

## St Louise's Comprehensive College

<b>Resource Used:</b> Talk Money, Talk Maths	<b>Section:</b> Talk Money, Talk Banks
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**Year group:** Year 9 Mathematics class

### Introduction

This resource was produced to support teachers in delivering financial capability through mathematics. The resource has been produced in such a way as to allow teachers to customise the materials to suit their own specific needs. The resource focuses on the role of the banks, buying computers, going on holiday and buying a mobile phone. There are 3 levels of activities, allowing for progression. This lesson focuses on banks. It is aimed at the high level pupils (Level Gold in the resource) and is delivered to a Year 9 set of girls. The lesson seeks to develop the pupils understanding of where they can save their money and what you could spend your savings on. Related to this it considers interest on savings and loans as well as making sensible spending choices.

This resource is available to all schools and can be downloaded from the following link:

[http://www.nicurriculum.org.uk/key\\_stage\\_3/areas\\_of\\_learning/mathematics\\_and\\_numeracy/index.asp](http://www.nicurriculum.org.uk/key_stage_3/areas_of_learning/mathematics_and_numeracy/index.asp).

<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>To develop a clear understanding of how interest is calculated on savings held by the bank and is paid on loans provided by the bank.</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>The pupils are able to calculate the interest earned with different bank accounts.</li> <li>The pupils are able to calculate the extra costs incurred when paying for purchases using a bank loan and the reasons for this.</li> </ul>
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**Thinking Skills and Personal Capabilities**

Managing information

Thinking, problem-solving and decision-making

Working with others

**Resources needed/used:**

Talk Money, Talk Maths resource pack

Data projector or interactive white board

**Links across the Curriculum:**

Learning for Life and Work (Home Economics)

## **Evaluation**

### **Describe your comfort level when using the resource and that of the pupils?**

Very Easy to use, PowerPoint presentation available which generated a lot of discussion and interest from the class. Work sheets very clear, language used was of an appropriate level for pupils targeted. Questions broken down into several parts to help guide pupils to attain the final answer.

### **Would you describe the activity/lesson a success overall in terms of engaging pupils and achieving your learning intentions? Why, or why not?**

Very successful lesson. Pupils were very willing to participate in the lesson and keen to ask and answer questions. Pupils were very interested and could see the relevance of the lesson to everyday life.

### **How well did the pupils fulfil the success criteria?**

The success criteria were met. After working through the examples given in the PowerPoint pupils were able to successfully complete worksheets.

### **Would the pupils have needed any background knowledge to fully engage in the lesson?**

Pupils would need prior knowledge of calculating percentages.

### **What additional support would be needed to make the activity/lesson more effective?**

None. This resource is very user friendly and could be used very easily as a standalone lesson. There are three levels of worksheet to suit the needs of pupils of different abilities; the PowerPoint could easily be adapted to use easier language and terminology to suit the needs of weaker pupils.

### **Could you have linked up with any other AOL for the delivery of this resource? Or, could another AOL have made use of the resource?**

It would be best suited to Maths but not other Areas of Learning.