

Raise

Ready to save:
14-16
Teacher Guide



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Background

Further information on this topic for students

This guide can be used alongside our app, Raise, an educational tool that lets you virtually explore your potential future, helping you visualise your goals and develop long-term planning skills.

You can plan to put money away in a savings account for goals in the near future. You might already save money in a piggy bank, and that's great. But the downside is that you won't earn any interest, and it can be a little too easy to take it out when temptation strikes.

If you plan to open a savings account, you need to provide documentation to prove who you are and where you live. You can confirm your identity using your birth certificate or passport. You could prove your address using a bank statement if you already have a current account, or some might accept a letter from your school. Most under-17 accounts need your parent/guardian to provide documentation to prove who they are, too. However, they won't need to if they already have an account with the same bank or building society. Some savings accounts can be opened online, but in other cases, you might need to go into a branch to open them. As a savings account is designed to help you put money aside, it doesn't usually come with a debit card, which is not such a bad thing!

DID YOU KNOW?

Twenty-one percent of parents with children between the ages of 10 and 16 agree that the most important thing to save money for is a deposit for a house, while 10% said education or university.

Source: Online survey by Lloyds Bank using data from YouGov.



Know your stuff

Shop around to find a savings account that best suits your plans. Look for accounts in your age group. They might have special features.



Set your goals

You might have a plan to save for something in particular or just an amount of money you'd like to have in the future.



Be true to yourself

You might not have any money right now, so be realistic about what you could possibly save or when you can start.



Make a decision

Even if you decide to wait until you have a part-time job to start saving, you can still learn how to do so now. Ask your parents, guardians, or friends about different types of savings accounts so you can pick one that suits you best when the time is right.



Be patient

You will eventually have enough to buy what you want by waiting and saving patiently.

Lesson Plan

Links to the Financial Education Planning Framework

I can make direct comparisons between financial products, including interest rates and payment terms, and make informed decisions based on my needs or those of others.

I appreciate that there is no one right answer when choosing a financial product; it depends on an individual's circumstances, preferences, values and attitudes.

Activity 1

This activity is designed to help students understand the relationship between savings, time, and financial goals. Students will create a savings plan for a specific goal and compare different savings strategies to better understand the trade-offs between saving and spending.

Lesson Plan



Time:
30 minutes



Materials:
Teacher PowerPoint, Student Worksheet – Ready to Save, Pen, Calculator (optional)

DID YOU KNOW?

Despite getting less regular pocket money and the rising cost of living, kids still managed to set aside an average of £45.60 over the year – a whopping 9.5% of their annualised income – despite CPI rising 3.4% over the same period.

Source: Nat West Rooster Money's Pocket Money Index 2023/24

Step 1

Assign all or some of the case studies for students to work on in pairs or small groups. Ask students to decide what amount they would recommend their character(s) save to reach their goal. They should then calculate how many weeks it would take to achieve their goal.

Encourage students to:

- Explain why they believe it to be a realistic saving strategy.
- Decide whether to include other income, such as money from gifts.
- Consider the challenges the character might face, such as unexpected expenses, temptation to spend, peer pressure, limited income and lack of motivation.
- Suggest ways the character could overcome these challenges to stay on track, such as setting money aside for unexpected expenses, keeping savings separate from spending money, saving as soon as they get paid, creating a simple budget to track spending, cutting back on less important spending, looking at ways to increase their income, and breaking the bigger goals into smaller and more manageable targets.

Step 2

Discuss their savings strategies as a group.

Activity 1b

Lesson Plan



Time:
30 minutes



Materials:
Teacher PowerPoint, Student Worksheet – Ready to Save,
Pen, Calculator (optional)

Step 1

Working independently or in pairs, students can use the template on their worksheet to calculate how many weeks it would take to reach the savings goal in each scenario if they saved a set percentage of their income. Students will recognise that bigger financial goals require more careful planning.

Step 2

Compare their answers to the answer sheet below. Converting weeks to months might help reinforce the aspect of time. Ask students to select which percentage they would recommend in each scenario and explain why.

Step 3

Discuss their findings as a group.



Name	Goal	Weekly income	Other (Gifts)	Adjusted Goal Amount	Time to Goal Saving 10%	Time to Goal Saving 20%	Time to Goal Saving 35%	Time to Goal Saving 50%
Ravi	Trainers (£75)	£10	£30	£45	45 weeks	23 weeks	13 weeks	9 weeks
Taylor	Wireless Headphones (£150)	£15	£50	£100	67 weeks	34 weeks	20 weeks	14 weeks
Ayesha	Fitness Tracker Watch (£300)	£50			60 weeks	30 weeks	18 weeks	12 weeks
Sofia	Driving Lessons (£750)	£95			79 weeks	40 weeks	23 weeks	16 weeks
Alex	Travelling Abroad (£1250)	£150			84 weeks	42 weeks	24 weeks	17 weeks
James	Car (£2500)	£242			104 weeks	52 weeks	30 weeks	21 weeks

NOTE: These calculations do not include any potential interest that would be paid. In all cases, the number of weeks has been rounded up.

Key Learning Point:

Larger goals often necessitate adjusting spending habits, prioritising saving, and being disciplined with finances.



Activity 2

Lesson Plan



Time:
30 minutes



Materials:
Teacher PowerPoint, Student Worksheet – Ready to Save,
Pen



Step 1

This activity follows on from Activity 1. Using the financial products on their worksheet, ask students to choose a saving product(s) to help the characters achieve their goals and give reasons for their answers. There may be more than one option for each scenario.

Students will need to consider:

- The goal amount.
- Savings timeframe.
- The character's age.
- Ability to access the money.
- The interest rate and growth potential.

Step 2

Encourage discussion around their choices, focusing on how different products suit various savings needs.

Name	Suggested answers	
Ravi Age: 14 Goal: Trainers £75	A short-term goal for a small amount might need easy access.	Current Account or Kids' Savings Account.
Taylor Age: 15 Goal: Wireless headphones £150	A short-term goal for a relatively small amount and might also need ease of access.	Current Account, Kids' Savings Account or Kids' Regular Savings Account.
Ayesha Age: 16 Goal: £300 for fitness tracker watch	A medium-term goal could benefit from higher interest or tax-free growth, and Ayesha could pay in monthly from the income from her part-time job.	Current Account, over-16 Savings Account or Junior ISA. Ayesha may have a short-term option for a Kids' Regular Savings Account.
Sofia Age: 17 Goal: £750 for driving lessons	A larger goal could benefit from higher interest or tax-free growth over time. Sofia could pay in monthly from the income from her part-time job.	Current Account and the option to have an over-16 Regular Savings Account or Junior ISA until she turns 18.
Alex Age: 18 Goal: £1250 for travelling	A larger goal could benefit from higher interest rates, and Alex can pay in monthly.	Over 16 Regular Saver, Over 16 Savings Account, Fixed Rate Bond or Adult Cash ISA.
James Age: 19 Goal: £2500 for a car	A long-term goal for a large amount could consider using a mix of accounts to gain the most interest over time.	Over 16 Regular Saver, Over 16 Savings Account, Fixed Rate Bond or Adult Cash ISA.

Key Learning Point:

Sometimes, when making decisions about your money, there are no right or wrong answers – just choices that work better for different needs.



PLENARY

For a future class discussion, task students with finding a real example of the products they explored in Activity 2. Subject to the availability of IT, this could be carried out at school or home. Try the **Money Saving Expert website** for useful explanations and comparison products.

Divide up the products amongst the groups. Their research could include:

1. The name of the financial institution offering it
2. Key features (interest rate, minimum deposit, access restrictions)
3. One advantage and one potential drawback of the product

You may find these additional lesson plans and resources useful to support related conversations about saving.

Your Money Matters Textbook

Savings Pages 11 – 32

Young Enterprise Lessons

An Financial Products and Services

Saving and Borrowing

Learning to Drive



NOTE: Some of these Lesson Plans sit behind a paywall. However, many schools are eligible for free access.