£££ STASH THE CASH! £££

Round One:
Earn your money ~ How many hours can you work?
(Minimum wage £3.77 per hour,
you get **£4.50** per hour)

Round Two: What's your food bill?

Round Three: Pot Luck!

Total from rolling two dice	
1	Win the lottery! Not gonna happen is it?
2	You've just got to get new trainers, pay £30.00.
3	There's 8.60 in your piggy bank!
4	Landlord asks for rent arrears, £40.
5	Search for change, £3.23 in top drawer.
6	Walk home from work, save two quid.
7	Evens, stay in and watch telly.
8	Find a ten pound note in your old jeans.
9	You have good night out, costs £25.
10	Your best mate pays you back fifty quid.
11	Electric bill, final demand, £ 32.15.
12	Happy birthday, you get £50 all in!

Why isn't 1 going to happen?!

Kindly contributed by Andy Morrell andy.morrell@brynmelyncare.com MSS1/E3.1, MSS1/L1.1, HD1/L2.3, N1/L1.2 and for underpinning E3-L1 Functional Mathematics (see p4). Ideal for general numeracy/maths classes and for work skills students.

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	Round 1 Cash in hand 1 or 2 dice	Round 2 Spent on food 3 dice	Round 3 Pot Luck 2 dice	Total	IOUs
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

CASH FOR THE WEEKEND!

(extension activity)

To work out how much cash you have for the weekend use the mean or the median (whichever is higher – see next page) of your daily earnings over the 5 weekdays. Add this to Friday's balance.

£_____

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AVERAGES

Work out the mean, median and mode for **money earned** and **money spent on food** where possible.

First work out your totals.

	Daily Earnings	Food Outlay
Totals		
MEAN		
MEDIAN		
MODE		

Use this space to show any working out.

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Teaching Notes

- I use 1 red die for up to six hours worked, 2 if they can handle twelve hours. Then 3 blue dice to 'throw' how much has been spent on shopping. (Make smallest amount out of two dice, e.g. 3, 5, 7 would mean £3.57. Then throw two dice for pot luck.
- At Entry Level the game is best played with lots of real money (plenty of twenties for 12 hr days!).
- Higher level students will be able to record all the info (without using real money) and match it with cash in hand.
- IOU's used if they get into debt can lead to discussion about overdrafts, negative numbers, etc.
- I have also used variations of the game where the students make up the possibilities for the pot luck.
- Stuff on averages is extension work for higher ability students.
- Have also discussed some probability work when spreading the pot luck. Why does 7 come up more often? Why will you not win the lottery?

Adult numeracy curriculum links

- MSS1/E3.1 Add and subtract sums of money using decimal notation.
  (a) know how to align decimal points and figures in column addition and subtraction (b) know how to enter sums of money in a calculator
- MSS1/L1.1 Add, subtract, multiply and divide sums of money and record
  (a) understand place value of whole numbers and decimals up to two decimal places but recognise that money is written either as a whole number or to two decimal places, e.g. £5 or £5.00, but not £5.0
  (b) know that, for column addition and subtraction, decimals should be aligned by the decimal point.
- HD1/L2.3 Find the mean, mode and median, and use them as appropriate to compare two sets of data
- N1/L1.2 Recognise negative numbers in practical contexts

Functional Maths tips

- Calculators are permitted at all levels of Functional Mathematics assessment.
- This resource is ideal for underpinning many aspects of Functional Maths. The key to teaching Functional Maths is the overriding importance of the process skills. Page 5 lists the Level 1 process skills, note that Stash the Cash is also suitable for E3 and L2 where the process skills are similar. Particular process skills that can be considered and stressed throughout the game include:
  - Learners should clearly show each step of their working out – whether or not a calculator has been used.
  - Learners should also show evidence that they have checked each calculation.
  - Encourage learners to talk about what they are doing and to discuss any conclusions they have come to after completing the game.

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(Process) Skill Standards (Level 1)

Representing – selecting the mathematics and information to model a situation	**Analysing** – processing and using mathematics	**Interpreting** – interpreting and communicating the results of the analysis
• understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	• apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes	• interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations
• identify and obtain necessary information to tackle the problem	• use appropriate checking procedures at each stage	
• select mathematics in an organised way to find solutions		

Coverage and Range (Level 1) indicative only

The coverage and range statements provide an indication of the type of mathematical content candidates are expected to apply in functional contexts; however, relevant content could also be drawn from equivalent National Curriculum levels and Adult Numeracy standards.

- understand and use whole numbers and understand negative numbers in practical contexts
- add, subtract, multiply and divide whole numbers using a range of strategies
- understand and use equivalences between common fractions, decimals and percentages
- add and subtract decimals up to two decimal places
- solve simple problems involving ratio, where one number is a multiple of the other
- use simple formulae expressed in words for one- or two-step operations
- solve problems requiring calculation, with common measures, including money, time, length, weight, capacity & temperature
- convert units of measure in the same system
- work out areas and perimeters in practical situations
- construct geometric diagrams, models and shapes
- extract and interpret information from tables, diagrams, charts and graphs
- collect and record discrete data and organise and represent information in different ways
- find mean and range
- use data to assess the likelihood of an outcome

Functional skills criteria for mathematics (2009) .Ofqual (Office of the Qualifications and Examinations Regulator) www.ofqual.gov.uk