

# 3. Financial Safety

## Lesson Plan

**Book and Authors: Bola Sol – Finance Expert and author of *How to Save It***

**Topic – Financial safety – security and fraud**

**Learning Objective: to develop our knowledge on financial security**

### **Starter (6 minutes)**

On the mind map (you can use the activity sheet or record this in student's workbooks) ask the students to write down all the different ways they can think of, of how people can make purchases.

**Challenge task:** Can they think of a positive and negative for each method of purchase.

The aim of this task is to get students thinking of how many different types of purchases we can make. Delving into the positives and negatives opens their minds to the potential fraudulent risks for every type of purchase.

### **Task one: (10 minutes)**

Watch the clip from 22:00—25.46

Bola and Peigh are discussing hackers and the different types of crimes they can commit. The aim of the lesson is for them understanding that it isn't just the older generation that can be scammed by hackers. The methodology that they use has become extremely sophisticated, where even the tech savvy have become victims. Here were looking to build on their knowledge and give them the tools they need to recognise these scams.

Red flag task – using the scenarios, for the character of Jack, on the activity sheet ask the student to mark them as a green flag (safe), amber flag (depends on context) and red flag (unsafe).

## Task two – (10 minutes)

Can they spot the scam? This task would work better for groups of four but can be adapted to pairs or individual work. Here we are building on the skills from task one and going more in-depth as to the impact they can have. Give each student a scenario from the activity sheet

Give each group one of the scenarios from the activity sheet. Then ask them to answer the questions from the ppt:

- Identify what potential identity theft and fraud could occur
- Discuss what the potential psychological impact could be
- What could the financial impact be to the individual and their family?

**Challenge task:** What could they do/have done to prevent the fraud from occurring?

Ask them to share their ideas after their discussion and open the floor to others adding in any other ideas they can think of.

### **Task Three – (15 minutes)**

Watch the clip of Bola and Peigh discussing myth busting – 25.46–27.58

This is where we are bringing in the research homework from lesson two (if this has not been completed, please use the Powerpoint slide with a range of different jobs/salaries, for students to use as a guide.

We would like students to complete the same budgeting guide from lesson one, but with their future career/life aspirations. We want them to aim high and fully embrace the myth-busting discussed by Bola and Peigh. No matter the student's economical background, they have the ability to write their own financial path.

### **Plenary – (5 minutes)**

Exit pass – ask students to share one hope for their financial future, before they leave the classroom.

## Starter: Making purchases



Debit card to purchase things online

**Challenge task:** Write down a positive and negative for each method of purchasing

## Red Flag

Mark each scenario with:

- A red flag for unsafe
- A green flag for safe
- An amber flag for depends on the situation

### **Challenge task:**

Can you identify any of these red flags that you or your friend currently do? If so think about how you can turn this flag from red to green, be prepared to share your answers



## Scenarios – can you spot the scam?

Putting what you have learnt into practise:

- Identify what potential identity theft and fraud could occur
- Discuss what the potential psychological impact could be
- What could the financial impact be to the individual and their family?

Challenge task: what could they do/have done to prevent the fraud from occurring?



## Mythbusting

Complete the budget guide, using your future hopes and dreams for your career and lifestyle.

This can include:

- Travel
- Children
- Properties in different countries
- Hobbies
- ...Create your own financial freedom!

**Challenge task: how many years do you need to be established, within your career, before you can achieve these financial goals and why?**

## Salaries from different careers (annually)

Career	Pre tax and national insurance	Post tax and national insurance
Software Developer	£49,000	£36,531
Content Creator	£27,000	£22,384
Editor	£45,000	£33,861
Cabin Crew	£25,000	£20,511
Teacher	£29,000 - £38,000	£23,744 – £29,188
Make-up artist	£32,000	£25,784
Actor (Eastenders average)	£160,000	£95,079

## Exit Pass Plenary

Share one hope, from your financial future,  
before you leave the room.

