



LifeSkills financial literacy for secondary schools:

Lessons overview and alignment to the
Financial Education Planning Frameworks

 **BARCLAYS** | **LifeSkills**

Enter



Introduction

Our suite of financial literacy lesson plans for secondary schools focuses on teaching pupils aged 11-16 how to develop useful financial skills to help prepare them for their future and the world of work. Each lesson in the suite can be delivered as a standalone lesson or as part of a series in the classroom and can be adapted to suit your class.

Throughout this guide, we've included a range of activities designed to help students understand the link between core transferable skills and financial capability.

For older or more advanced students there are extension tasks for more in-depth learning. Younger students and those less familiar with financial literacy may benefit from going at a slower pace, completing the maths elements as a group, or being provided with printed resources that highlight key terminology.

The lessons in this suite align with the [Financial Education Planning Framework](#) to help you deliver financial education across your secondary school curriculum for S1-6 or Years 7-11 (KS3 and KS4).

Core transferable skills



Problem solving skills are about the ability to find a solution to a complex situation or challenge, often using analytical thinking to come up with a methodical approach or break a problem down into parts



Creativity is the use of imagination and the generation of new ideas, and building the confidence to improve these ideas on your own and by collaborating with others



Listening and speaking (communication) is about receiving and retaining information, persuading and influencing others, and using critical thinking skills to evaluate different perspectives



Leadership is about recognising your own strengths in order to best support, encourage and motivate others to achieve a shared goal



Aiming high (being proactive) is the ability to set clear goals and prioritise tasks to achieve them, as well identifying when to take the initiative instead of reacting to external event



Staying positive (resilience) is about the ability to use tactics and strategies to overcome setbacks and achieve goals



Adaptability is having the skills to cope and thrive in response to changes and challenges



Teamwork is an important skills used when working with another person, or people in a group

Age 11-14

Recognising your money personality Value for money Next steps in your financial journey Dealing with financial dilemmas

Recognising your money personality

For students aged 11-14, we recommend starting with **Recognising your money personality** if delivering the lessons as a series, as it sets the scene and helps students understand their own attitudes to money.

This [lesson](#) helps students understand and compare their attitudes to money and spending, explore the difference between needs and wants, and plan for future purchases.



Aiming high
(being proactive)



Linking core transferable skills to finances

The following classroom activity is designed to get students thinking **proactively** about their own habits when it comes to spending.

Look at the bank statement on the following page and identify what sort of spending habits this person has:

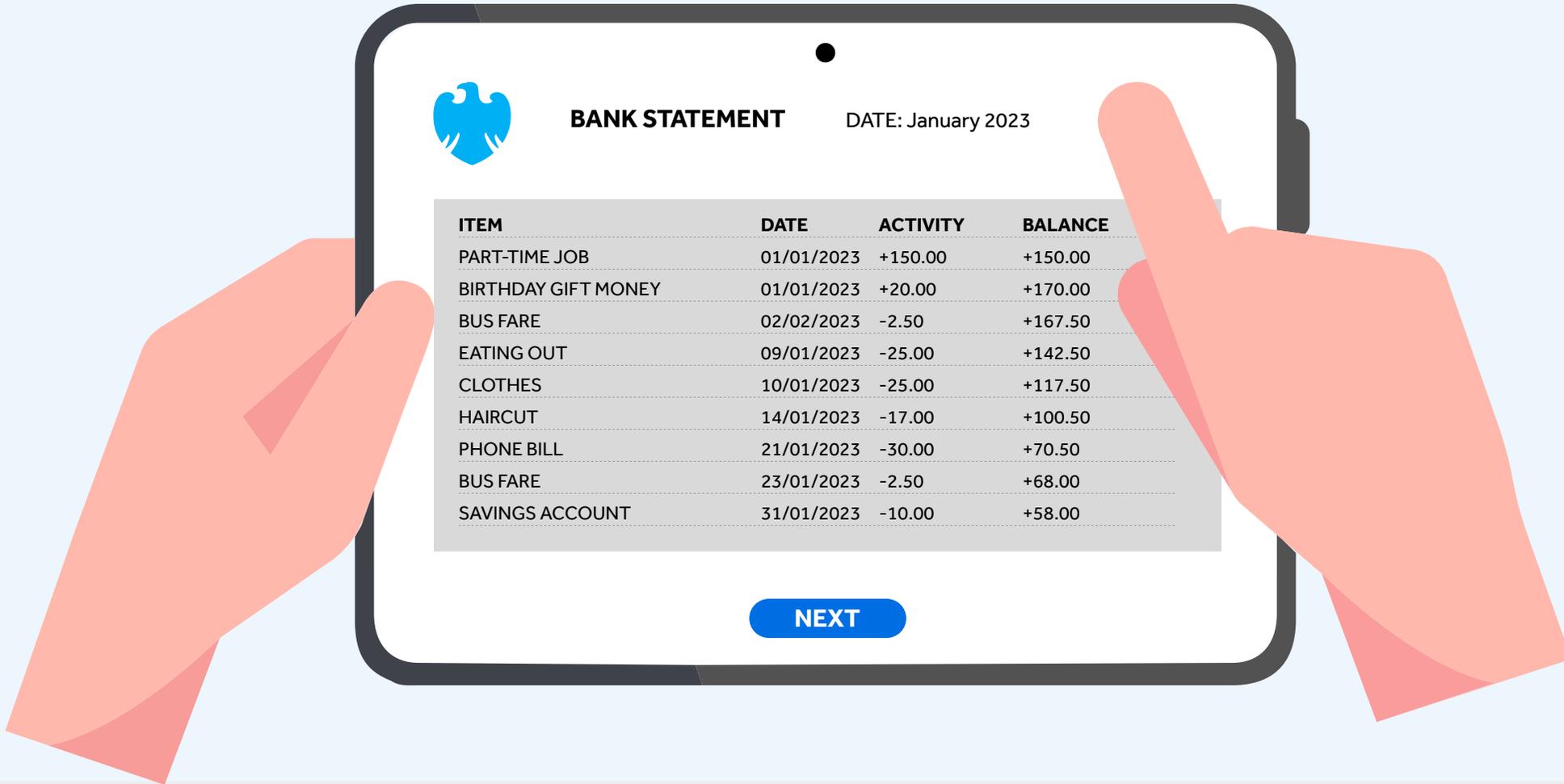
- What do they spend the majority of their money on?**
- Do they save any money at the end of the month?**
- What might they need to put money aside for at the beginning of the month?**
- How might they spend more responsibly, or plan ahead to account for rising costs?**

Explain that being **proactive** when it comes to understanding your own money habits can help you identify your spending needs and plan for the future.

Financial Education Planning Framework links

- How to manage money
- Becoming a critical consumer
- Understanding the important role money plays in our life

Recognising your money personality



 **BANK STATEMENT** DATE: January 2023

ITEM	DATE	ACTIVITY	BALANCE
PART-TIME JOB	01/01/2023	+150.00	+150.00
BIRTHDAY GIFT MONEY	01/01/2023	+20.00	+170.00
BUS FARE	02/02/2023	-2.50	+167.50
EATING OUT	09/01/2023	-25.00	+142.50
CLOTHES	10/01/2023	-25.00	+117.50
HAIRCUT	14/01/2023	-17.00	+100.50
PHONE BILL	21/01/2023	-30.00	+70.50
BUS FARE	23/01/2023	-2.50	+68.00
SAVINGS ACCOUNT	31/01/2023	-10.00	+58.00

NEXT

Age 11-14

Value for money

This [lesson](#) helps students understand how to budget and plan for the future, and encourages them to consider value for money. By the end of the lesson students will be able to understand the difference between income and expenditure and critique a sample personal budget.



Creativity



Problem solving

Linking core transferable skills to finances

The following classroom activity is designed to show students how they can use their **creativity** and **problem solving** skills when budgeting.

Look at the shopping list example on the next page. Explain that the character has a budget of £75 to buy everything they need, but when they total up their basket, they realise they have spent over their set budget.

Ask students:

Which items would you consider good 'value for money'? (N.B people's views will differ.)

How could they stick to their budget and still get everything they want?

How might they spend less money on the items they need? (only buy what they need the most, buy second hand, wait for sales, look for discount codes, spread the purchases across several months, etc.)

Explain that sticking to a budget sometimes means being able to creatively solve problems.

Financial Education Planning Framework links

- How to manage money
- Becoming a critical customer

Age 11-14

Recognising your money personality

Value for money

Next steps in your financial journey

Dealing with financial dilemmas

Value for money



Age 11-14

Next steps in your financial journey

This [lesson](#) is designed to help students understand bank accounts and realise the benefits of saving. Students will compare bank account features, consider the advantages and disadvantages of borrowing to fund a purchase and interpret a bank statement by answering questions.

- Holiday with friends
- Birthday present for family member
- Bus pass for the coming month
- Laptop
- New jeans
- Sunglasses
- Festival ticket
- Car
- Art supplies for project



Aiming high (being proactive)

Linking core transferable skills to finance

This classroom activity is designed to show students how they can be **proactive** when it comes to saving, and that even if there's nothing they want now, they can save for the future.

Show students this list of items and ask them to sort them into three categories: things they might want/need now, things they might need soon, and things they might need in the future.

Then, ask students to consider whether they would need to spend, save or borrow to purchase these items. Ask them to think about how they might plan for possible financial outgoings.

Explain that thinking ahead means we can plan for something we might want in the future, and that being proactive by saving may help prevent financial stress later. You could also explain that even if you choose to borrow for larger purchases (e.g. a car), a deposit is often required, so you still need to save for that.

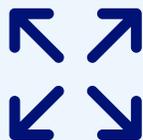
Financial Education Planning Framework links

- How to manage money
- Becoming a critical consumer

Age 11-14

Dealing with financial dilemmas

This [lesson](#) helps students recognise what can influence our financial habits, as well as understand financial fraud and how to stay safe online. Students will discuss common financial mistakes and threats and learn how to keep their financial information safe from fraud.



Adaptability

Linking core transferable skills to finances	Financial Education Planning Framework links
<p>Use the discussion questions below to get students thinking about how they might adapt to deal with new financial situations.</p> <p>You might want to split students into three groups and assign a que</p>	<ul style="list-style-type: none"> • Becoming a critical consumer • Managing risks and emotions associated with money
<p>Thinking about major changes in people’s lives, can you think of a few examples of when someone’s financial situation might change? (e.g. student loan, getting a job, having a mortgage)</p> <p>Are there things we can do to prepare for these changes? (e.g. understand how student loans work and when you’ll pay them back, know what your mortgage repayments will be and the impact of rising interest rates)</p> <p>Now think about how our behaviour might need to change to accommodate these changes (e.g. reduce spending elsewhere, move home for a while to save money)</p>	

Age 11-16

Maths in everyday life

Maths in everyday life

This [lesson](#) aims to demonstrate that, regardless of their career path, interests, or the life situations they face, having a good understanding of maths will help students progress in different life areas. Students will gain an understanding of how maths is used in everyday life and learn how to talk openly about their feelings towards maths.



Problem solving

Linking core transferable skills to finances	Financial Education Planning Framework links
<p>These discussion points are designed to get students thinking about how they can use their problem solving skills to solve mathematical problems.</p> <p>Can you think of an everyday situation where you might need to use problem solving when working with numbers? (Answers could include splitting a bill in a restaurant, working out how much you'll be paid based on your hours, budgeting for your social plans, etc.).</p> <p>Can you think of strategies to help you navigate these situations more confidently? (e.g. using a calculator, using an excel spreadsheet).</p>	<ul style="list-style-type: none"> • Becoming a critical consumer • Understanding the important role money plays in our lives

Age 14-16

Understanding and managing debt Money and work Financial risk and security Understanding spending behaviours when gambling

Understanding and managing debt

For students aged 14-16, you can start with **Understanding and managing debt**, which introduces core financial terminology and ways to save, manage debt and borrow money safely.

This [lesson](#) is designed to improve students' understanding of budgeting and how life choices can impact a person's finances. Students will practise balancing the income and expenses of characters in different financial situations.



Listening and speaking (communication)



Problem solving

Linking core transferable skills to finances	Financial Education Planning Framework links
<p>These discussion points are designed to get students thinking about how they can use their problem solving and listening and speaking skills to communicate to the right people when having trouble with their finances.</p> <p>Advise students that they should feel comfortable expressing to friends and family when they can't afford something.</p> <p>In groups, ask students to think of 3 different ways they might tell someone they don't have the money to do something.</p>	<ul style="list-style-type: none"> • How to manage money • Becoming a critical customer • Managing risks and emotions associated with money
<p>Discuss who they might speak to if they find themselves in financial difficulty (e.g. a family member, a friend, their bank).</p> <p>Discuss how they might prepare for this sort of conversation (e.g. make sure they come prepared with all the information, make notes on the advice they are given).</p>	

Age 14-16

Understanding and managing debt Money and work Financial risk and security Understanding spending behaviours when gambling

Money and work

This [lesson](#) is designed to introduce students to the key information around pay and payslips. By the end of the activities students will be able to identify the main features of a payslip, calculate gross and net pay (accounting for a range of deductions) and identify employee benefits beyond salary.



Problem solving

Linking core transferable skills to finances	Financial Education Planning Framework links
<p>The discussion questions below are designed to show students how they can use their problem solving skills when working out tax deductions, pension contributions etc.</p> <p>Using Sonya’s case study from the lesson, ask students to consider:</p> <p>If Sonya’s pay increases to £25,000 a year, what are the key changes she will need to consider? (e.g. her NI and tax contributions will be higher)</p> <p>If you are concerned about working out your tax and NI, who can you ask for support?</p> <p>Explain that understanding what is meant by annual salary and deductions and understanding a pay slip can help us plan for our careers and financial futures.</p>	<ul style="list-style-type: none"> Understanding the important role money plays in our lives

Age 14-16

Understanding and managing debt Money and work Financial risk and security Understanding spending behaviours when gambling

Financial risk and security

This [lesson](#) introduces several types of fraud, helping young people to know if they might be being targeted themselves. Students will compare a range of situations that carry different levels of risk, understand how insurance can provide protection and recall tips for staying digitally safe.



**Aiming high
(being proactive)**

Linking core transferable skills to finances

The following discussion points encourage students to think about how they can be **proactive** when it comes to mitigating risk. Using Ronnie's story from the lesson, ask students to consider the following questions:

What different types of fraud might Ronnie experience when he is travelling abroad?

What could he do to prepare for these scenarios for example the [Which? scams alert service](#) provide examples on the latest [scams doing the rounds](#).

You might want to look at our [Do you know your phishing from your smishing](#) article, which has lots of tips you may want to share with your students

Explain that taking the time to learn how fraudsters work can help them to keep their information and money safe.

Financial Education Planning Framework links

- Understanding the important role money plays in our lives

Age 14-16

Understanding and managing debt Money and work Financial risk and security Understanding spending behaviours when gambling

Understanding spending behaviours when gambling

This [lesson](#) is designed to help students understand the connection between gambling and financial wellbeing. Students will learn about managing risk and making decisions, investigate the connection between habits and wellbeing and learn how risky decisions do not always pay off.



Listening and speaking
(communication)



Aiming high
(being proactive)

Linking core transferable skills to finances

Use the following discussion points to show students how they can be **proactive** in preventing a gambling habit becoming a problem and use their **listening and speaking** skills to communicate if they need help.

Using Asiya's case study from the lesson, ask students to consider the following questions:

What proactive steps could Asiya take to manage her spending and gambling habits?

At which points in the case study could she communicate concerns to someone else? Who could she approach? What questions might she have?

Explain the importance of taking positive, proactive steps, ideally before harmful habits develop, and the importance of asking for help or advice whenever it is needed.

Financial Education Planning Framework links

- Understanding the important role money plays in our lives

Further links and activities

For more resources designed to help your students develop key employability skills, take a look at our [core transferable skills lessons](#).

If you'd like to improve your own financial capability so you have the confidence to teach young people about money, Young Money provide free [e-learning training](#) to teachers across Primary and Secondary education. You could also try [National Numeracy](#), a free website designed to help you refresh your everyday maths skills.

