



# Resource Pack

Ages 11-14

## Acknowledgements

Barclays Money Skills is a national programme that helps young people to develop and improve their financial skills, knowledge and confidence. The programme tackles topics such as opening a bank account, budgeting, saving and spending, and gives practical guidance on what to do if something goes wrong.

The following organisations have supported the development of this resource:



This resource, and many more, are available to be downloaded from:

[www.barclaysmoneyskills.com](http://www.barclaysmoneyskills.com)



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## Introduction

This activity is part of a suite of Barclays Money Skills resources aimed at helping students to gain the skills, knowledge and confidence to make informed financial decisions. Resources have been developed for a range of other groups, including young people, returning service men and women, those at risk of homelessness, older people and those with learning disabilities.



### **The aim of this resource is to help students aged 11-14:**

- Improve their knowledge and understanding of money functions.
- Apply basic financial skills in a variety of relevant contexts.
- Use and develop their broader personal and social skills.
- Think about the financial skills, services and resources they might need in the future.
- Develop the confidence to take financial decisions in a responsible manner by being aware of the effects of decisions they make.

The resources can be used by teachers, volunteers from the financial sector, youth workers and other practitioners who want to use group work to build financial skills, as well as support numeracy and develop life skills.

The resources have been designed to support the delivery of fun, interactive sessions on basic money management topics. They are designed to be informal and interactive using quizzes, games, role plays and discussion and focus on situations that students will recognise. Users can select activities that will work best in the time available. Running the activities shouldn't require any special skills or knowledge to deliver and no preparation is required on the part of students.

## Foreword

It's crucial that young people have the opportunity to build their financial skills and confidence and actively participate in the future growth of the economy.

Barclays is working in partnership with respected and experienced charities to develop projects that build financial inclusion, financial capability and support enterprise. These are areas where we know we can make the biggest social impact for the communities we serve.

Through our flagship UK community programme, Barclays Money Skills, we've already helped over one million people to build the skills, knowledge and confidence they need to manage their money more effectively. We're also contributing our time, energy and resources to make sure Barclays Money Skills makes a long term positive difference for society.

This resource forms part of a suite of innovative learning tools developed to equip teachers, youth workers and other charity practitioners, as well as our own employees, with the support they need to deliver engaging, practical and fun money management sessions. The suite includes resources such as this handbook, as well as videos, games, a website and interactive digital content.

However people experience the programme, whether in face to face workshops, seminars, through peer education or online, we aim to build their skills and inspire them to take control of their money.



Ashok Vaswani

Chief Executive Officer, UK Retail and Business Banking

Barclays

## Icebreaker



**Time needed:** 15 minutes

This activity is designed to introduce volunteers visiting the school. Teachers delivering this session without volunteers may choose Activity One as their introductory activity.

**Aim:**

Students will be introduced to the volunteers and will learn about the power of branding when making purchases.

**By the end of the activity students will:**

- Have met and learnt a little about the external volunteers visiting their school.
- Have explored their own attitudes to branding.

**Key learning point:**

This icebreaker is to help volunteers to meet the students they will be working with during the session. By initially giving examples of how much you (the volunteer) are affected by branding it is hoped that this will encourage students to open up about their own attitudes.

**Resources:**

- Different magazine advertisements for the same type of product, such as shampoo or fragrance.
- Whiteboard

**Activity:**

1. Introduce yourself and explain that you hope to help students learn a little bit about personal finance
  2. Firstly though, you have some 'confessions' to make. Share with the class your favourite brands when you:
    - Eat out – e.g. Pizza Express, McDonald's, KFC, Costa, and Starbucks.
    - Have a snack – e.g. Mars, Walkers, Pepsi.
    - Buy some new clothes – e.g. M&S, Primark, Nike, Next, Paul Smith, Karen Millen, and Superdry.
- Write these on a board. Check that students understand what you mean by a brand as opposed to a product. An example that may be relevant is that crisps are a product and Walkers and Golden Wonder are two examples of brands.

3. Discuss your favourite brands with the class. Check that they have all heard of your favourite brands. If they haven't, point out how different people have different tastes and that's why there's so much choice. Now ask the students for some of their favourites (you could collate these).
4. Choose one of the examples you have given to show how your favourites have changed as you got older by referring to a brand that you no longer spend much money on. Ask the students if any of their favourite brands have changed and why that change has occurred.
5. Hand out a series of different magazine advertisements for the same type of products, such as shampoo or fragrance. Ask the students to discuss which ads they like best, and which products they would prefer to buy. Write a list of the different things that the young people like about each ad, such as celebrity endorsement, luxury item, fun/ relevant for their age group etc. Talk about how the elements of each advertisement can influence the products we decide to purchase.

You could draw a scale on the board from one to 10 and indicate on this scale how much you are influenced by brands when you buy something. Then ask each young person to say where they are on the scale. You could even work out a class average.

**Extension idea:**

Another idea is to ask the class to write down their favourite brands on pieces of paper and use these to produce a graffiti board.

**Summary discussion:**

Explain that each person now has a better understanding of the power of branding and the way that it can shape our purchasing decisions.

## Activity One: Opening a bank account



**Time needed:** 45-75 minutes (depending on activities chosen)

**Aim:**

To introduce students to the terms and processes involved in opening a bank account, and help them to understand the choices they might consider when selecting a provider or opening an account. The session will also make them aware of the identification required to open a bank account.

**Activity outcomes:**

By the end of the activity students will:

- Understand the different types of bank accounts and the range of features available
- Discuss some of the key terms associated with bank accounts
- Complete a sample application form and be aware of the process for opening an account

**Key learning point:**

Young people sometimes find financial services and account information difficult to understand. This activity aims to demystify banking and the account opening process.

**Resources:**

- **Handout 1:** Different bank accounts (one per group)
- **Handout 2:** Young Person's Bank Account Application Form (one per student). Note: ask students to destroy this form at the end of the activity as it contains their personal information.
- **Handout 3:** Banking terms and definitions (one per student)
- **Handout 4:** I want £50 out of the cash machine (one per group)
- **Handout 5:** Banking wordsearch (optional extension exercise)



**Activity:**

Depending on time available you can select all or some of the following exercises:

1. Explain to students that today you will be looking at the process of choosing a bank account. Ask why it is a good idea to have a bank account. Take answers and use the opportunity to discuss advantages like:

- money being in a secure place
- being able to earn interest on your money
- being able to use cash machines to withdraw money and top up mobile phones
- being able to buy products on the internet
- avoiding the need to carry a large amount of cash around with you

There are few disadvantages, but you could discuss the importance of secrecy and the actions students should take in order to avoid identity theft.

2. Ask how many students already have accounts at a bank, credit union, building society or post office. Do they know what interest they are earning? How did they choose which account was right for them? Split students into groups of four or five and give each group a copy of Handout 1: 'Different bank accounts'. Ask them to read them and tell you if there are any terms that they don't understand. Test their knowledge of debit cards, interest and overdraft by asking a few questions. Explain that students should choose one of the accounts and have reasons for that choice. Collect answers either orally or on paper. Review the various choices with the rest of the class.
3. Issue Handout 2: 'Young Person's Bank Account Application Form' and ask students to fill this in, emphasising that the completed application form must be very clear to read. Do they know why the banks want the different pieces of information? Explain that actual application forms vary, but will want very similar information.
4. Issue Handout 3: 'Banking terms and definitions' and get students to draw lines between the correct term and definition. This could be done in groups, individually or as a whole class exercise if it was shown on a whiteboard or projector. Take the opportunity to ensure students understand all the different terms.
5. Issue sets of (mixed up) cards that have been cut up from Handout 4: 'I want £50 out of the cash machine'. Ask students, in pairs or small groups, to sort the cards into the correct sequence for withdrawing money, take the opportunity to discuss with them (time permitting) the importance of keeping receipts, keeping PINs (Personal Identification Numbers) secret, checking statements and how to avoid identity theft.

**Extension ideas:**

If you have computers with internet access in the classroom, ask students to visit the Everyday Banking section of the Barclays Money Skills website [www.barclaysmoneyskills.com](http://www.barclaysmoneyskills.com). This site contains an extensive range of articles, tools and resources designed to help young people improve their financial skills, knowledge and confidence. If you have additional time, or if some students finish early, you can use Handout 5: 'Banking wordsearch' as an optional activity.

**Summary discussion:**

Ask students whether anyone is now thinking about opening a bank account. Do they feel confident that they know which questions to ask to find the account that is right for them?



## Handout 1: Different bank accounts

### Account 1

- Cash card and a debit card
- Interest rate of 1% on the money you have in your account
- Withdraw up to £150 a day (as long as you have the money in your account)
- Free £10 buffer so you can take money from a cash machine even if there is less than £10 in your account
- Special offer for opening an account: £30 worth of vouchers to be spent at a fast food restaurant

### Account 2

- Cash card
- Internet banking when you are over 16
- Interest rate of 2.5% on the money you have in your account
- Bonus interest rate if at least £100 goes into your account every month (no limit on what goes out)
- Withdraw up to £50 a day (as long as you have the money in your account)
- Free £10 buffer so you can take money from a cash machine even if there is less than £10 in your account

### Account 3

- Cash card and a debit card
- Interest rate of 0.5% on the money you have in your account
- Not allowed to go overdrawn so you cannot spend more than you have available
- Pay £6 and you can select a picture of your choice to go on your debit card
- Withdraw up to £300 a day (as long as you have the money in your account)

### Account 4

- Cash card and a debit card
- Internet banking when you are over 16
- Interest rate of 1.5% on the money you have in your account
- Not allowed to go overdrawn so you cannot spend more than you have
- Two free tickets to a theme park of your choice if your balance stays above £100 for a whole year
- Withdraw up to £100 a day (as long as you have the money in your account)

## Handout 2: Young Person's Bank Account Application Form

### Application Form

I would like to open an account at your branch

#### 1. Your personal details

Title Mr.  Mrs.  Miss  Ms  Other

Surname

First name

Middle name(s)

Gender Male  Female

Address 1

Address 2

Post code

Date moved to address  /  (month and year)

Nationality

Country of Residence

Telephone number

Email address

Date of birth  /  /

Mother's maiden name

Do you have any other Bank or Building Society account(s)? Yes  No

By providing us with your email address you agree that we may email you with information about products and services that may be of interest to you. If you would prefer not to receive such information, please tick this box.

#### 2. Your Parent/Carer details – only complete if you are 15 or under

Title Mr  Mrs  Miss  Ms  Other

Surname

First name

Middle name(s)

Address 1

Address 2

Post code

Telephone number

#### 3. Declaration and signature

I have read and accept the terms and conditions of the Young Person's Bank Account which I have applied for. I declare the information above is true and accurate. I understand that until I reach the age of 16 years you may discuss and disclose details of this Young Person's Bank Account with my parents or guardians.

Date  /  /

Applicant's signature

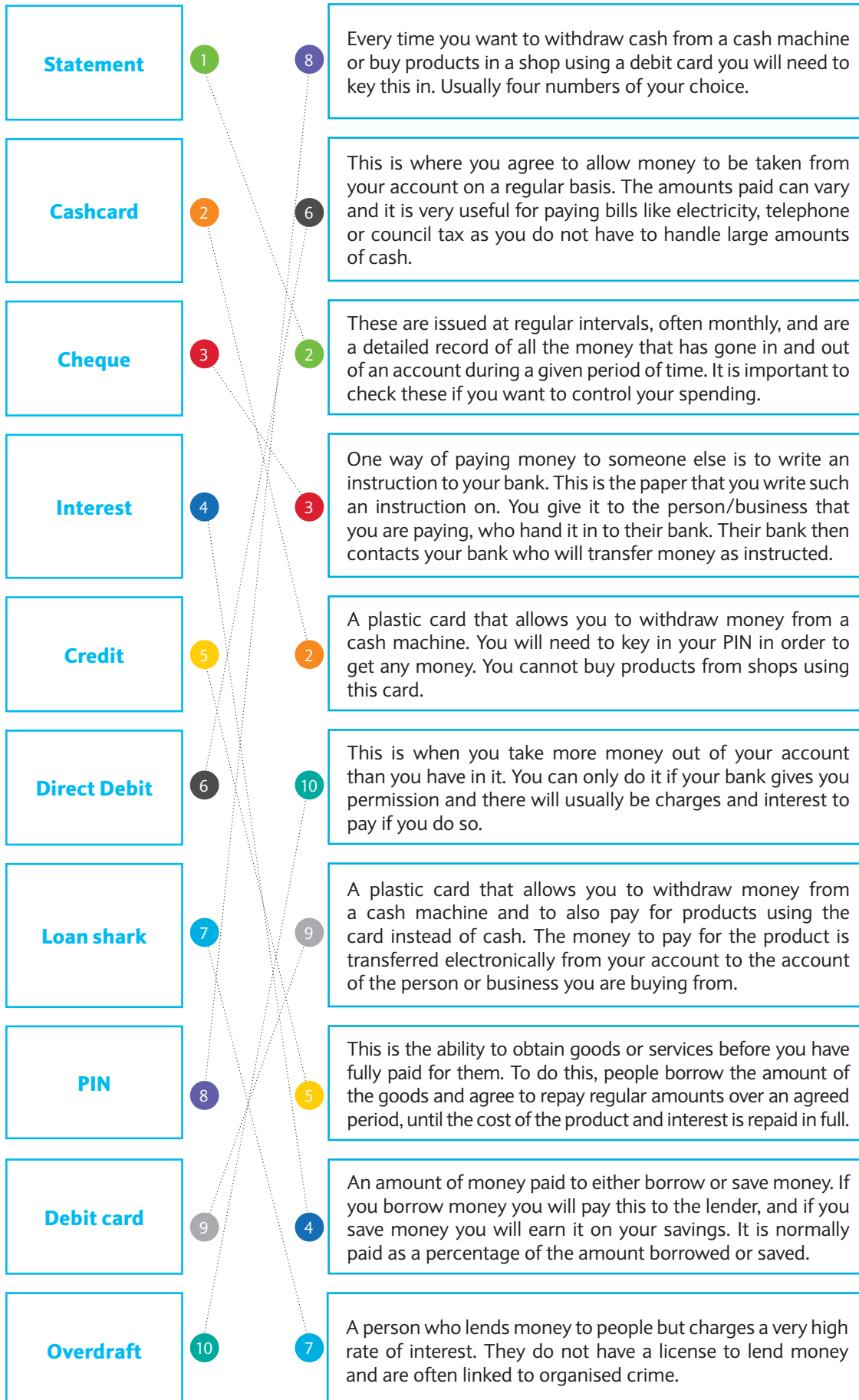
**Reminder: You must bring proof of your identity when you hand in this application form.**

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## Handout 3: Banking terms and definitions

<b>Statement</b>	Every time you want to withdraw cash from a cash machine or buy products in a shop using a debit card you will need to key this in. Usually four numbers of your choice.
<b>Cashcard</b>	This is where you agree to allow money to be taken from your account on a regular basis. The amounts paid can vary and it is very useful for paying bills like electricity, telephone or council tax as you do not have to handle large amounts of cash.
<b>Cheque</b>	These are issued at regular intervals, often monthly, and are a detailed record of all the money that has gone in and out of an account during a given period of time. It is important to check these if you want to control your spending.
<b>Interest</b>	One way of paying money to someone else is to write an instruction to your bank. This is the paper that you write such an instruction on. You give it to the person/business that you are paying, who hand it in to their bank. Their bank then contacts your bank who will transfer money as instructed.
<b>Credit</b>	A plastic card that allows you to withdraw money from a cash machine. You will need to key in your PIN in order to get any money. You cannot buy products from shops using this card.
<b>Direct Debit</b>	This is when you take more money out of your account than you have in it. You can only do it if your bank gives you permission and there will usually be charges and interest to pay if you do so.
<b>Loan shark</b>	A plastic card that allows you to withdraw money from a cash machine and to also pay for products using the card instead of cash. The money to pay for the product is transferred electronically from your account to the account of the person or business you are buying from.
<b>PIN</b>	This is the ability to obtain goods or services before you have paid for them. To do this, people borrow the amount of the goods and agree to repay regular amounts over an agreed period, until the cost of the product and interest is repaid in full.
<b>Debit card</b>	An amount of money paid to either borrow or save money. If you borrow money you will pay this to the lender, and if you save money you will earn it on your savings. It is normally paid as a percentage of the amount borrowed or saved.
<b>Overdraft</b>	A person who lends money to people but charges a very high rate of interest. They do not have a license to lend money and are often linked to organised crime.

Handout 3: Banking terms and definitions – Answers



## Handout 4: I want £50 out of the cash machine

### Activity Cards

This is a template for you to photocopy and cut out.

Save up enough money to have at least  
£50 in my account

Put my Cashcard or Debit card  
into a cash machine

Key my PIN into the cash machine  
ensuring that no one sees my number

Collect £50 cash

Take my card out of the cash machine

Collect a receipt from the cash  
machine for the transaction

Keep the receipt together with any other  
receipts in a safe place

Receive a statement

Check all my saved receipts against  
the statement

Safely dispose of old receipts

## Handout 5: Banking wordsearch

B	A	N	K	S	T	A	T	E	M	E	N	T	H
T	F	Y	E	N	U	C	L	B	V	D	D	W	A
I	O	T	P	I	E	C	E	R	O	P	R	J	D
D	I	N	M	P	U	O	E	T	K	X	C	Z	I
E	I	R	A	T	D	U	B	O	P	H	A	Y	R
R	Z	D	H	G	I	N	T	E	R	E	S	T	E
C	W	C	Q	R	U	T	A	R	W	E	H	O	C
L	O	A	N	S	H	A	R	K	H	O	M	K	T
N	V	S	O	C	D	E	B	I	T	C	A	R	D
Z	D	H	E	Y	G	E	U	Q	E	H	C	M	E
E	Y	C	J	J	B	A	W	C	A	S	H	M	B
T	F	A	R	D	R	E	V	O	V	E	I	N	I
B	U	R	R	G	E	Y	D	C	O	Y	N	S	T
M	I	D	E	N	T	I	T	Y	T	H	E	F	T

Can you find the following terms in the wordsearch?

Account

Credit

Interest

Bank statement

Cash machine

Loan shark

Cash

Debit card

Overdraft

Cashcard

Direct Debit

PIN

Cheque

Identity theft

Receipt



## Handout 5: Banking wordsearch – Answers

B	A	N	K	S	T	A	T	E	M	E	N	T	H
T	F	Y	E	N	U	C	L	B	V	D	D	W	A
I	O	T	P	I	E	C	E	R	O	P	R	J	D
D	I	N	M	P	U	O	E	T	K	X	C	Z	I
E	I	R	A	T	D	U	B	O	P	H	A	Y	R
R	Z	D	H	G	I	N	T	E	R	E	S	T	E
C	W	C	Q	R	U	T	A	R	W	E	H	O	C
L	O	A	N	S	H	A	R	K	H	O	M	K	T
N	V	S	O	C	D	E	B	I	T	C	A	R	D
Z	D	H	E	Y	G	E	U	Q	E	H	C	M	E
E	Y	C	J	J	B	A	W	C	A	S	H	M	B
T	F	A	R	D	R	E	V	O	V	E	I	N	I
B	U	R	R	G	E	Y	D	C	O	Y	N	S	T
M	I	D	E	N	T	I	T	Y	T	H	E	F	T

Can you find the following terms in the wordsearch?

Account

Credit

Interest

Bank statement

Cash machine

Loan shark

Cash

Debit card

Overdraft

Cashcard

Direct Debit

PIN

Cheque

Identity theft

Receipt

## Activity Two: Money personality quiz



**Time needed:** 15-20 minutes

**Aim:**

To make students aware of different approaches to situations that require a financial decision, and to reflect on their own attitude to money and financial habits.

**Activity outcomes:**

**By the end of the activity students will:**

- Complete a money personality quiz
- Compare their attitude to money with others in their group

**Key learning point:**

Young people are already making financial decisions. How they approach these choices now may influence their decision making later in life.

**Resources:**

- **Handout 6:** Money personality quiz

**Activity**

1. Explain to students that they are going to look at their habits and attitudes to money. Developing the right habits now can really help them later in life.
2. Issue Handout 6: Money personality quiz, or complete the activity as a physical exercise by identifying three sections of the room (for answers A, B and C) and asking students to move to the appropriate section according to their answer. Ask them to record their answers on the Answer sheet. When all questions have been asked and students have their totals they could move to one corner of the room if they have over 40, another corner for 30-39, another corner for 19-29 and the final corner for 11-18. From the group who scored over 40 select the top scorer to go to the middle of the room. If possible reward this student.
3. Feedback the descriptions for different totals.
  - Do they agree with the descriptions?
  - Do they think they should change some of their habits?

**Extension idea:**

Students could work in pairs to devise their own question that they want to ask to the rest of the class. Take suggestions from different pairs and put the best one on the board for the rest of the class to answer.

**Summary discussion:**

Ask the students to pick one thing that they think they should change (following their answers to the money personality quiz). Take some answers from the students.

Point out that we all have some areas to work on (the facilitator could offer a bad habit of their own).

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## Handout 6: Money personality quiz

**1. You find £10 lying on the street. Would you:**

- A Hand it in to someone in authority
- B Spend it without telling anyone
- C Share it with friends or family

**2. When you check the change in your pocket you see you have a lot of pennies. Would you:**

- A Make sure you spend them the next chance you get
- B Save them in a money box
- C Throw them away because they are worth very little

**3. When you receive some pocket money for the week. Would you:**

- A Spend it very quickly in one or two days
- B Spend it all but spread over the week
- C Spend what you need and save the rest

**4. You run short of money. Would you:**

- A Offer to do some jobs to earn extra money
- B Borrow from friends or family
- C Go without

**5. You find a purse with £100 cash and the address of the owner. Would you:**

- A Keep quiet and keep all the money
- B Return the purse to the owner
- C Return the purse but keep some of the money in case they did not reward you

**6. You get a present of a new game console and want to use it straight away. Would you:**

- A Open it quickly and throw all packaging and paperwork away after you have read all the instructions
- B Rip it open and throw all packaging and paperwork away
- C Slowly open the packaging and keep it in case you want to sell it later

**7. You buy some sweets from a shop but notice when you are outside that your change is 10p short. Would you:**

- A Leave it until the next time you go into the shop and ask for your missing change
- B Go straight back into the shop and ask for the 10p
- C Eat your sweets and forget about the 10p

**8. You get a text from your mobile phone company to say that their prices are increasing.**

**Would you:**

- A Reduce the amount of texts and calls you make
- B Look around for a better deal
- C Ignore it because you mainly send texts and that is really cheap

**9. You go shopping for a birthday present for a family member. While at the shops you see a great offer on a DVD that you've wanted for a long time. You only have enough money for the birthday present. Would you:**

- A Only buy what you came in for
- B Buy the DVD and buy a cheaper present
- C Buy the DVD and borrow some money from your friends to buy the birthday present

**10. You need some new sports clothes. Would you:**

- A Only wear a well known brand
- B Wear the cheapest ones you can get
- C Compare different branded and non-branded sports clothes and choose what you think is the best value



## Handout 6: Money personality quiz – Answer sheet

Question	My answer	Score
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
<b>Total</b>		

Score yourself as follows:

<b>Question 1</b> A 5 B 1 C 3	<b>Question 2</b> A 3 B 5 C 1	<b>Question 3</b> A 1 B 3 C 5	<b>Question 4</b> A 5 B 1 C 3	<b>Question 5</b> A 1 B 5 C 3
<b>Question 6</b> A 3 B 1 C 5	<b>Question 7</b> A 3 B 5 C 1	<b>Question 8</b> A 3 B 5 C 1	<b>Question 9</b> A 5 B 3 C 1	<b>Question 10</b> A 1 B 3 C 5



### How did you score?

If you scored over 40 – Heading for your first million

If you scored 30-39 – Some bad habits, but overall you have a sensible attitude towards money. A good example to those around you

If you scored 19-29 – You have a mix of good and bad habits but do need to address some issues quickly. Not a lost cause but you need to be willing to change

If you scored 11-18 – You already have some very bad habits and need to change your ways. Bad habits formed towards money now can end up causing you problems later in life

If you scored 10 – Watch out - you could be heading for financial difficulty

## Activity Three: Making ends meet



**Time needed:** 15-20 minutes

**Aim:**

To introduce the process of budgeting.

**Activity outcomes:**

By the end of the activity students will:

- Understand the difference between Income and Expenditure.
- Be aware of different strategies that can be used to make budgets balance.
- Have completed a sample budget and considered the results.
- Reflected on their own spending patterns.

**Key learning point:**

Money comes in to our pockets and then goes out as we spend it on needs and wants. If we find that we do not have enough money to buy all our needs and wants, there are things we can do to improve the situation.

**Resources:**

- **Handout 7:** Jo's income and expenditure (one per pair of students).
- **Handout 8:** Chris's income and expenditure (one per pair of students).



**Activity:**

1. Show students the descriptions of Jo and Chris' weekly income and expenditure in Handouts 7 and 8 and get them to complete a budget for each of them, using the tables provided. This could be done in pairs with one student completing Jo's budget and the other doing Chris' budget. They can then check each other's work. Alternatively show the income and expenditure on a white board and do the first one with the whole class then get them to complete the second on their own.

**When completed ask the students the following questions:**

- Can they make any suggestions as to what both Jo and Chris should change (if anything).
- Are there any items of spending that they think have been missed out from the descriptions of Jo and Chris' budgets?
- What tips do the class have for Jo to help her achieve her goal of saving for a smart phone?

**Extension ideas:**

Students could complete a budget table for themselves. They could use the same table as Jo and Chris but add on any items that came to light when they were asked if any items had been missed.

**Summary discussion:**

Ask students to think about what they spend their money on during a week and to identify one thing they think they could spend less on. How much could they save in a week or month if they cut back their spending? What could they buy with the money that they've saved?

## Handout 7: Jo's income and expenditure



## Jo's situation

Jo has a part-time job on a Saturday and Sunday morning that brings in a total of £40 a week. However, Jo doesn't like doing chores around the house and so doesn't get any pocket money. Jo enjoys going out with friends and will spend £10 a week either going to the cinema or going bowling. To make sure that she looks good, Jo also spends £10 a week on clothes for work and going out. When at school Jo will spend £1 a day on sweets and snacks. Finally, Jo has a pay-as-you-go mobile that gets topped up by £10 every week but Jo would really like to buy a new smart phone, the one that she wants costs £200.

<b>Income</b>	Pocket money	
	Part-time job	
	Paper round	
	<b>Total income</b>	
<b>Expenditure</b>	Sweets and snacks	
	Mobile phone	
	Clothes	
	Going out with friends	
	<b>Total expenditure</b>	
<b>Balance (Income – Expenditure)</b>		



## Handout 7: Jo's income and expenditure (Completed version)



## Jo's situation

Jo has a part-time job on a Saturday and Sunday morning that brings in a total of £40 a week. However, Jo doesn't like doing chores around the house and so doesn't get any pocket money. Jo enjoys going out with friends and will spend £10 a week either going to the cinema or going bowling. To make sure that she looks good, Jo also spends £10 a week on clothes for work and going out. When at school Jo will spend £1 a day on sweets and snacks. Finally, Jo has a pay-as-you-go mobile that gets topped up by £10 every week but Jo would really like to buy a new smart phone, the one that she wants costs £200.

<b>Income</b>	Pocket money	£0
	Part-time job	£40
	Paper round	£0
	<b>Total income</b>	<b>£40</b>
<b>Expenditure</b>	Sweets and snacks	£5
	Mobile phone	£10
	Clothes	£10
	Going out with friends	£10
	<b>Total expenditure</b>	<b>£35</b>
<b>Balance (Income – Expenditure)</b>		<b>£5</b>

## Handout 8: Chris' income and expenditure



## Chris' situation

Chris does a paper round six days a week and gets paid £5 a day. Chris also does lots of jobs when at home and gets £15 a week pocket money. Chris has a mobile phone on a contract that works out at £5 per week. Chris spends very little on sweets and snacks, only £2 per week, but does like to buy magazines and spends £5 on these. Chris also likes to go out with friends and will spend £20 a week on the cinema, bowling or the amusement arcade. Chris is very particular when shopping and will only buy certain brands of clothing, this comes to £15 per week. At the end of the week Chris always seems to be borrowing some money from friends or family until he can pay them back from next week's income. Chris cannot seem to save anything.

<b>Income</b>	Pocket money	
	Part-time job	
	Paper round	
	<b>Total income</b>	
<b>Expenditure</b>	Sweets and snacks	
	Mobile phone	
	Clothes	
	Going out with friends	
	Magazines	
	<b>Total expenditure</b>	
<b>Balance (Income – Expenditure)</b>		

## Handout 8: Chris' income and expenditure (Completed version)



## Chris' situation

Chris does a paper round six days a week and gets paid £5 a day. Chris also does lots of jobs when at home and gets £15 a week pocket money. Chris has a mobile phone on a contract that works out at £5 per week. Chris spends very little on sweets and snacks, only £2 per week, but does like to buy magazines and spends £5 on these. Chris also likes to go out with friends and will spend £20 a week on the cinema, bowling or the amusement arcade. Chris is very particular when shopping and will only buy certain brands of clothing, this comes to £15 per week. At the end of the week Chris always seems to be borrowing some money from friends or family until he can pay them back from next week's income. Chris cannot seem to save anything.

<b>Income</b>	Pocket money	£15
	Part-time job	£0
	Paper round	£30
	<b>Total income</b>	<b>£45</b>
<b>Expenditure</b>	Sweets and snacks	£2
	Mobile phone	£5
	Clothes	£15
	Going out with friends	£20
	Magazines	£5
	<b>Total expenditure</b>	<b>£47</b>
<b>Balance (Income – Expenditure)</b>		<b>£-2</b>

## Activity Four: Let's have a party!



**Time needed:** 60-75 minutes

**Aim:**

To work as a team in order to meet deadlines and develop their understanding of budgeting.

**Activity outcomes:**

**By the end of the activity students will:**

- Understand the concept of fixed and variable costs, and learn how businesses can obtain reduced prices.
- Have developed a budget and worked together to make choices to manage that budget.
- Set a price for their product (party tickets) and understand their break even point.

**Key learning point:**

Most people will, at some time, have bought a ticket for a party, a gig, a sports event or a day trip. How did the organiser decide on the price of this ticket? This activity will help students to appreciate that producing a budget that breaks down all the various costs to be paid is an essential part of deciding on a ticket price.

**Resources:**

- **Handout 9:** Party budget sheet (one per group of 3-4 students).
- Paper/pens/calculators

**Activity:**

1. Explain to students that they are going to be part of a team involved in setting up a small end of term party for 120 of their classmates. The party will be held in the school hall and will have food, soft drinks, music and decorations. There will be a theme to the party and the decorations will reflect this theme. Teams should consist of three to four students.

All students should now do sections 2 and 3 of this activity but, depending upon the group size and the time available, sections 4, 5 and 6 detailed below are optional.

2. Using Handout 9: Party budget sheet, the team must decide on what food, drink, music and decorations they want and work out the total cost. Explain that not every guest needs to be included for every type of food or drink nor do they have to have every type of food, drink, music or decoration. However, the party **must** be held in the school hall and hire for the night will be £200.

3. Explain that the teams must then work out a ticket price by dividing the total cost of the party by the number of guests (120) then round up to the nearest pound. Tickets must cost between £6 and £12 and the party must break-even – it must not make a profit or a loss. If the ticket price comes to less than £6 or greater than £12 the team must go back to the party budget sheet and make some changes.
4. About half way through you could announce that the school hall is no longer available but another venue has been found at a cost of £400. Teams must either cut their costs or raise the ticket price (or a bit of both).
5. When all the calculations are completed students could prepare for a brief 30 second to two minute presentation. The guidelines for this presentation are that it must include answers to the following three questions;
  1. What is the theme for the party?
  2. What is the ticket price?
  3. What makes their party different to every other team?Encourage teams to stand out from the rest. They could answer the third question by producing a rap, song or dance if they wanted to.
6. Each team could also produce at least one invitation for their party. These invitations should contain all the information needed to answer the above three questions as well as information on date, time and location. Completed invitations should be displayed in a central place or passed around other students.
7. Set a time limit for each task to be completed and give teams a five minute warning before the end of the session.
8. After the presentations have been heard (and tickets viewed) teams should vote on which one (or two) they would buy a ticket for. There could be a prize to the most popular team.

#### **Extension ideas:**

Some teams might want to add features that are not on the budget sheet. You could allow teams one extra feature each, but you would have to provide a cost for this as they suggest the features.

#### **Summary discussion:**

If they could do the exercise again is there anything different the students would do? Can they think of other items that they might have to pay for that are not included in the budget? (Suggestions could include: staff on the door, publicity, insurance).

## Handout 9: Party budget sheet

<b>Food</b>	<b>Cost for this item (per person)</b>	<b>Number of people for this item</b>	<b>Cost (£) (Cost x number of people)</b>
Sandwiches	60p		
Chips	50p		
Pizza	40p		
Crisps and nuts	40p		
Salad	30p		
Sausages	50p		
Chocolate cake	60p		
Assorted fresh fruit	40p		
<b>Drink</b>	<b>Cost for this item (per person)</b>	<b>Number of people for this item</b>	<b>Cost (£) (Cost x number of people)</b>
Still water	20p		
Sparkling water	40p		
Fresh fruit juices	50p		
Fizzy drinks	80p		
Diluted fruit juice	25p		
<b>Music</b>	<b>Total one off cost</b>		<b>Cost (£)</b>
Live group	£600.00		
DJ	£450.00		
Karaoke machine	£70.00		
<b>Decorations</b>	<b>Total one off cost</b>		<b>Cost (£)</b>
Mixed balloons	£60.00		
Lighting effects	£100.00		
Banners	£40.00		
Streamers and party poppers	£30.00		
Large screen (to show music)	£100.00		
Two large screens	£180.00		
Three large screens	£250.00		
Hire of hall	£200.00		200.00
<b>Total expenditure for the party</b>			
<b>Ticket price (rounded up to nearest £) (To work this out divide total expenditure by 120)</b>			

## Resources

This resource is part of a suite of innovative learning tools developed to equip teachers, youth workers and other charity practitioners, as well as Barclays employees, with the support they need to deliver engaging, practical and fun money management sessions. The suite includes resources such as this handbook, as well as video, games, and interactive digital content.

Titles include:

- **Barclays Money Skills resource 4-7**  
An activity pack developed with pfeg and others to support workshops with primary school pupils.
- **Barclays Money Skills resource 7-11**  
An activity pack developed with pfeg and others to support workshops with primary school pupils.
- **Barclays Money Skills resource 14-16**  
An activity pack developed with pfeg and others to support workshops with secondary school pupils.
- **Barclays Money Skills toolkit**  
A comprehensive workshop guide designed to support adults, including young adults, to build their financial skills. A range of partners have contributed to the development of this resource, including Citizens Advice Bureau, the National Youth Agency, YouthNet, Rathbone, Youth Access and UK Youth.
- **Barclays Money Skills 'weeks' toolkit**  
An activity pack developed with the National Skills Academy for Financial Services to support workshops with college students.
- **Sort your Spending**  
A handy guide developed with Action for Children to help young people get started managing their own money.
- **Making a Fresh Start**  
An activity pack developed with Nacro and UNLOCK to support workshops with offenders and ex-offenders.
- **Supporting people in later life**  
An information pack developed with Independent Age to support older people.

These resources, and many more, are available to be downloaded from:  
[www.barclaysmoneyskills.com](http://www.barclaysmoneyskills.com)

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