

## Lesson 1:

### Child Trust Funds

This lesson is designed to help UK students aged 17-18 understand what the Child Trust Fund (CTF) is, where to find more information about it and what impact it could have on a young person's life choices.

### Learning objectives:

To understand what a CTF is and where to find information about your own CTF

To understand savings options - where to save, when to save and why

To know that there are advantages and disadvantages to the choices people make about their finances

### For the shortened version:

Use just Case Study 3 or ask students to read them before the lesson. Instead of students researching what child trust funds are, share the PowerPoint with them instead.

## Lesson activity

### Starter (5 mins)

Show **PowerPoint slide 2**, which challenges students to think about the following:

If you were given £250, what would you do with it? What would you do with £2,500?

Ask students to discuss with a partner, recording ideas on sticky notes, and then feedback as a class. (Students should keep their ideas to refer to in Lesson 2.)

Share the learning objectives on **slide 3**.

### Time required:

Full version > 45 minutes.

Shortened version > 20 minutes

### Resources:

- Case Studies (Part A)
- Case Studies (Part B)
- PowerPoint: Child Trust Funds
- Fact Sheet: Child Trust Funds (to take home)
- Sticky notes

### Main (10-35 mins)

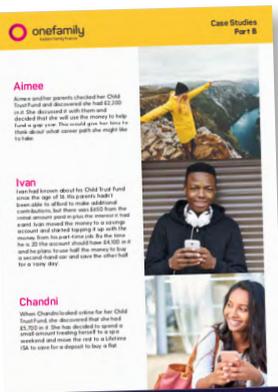
Introduce students to the **Case Studies (Part A)**, which feature three young people and what they like and what they spend their money on.

*\*If you are following the shortened version, explore just one case study.*

Tell students that the young people in the case studies have just turned 18 and have received access to funds – through something called a Child Trust Fund (CTF). Ask students to consider what they think each of the young people might spend the money on and the difference that the money might have on their choices.

Set students the challenge to go online and find out what a CTF is (point them to [OneFamily's website](#)). They then feedback to the class. Share **slides 4-9** of the PowerPoint to summarise.

*\*If you are following the shortened lesson version, simply show the PowerPoint.*



Use **slides 4-9** to take students through key information about CTFs.

Explain that they can find out about their own CTF on the OneFamily website (the link is on **slide 9**).

Give students the **Case Studies (Part B)** (*\*or one case study if you're following the shortened version*) which detail what the characters decided to do with their CTF when they turned 18. In pairs, students discuss the pros and cons of the young peoples' decisions, considering the balance between spending and saving.

### Plenary (5 mins)

Take students through the quiz on **slides 10-19**, to test what they've learned about CTFs.

Give students the **Fact Sheet** to take home to discuss with their family and explore where their CTF is saved. Note: some families may have sensitivities around money. Emphasise that students will not be sharing any information about their CTF or personal situation with other students. Even if there have been no additional contributions to the student's CTF, it should contain some money, so it is worth students finding out about it.

## Curriculum Links

### England

PSHE Association Framework Guidance

Core Theme 3. Living in the wider world:

L14. understand savings options; know where to save, when to save and why

### Wales

Personal and social education framework > Post 16 outcomes:

Learners should be given opportunities to: evaluate financial advice, take personal responsibility for financial planning and manage personal finances effectively.

### Scotland

SQA: Barclays Lifeskills Personal Finance SCQF 4