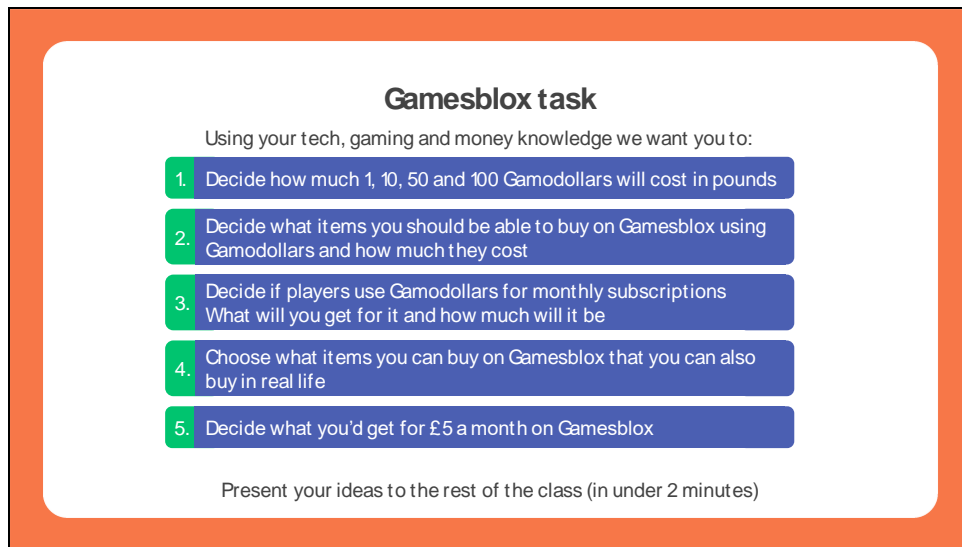
**Gamodollars** will be the in-game currency. Players can use it to buy in-game upgrades and avatar accessories. They can also buy advertising if they make their own games.

#### Gameblox (Activity Time 15 mins) part one

Here we introduce student to the world of Gamesblox. (students might say Robux and Roblox)

- The Teacher will explain that “We are going to look at something called **Gamesblox**. Hands up who plays video games? (Wait for student response)  
Teacher to ask students if they have ever heard of anything like this before (Roblox)? Ask the students to tell you more
- Ask a student to describe Gamesblox and the type of game it is to someone (you) who have NEVER heard of it before and doesn't know how it works.
- The Teacher will read the slide before moving on, if students start to chat as if they understand how the game is similar to something else they play allow them to talk about this to the class.

Here we introduce student to the world of Gamodollars. Teacher reads slide to set up the task on next page.

A slide titled "Gamesblox task" with a white background and an orange border. The text is centered and includes a list of five tasks. Each task is preceded by a green square with a white number. The tasks are: 1. Decide how much 1, 10, 50 and 100 Gamodollars will cost in pounds; 2. Decide what items you should be able to buy on Gamesblox using Gamodollars and how much they cost; 3. Decide if players use Gamodollars for monthly subscriptions. What will you get for it and how much will it be; 4. Choose what items you can buy on Gamesblox that you can also buy in real life; 5. Decide what you'd get for £5 a month on Gamesblox. Below the list, it says "Present your ideas to the rest of the class (in under 2 minutes)".

**Gamesblox task**

Using your tech, gaming and money knowledge we want you to:

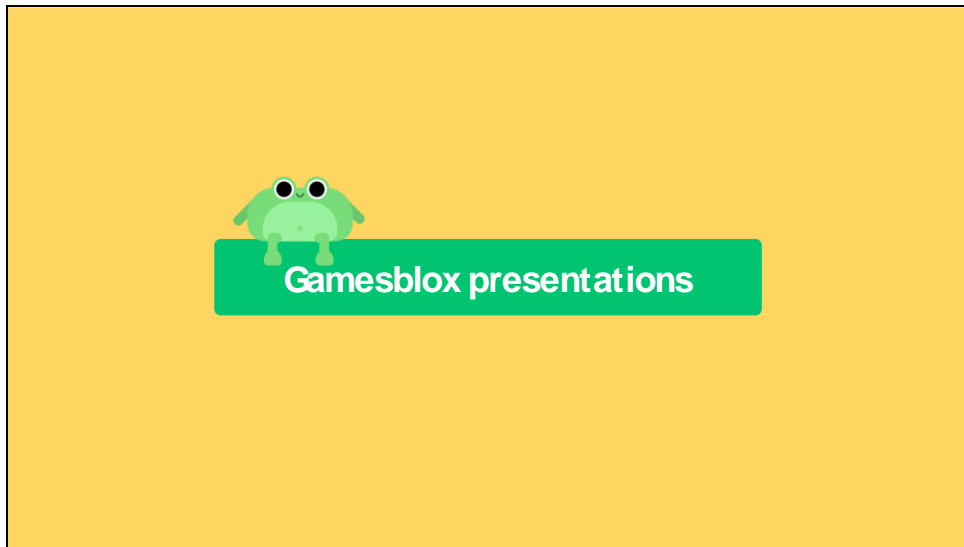
1. Decide how much 1, 10, 50 and 100 Gamodollars will cost in pounds
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3. Decide if players use Gamodollars for monthly subscriptions. What will you get for it and how much will it be
4. Choose what items you can buy on Gamesblox that you can also buy in real life
5. Decide what you'd get for £5 a month on Gamesblox

Present your ideas to the rest of the class (in under 2 minutes)

#### Gameblox (Activity Time 15 mins) part 4

- Ask students to answer each question and present their ideas with every student speaking in the presentation.
- The idea here is to get students to understand how we buy things in the virtual world and it relates to real world
- By coming up with a subscription model they can see how much this means they will be spending on a game each month, ask them the question, is this expensive?
- The team that comes up with a cost-effective way to play the game can be declared the "best pitch".

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Gameblox (Activity Time 15 mins)

This is a holding slide which can be used for when going around the class and hearing their plans and pitches for what they would do with Gamesblox and Gamodollars  
The team that comes up with a cost-effective way to play the game can be declared the “best pitch”.

**What did we learn today?**

1. Who the word association team champion was
2. How different people spend their money
3. Why people borrow money and how they pay it back
4. What interest means
5. The differences and similarities between online and in-person spending

Name one thing you didn't know about before today

(Time 5 mins)

Teacher to unpack objectives.

Read out each line and ask for one student per item to give a response to what the answer might be. Make a note of these answers as they can be called back in the final part of the session.

For point 7, depending on time depending you can hear from a few students or everyone.