



Safe and sensible spending

Facilitated session

Age range: 7-11

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Session overview

Time	Key learning outcomes	Resources
60 mins	<p>By the end of the activity pupils will be able to:</p> <ul style="list-style-type: none"> • Make simple choices based on value for money when purchasing • Recognise the need for planning for the future and saving money • Understand how to keep money safe • Become aware of scams and fraud and know some ways to protect themselves from it 	<ul style="list-style-type: none"> • Safe and sensible spending presentation slides

The activities in this session can be used flexibly, as a standalone lesson or delivered as part of a series. We recommend starting with [Samir's birthday budget challenge](#), as this sets the scene and helps young people relate back when carrying out the subsequent activities, which can be delivered in any order.



There is a range of topics covered including value for money, creating a budget, making payments and security and risks. All the sessions align to the [Financial Education Planning Framework](#).

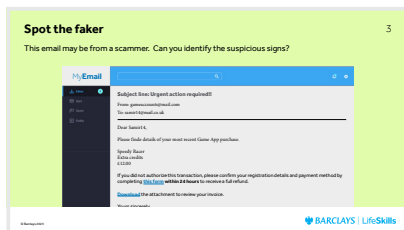
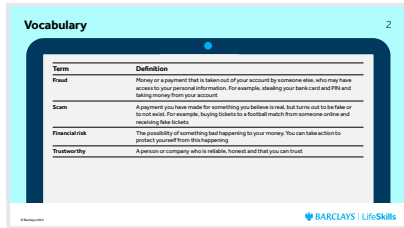
Activities in this lesson are mainly discussion based but there is an optional writing activity where students can create a mind map around what they have learnt. If this would benefit your group please let this be known at the time of booking so the facilitator can be prepped and mind map templates printed.

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Activity one

Spot the faker



Please note that this activity needs to be run from a desktop or laptop. The activity isn't currently supported to be run from a mobile or tablet.

Begin the lesson by introducing any volunteers you may have to support the session and ask them to describe a bit about themselves and their role.

Start by having a discussion around emails to ensure that the class understands their purpose. Do they know what they are for? Explain that they are likely to use emails for personal use, education and work in the future.

Now introduce some of the key vocabulary that will come up in this activity. Use **slide 2** to display the terms and ask for suggested answers before clicking to reveal the definitions. Pupils aged 7-9 may need more guidance when completing this task to help them understand the terminology. You could print off the table from the presentation slides to give to pupils so they have the definitions to hand.

Term	Definition
Fraud	Money or a payment that is taken out of your account by someone else, who may have access to your personal information. For example, stealing your bank card and PIN and taking money from your account
Scam	A payment you have made for something you believe is real, but turns out to be fake or to not exist. For example, buying tickets to a football match from someone online and receiving fake tickets
Financial risk	The possibility of something bad happening to your money. You can take action to protect yourself from this happening
Trustworthy	A person or company who is reliable, honest and that you can trust

Recognising fraud and scams

Display the email on **slide 3**. The email shows several signs that suggest it may not be real and may be from a scammer. Working as a class, challenge them to find all the features in the email that can provide clues to spotting that it is fake and may suggest a fraud risk. You can introduce the activity using the story below.

Samir's dad wants to be sure that Samir understands that sometimes fake emails are sent from people and companies who want to cheat you out of your money. He has just received a suspicious email and he shows it to Samir. What can you spot that looks suspicious in this email? Make a list of the signs. Have you heard of other scams?

Activity one

Spot the faker (cont'd)

Allow some time for the class to look at the email and make a list of the things they think are suspicious. Collate their suggestions, and then click each slide and discuss the tips that appear. There are six in total, and the copy within each hover point is also shown in the table below.

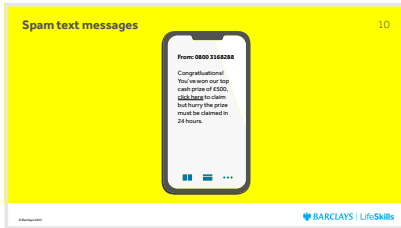
If you want to extend this activity, you could ask groups to produce a list of the things to look out for and produce a poster to go on display to warn other people in the school or at home.

Look out for	Why
Message subject line	Be suspicious of urgent requests or something that sounds too good to be true. Fraudsters often use these tactics to encourage a quick response
'To' line	Watch out for emails that refer to you in an unusual way, such as the first part of your email address. A trustworthy organisation is more likely to use your full name
Request for personal details/ completing a form	Trustworthy organisations will never request that you provide your PIN, password, or online banking login details, or ask you to transfer money to another account
Hyperlink to follow or attachment to download	Be careful if you are asked to click on a link or download an attachment. You might be directed to a fake website where your login and personal details are requested and stolen, or your device could be infected by a virus. Hover over hyperlinks without clicking to display the destination and evaluate whether it looks real
Sender	Look at the sender to see if the email address is suspicious. For example, it might not match who the sender says they are or it may be from an email address like Google or Yahoo which anyone can create instead of a business one
Poor grammar/mistakes	Poor grammar, unusual style and mistakes in the wording of the message can be a sign that it is not from a genuine sender

Explain that fraudsters also use spam text messages to trick people out of money. Many of the same features discussed in the Spot the faker email can apply to spam text messages such as an unknown number, spelling and grammar mistakes, hyperlinks and requesting personal information. Quite often if an email or text seems too good to be true it isn't genuine.

Activity one

Spot the faker (cont'd)



Explain that fraudsters also use spam text messages to trick people out of money. Divide pupils into small groups and starting on **slide 10** ask them to decide if the texts could be spam, ask groups to look at the first example then come back as a group to discuss using the hover points before moving onto the next. There are three text message examples in total.

Example 1

Phone number	A number you might not recognise, but sometimes they are created to look similar to a number you might recognise
Spelling mistakes	Spelling mistakes can be a sign its not from a genuine sender
Offering a prize or reward	Tries to entice people in and excite them without thinking

Example 2

From	Can appear to be from a professional company, even one you might recognise
Click here	Be careful if you are asked to click on a link as you might be directed to a fake website where your login and personal details are requested and stolen, or your device could be infected by a virus.
Details about your parcel	This is designed to spark your curiosity to see what the package is

Example 3

From	Can seem like it's from a company you know and trust
Spelling/ grammar mistakes	Spelling mistakes can be a sign its not from a genuine sender
Call 0800 6817277	Be careful if you are asked to call a number, you could potentially be directed to speak to the fraudsters who would try and get login or personal details in an attempt to steal money.
Closed permanently	Fraudsters can make you panic in an attempt for you to respond quickly without thinking

Highlight that sometimes fraudsters will claim the spam text message is from a family member or friend saying that they have lost their phone for instance to explain why you don't recognise the number. Remind the group that if something sounds too good to be true then it probably is.

Before moving onto the next activity, ask any volunteers if they have stories where they or someone they know has been a victim of fraud in one of these ways.

Ask any volunteers if they have stories where they or someone they know has been a victim of fraud in the ways discussed.

Activity two


Sensible spending

Sensible spending

Samir has arrived home with a new game and is disappointed to find that the console that he needs to play it on is broken. Look at the three options and decide which one you would advise Samir to take and why.

1. Compare prices at different shops and save up to buy a brand new games console
£300
2. Save up to buy a second-hand games console
£120
3. Pay for his console to be repaired
£70

What are the benefits of this option?
What are the disadvantages?
How could Samir save for his choice?



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Compare the costs

Option	Benefit	Disadvantage
Saving to buy a brand new one	Latest games can be played on it.	It is expensive and takes a long time to save up for.
Saving to buy a second hand one	It is cheaper than a brand new one.	It might not work properly.
Repairing it	It is the cheapest option.	It might not last long.

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This is a role play activity and asks pupils to look at different cost options and suggest the most sensible decision based on the cost.

Discuss the scenario below and show **slide 23**.

Samir has arrived home with a new game and is disappointed to find that the console that he needs to play it on is broken. Look at the three options and explain that Samir has some options regarding what he can do.

Options

1. Compare prices at different shops and save up to buy a brand new games console
2. Save up to buy a second-hand games console
3. Pay for his console to be repaired

Divide pupils into groups of four. Within each group one of the pupils should pretend to be Samir and the other three should adopt one of the response options and create arguments as to why their option is the best. Samir then must decide on the best option. Time should be given to the students to do this on their own, the prompts on **slide 23** will help their thinking. Also ask each group to discuss ways that Samir can save for the option he chooses.

What are the benefits?

What are the disadvantages?

How could Samir save for this?

Once complete, invite one or two groups to present their role plays to the class. After they have presented, show **slide 24** which suggests different advantages and disadvantages of each option. Some of which might be the same as what the students suggested.

Now as a class calculate the price difference between the three options. For each option, ask them to think how long it would take before Samir could play his new game and how long the console might last.

Ask for a show of hands of which option would they choose for Samir? Ask some volunteers to share their reasons. Ask whether any of them can suggest another option which hasn't been discussed, for example asking one of his friends if he can borrow a console for a while.

Ask students to consider what they think matters more when buying a product. Quality or cost and why that is.

Activity two

Sensible spending (cont'd)

Ask pupils to discuss in pairs or small groups some key things that they have learnt from the session, e.g. are there any new skills that they have learnt or things they now know which they didn't know at the start of the lesson. Alternatively, if a writing activity would benefit the group, pupils should spend some time completing the mind map template answering these questions.

To close the lesson ask any willing pupils to share any key take aways from the session.