



Supported by



FINANCIAL LITERACY FOR STUDENTS

Teaching money management skills to young people



See inside for details of how Debt Talk can help your school provide an impartial financial literacy course that is in line with the National Curriculum, and can be delivered within PHSE or Citizenship, helping to ensure your students financial well being.



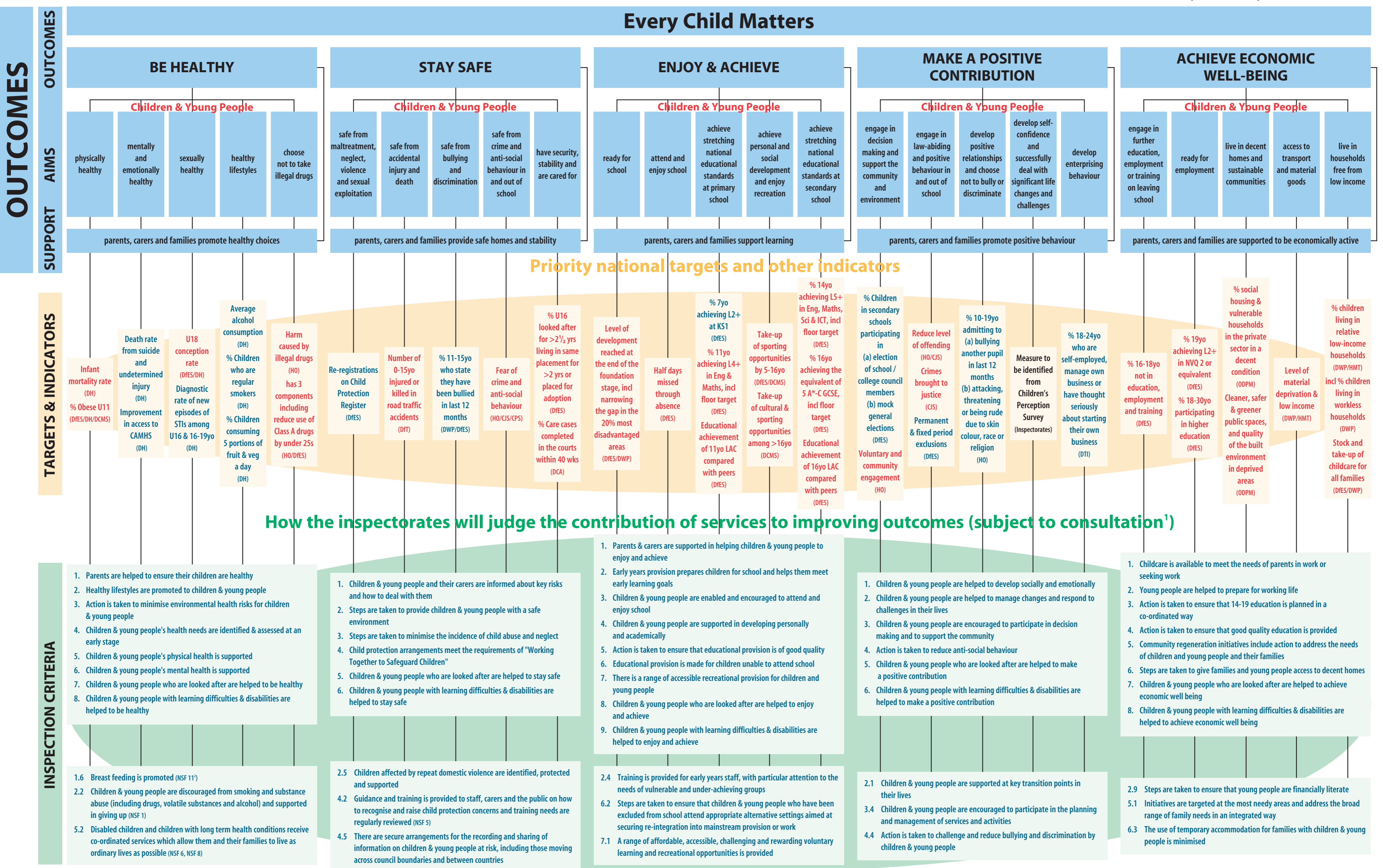
About Debt Talk

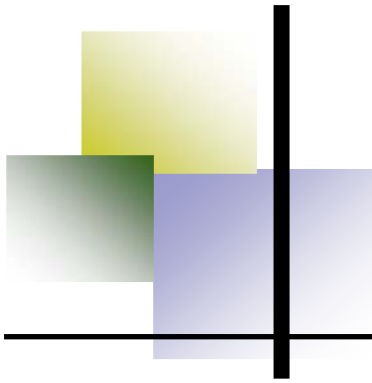
Debt Talk is a social enterprise providing an independent delivery of a financial literacy course, this course is designed to give teachers *non contact time* and to support students during the very difficult transitional period from school to work or further education, helping students to prepare for working life and to achieve future economic well-being, this financial literacy course has been designed to be in line with the following Every Child Matters criteria:

Achieve Economic Well-being 5.1, 5.2, 5.3 and 5.6.



Used within PHSE and Citizenship, Financial Services Authority and Basic Skills resources can be used to reinforce numeracy skills within PHSE or Citizenship, ensuring that this course is delivered in a coordinated way in line with the National Curriculum.





Resources

Debt Talk uses the following resources:

- DVD
- Cards
- Worksheets
- Colossal Cards
- Internet

Colossal Cards are huge replicas of cheques, credit cards, cash cards postage stamps etc. some of which can be filled in by either the students or the tutor, whilst working together in groups to complete set tasks and to encourage class discussions. Debt Talk also used Basic Skills resources. All resources are impartial and up to date.

For sustainability Debt Talk introduces an interactive money management web site, available for the students for future use.

Debt Talk also provides the following student resources, 1 file, 1 pencil, 1 calculator, 1 pencil sharpener.



Resources Cont.



Local banks are invited in to meet the students on the last week of the course, to yet again practice their financial language and ask any questions they may. (Subject to availability, This service cannot be guaranteed.)



Colossal cards within the National Curriculum

Overleaf we can see how the material supports the curricula from the matrices of objectives.




The objectives for each activity show how the materials support the curricula for citizenship, PSHE, financial capability, and mathematics.

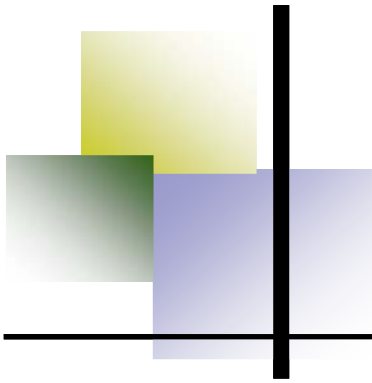
Ref: FSA 2001 Devised and developed by BEAM education in association with the FSA. Colossal Cards Teachers' Guide. Introduction.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	£ Financial Capability Learning Outcomes	National Savings	Credit Unions	Cash Card	Cheque	Cheque Guarantee Card	Debit Card	Credit Card	Store Card	Prepayment Cards	Season Ticket	Postage Stamp	Savings Stamps	Gift Tokens and Vouchers	Discount Tokens
2	Understanding different forms of payment				•	○	○			○		○		•	
3	Understanding the implications of different forms of credit and debt						•	○	○						
4	Understanding personal expenditure and ways of managing it			•	○			○	○	○					
5	Knowing about personal finance statements and other ways of recording income and expenditure	○				•	○	○	○						
6	Beginning to understand how to use budgets to plan and control personal spending		•							○					
7	Beginning to understand that both savings and borrowings are offered on differing terms and interest rates	○	○					○	•				○		
8	Beginning to understand that interest rates vary over time	•													
9	Beginning to make decisions on the basis of medium-term and short-term needs		○								•				
10	Beginning to understand how to plan and manage debt						○	•	○						
11	Understanding that different people may give different advice	○	○					○	○						○
12	Knowing about the roles of financial organisations	○	○	○	○	○	○	○	○	•			○		
13	Beginning to understand how local and national decisions may affect personal finances	○										•			
14	Ref: FSA 2001 ISBN 1 903142 42 24 5 Devised and developed by BEAM education in association with the FSA.														

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Mathematical objectives	National Savings	Credit Unions	Cash Card	Cheque	Cheque Guarantee Card	Debit Card	Credit Card	Store Card	Prepayment Cards	Season Ticket	Postage Stamp	Savings Stamps	Gift Tokens and Vouchers	Discount Tokens	
2	Selecting efficient techniques for numerical calculations											.				
3	Making mental estimates of the answers to calculations												.			
4	Presenting and interpreting solutions in the context of the original problem			.												
5	Presenting a concise, reasoned argument							.								
6	Ordering integers				.											
7	Using standard column procedures for addition and subtraction					.										
8	Solving simple percentage problems including increase and decrease		.						.							
9	Using calculators effectively and efficiently and interpreting the display correctly										.					
10	Selecting appropriate operations to solve number problems	.										.				
11	Using a variety of checking procedures and considering whether a result is of the right order of magnitude						.									
12	Formulating questions in terms of the data needed, and considering what inferences can be drawn from the data															.
13	Gathering data from ITC based sources								.							
14	Ref: FSA 2001 ISBN 1 903142 42 24 5 Devised and developed by BEAM education in association with the FSA.															

1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
2	main objectives • other objectives ◦															
3	‡ PHSE objectives	National Savings	Credit Unions	Cash Card	Cheque	Cheque Guarantee Card	Debit Card	Credit Card	Store Card	Prepayment Cards	Season Ticket	Postage Stamp	Savings Stamps	Gift Tokens and Vouchers	Discount Tokens	
4	Understanding what influences how we spend or save money	◦	◦	◦	•	◦	◦	◦	◦	•			◦		◦	
5	Becoming competent at managing personal money	•	◦	•	◦	•	◦	•	◦		◦		◦			
6	Finding out about basic facts and law	◦				◦						•				
7	Recognising and managing risk and making safer choices	◦	◦	◦		◦		◦	•					◦	◦	
8	Taking responsibility for carrying out a task		◦										•			
9	Learning to communicate confidently with peers and adults		◦	◦		◦					•					
10	Making real choices and decisions									◦	◦		◦	•		
11	‡ ‡ ‡ Citizenship objectives	National Savings	Credit Unions	Cash Card	Cheque	Cheque Guarantee Card	Debit Card	Credit Card	Store Card	Prepayment Cards	Season Ticket	Postage Stamp	Savings Stamps	Gift Tokens and Vouchers	Discount Tokens	
12	Learning about public services and how they are financed	◦									•	◦				
13	Understanding the significance of the media in society														•	
14	Understand the world as a global community, including exploring the growing importance of the internet and e-commerce						•					•				
15	Thinking about topical moral, social and cultural issues by analysing information and its sources			•	•					•				•		
16	Justifying orally a personal opinion								•							
17	Contributing to a group and exploratory class discussions		•										•			
18	Using imagination to consider other people's experiences					•										
19	Negotiating, deciding and taking part responsibly in both school and community-based activities	•						•								
20	Ref: FSA 2001 ISBN 1 903142 42 24 5 Devised and developed by BEAM education in association with the FSA.															

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	 Citizenship objectives	National Savings	Credit Unions	Cash Card	Cheque	Cheque Guarantee Card	Debit Card	Credit Card	Store Card	Prepayment Cards	Season Ticket	Postage Stamp	Savings Stamps	Gift Tokens and Vouchers	Discount Tokens	
2	Learning about public services and how they are financed	o									.	o				
3	Understanding the significance of the media in society														.	
4	Understand the world as a global community, including exploring the growing importance of the internet and e-commerce						.					.				
5	Thinking about topical moral, social and cultural issues by analysing information and its sources				
6	Justifying orally a personal opinion								.							
7	Contributing to a group and exploratory class discussions		.										.			
8	Using imagination to consider other people's experiences					.										
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10	Ref: FSA 2001 ISBN 1 903142 42 24 5 Devised and developed by BEAM education in association with the FSA.															



Best Practice Principles

Debt Talk has used the enclosed *Commercial activities in schools, Best practice principles*, as a guideline in order to ensure best practice when working with schools.

Checklist for schools

When your school is assessing a commercial activity, ask yourself...

- | | |
|---|--|
| <input type="checkbox"/> Does the activity add educational value to the curriculum? | <input type="checkbox"/> Is the level of branding and logo use appropriate to the activity? |
| <input type="checkbox"/> Is it free of incentives to children to engage in unhealthy, unsafe or unlawful activities? | <input type="checkbox"/> Has the activity been developed with educators and piloted for school use with teachers and pupils? |
| <input type="checkbox"/> Has the business clearly stated its purpose in producing the activity? | <input type="checkbox"/> Is the activity relevant to your region and school? |
| <input type="checkbox"/> Is the activity based on accurate and current information? | <input type="checkbox"/> Has the business sought permission, where possible, before forwarding the materials to the school? |
| <input type="checkbox"/> Are any expressions of opinion clearly distinguished from statements of fact? | <input type="checkbox"/> Is it clear who the sponsor and target audience are? |
| <input type="checkbox"/> Is the activity as free as possible of explicit sales messages? | <input type="checkbox"/> Can your school engage in the activity free from unreasonable restrictions or conditions? |
| <input type="checkbox"/> If the activity requires specialist resources, was this made clear to you from the outset? | |
| <input type="checkbox"/> Does the activity respect diversity of gender, race, disability and cultural issues and reflect contemporary UK society? | |

Some extra questions for collector schemes...

- | | |
|---|---|
| <input type="checkbox"/> Do the overall benefits of the collector scheme outweigh the costs to your school, pupils and parents? | <input type="checkbox"/> Are the terms and conditions of the collector scheme available to you before registration? |
| | <input type="checkbox"/> Is the product involved one which you are content for pupils or parents to use? |

How do you decide?

If you answered **YES** to all of these questions, the commercial activity probably meets our best practice principles and could form the basis of a worthwhile partnership between your school and business.

If you answered **NO** to the majority of these questions you should probably reject the proposed commercial activity.

If your answers were a mixture of **YES** and **NO**, you should discuss the proposed activity with your colleagues, weighing it against our checklist and your whole school policy.

Remember: schools and businesses working in partnership share the risks and rewards. The key question is—

do the educational benefits of the partnership outweigh the potential disbenefits?



Debt Talk last year piloted this course at a local secondary school, with the help of the teaching staff the course was delivered to the year 11 students.

On the seventh week local banks came in to talk to and meet the students, answering any questions the students had, this gave the students the opportunity to use and apply their newly acquired financial literacy language skills within a safe environment.

The students seemed to enjoy the experience and many had questions for the banking staff.



Disclaimer

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SIGNED

DATED



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