

# Teacher Resource Pack



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# Contents

## What to expect from this Teacher Resource Pack

Our aim at Nebula Learning is to make financial education easy to teach and engaging for students.

This Teacher Resource Pack accompanies the Nebula Learning online personal finance course. It contains lesson plans, classroom activities, discussion topics and printable worksheets.

## Lesson Plan Builders

Each lesson plan builder is structured to include a short starter activity, the online course videos, classroom activities and discussion topics. We also include learning objectives and success criteria for each topic.

<b>Lesson One: Background Economics</b>	<b>Pages 3-5</b>
<b>Lesson Two: Personal Finance</b>	<b>Pages 6-8</b>
<b>Lesson Three : Understanding Investment</b>	<b>Pages 9-11</b>

## Printable Worksheets

We want to ensure financial education is easy to deliver. That's why every lesson has an activity print out option, so you don't need to prepare materials in advance.

<b>Worksheet Contents</b>	<b>Page 12</b>
<b>Lesson 1 Worksheets</b>	<b>Pages 17-23</b>
<b>Lesson 2 Worksheets</b>	<b>Pages 24-26</b>
<b>Lesson 3 Worksheet</b>	<b>Page 27</b>

# Background Economics

## What does this section cover?

This section provides students with an introduction to essential economic concepts, such as inflation and interest rates, as well as more practical topics, such as how public money is raised and spent. The core aim of this section is to appreciate that personal financial decisions can not be made in a vacuum and must consider the broader economic environment.

## Lesson Plan Builder

### 1. Step one - choose a starter activity (5-10 minutes)

#### What do students already know about economics?

Ask students to split into groups and create a mind map that contains everything that they already know about economics. As your class watches the videos in the next step, ask them to add notes and keywords to their mind map.

#### The economy in the media

Ask students to describe what they have heard in the media about the economy. Get them to write their answers on post-its and stick them to a whiteboard. Following this exercise, debrief in front of the class by running through the post-its that the students provided.

### 2. Step two - core lesson activity (20 minutes)

These videos can be delivered together or broken up with activities in between.

Video title	Learning objective
A quick guide to economics	To learn how economics impacts your daily life.
Measuring economic growth	To understand how economics growth is measured and differs globally.
The role of government	To understand how public money is raised and spent.
Understanding inflation	To learn what inflation is and how it impacts us.
Interest rates & market cycles	To explore the role of central banks and how markets move over time.

## 3. Step three - choose a classroom activity or discussion topic (15-25 minutes)

### Discussion Topics

#### 1. A quick guide to economics

Do you feel the economy is heading in a positive or negative direction at the moment?

- Brexit - will this mean disruption for businesses or more global trade?
- The British high street is currently struggling amid online competition
- Unemployment is its the lowest for nearly 50 years but wages haven't increased in a decade

#### 2. Understanding economic growth

What can developing countries do to improve their economies?

- Technological innovation (e.g. internet access)
- Improve access to education - a more skilled workforce allows a country to move from 'unskilled' to 'skilled' industries
- Gender equality - educating women effectively doubles the workforce

#### 3. The role of governments

The government currently spends more money than it brings in. How would you balance the budget?

- Discuss what the government pays for
- What could be cut and what must be kept (e.g. defense, health, education, foreign aid, welfare, security)

Do you think the UK's progressive tax system is fair? What are the advantages and drawbacks?

- **Benefits:** higher earners have more cash available that they can contribute. This raises more money than a flat rate for everyone
- **Drawbacks:** Making high earners pay more tax may cause them to move abroad, which could mean less tax is collected overall

#### 4. Understanding inflation

When deciding whether to change interest rates, is it more important to protect savers or borrowers?

- If the Bank of England increases interest rates this benefits savers but harms borrowers and vice versa
- Younger people are likely to be borrowers, whereas older people will be concerned about their pensions (e.g. savings)

#### 5. Interest rates & market cycles

When do you think the next recession might be?

- Current trade war between the US and China is harming global businesses
- China and India have experienced slowed growth - what could the consequences of this be?
- Years of low interest rates mean that people have taken on a lot of debt - what happens if rates rise?

## Classroom Activities

### **Setting the country's budget** (*see pages 17-23 for print outs*)

Split the class into groups and assign each group a government department - role cards are in the printable worksheet section at the back of this guide.

Students will need to set out their top priorities for the next year. However as government funds are limited, they will also need to present at least two ideas for cost saving. Students should then discuss whether they agree and what the risks and benefits are.

### **When inflation goes wrong**

In small groups, have students produce a fact sheet about a country which has suffered with very high inflation (hyperinflation). Allocate each group one of the following countries: Zimbabwe, Venezuela, Weimar Germany (post World War One).

Ask students to find out: (i) the cost of a few items at different points in time (ii) how high inflation was in their country and explain the impact of this and (iii) ask students to share their factsheets with the class.

### **Globalisation: where are things made?**

Have students think about where the following items tend to be made: (i) clothes (ii) cars (iii) groceries.

Students should then discuss why they think these items have been imported from other countries (or made in the UK). They should then explore the benefits and drawbacks of making things in the UK versus buying them (presumably more cheaply) from abroad.

## Success Criteria

**All** students should be able to:

- Understand how changes in the economy can impact individuals.
- Understand how public money is raised and spent.

**Most** students should be able to:

- Understand the relationship between interest rates and inflation.
- Explain the role of supply and demand in price setting.

**Some** students should be able to:

- Contextualise economic theories with real world examples.
- Critically assess the role of government and central bank intervention in the economy.

# Personal Finance

## What does this section cover?

This section gives a straightforward view of economic concepts, such as inflation and interest rates, as well as more practical things, such as taxation and government spending. The core aim of this section is to give students a background in economics that allows them to contextualise their financial decisions.

## Lesson Plan Builder

### 1. Step one - choose a starter activity (5 minutes)

#### What do students already know about personal finance?

Ask students to split into groups and create a mind map that contains everything that they already know about economics. As your class watches the videos in the next step, ask them to add notes and keywords to their mind map.

#### “The Price is Right”

Test if students know the price of everyday essentials and key financial statistics. Questions: (i) loaf of bread (ii) pint of milk (iii) average savings interest rate (iv) average interest rate on credit cards.

**Answers:** (i) £1.02 (ii) £0.45 (iii) 1.39% AER (iv) 24.7% APR

### 2. Step two - core lesson activities (20 minutes)

These videos can be delivered together or broken up with activities in between.

Video title	Learning objective
Personal finance principles	To understand the difference between assets, liabilities, income and expenses.
Managing your money	To appreciate how costs can erode one's ability to save and how technology can help you to budget.
Gambling & fraud	To understand the risks related to gambling and fraud.
Bad debt & credit ratings	To learn how to identify bad debt and avoid it.
What is good debt?	To appreciate that debt is necessary in many parts of life.

### 3. Step three - choose a classroom activity or discussion topic (15-25 minutes)

#### Discussion Topics

##### 1. Personal Finance Principles

What are some examples of assets that may appreciate or depreciate over time?

- Stocks
- Cars
- Property
- Cash depreciates due to inflation

##### 2. Managing Your Money

What are your short-term and long-term saving priorities?

Ideas for long term goals:

- Owning your own home / Saving for retirement

Ideas for short term goals:

- Laptop or games / Driving lessons / Gap year travels

##### 3. Gambling & Fraud

Do you believe any form of gambling is acceptable?

- **Yes** For most it is just some fun / Special occasions
- **No** It could lead you down a negative path / the odds are always against you

Are young people are more or less likely to be the victims of fraud than older generations?

- **More likely** Young people have much more of their personal data online due to growing up with social media .
- **More likely** Young people may be more trusting of people online
- **Less likely** More tech savvy and may have newer devices which have better security

##### 4. Bad Debt and Credits Ratings

Do you think payday loans should be banned?

- **Yes** Payday loans do not solve the underlying problem of people not having enough money / They get your into further debt
- **No** They solve a problem - people need quick, easy access to money /The interest rates could be capped rather than the whole industry banned

##### 5. What is Good Debt?

What is your opinion on student loans?

- Should university be free? This would then be funded by general taxation, is it fair to those who didn't go to uni to pay for those who do?
- Are students considering university or apprenticeship routes? Should education be 'on-the-job' so you can earn while you learn?
- Should all degrees cost the same? Should all universities cost the same?

## Classroom Activities

### Money & mental health *(see pages 24–26 for print outs)*

Students should be given one of the money & mental health worksheets and individually read through the profile and answer the questions. After 10 minutes, in groups of three (where they each had a different profile), explain the situation and their recommendations to their peers. Groups should discuss how they would approach these situations. Finally, feedback as a class: were there any key themes? What are some other challenging situations young people face? How can you make yourself financially resilient?

### Bank account research

Ask students to research under-18 bank accounts and prepare a short presentation for the class on the one that they think is the best.

Students should consider the different types of account on offer (e.g. savings accounts, current accounts, Junior ISAs). Students should explain the benefits and drawbacks of the various accounts on offer, with reference to restrictions and interest rates.

### Career salary research

Have students think about where the following items tend to be made: (i) clothes (ii) cars (iii) groceries.

Students should then discuss why they think these items have been imported from other countries (or made in the UK). They should then explore the benefits and drawbacks of making things in the UK versus buying them (presumably more cheaply) from abroad.

## Success Criteria

**All** students should be able to:

- Define income, expenses, assets and liabilities
- Set up a personal monthly budget
- Identify problem gambling

**Most** students should be able to:

- Identify behaviours that would positively or negatively impact someone's credit rating
- Understand the differences between and identify good and bad debt

**Some** students should be able to:

- Explain how some purchases can be both assets and liabilities when debt financed
- Understand that debt can be good for some but bad for others, due to individual circumstances.



# Understanding Investment

## What does this section cover?

This section explains how people can put their savings to work without taking on excessive amounts of risk. After this section, students should appreciate that the main purpose of sensible investing is beating inflation and have an understanding of how the stock and property markets work.

## Lesson Plan Builder

### 1. Step one - choose a starter activity

#### What do students already know about economics?

Ask students to split into groups and create a mind map that contains everything that they already know about economics. As your class watches the videos in the next step, ask them to add notes and keywords to their mind map.

#### The economy in the media

Ask students to describe what they have heard in the media about the economy. Get them to write their answers on post-its and stick them to a whiteboard. Following this exercise, debrief in front of the class by running through the post-its that the students provided.

### 2. Step two - core lesson activities (25 minutes)

These videos can delivered together or broken up with activities in between.

Video title	Learning objective
Why people invest	To appreciate the power of compounding over the long term and that investing means outpacing inflation.
Understanding the stock market	To understand how the stock markets function.
Investing in stocks	To understand how to get started with investing in stocks.
Investing in property	To learn about investing in the property market.
Risk & realistic investment	To appreciate that different investments have different risk profiles.

## 3. Step three - choose a classroom activity or discussion topic (15-25 minutes)

### Discussion Topics

#### 1. Why People Invest

What is the opportunity cost of saving aggressively when you are young?

- Trying to save while you are young will mean that you have to make careful decisions about what to spend on, so you may decide it's worth missing out on meals out, new clothes or perhaps a holiday
- If friends or family are living a different lifestyle, they can put pressure on you to spend more, which can be uncomfortable

#### 2. Understanding the Stock Market

How do you think media coverage of company-related events might impact share prices?

- Remember that prices are driven by supply and demand, so the media may influence demand (how many people want to invest in a certain stock)
- Dramatic headlines can make it sound like a company is doomed to fail or going to be the next Amazon, this may lead people to flock to certain companies or panic and sell them
- Can pupils think of any other examples of the media having an effect on demand for certain products?

#### 3. Investing in Stocks

Do you think that it is simply too risky to try to make money in the stock market?

- **Yes** Some may feel that any risk of losing money is too much risk
- **Yes** Some may feel that they would be emotionally affected by seeing their hard earned savings going up and down in value
- **No** Cash sat idle in the bank is guaranteed to lose value over time due to inflation - so this is a risk in itself
- **No** Taking on some risk is worth the reward of making more money from your savings over the long term

#### 4. Investing in Property

Do you think it is ethical to invest in property (with a view to rent it out) when many people struggle to buy a home of their own?

- **Yes** Not everyone can afford to, or may want to own their own home, so it's important for people to have options when renting
- **Yes** If you are offering a fair rent and look after the property then this isn't unethical
- **No** Some landlords only care about making money not looking after tenants, such as refusing to repair things

#### 5. Risk & Realistic Investment

Is risk-taking a necessary part of life?

Prompts/ idea generators

- Is it possible to live risk free?
- What sort of risks do you take regularly and how do you decide if they are worth it?
- Do all big ideas/ inventions/ breakthroughs require taking some risk?

## Classroom Activities

### **Guess the company** (*see page 27 for print out*)

Worksheet 5 lists several well known companies and the total market value of all of their shares (this is called their market capitalisation). Teachers should print several copies of the worksheet, cut out the boxes, shuffle them up and pop them in an envelope.

In groups of 2-4, students should attempt to match the company with the total value of its shares and order them largest to smallest. Students should discuss why they believe certain companies are worth more than others and which they would most like to be a shareholder of and why.

### **Class debate: “What’s the difference between gambling and investing?”**

Have students discuss the differences between investing and gambling.

Prompts may include: what sort of things you would be buying, whether it relies on chance, whether it is rigged against you, the concept of winning, what they would rather put their money into.

### **Attitudes to risk:**

Ask students to silently order themselves in a line from one side of the room those who feel most comfortable with taking risks and on the other, students who are risk averse.

Once students have gone back to their seats ask them to discuss what sort of risky decisions they have/may face in the future and how will their attitude to risk affect them? Do the class feel it is worth taking some risks in order to get some returns?

## Success Criteria

**All** students should be able to:

- Understand that inflation erodes one’s savings
- Identify a number of assets that people can invest in

**Most** students should be able to:

- Understand compound returns
- Understand the concept of risk vs return

**Some** students should be able to:

- Identify the key risks of investing in stocks and property
- Understand that people’s sentiment moves market prices

# Printable Worksheets

- 1. Student Guide**

If your students are completing the course independently, please print Worksheet 1 (page 14) so they can log in and track their progress. You'll need to provide them your school coupon code.
- 2. Mind Maps**

Mind maps are recommended as a way for students to assess their current understanding of a topic and take notes during videos. If you'd like to print a template see printout 2
- 3. Government Department Role Cards**

If you choose to do the lesson one classroom activity: 'Setting the country's budget', printable role cards for several government departments are on pages 16-22, printout 3.
- 4. Money & Mental Health**

If you choose to do the lesson two classroom activity: "Money & Mental Health", there are 3 different persona print outs on pages 25-27 (worksheet 4A-4C).
- 5. Guess the Company**

If you choose to do the lesson three classroom activity: "Guess the Company", please print out several copies of page 28 (worksheet 5). Please note the answers are in the correct order so cut them out and shuffle them for students and keep an extra copy for yourself!

# 1. Student Guide

## Logging in:

1. Go to [www.nebulalarning.co.uk](http://www.nebulalarning.co.uk) and click 'Login' (top right).
2. Navigate to 'Create an Account'
3. Click on 'Enter School Access Code'.
4. Click 'Add Coupon' and enter the below code:  
Your school's coupon code is .....

## Topic 1: Background Economics

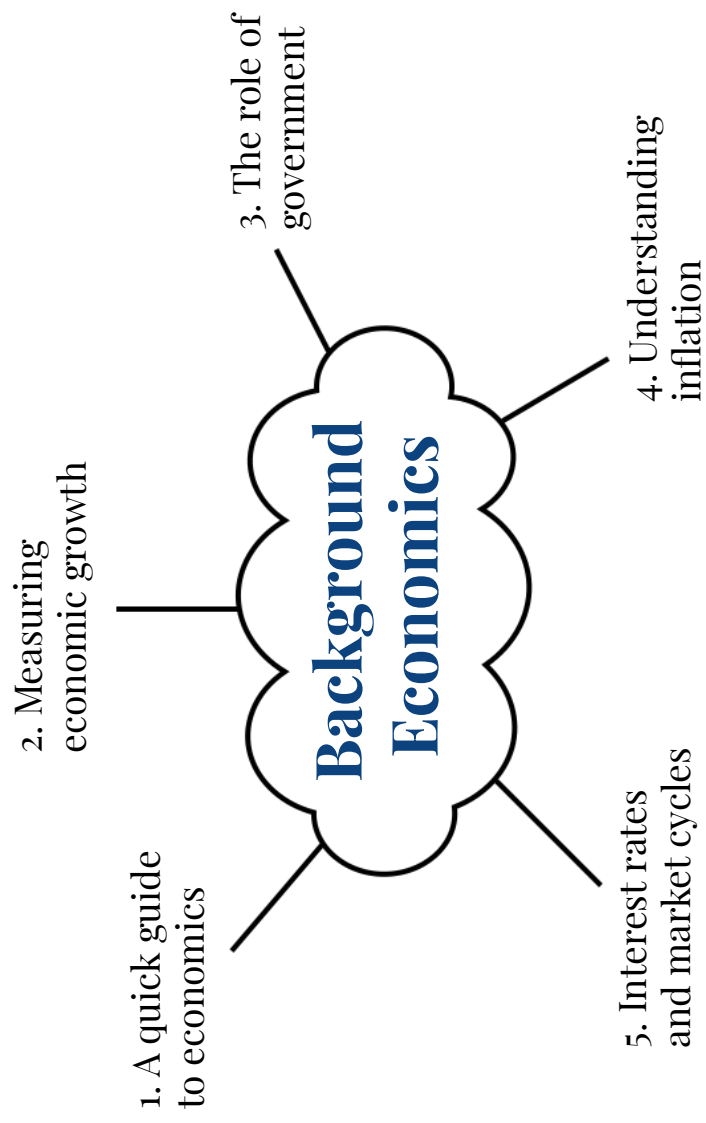
Video title	Learning objective	Quiz score
A quick guide to economics	To learn how economics impacts your daily life.	
Measuring economic growth	To understand how economics growth is measured and differs globally.	
The role of government	To understand how public money is raised and spent.	
Understanding inflation	To learn what inflation is and how it impacts us.	
Interest rates & market cycles	To explore the role of central banks and how markets move over time.	

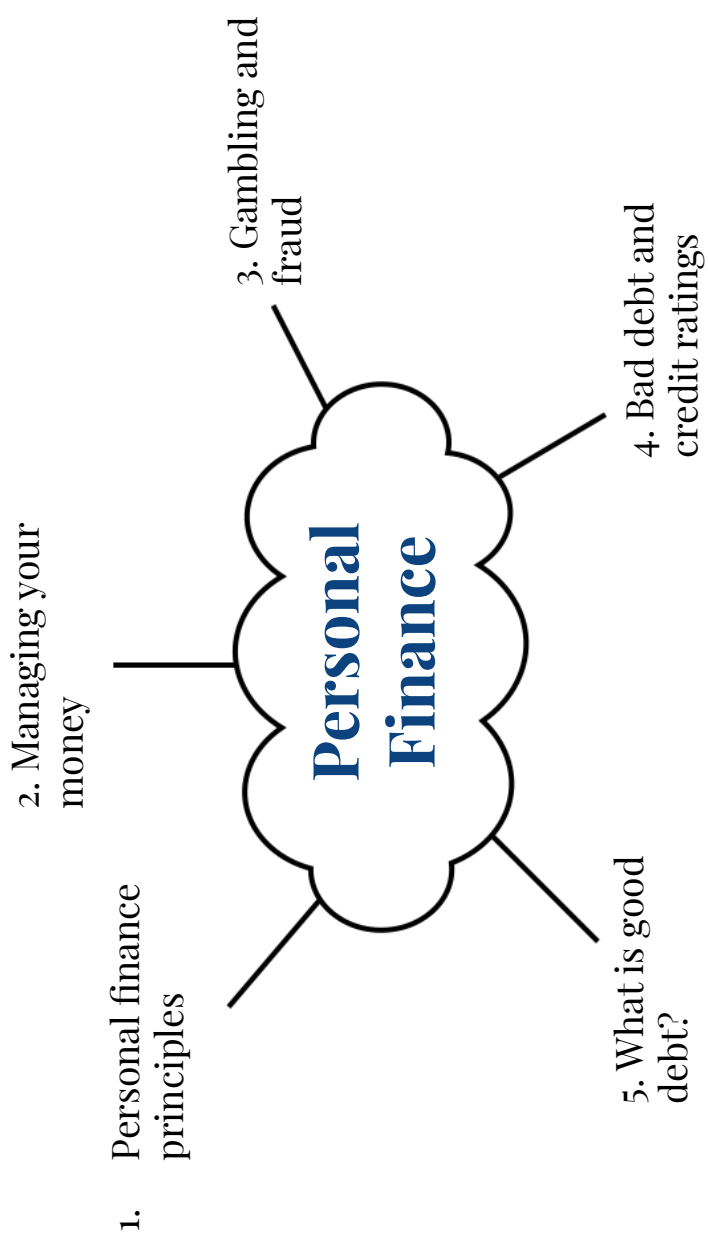
## Topic 2: Personal Finance

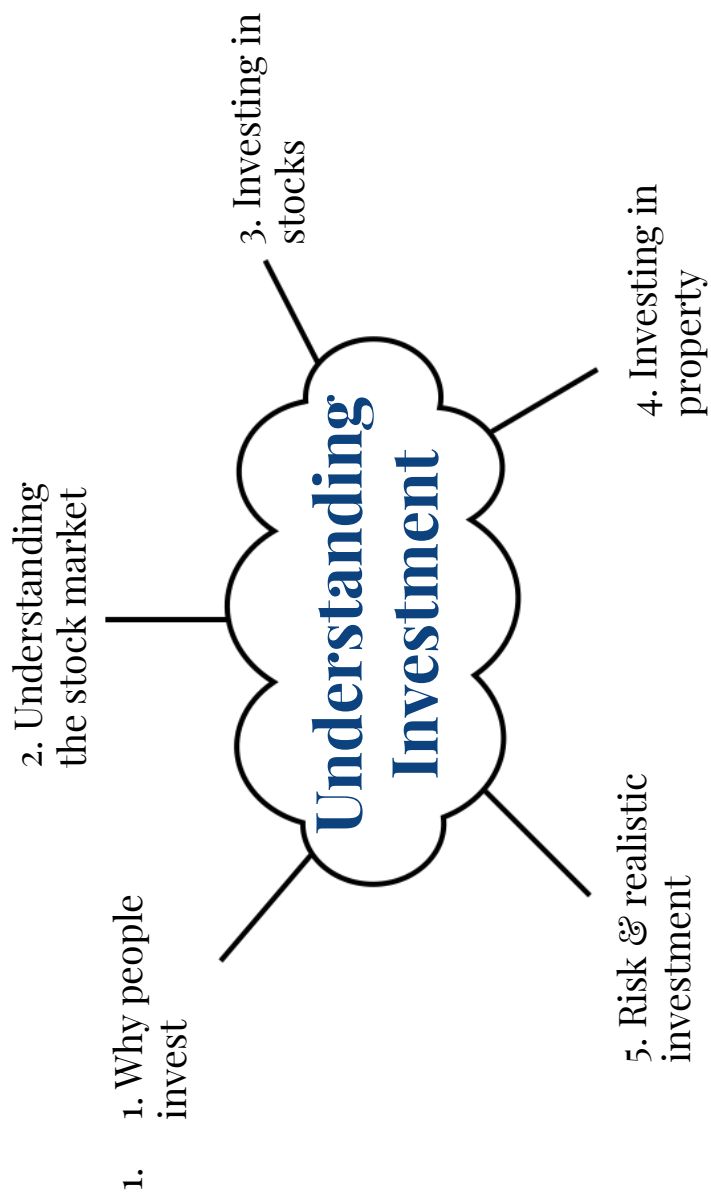
Video title	Learning objective	Quiz score
Personal finance principles	To understand the difference between assets, liabilities, income and expenses.	
Managing your money	To appreciate how costs can erode one's ability to save and how technology can help you to budget.	
Gambling & fraud	To understand the risks related to gambling and fraud.	
Bad debt & credit ratings	To learn how to identify bad debt and avoid it.	
What is good debt?	To appreciate that debt is necessary in many parts of life.	

## Topic 3: Understanding Investment

Video title	Learning objective	Quiz score
Why people invest	To appreciate the power of compounding over the long term and that investing means outpacing inflation.	
Understanding the stock market	To understand how the stock markets function.	
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Investing in property	To learn about investing in the property market.	
Risk & realistic investment	To appreciate that different investments have different risk profiles.	









# Education Department

## *Fold*

The Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

### **Responsibilities**

- teaching and learning for children in the early years, in primary and secondary schools
- teaching, learning and training for young people and adults in apprenticeships, traineeships and further education
- teaching and learning for young people and adults in higher education
- helping disadvantaged children and young people to achieve more

*Source: gov.uk*

# Defence Jo Aynslium

*Fold*

We work for a secure and prosperous United Kingdom with global reach and influence. We protect our people, territories, values and interests at home and overseas, through strong armed forces and in partnership with allies, to ensure our security, support our national interests and safeguard our prosperity.

## **Responsibilities**

- defence, security and resilience of the UK and its overseas territories
- nuclear deterrence
- contribute to improve understanding of the world through strategic intelligence and the global defence network
- influence through international defence engagement

*Source: gov.uk*

# Justice for All

*Fold*

We work to protect and advance the principles of justice. Our vision is to deliver a world-class justice system that works for everyone in society.

## **Responsibilities**

- Courts
- Prisons
- Probation services
- Attendance centres

We work to ensure that sentences are served and offenders are encouraged to turn their lives around and become law-abiding citizens. We believe the principles of justice are pivotal.

*Source: gov.uk*

# Home Office

*Fold*

The first duty of the government is to keep citizens safe and the country secure.

## **Responsibilities**

- working on the problems caused by illegal drug use
- shaping the alcohol strategy, policy and licensing conditions
- keeping the United Kingdom safe from the threat of terrorism
- reducing and preventing crime, and ensuring people feel safe in their homes and communities
- securing the UK border and controlling immigration
- considering applications to enter and stay in the UK
- issuing passports and visas
- fire prevention and rescue

*Source: gov.uk*

# Work and Pensions Department

## *Fold*

The DWP is responsible for welfare, pensions and child maintenance policy. As the biggest department it administers the State Pension and a range of working age, disability and ill health benefits to around 20 million claimants and customers.

### **Responsibilities**

- understanding and dealing with the causes of poverty
- encouraging people to work and making work pay
- encouraging disabled people and those with ill health to work and be independent
- providing a decent income for people of pension age and promoting savings for retirement

*Source: gov.uk*

# Department of Health and Social Care

*Fold*

We lead the nation's health and social care to help people live more independent, healthier lives for longer.

## **Our priorities**

- keep people healthy and independent in their communities, supporting the transformation of NHS primary, community and mental health services, and local authority public health and adult social care
- support the NHS to deliver high quality, safe and sustainable hospital care and secure the right workforce
- support research and innovation to maximise health and economic productivity

*Source: gov.uk*

# Department International Development

## *Fold*

The Department for International Development (DFID) leads the UK's work to end extreme poverty. We are tackling the global challenges of our time including poverty and disease, mass migration, insecurity and conflict.

### **Responsibilities**

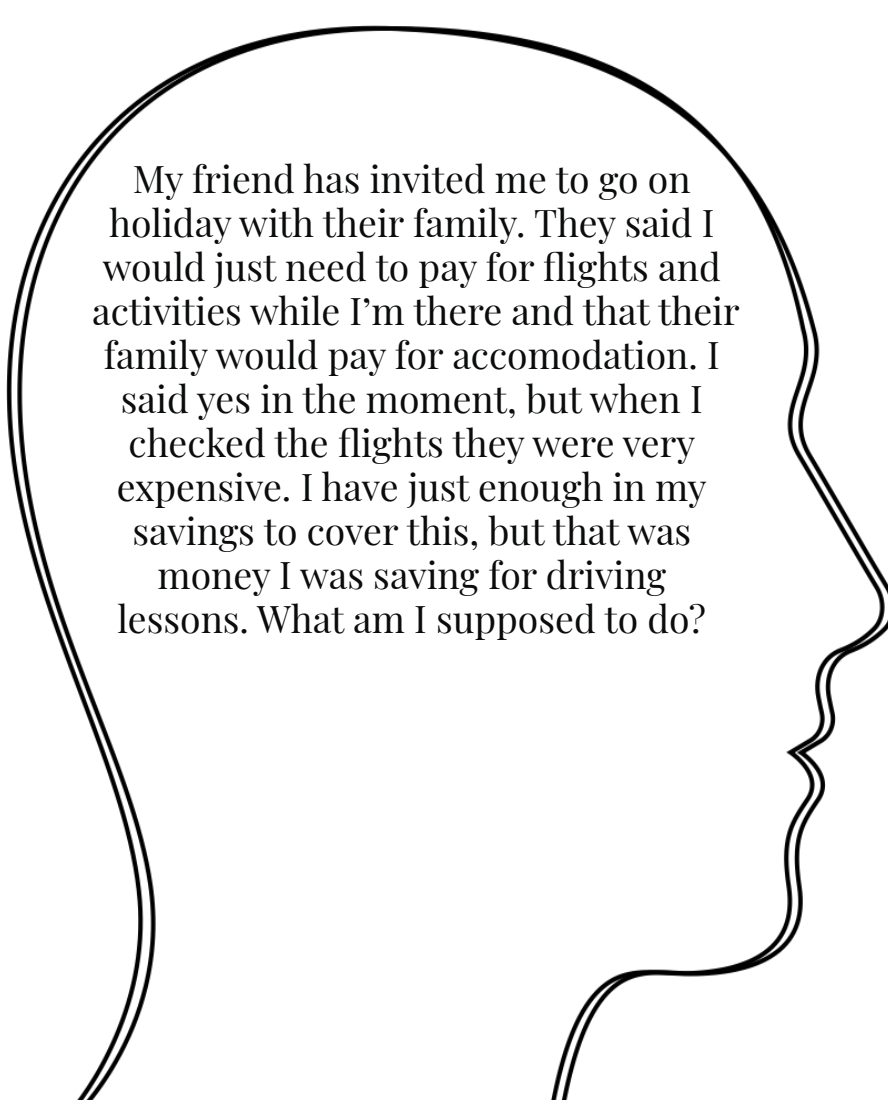
- honouring the UK's international commitments and taking action to achieve the United Nations' Global Goals
- targeting policy on economic growth and wealth creation
- improving the lives of girls and women through better education, greater choice on family planning and preventing violence against them
- helping to prevent climate change and encouraging adaptation and low-carbon growth in developing countries

## Money & Mental Health

**What impact could this situation have on someone's mental health?**

**What advice would you give this person in terms of their finances?**

**Can you think of other situations young people face that put pressure on their finances & mental health?**



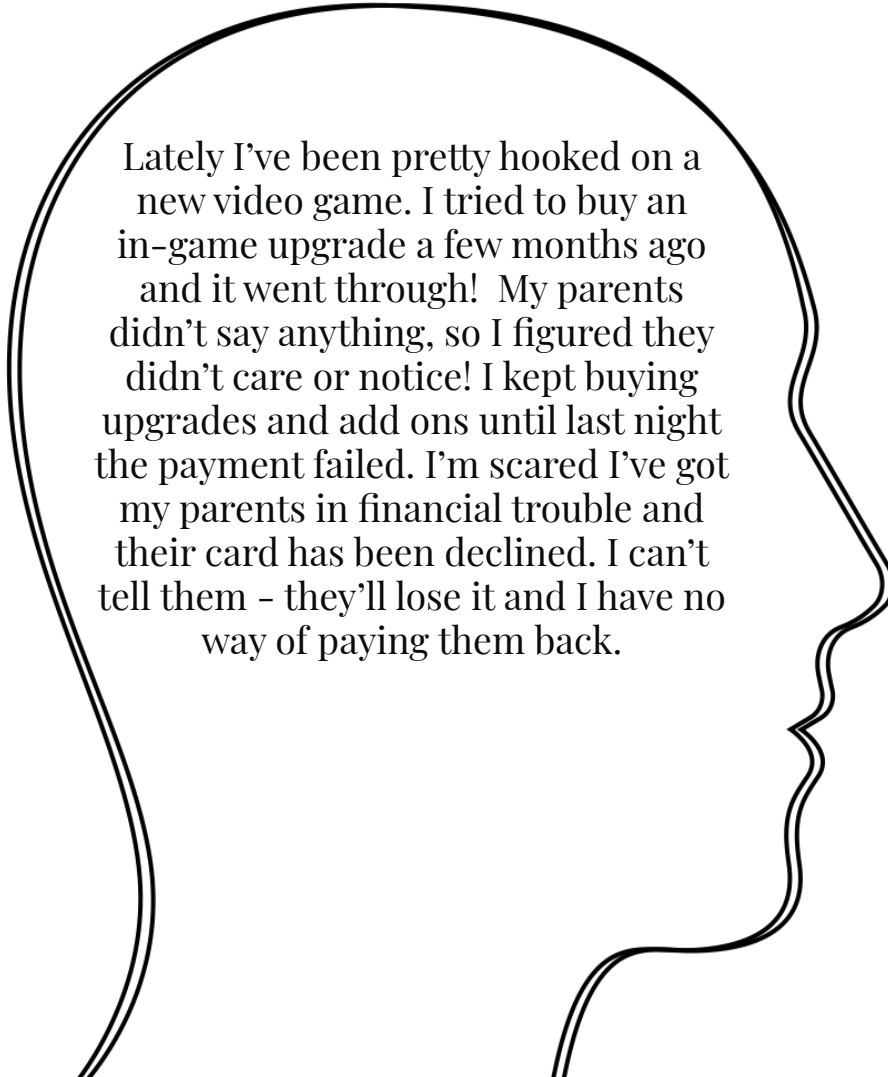
My friend has invited me to go on holiday with their family. They said I would just need to pay for flights and activities while I'm there and that their family would pay for accommodation. I said yes in the moment, but when I checked the flights they were very expensive. I have just enough in my savings to cover this, but that was money I was saving for driving lessons. What am I supposed to do?



## Money & Mental Health

**What impact could this situation have on someone's mental health?**

**What advice would you give this person in terms of their finances?**



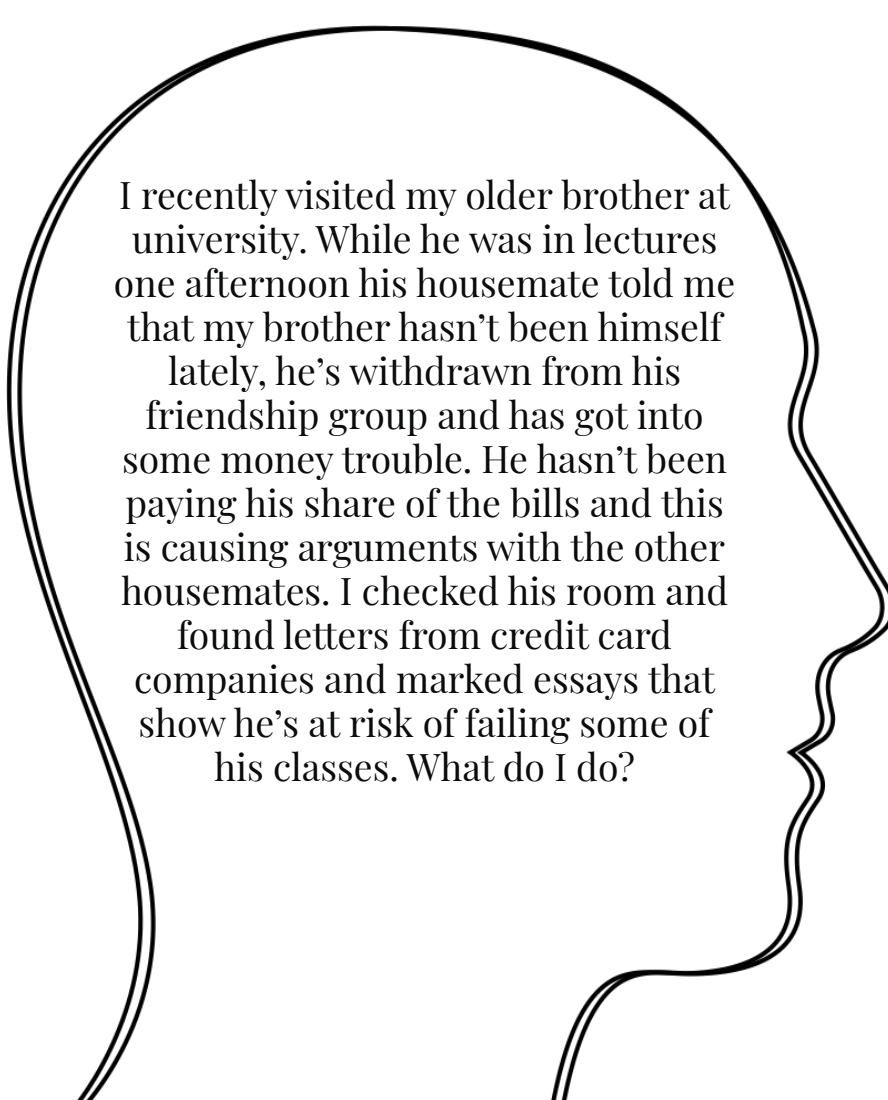
Lately I've been pretty hooked on a new video game. I tried to buy an in-game upgrade a few months ago and it went through! My parents didn't say anything, so I figured they didn't care or notice! I kept buying upgrades and add ons until last night the payment failed. I'm scared I've got my parents in financial trouble and their card has been declined. I can't tell them - they'll lose it and I have no way of paying them back.

**Can you think of other situations young people face that put pressure on their finances & mental health?**

## Money & Mental Health

**What impact could this situation have on someone's mental health?**

**What advice would you give this person in terms of their finances?**



I recently visited my older brother at university. While he was in lectures one afternoon his housemate told me that my brother hasn't been himself lately, he's withdrawn from his friendship group and has got into some money trouble. He hasn't been paying his share of the bills and this is causing arguments with the other housemates. I checked his room and found letters from credit card companies and marked essays that show he's at risk of failing some of his classes. What do I do?

**Can you think of other situations young people face that put pressure on their finances & mental health?**

## Guess the company

*All values have been converted to GBP  
Values last updated: February 2020*

**Netflix**

**£127.94 billion**

**Coca Cola**

**£196.87 billion**

**Apple**

**£1.09 trillion**

**Amazon**

**£810 billion**

**Microsoft**

**£1.08 trillion**

**British American Tobacco**

**£99.853 billion**

**Walmart**

**£256.36 billion**

**Barclays**

**£30.479 billion**

**Tesla**

**£112.65 billion**

**Tesco**

**£25.052B**