

# Debt dilemma discussion

## Who is most likely to get into debt?



**Doctor**



**Single mum**



**Pensioner**



**Graduate**



**Teacher**



**Businessman**



**I.T. Technician**



**Mechanic**

# Debt dilemma instructions and curriculum mapping

## Instructions:

Note: this resource accompanies a separate PDF set of budget sheets and an introductory PPT. Visit the download page for this resource to obtain copies.

An activity to explore money management and negative numbers. Be prepared to signpost students if need be.

The activity starts with discussing who is most likely to get into debt and then by recognising that anyone can if they don't have good money skills.



Then students use \*place value dice (hundreds, tens and units) to fill in their budget sheets. If you don't have such dice you could prepare the sheets by writing in amounts to differentiate for each student.

The parts of the bills highlighted in yellow are the ones to fill in. Not all parts of the bill on each sheet need to be complete. The idea is to represent a range of circumstances.

Next, students need to discuss where they could make savings. Get them to identify which bills they can change and which ones they cannot. These are their priority bills.

Finally, they compare each other's sheets to see who got the cheapest deal for each item. They can then recalculate their expenditure with these figures and see who made the biggest saving. This can feed into a discussion about shopping around. The budget sheets are based on official sheets used by debt help charities.

\*Place value dice are available widely. The graphic here is from:

[http://www.the-education-shop.co.uk/acatalog/ES0047\\_s.jpg](http://www.the-education-shop.co.uk/acatalog/ES0047_s.jpg)[http://www.the-education-shop.co.uk/acatalog/PLACE\\_VALUE\\_DICE.html](http://www.the-education-shop.co.uk/acatalog/PLACE_VALUE_DICE.html)

### FUNCTIONAL MATHEMATICS Coverage and Range statements (indicative only)

Coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Numeracy standards.

*Highlighting and ✓ indicates the main coverage and range skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher.*

#### Entry Level 3

- |  |   |
|--|---|
| a) add and subtract using three-digit numbers ✓  | g) recognise and describe number patterns   |
| b) solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 | h) complete simple calculations involving money and measures ✓                                |
| c) round to the nearest 10 or 100  | i) recognise and name simple 2D and 3D shapes and their properties                            |
| d) understand and use simple fractions   | j) use metric units in everyday situations  |
| e) understand, estimate, measure and compare length, capacity, weight and temperature  | k) extract, use and compare information from lists, tables, simple charts and simple graphs ✓ |
| f) understand decimals to two decimal places in practical contexts ✓                   |   |

#### Level 1

- |  |  |
|--|--|
| a) Understand and use whole numbers and understand negative nos. in practical contexts ✓ | g) Solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature ✓ |
| b) Add, subtract, multiply and divide whole numbers using a range of strategies ✓        | h) Convert units of measure in the same system   |
| c) Understand and use equivalences between common fractions, decimals and percentages    | i) Work out areas and perimeters in practical situations   |
| d) Add and subtract decimals up to two decimal places ✓                                  | j) Construct geometric diagrams, models and shapes   |
| e) Solve simple problems involving ratio, where one number is a multiple of the other    | k) Extract and interpret information from tables, diagrams, charts and graphs ✓  |
| f) Use simple formulae expressed in words for one- or two-step operations                | l) Collect and record discrete data and organise and represent information in different ways ✓                                   |
|  | m) Find mean and range   |
|  | n) Use data to assess the likelihood of an outcome   |

#### Level 2

- |   |  |
|---|--|
| a) understand and use positive and negative numbers of any size in practical contexts ✓                         | g) find area, perimeter and volume of common shapes  |
| b) carry out calculations with numbers of any size in practical contexts, to a given number of decimal places ✓ | h) use, convert and calculate using metric and, where appropriate, imperial measures ☒   |
| c) understand, use and calculate ratio and proportion, including problems involving scale                       | i) collect and represent discrete and continuous data, using information and communication technology (ICT) where appropriate  |
| d) understand and use equivalences between fractions, decimals and percentages                                  | j) use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate. |
| e) understand and use simple formulae and equations involving one or two operations                             | k) use statistical methods to investigate situations   |
| f) recognise and use 2D representations of 3D objects   | l) use probability to assess the likelihood of an outcome  |

**References:** Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<http://www.ofqual.gov.uk/files/2009-11-functional-skills-criteria-for-mathematics.pdf>

This resource also covers many **adult numeracy curriculum** <http://www.excellencegateway.org.uk/sflcurriculum> elements.

For related resources and further curriculum links please visit the download page for this resource at [www.skillsworkshop.org](http://www.skillsworkshop.org)