



Guidance notes to prepare for your session in a one-to-one setting

# ‘Banking on it!’

**Suitable for 9-11 years old**

This material is intended for information purposes only and does not constitute advice or a recommendation.



LLOYDS BANK

# Using this guide to deliver financial capability in a one-to-one setting

If you are delivering this session to an individual child, this delivery guide is here to support you.

You'll see from the other resources, such as the PowerPoint and resource sheets, that these activities have been designed with group delivery in mind (for example in a classroom setting). However, this guidance has been prepared so that you can use the same resources successfully with a child, either at home or in another one-to-one environment.

The resources have been developed to use with children age 9-11 years.



They provide a lot of different things to discuss, think about and do.



The activities don't require lots of extra materials – only things you may already have.



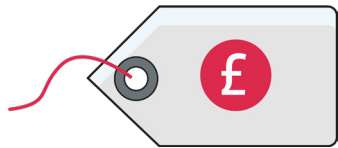
You will need access to the Internet and either a PC, laptop or tablet.

**Our relationship with money is developed through childhood and adolescence. Financial wellbeing means having the confidence and knowledge that you are in control of your money - you can manage your day to day living expenses as well as planning for the future and being able to cope when the unexpected happens.**

# Banking on it!

Three activities to use with children

**There are PowerPoint slides to use with every activity and some other resources that you can view on screen or print off. For some activities, there may be suggestions on alternative ways to do them for differing learning needs.**



## 'Consumer choices'

### A DISCUSSION ACTIVITY

This activity will help them to understand what it means to be a consumer. It will help them think about the differences between goods and services. They will explore what influences the choices we make.



## 'Design a bank account'

### A CREATIVE ACTIVITY

This activity is a basic introduction to choices and banks. It will help them to start thinking about money, products and services. They will have a chance to design their own bank, choosing the services they want and creating some of their own.



## 'It's my choice!'

### A THINKING AND REFLECTING ACTIVITY

In this activity, they will think and reflect on what they have learnt across the whole session. There is guidance provided to help you to do this.

# The resources you will need:



## Laptop or tablet

The **PowerPoint presentation** for you to view together.

*These are the slides to use with the activities.*

*Some slides may require you to skip or 'click' to access the different stages of the slide animation.*



## Resource sheets

*These are other resources that you will need to view on screen, or you can print them off if you are able.*

**Resource sheet:**  
**'Bank Services information'**



## Certificate of achievement

*A completion certificate, alongside some further activities to do after the session.*

**Paper and coloured pens**

# Completing the activities with children will help them to:



Understand why we should all be critical consumers, and what it means to be a critical consumer.



Recognise the difference between goods and services.



Know that the choices we make about money may be affected by other factors.



Recognise when their choices are influenced by other things.



Compare services when deciding what to choose.

## These activities can also contribute to the school curriculum:

### Personal, Social and Health Education (PSHE):

- The role money plays in their lives.
- Healthy relationships, including our relationship with money and its impact on us and others.

You may want to share this with the teachers in their school or those who support the children with their learning.



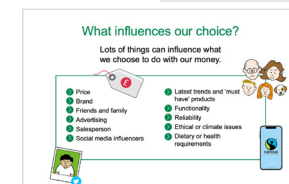
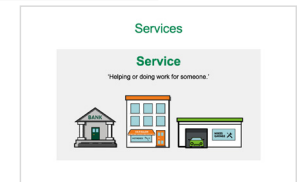
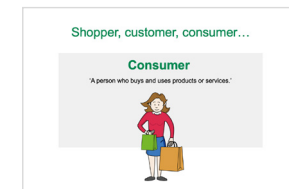
# Consumer choices

This activity is about understanding the differences between goods and services.  
As consumers, we buy and use both.

## YOU WILL NEED

✓ Skip PPT slides 1 and 2

✓ PPT slides 3, 4 and 5



✓ Paper and pens



# Consumer choices

Using **slide 3**, start by asking if they have heard of the word 'consumer'.

Explain that it describes a person who buys and uses products or services. Explain that we don't just buy 'stuff' (goods). We buy and use services as well.

Use **slide 4** to ask:



## Do you understand what a 'service' is?

Explain that a 'service' is where a person or organisation helps or does work for someone. A service could be paid for or free.

**Now explore services in a little more detail. Use the questions to help you.**

### Ask:



## Can you think of some services which people use or buy?

**Possible answers:** Hairdresser, restaurant, cinema, car repairs, taxi, banking, broadband, telephone, insurance, vets, health care, cleaning.



Share some examples of services that you use or have used. For example, a hairdresser or broadband service.



## Do we have a choice about the services we use?

**Possible answers:** They may answer yes. Or they may be uncertain of the answer.

**Explain that with most services, we do have a choice about which one we use.**

CONTINUED ➔



# Consumer choices



## How do we choose services?

**Possible answers:** price, availability, other people's views.



If you are comfortable, you can share an example of how you've chosen a service to use. E.g. a taxi service based on a recommendation, reliability or price.

Explain that when we buy goods and services, we are influenced by all sorts of things.

### Now discuss how our choices might be influenced.

Create a list of the things that might influence our choices. Ask them either to write their ideas on a piece of paper or explain them to you.

**Possible answers:** adverts, friends, special prices, what it does or doesn't do.

Now reflect on the list they have created. You can use **slide 5** to help you.

- Friends, family and social media can all persuade us to make choices.
- Adverts and news stories can persuade us to spend our money on items.
- We might choose to buy goods or services based on how reliable they are or if they do what we want them to do.
- We may be influenced by our own personal needs such as diet or health.
- We may want to make our choices based on issues such as fair trade and the environment.

Explain that sometimes when we buy things, it is **not just price** that we are concerned about. We need to be aware, so that we can question what it is that we really need and want.

When we think carefully about why and how we are spending our money, we are being 'critical consumers'. Being critical will help us manage our money better.





# Design a bank account

This activity builds on being a critical consumer of goods and services. They will think about what they want from a bank.

## An alternative way to do this activity:

Have a conversation about what they think a bank's services should include. Use the 'Resource Sheet - Bank services information' to help guide this discussion.

## YOU WILL NEED

### ✓ PPT slides 6, 7 and 8

**Bank services**

- 1 What do you know about banks?
- 2 What services do banks offer to their customers?
- 3 What services would you want from a bank?

**Design a bank account**  
You are going to design your own bank account.

- 1 Give your bank a name and create a logo.
- 2 Select 4 services your bank account is going to offer. Use the ideas you've shared as a class and the information sheet to decide.
- 3 Create at least one new extra of your own. It could be anything you want! e.g. a discount card to use at certain shops or free music on your phone. Your extra service can be fun, silly or sensible!
- 4 Create a promotion slogan to tell customers why your bank is the best there is!

**It doesn't just have to be a bank!**  
Banks are just one way of managing our money. There are other alternatives to banks:

<p><b>Credit Unions:</b></p> <ul style="list-style-type: none"> <li>• all exist in a shared local community save and borrow money with each other</li> <li>• offer a range of savings accounts, credit accounts and loans to their members</li> <li>• are owned by their members and not for profit.</li> </ul>	<p><b>Friendly Societies:</b></p> <ul style="list-style-type: none"> <li>• are based in a very local area</li> <li>• allow members to save and borrow money</li> <li>• offer a range of products including savings accounts and insurance.</li> </ul>	<p><b>Building Societies:</b></p> <ul style="list-style-type: none"> <li>• owned by their members</li> <li>• offer a range of savings accounts and loans</li> <li>• are sometimes bigger national organisations</li> </ul>
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### ✓ Resource Sheet - Bank services information (optional)

### ✓ Plain paper, colouring pens/pencils



# Design a bank account

Use **slide 6** to ask what they know about banks.

## Ask:



**What is a bank for?**

**Possible answers:** A place to keep our money, a place to save money or borrow money.



**What services do banks offer to their customers?**

**Possible answers:** Debit and credit cards, savings accounts, loans, advice, cash withdrawals, online banking, mobile banking, pay by phone.

**Ask them to write their ideas onto a piece of paper or explain them to you.**



If you are comfortable, you can share why you may have a bank or savings account. Share some services it offers you. For example mobile banking, a debit card, an app to pay using your phone, downloadable statements, etc.

**You can add your ideas to their list if they have one.**

Highlight that some of these may be **digital tools** for managing and using our money. E.g. mobile banking, Internet banking, downloadable statements etc. More and more people are managing their money using digital tools.

**Explain that people are using cash less and less and not visiting the bank as often. This may be because people are using telephone or online and digital services instead.**

Using **slide 7**, explain that they are going to design their own bank account. They will use what they already know about banks and the **'Resource Sheet - Bank services information'** to select services for their own account.

## Ask:



**Can you think of services that you would want from a bank?**

Prompt them to think about less obvious services, such as budgeting tools.

CONTINUED ➔



# Design a bank account

Give them a blank sheet of paper to create their ideas. They will need a printed copy of the **'Resource Sheet - Bank services information'** or you can view it on a laptop or tablet.

**Explain what they will need to do. They should:**

1. Give their bank a name.
2. Select four services their bank is going to offer. Use the ideas you've shared together and the extra information on the sheet to decide.
3. Create at least one new extra service of their own. It could be anything they want, e.g. a discount card to use at certain shops or free music on their phone. Their extra service can be fun, silly or sensible!
4. Create a promotional slogan to tell customers why their bank is the best.

**They can draw pictures to show their ideas too.**

**Once they have completed the task, ask them to explain their ideas to you. Use the questions below to help the discussion:**



**What is the name of your bank?**



**Which services did you select and why?**



**What is your own service idea?**



**What is your slogan?**

Finally, use **slide 8** to explain that banks are just one way of managing our money.

There are other alternatives to banks, e.g. credit unions, friendly societies and building societies.

Our choices will depend on our individual needs and situations. That's why we must 'shop around', ask questions and find out what's on offer. That way, we can make the best choice for ourselves.

**Remember that our needs or circumstances can change, so we may need to make different choices over time.**



# Think and reflect

This is an opportunity for a child to think and reflect on what they have learnt from the activities. This activity could just be a short conversation, or you might like to use the questions to give some shape to it.

## Ask:

**? Why might your choices and decisions be different to other people?**

Our decisions should be made based on our own needs and situations.

**? Does everyone have the same reason for their choices?**

We will be influenced by different things. For example, some of us will be attracted by adverts or bargain offers. Others might be influenced more by our friends and family.

**? Why might your choices change over time?**

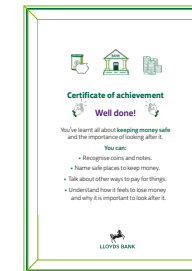
Our needs and circumstances change. What suits us now may not be the same in the future. We should revisit decisions we have made about money regularly. This is to ensure we are managing our money to the best of our ability.

**? Why is it important to be a critical consumer?**

There are a huge number of many goods and services out there, which means a huge number of choices to be made. A wrong decision can be costly. We need to be sure that the decision we make is the best for us. We can only do that by finding out the options and thinking about them alongside what we need.

## YOU WILL NEED

✓ **Printed certificate**  
(optional)



### Some extra things to do:

You can finish by giving them the **certificate of achievement** to show what they have achieved. This provides more activities to do and things to discuss, as well as some suggestions of where to find out more.