

“Today, someone is coming in to talk you about personal and public finance.”

It is not exactly the most exciting thing an 11-year-old can hear at school. 80% of pupils want financial education lessons to be more interactive and 39% of teachers feel money management skills, as it is currently taught, will make no difference to how young people see monetary issues.\*

It is against this backdrop that we continue our mission to bring money to life with relevant, exciting and engaging workshops, that speaks to young people and their everyday lives.

## Afeet, 11.



Afeet, like many in his class, has never learnt about money in school. He says he is ‘aware’ of it but does not know how it really works, where it came from and, beyond spending it, what people do with it.



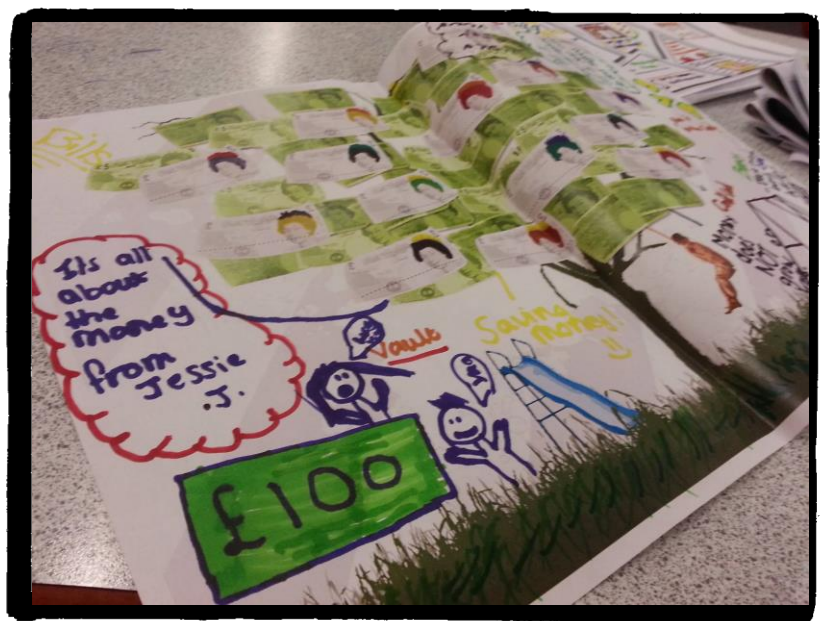
Unlike most of their lessons, we break the ice with Afeet and his fellow pupils by standing up, moving about and shouting out answers to a quick fire money quiz. He recognises terms but struggles when probed on their meaning or application. This short sharp activity swiftly clears up misconceptions.

Key to the MyBnk methodology is to tease out participants’ attitudes towards money by examining fundamentals, for example, needs versus wants, which allows us to address habits such as spending. Using the ‘Money Tree’ poster, Afeet expressed what money meant to him in his words using slang and music he associates with money.

Now we have gauged Afeet’s take on money and addressed some misunderstandings, we take a step back and explore what money actually IS!

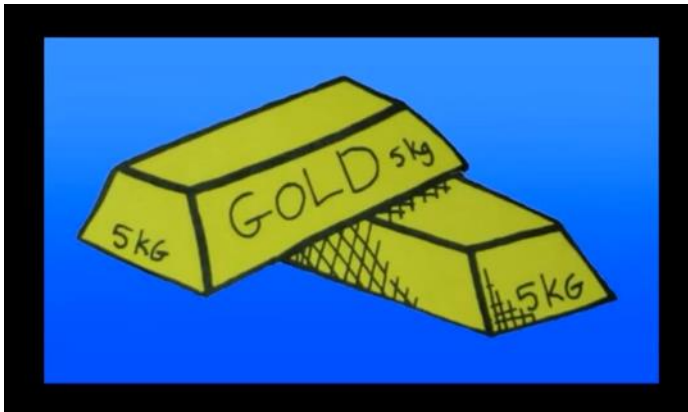
After some group discussion and our animated ‘Story of Money’ video, he was challenged to create his own ‘Comic Strip’ creatively interpreting the most important aspects, such as bartering, gold and digital currency.

It was time to ‘see’ what we are talking about using REAL MONEY! Afeet and his fellow pupils examined laminated £5 notes and with UV lights and magnifying glasses identified the seven hidden



security features. We discuss why money needs to be secure and what happens when it is not – which brings us onto ‘relativity’ and how the value of money changes. The ‘Big Mac’ concept took something familiar to Afeet and demonstrated how costs like raw materials and labour can alter the price. Afeet then costed up a day out in a foreign country, comparing with the UK and mastering an international higher or lower ‘Price is Right’ game.

*“I’ve never learnt about money before, but it’s everywhere and is involved in everything! Now I know what people are talking about.” Afeet.*



Piece by piece, we have demystified what money actually is and what it represents. The groundwork is now laid for us to build on his new knowledge and problem solving abilities by applying ‘Choices’ to his world by learning about budgeting, youth employment, minimum wage, shopping deals, risk and saving.

## What did the teacher think?

*“It was very informative and an excellent way of introducing an otherwise dry subject with essential knowledge. Contained essential information and offered a great opportunity for group work.”*

### Rated:

- Quite Valuable.
- Very Effective.
- Extremely Likely to Recommend to a Colleague.

**Mohammed Hussain, Teacher  
George Mitchell School.**



*The government’s Money Advice Service has given MyBnk’s flagship schools programme, Money Twist, the UK’s highest effectiveness rating for improving young people’s financial capability.*

**This programme was kindly sponsored by Prudential Plc.**

\*Statistics from Nationwide study 2015.