



Guidance notes to prepare for your session

# ‘Keeping my money safe’

**Suitable for 5-7 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 face-to-face group setting

This guidance has been prepared to support you with helping children learn about money.

You can use the resources with children in a school or a less formal face-to-face group setting. You may, for example, be working with children in a youth group or centre, in a care setting or perhaps as part of a scout or girl guide group.

Developed to use with children aged 5-7 years, these activities are:

- **Fun and engaging**, enabling children to share their ideas about money and learn from the experiences of others.
- **Easy to access**, with a lot of different things to discuss, think about and to do.
- **A complete package** providing all the resources you will need.
- **Flexible**, offering alternative approaches to deliver the activities depending on the needs of your group.

In this session, the children will learn about the value of money and why it is important to keep it safe. Many children at this age may be familiar with real money. They need to understand how they can keep it safe, and to begin to learn about money in a digital world.

**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.**

# Keeping my money safe

## Four activities to engage children

The activities have been designed to be age-appropriate and as inclusive as possible. For those that may require some further adaptation, alternative ways of delivering the activity for differing learning needs are detailed when required. You may wish to further amend and adapt the activities to suit the needs of specific groups.



### 'What's in my wallet / purse?'

#### A DISCUSSION ACTIVITY

The children will learn about the value of coins and notes. They'll also begin to learn about other forms of money, such as plastic cards and digital payments. They'll begin to see how we might keep money safe, as well as how we keep other things we value safe.



### 'How safe?'

#### A DOING ACTIVITY

In this activity, the children are asked to put in order places to keep money safe, from the most to least safe.



### 'Sasha's Big Day'

#### A STORY-TELLING ACTIVITY

This is a short story where children get to act as 'experts'. They'll be able to advise Sasha on what he should have done to keep his money safe.



### 'What we have learnt today'

#### 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.

# Learning outcomes

By the end of the session, children will be able to:



Recognise the value of notes and coins.



Know that money can be kept in different places, and that some places are safer than others.



Begin to understand the consequences of losing money, and how this makes them, and others feel.



Know that money comes to them and to others in different ways.



Choose a suitable place to keep money safe and explain their choice.

**If you are delivering in a school setting, the activities can link to several areas of the curriculum:**





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

- The role money plays in their lives, including how to keep it safe.
- Healthy relationships, including our relationship with money.

**Mathematics:**

- To be able to recognise the value of notes and coins.
- To use money as a context for solving multi-step problems.

**In other settings, the content could contribute to vocational, core and life skills learning:**

-  Making informed decisions.
-  Money management.
-  Building financial resilience.
-  Understanding our attitudes and behaviour.

## Guidance notes

# Session resources – you will need:

Print off and prepare the following:



### The PowerPoint Presentation

*This contains all the slides for the session.*

*We suggest you view the **PowerPoint** in advance.*

*You may need to 'click' to access the different stages of the slide animation.*



### Resource Sheets

#### Resource Sheet: How safe?

*(Diamond shape and cards to cut up – enough for each pair of children to have one)*

#### Resource Sheet: Sasha's big day

*(to print or use from screen)*



### Certificate of Achievement

*(Optional)*

*A completion certificate, alongside some further activities to do at after the session, that can be shared with children.*

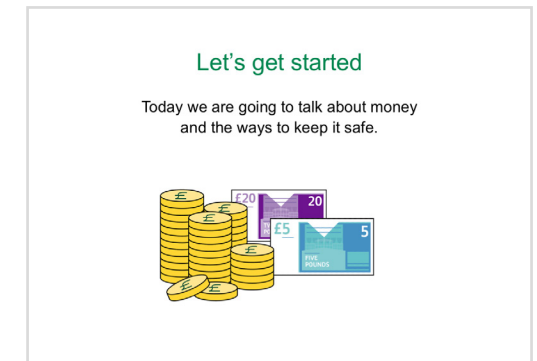
**Paper, pens, glue sticks**



Use **slide 1** to introduce yourself if required.

Use **slide 2** to explain what the group will be learning about.

✓ **PPT slides 1 and 2**





10 MINUTES

# What's in my wallet/purse?

This gets the children to think about what money looks like in different forms and to begin to consider why it is important to keep it safe.

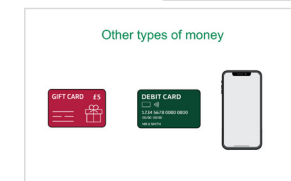
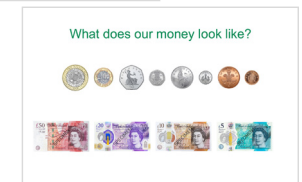
## An alternative way to do the activity:

- Some children learn better through real stimuli. You can choose to use a real wallet or purse.
- If you do, make sure it contains some of the items on **slide 3**.

Note: If you do use a real wallet/purse as an example, don't pass this around the group – it's advisable not to encourage children to do this themselves.

## YOU WILL NEED

- ✓ **PPT slides 3, 4 and 5**



- ✓ **Your own wallet or purse**  
(optional)



## What's in my wallet/purse?

Show **slide 3** with the picture of the wallet and purse.  
This slide is animated – each further click reveals possible contents.

### Ask:



**What do you think might be inside?**

**Possible answers:** they will probably say 'money' first.



**What kind of money?**

Show a selection of coins and notes.



**Do you recognise the coins and notes, and can you name them?**

You can use the images on **slide 4** to describe the different coins and notes and explain that they have different values.

Explain that we can use money to buy the things we want and need.  
Show them the gift voucher/card/debit card on **slide 5**.

### Ask:



**Do you know what they are?**



**Are they the same as money?**



**Do we also have to keep them safe?**



**Do you know of any other ways to pay?**

They may have seen a parent or caregiver using a phone or a watch to pay for things.

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## What's in my wallet/purse?



### What else might be in the wallet or purse?

**Possible answers:** receipts, photograph of a family member or pet.

This brings the conversation to the idea of keeping things safe. You can explain that we put things we value in our wallet or purse – i.e. some of the things you have just discussed, like money, photos, or debit cards.

### Finally, ask:



### Do you think a wallet, or a purse is a safe place to keep money and other things we may value?

You can use their answers for the next activity. It will help them to learn about other safe places to keep money.



20 MINUTES

## How safe?

This gets children to think about places we can keep money and to consider which of those places are more or less safe to keep money.

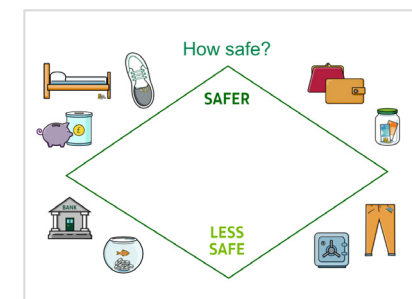
### Alternative way of delivering the activity:

Use this activity as a whole group activity:

- You can draw a large diamond on a white board or on a flip chart.
- Show/describe the picture cards one at a time.
- Discuss with the group about where they should be on the diamond.  
You can place the pictures on the diamond, describing where you are placing them from the top (most safe) to the bottom (least safe).
- Try to get agreement from the whole group about which is the safest.

### YOU WILL NEED

✓ **PPT slide 6**



✓ **Resource Sheet -**  
**How safe?** Printed with  
the image cards cut up.

✓ **Glue sticks, paper and pens**



## How safe?

### Ask:



**When we say we are keeping something safe, what do we mean?**

**Possible answers:** we are protecting something (our money) and preventing it from being lost or stolen.

**Arrange the children into groups of four, with each group made up of two pairs.**

Give out the '**Resource Sheet - How safe**' with the diamond shape and a set of cards to each group.

- Ask the children to review the cards and think about which of the pictures shows places that are safe or less safe to keep money.
- In their pairs, ask them to put the pictures on the diamond – the ones they think are the safest at the top, and the least safe at the bottom.
- Ask them to discuss the order they've chosen with the other pair in their group of four. Are their ideas the same? Different? Do they want to change anything?
- Ask each pair about what order they've chosen and why.

When they are happy with their choices, they can glue their pictures on to the diamond.

To finish, discuss their decisions.

### Questions you might ask are:



**Why do you think some places are safer than others?**



**Are there any safe places you haven't thought of?**



**Why would some people like to use a money box and others a bank?**



10 MINUTES

## ‘Sasha’s Big Day’

This story helps you to recap what they have learnt about the importance of keeping money safe.

Use the '**Resource Sheet - Sasha’s Big Day**' to tell the group the story.

- There are questions that you can ask throughout the story on the **Resource Sheet**.
- Encourage the children to act as ‘experts’. They can advise Sasha on how he could keep his money safe. This gives them the chance to share their opinions about money and safety without disclosing their own feelings if they don’t want to.
- Discuss with them about what happened to Sasha, and the consequences.
- You can use **slide 7** to illustrate the story – a series of clicks brings up pictures relating to the story one by one.
- Alternatively, you can just share the story and use the questions on the **Resource Sheet** to have a discussion.

### YOU WILL NEED

✓ **PPT slide 7**



✓ **Resource Sheet - Sasha’s Big Day**



5 MINUTES

## Think and reflect

This is an opportunity for a child to think about what they have learnt from the activities.

You can use the questions to have a discussion and reflect on key learnings from the session.



**What advice would you give to someone about keeping their money safe?**

- At home.
- Going out to the shops.
- Going on holiday.



**How does having money make you feel?**



**How does losing money make you feel?**

You can use **slide 8** to recap on what they have learnt.

### Finally...

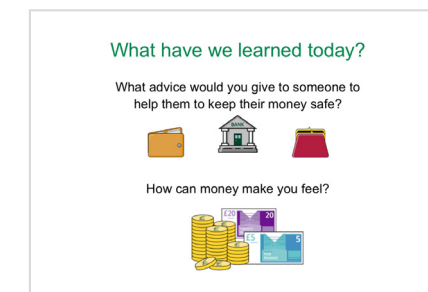
Use **slide 9** to thank them for contributing to the session.

### 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.

## YOU WILL NEED

✓ **PPT slides 8 and 9**



✓ **Printed certificate (optional)**

