



EMPLOYABILITY SKILLS

10399/10400/10401/10402/10403/10404

ENTRY LEVEL 3

UNIT 2 – LEARN ABOUT MANAGING MONEY

DELIVERY GUIDE

May 2015

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INTRODUCTION

This Delivery Guide and Plan has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide and Lesson Element **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide DO NOT relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression Entry Level 3 units
1 Know about financial documents	1 - Finding out about financial terms	1.1, 1.2, 1.3	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4
	2 - Finding out about financial documents	1.1, 1.2, 1.3	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4
	3 - Financial terms and documents quiz	1.1, 1.2, 1.3	English 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 English 5448 - Contribute to discussions LO1, LO2, LO3 English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5, LO6
2 Be able to prepare a simple budget	1 - Sources of income	2.1	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5 English 5448 - Contribute to discussions LO2 Maths 5751 Extract and interpret data LO1
	2 - Outgoings	2.2	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5 Maths 5748 - Decimals in money and length LO1, LO2 Maths 5749 - Calculations with whole numbers LO3 English 5440 - Plan and sequence texts LO1 English 5448 - Contribute to discussions LO2
	3 - Simple budgeting	2.3	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5 Maths 5748 - Decimals in money and length LO1, LO2 Maths 5749 - Calculations with whole numbers LO3 Maths 5751 Extract and interpret data LO1

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

Learning Outcome	Activity Title	Links to Assessment Criteria in this unit	Mapped to Cambridge Progression Entry Level 3 units
3 Know about debt	1 - Debt problems	3.1, 3.2	English 5437 - Construct compound sentences LO4 English 5448 - Contribute to discussions LO1, LO2, LO3
	2 - Problems caused by debt	3.2	English 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 English 5448 - Contribute to discussions LO1, LO2, LO3 English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5
	3 - Sources of help for debt	3.3	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5 English 5445 - Speak to communicate information, ideas and opinions LO1, LO2

UNIT 2 – LEARN ABOUT MANAGING MONEY

Guided learning hours : 25

Credit value: 3

PURPOSE OF THE UNIT

This unit will enable learners to know about managing money. Learners will gain knowledge of bank statements and wage slips. Learners will be given the opportunity to plan their personal spending and begin to develop a basic understanding of how to budget. Learners will gain knowledge of the consequences to an individual of getting into debt.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
1 Know about financial documents	1.1 Identify a bank statement and a wage slip	ie Learners must be able to identify a bank statement and a wage slip.
	1.2 State a purpose of a bank statement and a wage slip	eg <ul style="list-style-type: none"> • Bank statement – to identify income and expenditure. • Wage slip – to identify income and deductions.
	1.3 Identify key pieces of information found on a bank statement and a wage slip	Learners should identify key pieces of information, eg <ul style="list-style-type: none"> • bank statement • account number • sort code • transactions • name and address. Wage slip, eg <ul style="list-style-type: none"> • net pay • gross pay • employee number • National Insurance • tax code • tax deductions.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
2 Be able to prepare a simple budget	2.1 Identify sources of income	eg <ul style="list-style-type: none"> • Disability Living Allowance • Job Seekers Allowance • wages • salary • allowance from parents • pension. These do not necessarily have to be the candidates' own sources of income.
	2.2 Identify their own outgoings	eg <ul style="list-style-type: none"> • food • heating • travel • housing • utility bills • downloading music • new trainers • beauty products.
	2.3 Calculate the difference between own income and outgoings	ie identify own income and outgoings and calculate the difference between the two.

Learning Outcome The learner will:	Assessment Criteria The learner can:	Teaching Content ie – must be covered eg – suggestions for coverage
3 Know about debt	3.1 Identify ways of getting into debt	eg <ul style="list-style-type: none"> • spending more than you earn • overspending on a credit card • borrowing from loan sharks • payday loans.
	3.2 State the problems that debt may cause an individual and the family	ie debt problems for the individual and the family, eg <ul style="list-style-type: none"> • individual may be declared bankrupt • poor credit rating for the individual • eviction from the family home • repossession of family possessions • stress and anxiety for all concerned.
	3.3 Identify sources of help for people in debt	eg <ul style="list-style-type: none"> • Financial Advisors • Citizens Advice Bureau • Money Advisory Service • Bank or building society advisors.

LEARNING OUTCOME 1 – KNOW ABOUT FINANCIAL DOCUMENTS

Learning Outcome The learner will:	Assessment Criteria The learner can:
1 Know about financial documents	1.1 Identify a bank statement and a wage slip
	1.2 State a purpose of a bank statement and a wage slip
	1.3 Identify key pieces of information found on a bank statement and a wage slip

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 - Finding out about financial terms	Teachers could explain the meaning of 'financial terms' and 'definitions' to the learners. Financial terms and their definitions could be printed on separate cards. Learners could then match the financial terms cards with the correct definition card. Learners could research key financial terms, using the internet or hard copy resources. Research could be collated and presented in a poster format and either, filed in the learners work file, or put on display in the classroom to act as a visual stimulus in future lessons.	1 hour	1.1, 1.2, 1.3	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4
2 - Finding out about financial documents	Learners could work in small groups to research different financial documents that a household might receive on a regular basis, which should include a bank statement and a wage slip. As a group learners can feedback about what they have learnt about these documents, considering: information contained within the documents, the purpose of this information, and why these documents are important. Teachers could provide the learners with four different financial documents, which should include a bank statement and a wage slip. They could ask the learners to work in pairs to discuss and identify each of them..	1 hour	1.1, 1.2, 1.3	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4
3 - Financial terms and documents quiz	Learners could work in groups of four to devise a quiz that would test others about financial terms and financial documents. Each group could then take the quiz devised by another group. Tutors would facilitate a discussion prior to the start of the task to re-cap their learning about financial documents.	50 minutes	1.1,1.2, 1.3	English 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 English 5448 - Contribute to discussions LO1, LO2, LO3 English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5, LO6

LEARNING OUTCOME 2 – BE ABLE TO PREPARE A SIMPLE BUDGET

Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Be able to prepare a simple budget	2.1 Identify sources of income
	2.2 Identify their own outgoings
	2.3 Calculate the difference between own income and outgoings

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 Sources of income	Teachers could write on the whiteboard two sources of income a person could have. They could then ask the learners work in pairs to look at a pie chart regarding household sources of income and answer two questions about it. Learners could work in pairs again to discuss and produce a mind map of the group's own sources of household income. The learners could decide upon the four most common sources of household income and feed this information back to the class.	50 minutes	2.1	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5 English 5448 - Contribute to discussions LO2 Maths 5751 Extract and interpret data LO1
2 Outgoings	Teachers could write a short list of a person's outgoings on the whiteboard. They could then ask the learners to work in small groups to discuss people's outgoings and to record this in a spider-diagram. Learners could feedback their ideas to the rest of the class. Learners could think about their own outgoings and complete an 'outgoings' table, which could be provided to them by their teacher.	1 hour	2.2	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5 Maths 5748 - Decimals in money and length LO1, LO2 Maths 5749 - Calculations with whole numbers LO3 English 5440 - Plan and sequence texts LO1 English 5448 - Contribute to discussions LO2

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
3 Simple budgeting	Teachers could give the learners a person's budget plan to work out total outgoings, total income and money left. Learners could identify if that person is over-spending or not. The learners could then complete a budget plan of their own and identify if they have money left over each week or if they are over-spending.	50 minutes	2.3	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5 Maths 5748 - Decimals in money and length LO1, LO2 Maths 5749 - Calculations with whole numbers LO3 Maths 5751 Extract and interpret data LO1

LEARNING OUTCOME 3 – KNOW ABOUT DEBT

Learning Outcome The learner will:	Assessment Criteria The learner can:
3 Know about debt	3.1 Identify ways of getting into debt
	3.2 State the problems that debt may cause an individual and the family.
	3.3 Identify sources of help for people in debt.

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria	Mapped to Cambridge Progression Entry Level 3 units
1 Debt problems	Teachers could write two ways of getting into debt on the whiteboard. They could show the learners a short video to introduce the topic of debt (eg. https://www.youtube.com/watch?v=v-ALN3ptw5l). They could then ask the learners work in pairs to use the Internet (or pre-printed resources) to research ways of getting into debt. Learners could produce a leaflet to advise people about how to avoid getting into debt. Teachers could encourage the learners to write using compound sentences and to check their work to identify any errors in grammar, punctuation or spelling.	50 minutes	3.1, 3.2	English 5437 - Construct compound sentences LO4 English 5448 - Contribute to discussions LO1, LO2, LO3
2 Problems caused by debt	Teachers could read out a letter that has been sent in to a problem page about problems caused by debt. The learners could work in small groups to list the problems caused to the individual and their family and friends. They could then discuss the measures the person could take to improve the situation. In pairs, the learners could write a response to the person's letter, to include suggestions about how he could improve his situation. The learners could read their letters out to the class.	1 hour	3.2	English 5445 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 English 5448 - Contribute to discussions LO1, LO2, LO3 English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5
3 Sources of help for debt	Teachers could read out the letter from Task 2 to the class as a re-cap. They could then ask the learners to use the Internet, or pre-printed resources, to research sources of help for people in debt. The learners could work in pairs to develop a short presentation to advise people who are in debt about the sources of help that are available to them. The learners could present this to the class.	1 hour	3.3	English 5723 - Listen and respond to specific information LO1, LO2, LO3, LO4, LO5 English 5445 - Speak to communicate information, ideas and opinions LO1, LO2



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