



Resource Pack

Ages 4-7

Acknowledgements

Barclays Money Skills is a national programme that helps young people to develop and improve their financial skills, knowledge and confidence. The programme tackles topics such as opening a bank account, budgeting, saving and spending, and gives practical guidance on what to do if something goes wrong.

The following organisations have supported the development of this resource:



This resource, and many more, are available to be downloaded from:

www.barclaysmoneyskills.com





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Introduction

This activity guide is part of a suite of Barclays Money Skills resources designed to help pupils gain the skills, knowledge and confidence they need to make informed financial decisions. Resources have also been developed for a range of other groups, including young people, returning service men and women, those at risk of homelessness, older people and those with learning disabilities.

The aim of this resource is to help pupils aged 4-7 to:

- Improve their knowledge and understanding of money
- Apply basic financial skills in a variety of relevant contexts
- Use and develop their broader personal and social skills
- Think about the financial skills, services and resources they might need in the future
- Develop the confidence to make financial choices and be aware of the consequences of those choices.

The resources can be used by teachers, volunteers from the financial sector, youth workers and other practitioners who want to use group work to build financial skills, as well as support numeracy and develop life skills.

The resources have been designed to support the delivery of fun, interactive sessions on basic money management topics. They are designed to be informal and interactive using quizzes, games, role plays and discussion, and focus on situations that pupils will recognise. Users can select activities that will work best in the time you have available. Running the activities shouldn't require any special skills or knowledge and no preparation is required on the part of the pupils.

Foreword

It's crucial that young people have the opportunity to build their financial skills and confidence and actively participate in the future growth of the economy.

Barclays is working in partnership with respected and experienced charities to develop projects that build financial inclusion, financial capability and support enterprise. These are areas where we know we can make the biggest social impact for the communities we serve.

Through our flagship UK community programme, Barclays Money Skills, we've already helped over one million people to build the skills, knowledge and confidence they need to manage their money more effectively. We're also contributing our time, energy and resources to make sure Barclays Money Skills makes a long term positive difference for society.

This resource forms part of a suite of innovative learning tools developed to equip teachers, youth workers and other charity practitioners, as well as our own employees, with the support they need to deliver engaging, practical and fun money management sessions. The suite includes resources such as this handbook, as well as videos, games, a website and interactive digital content.

However people experience the programme, whether in face to face workshops, seminars, through peer education or online, we aim to build their skills and inspire them to take control of their money.

A handwritten signature in black ink, appearing to read 'Ashon', with a horizontal line underneath it.

Chief Executive Officer, UK Retail and Business Banking

Barclays

Icebreaker: Building a Money Word Wall

Time needed:

15-25 minutes

This activity is designed to introduce pupils to learning about money, delivered by either volunteers or a teacher. The session can be used to assess pupils' prior knowledge and understanding of money, before they take part in any learning activities. Their progress in subsequent lessons can then be measured against the baseline assessment.

Aim:

Pupils explore their understanding of money by creating a Word Wall of money-related vocabulary or drawings.

Activity outcomes:

By the end of the activity pupils will:

- Know a range of money-related vocabulary
- Have explored what they already understand about money.

Key learning points:

Pupils demonstrate their existing knowledge and understanding about money by suggesting money-related vocabulary, and learn the meaning of new words.

Resources:

- **Handout 1:** Money Word Wall coins (one coin per pupil)
- **Optional:** A 'moneybox' to collect completed coins (a shoe box would be a perfect size)
- Colouring pencils
- A space on the classroom wall where the Money Word Wall coins can be displayed.

Activity

1. Explain to pupils that they are going to create a 'Money Word Wall' in their classroom. This will be made up of words and drawings all connected with the word 'money'. What words can they think of that relate to money? Use some of the following words as prompts unless you want to conduct a baseline assessment, in which case you should not provide any stimulus.

Coin	Pound (£)	Pence (p)
Notes	Spend	Save
Total	Work	Sell
Buy	Change	Choose
Swap	Chores	Money box
Value	Price	Need
Cash machine	Afford	Want
Safe	Bank	Pay
Credit card	Lottery	Charity
Gifts	Euros (€)	Purse

2. Give every pupil a Money Word Wall coin from Handout 1. Explain they should write one word about money, or represent it with a drawing, on the back of the coin and place it in the 'moneybox' (or on the teacher's desk if you are not using a 'moneybox').
3. Select some of the coins to share with the class. This is an opportunity to expand on the meaning of the words and pictures and to question pupils on their understanding.
4. Invite the pupils to help display their words and pictures on the 'Money Word Wall'. Explain that as they learn new words relating to money they can add them to the wall. They can also use the wall to remind themselves of any words they might forget.

Extension ideas:

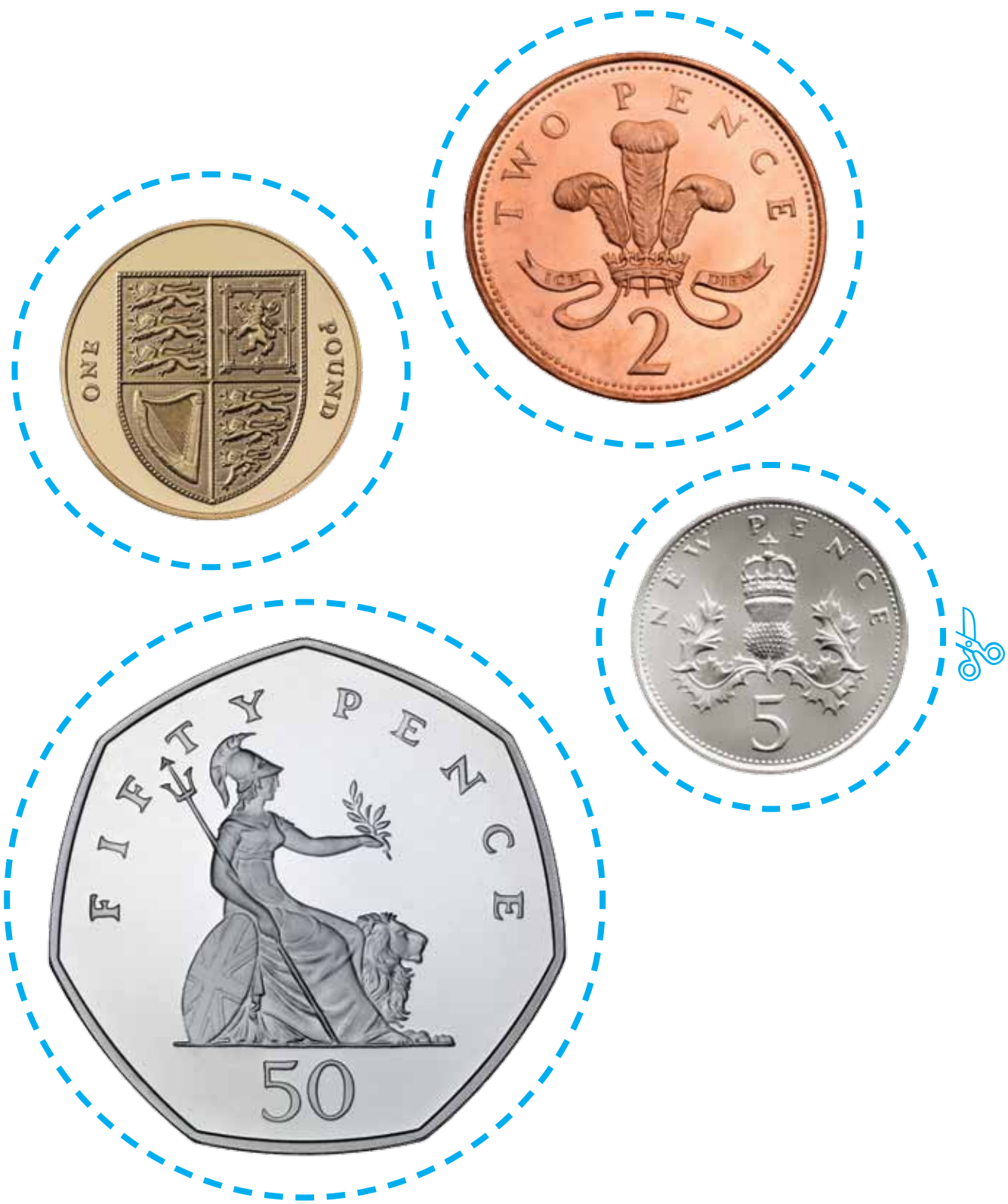
Ask pupils to make a sentence or a story using one or more of the words on the 'Money Word Wall'.

Summary discussion:

Select five words on the 'Money Word Wall' and recap on their meaning. Use the words to investigate different aspects of money e.g. spending, saving, currency.

Handout 1: Money Word Wall coins

Sheet 1



Handout 1: Money Word Wall coins

Sheet 2



Activity One: Where does money come from?

Time needed:

20 – 30 minutes.

Aim:

For pupils to understand the link between being paid to do a job and having money to spend.

Activity outcomes:

By the end of the activity pupils will:

- Understand that most adults have jobs and receive money in return for working
- Consider the different types of work that adults can do.

Key learning points:

To raise awareness that money comes from work, and that money children are given by adults e.g. for doing chores around the house, pocket money, or as a present, usually comes from their parent/carer's job.

Resources:

- **Handout 1:** Story cards
- **Handout 2:** Job cards

Activity

1. Explain that the pupils are going to make a story using three pictures. Ask pupils about 'Picture 1' from Handout 1: Story cards. Why is the parent/carer handing some money to the child? Do they think it is pocket money, a present, or in exchange for doing some jobs around the house?
2. Give pupils 'Picture 2' from Handout 1: Story cards. What is the child doing in the picture? What might the link be between the two pictures? Explain that in this story the child has been washing their bike (doing 'chores') and their parent/carer has given them some money as a reward. Where did the parent/carer get the money from? Did they win it in a competition, was it a birthday present, or did they get it from working or doing a job?
3. Give pupils the final picture - 'Picture 3' from Handout 1: Story cards. What is the adult doing in the picture? Where are they? Why are they there? How might this picture link to the other? Explain that in this story the parent/carer got the money by working in a shop. Their job is to be a shop assistant. They get paid money for doing their job.
4. Ask pupils to link the three 'Picture' cards together to make the whole story. This could be written or discussed in pairs. Share some of the stories and explore any similarities and differences.
5. Give pupils Handout 2: Job cards. What other kinds of jobs can they see adults doing in the pictures? What do the different jobs involve? Explain that adults might get paid different amounts of money for doing different jobs, but all the jobs provide money. Ask pupils to draw a picture of one other job that an adult might do to receive money, using the blank card at the bottom of the handout.

Extension ideas:

Pupils could create their own illustrated story about a different child receiving pocket money and where that money came from.

Summary discussion:

Recap on the main learning points, using all three pictures in sequence:

1. Picture 3: the adult works as a shop assistant and gets money for doing their job
2. Picture 2: the child has been doing chores around the house
3. Picture 1: the money they are given as a reward has come from their parent/carer's job.

Handout 1: Story cards



Picture 1



Picture 2



Picture 3



Handout 2: Job cards



Activity Two: The value of money

Time needed:

15 – 20 minutes

Aim:

For pupils to recognise 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 coins.

Activity outcomes:

By the end of the activity pupils will:

- Understand that different coins have different values
- Be able to recognise coins from their shape, colour, value and size.

Key learning points:

A fun way for pupils to learn that coins have different values, sizes, shapes, and colours.

Resources:

- **Handout 1:** Bingo cards
- **Optional:** real or plastic coins, enough for each pair of pupils to have at least one of each coin from 1p to £2
- A bag or box containing one of each coin (1p, 2p, 5p, 10p, 20p, 50p, £1 and £2).

Activity

1. Give pairs of pupils one of the bingo cards in Handout 1: Bingo cards, and a pile of coins (optional). There are six bingo cards. Card A is the winning card as it contains one of each coin (1p, 2p, 5p, 10p, 20p, 50p, £1 and £2). One coin is missing from each of the other cards.
2. Explain that each bingo card contains pictures of eight coins. Tell the pairs that you are the 'bingo caller' (you may need to explain this term) and will be calling out different coins as you pull them out of your bag/box. If the coin is on their bingo card they can cross it off. If the coin appears more than once on their card they can only cross one of the coins off. If they have real or plastic coins, they should select the coin you have called from their pile of coins, and place it on top of the picture of the correct coin on their card. The first pair to cross off all of their coins should shout 'Bingo'. The first pair to shout bingo wins the game.
3. Pull coins out of your bag/box at random until one of the pairs shouts bingo. Check their card to make sure they have played the game correctly.
4. Explain that the winners have a bingo card that contains pictures of every coin we use - 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 (eight coins in total). Ask each pair of pupils to compare their bingo card with another pair's card. Do their cards contain exactly the same coins? Do any coins feature more than once on the cards? Are any coins (1p, 2p, 5p, 10p, 20p, 50p, £1 and £2) missing from the cards?

Extension ideas:

Describe different coins using only their size, shape and colour. Challenge the pupils to identify the value of the coin you are describing.

Summary discussion:

Explain that different coins have different values. Coins of the same value all have the same size, colour and shape to help us recognise them. The value of a coin does not depend on its size, e.g. a 2p is bigger than a 20p but the 20p is worth more.

Handout 1: Bingo cards

Card A

★ BINGO ★

Card B

★ BINGO ★



Handout 1: Bingo cards

Card C

★ BINGO ★

Card D

★ BINGO ★



Handout 1: Bingo cards

Card E



Card F





Activity Three: Keeping money safe

Time needed:

20 – 25 minutes

Aim:

For pupils to understand how to keep their money safe.

Activity outcomes:

By the end of the activity pupils will:

- Know a number of safe places where money can be stored
- Be able to select the safest place to store money in different circumstances.

Key learning points:

Pupils understand why money needs to be kept safe, that it can be kept in a range of places, and that some places are safer than others.

Resources:

- **Handout 1:** Where to keep your money
- **Handout 2:** Scenario pictures

Activity

1. Begin by asking pupils why money should be kept safe. Is money valuable? Can money be lost? Could someone steal your money? Can they think of anywhere to keep their money so it is safe?
2. Give the pupils Handout 1: Where to keep your money. How many of the safe places they suggested are shown in the pictures?
3. Read out 'Scenario 1' from Handout 2: Scenario pictures. Place the scenario sheet somewhere on the classroom wall. Ask the pupils to decide where the best place would be to keep money safe whilst walking to the shops. They should select a place from Handout 1: Where to keep your money. Where would be the worst place (the most unsafe) place to keep their money in this situation?
4. Ask pupils to cut out the two images they have chosen and invite them to stick the images onto the scenario. Create two columns: one for the most safe place and one for the least safe place.
5. Repeat this process with scenarios 2 and 3 from Handout 2: Scenario pictures
6. When all three scenarios are on display around the room, ask the pupils if they are happy with their choices. Invite them to swap the images around if they have changed their minds.
7. Review the places the pupils have chosen for each of the scenarios. Did everyone agree? Which are the safest places? Which are the worst/most unsafe places? Question pupils about the reasons for their choices, and why some places are safer than others.

Extension ideas:

Explore how the pupils might feel if they lost the money in each of the three scenarios. Is there any difference between losing the smallest amount (50p) compared to the largest amount (£10)?

Summary discussion:

Explain that money is very valuable and we all have to keep it safe. One of the safest places is in a bank, where it will be looked after until you need it.

Handout 1: Where to keep your money



Handout 2: Scenario 1

You have 50p to buy a birthday present for your friend. Where is the safest place to store your 50p as you walk to the shops?



Handout 2: Scenario 2

You have been given £3 for helping to clean the house. You know what you want to spend it on, but you can't go shopping until tomorrow. Where is the safest place to keep your £3 overnight?



Handout 2: Scenario 3

You have been given £10 for your birthday. You decide not to spend it immediately because you are saving up to buy a guitar. Where is the safest place to keep your savings?



Activity Four: Money choices

Time needed:

20 – 30 minutes

Aim:

Pupils will make consumer choices and explain their decisions.

Activity outcomes:

By the end of the activity pupils will:

- Have made choices between items they want to buy
- Be able to explain why they have made those choices
- Begin to understand that cost is an important factor in deciding what to buy.

Key learning points:

For pupils to appreciate that you cannot always have everything you want, and that choices often have to be made.

Pupils also have the opportunity to role-play being bankers, shopkeepers and customers, bringing together the learning from all the activities in this pack.

Resources:

- **Handout 1:** Trip to the seaside cards
- **Handout 2:** Shopping list
- **Handout 3:** Role play toolkit
- Plastic or real coins

Activity

1. Explain that the pupils are going to go shopping for the things they need for a trip to seaside. Has anyone been to the seaside? Where did they go? What did they do?

2. Give groups of 4-5 pupils a set of the cards in Handout 1: Trip to the seaside cards. Place these in a pile, face down in the middle of the table. Explain that the cards contain images of items they might like to have on a trip to the seaside.

3. Explain that each person in the group will have a turn at choosing items to either take on the trip, or buy once they are there. In turn, ask them to turn over the top two cards from the pile and put them on the table so everyone can see. The same pupil must then decide which one of the two items they want to take on a trip to seaside or buy once they are there. They need to explain their choice to the rest of the group using the word 'because', e.g. "I chose this item because..." and "I did not choose the other item because...".

4. Use Handout 2: Shopping list to record the items each pupil chooses, and place the images of the chosen items next to the shopping list. The items the pupils do not choose should be discarded. Continue the game until everyone in the group has had a turn and the shopping list is complete.

5. Now tell the groups that unfortunately they don't have enough money to buy all the items on their shopping list. As a group they must decide which one of the items will be crossed off. Will it be a difficult choice? Do they all agree?

6. Explain that the groups are now going to role-play shopping for the items on their shopping list. The groups can set up a shop and a bank using cut out, real or plastic coins and the items in Handout 3: Role play toolkit. There might be items such as the 'wage slip', 'paying in slips' and 'receipts' that may need some teacher led discussion to ensure pupils' understanding prior to the role play.

Members of the group can take the roles of banker, shop assistant and customers (one playing the parent/carer and two playing the children who are going to the seaside). The role play offers an opportunity to reinforce the learning from all the activities in this pack:

 - a. Pupils can use the words they have learnt about money when they are interacting in the role play (see Icebreaker: Building a Money Word Wall).
 - b. The 'parent' can use the wage slip to show they are paid for doing a job and then use their wages to pay for the shopping. The shop assistant and banker can also be paid for doing their jobs (see Activity One: Where does money come from?).
 - c. The banker can use the paying in slips to show how money can be kept safe in a bank (see Activity Three: Keeping money safe).
 - d. The shop assistant can use the price tags to show how much each item in the shop costs and can give customers a receipt when they pay.
 - e. The customers can use the shopping list to tick off the items they have chosen to buy for their trip to the seaside, and can use the purse to show how they keep their money safe when they are shopping (see Activity Four: Money choices and Activity Three: Keeping money safe).
 - f. All pupils can use the real or plastic coins to show they know the value of different coins (see Activity Two: Value of money).

After each group has had time to practise, choose one or two to perform their role play for the rest of the class.

Extension ideas:

All the items in Handout 1 that children can play with at the seaside cost money (beach ball, donkey ride, rubber ring and helter-skelter). Ask the pupils what they can do at the seaside that doesn't cost any money e.g. making sand castles with their hands, swimming in the sea, searching in rock pools. They could also take toys from home and reuse them every year.

Summary discussion:

Explain that the choices the pupils have been making are very similar to the choices that adults have to make every day. One of the most important factors in making these decisions is the cost of the items and how much money they have to spend. Different people have different amounts of money and this will influence the choices they make.



Handout 1: Trip to the seaside cards

Sheet 1



Ice-cream



Sun cream



Sunglasses



Donkey ride



Handout 1: Trip to the seaside cards

Sheet 2



Sun hat



Candy floss



Fish & chips



Beach ball



Handout 1: Trip to the seaside cards

Sheet 3

Helter
skelter



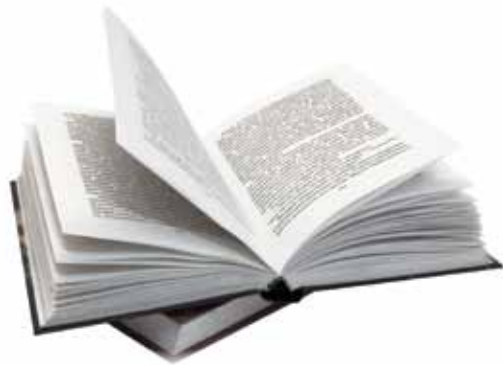
Rubber ring



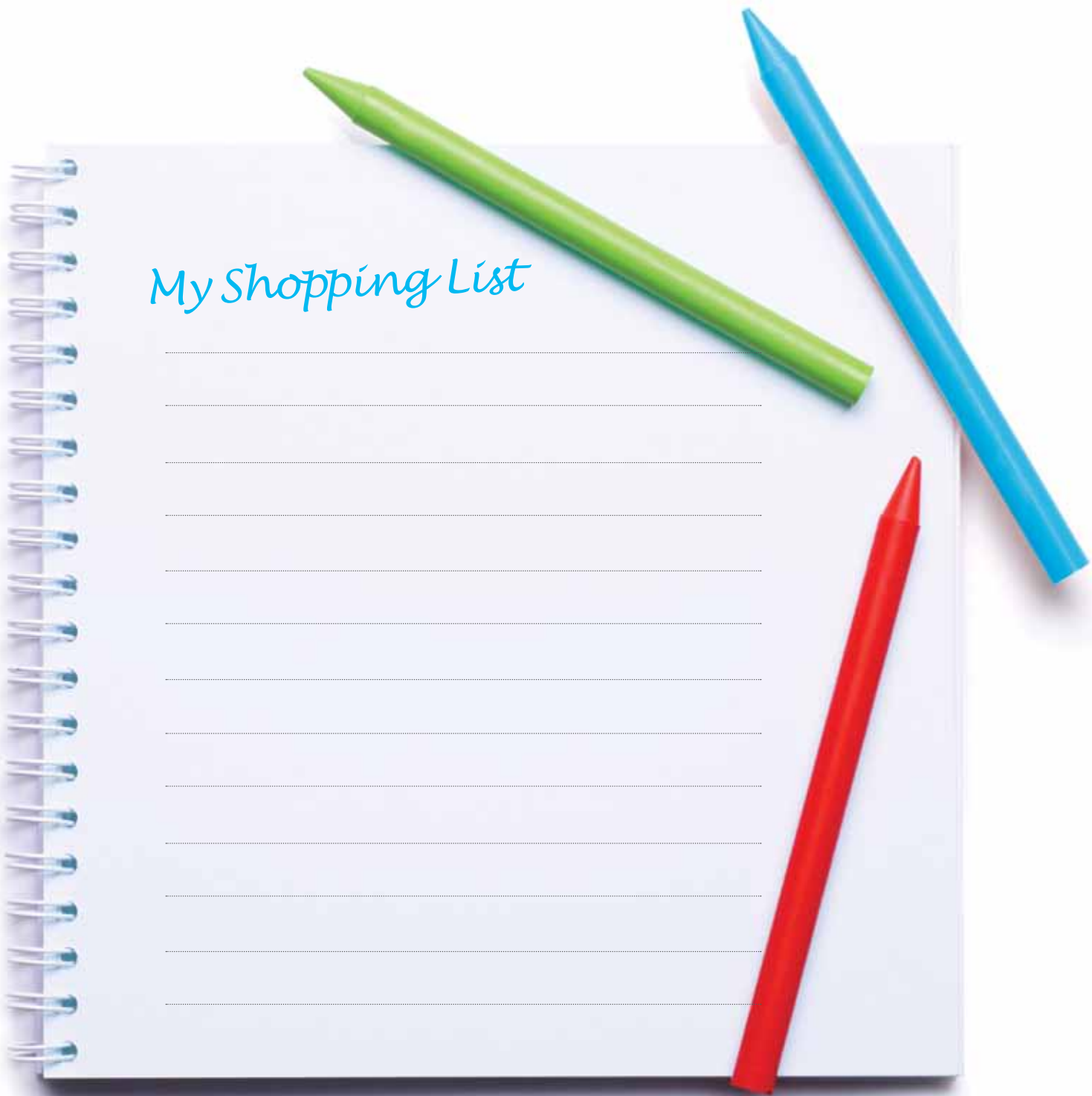
Towel



Book



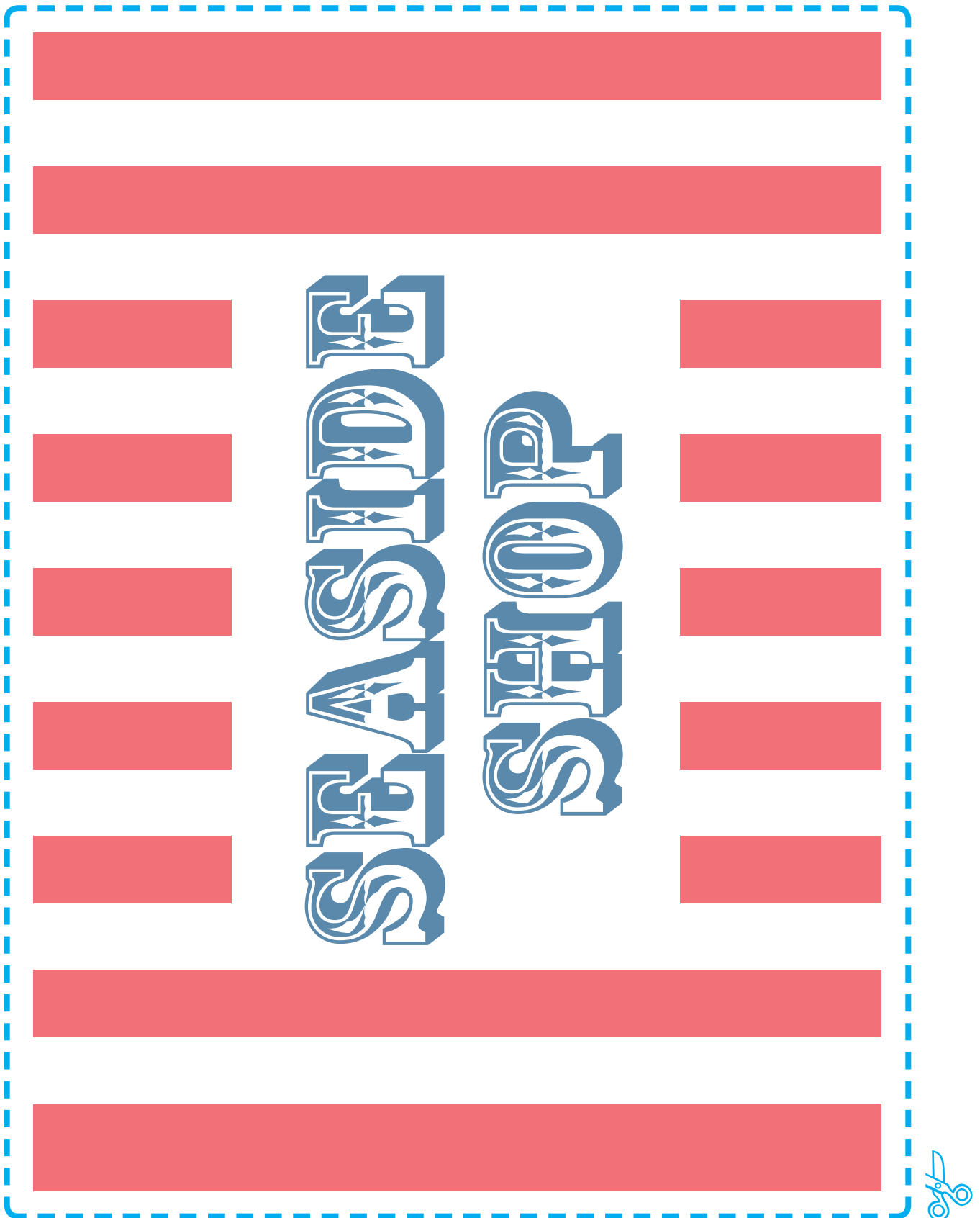
Handout 2: Shopping list



Handout 3: Ticket office signage



Handout 3: Seaside Shop signage



Handout 3: Bank of Money signage



Handout 3: Price tags

Sheet 1



Ice-cream

£ _____



Sun cream

£ _____



Sunglasses

£ _____



Donkey ride

£ _____



Handout 3: Price tags

Sheet 2



Sun hat

£ _____



Candy floss

£ _____



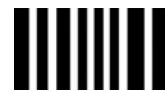
Fish & chips

£ _____



Beach ball

£ _____



Handout 3: Price tags

Sheet 3



Helter
skelter

£ _____



Rubber ring

£ _____



Towel

£ _____



Book


£ _____



Handout 3: Price tags

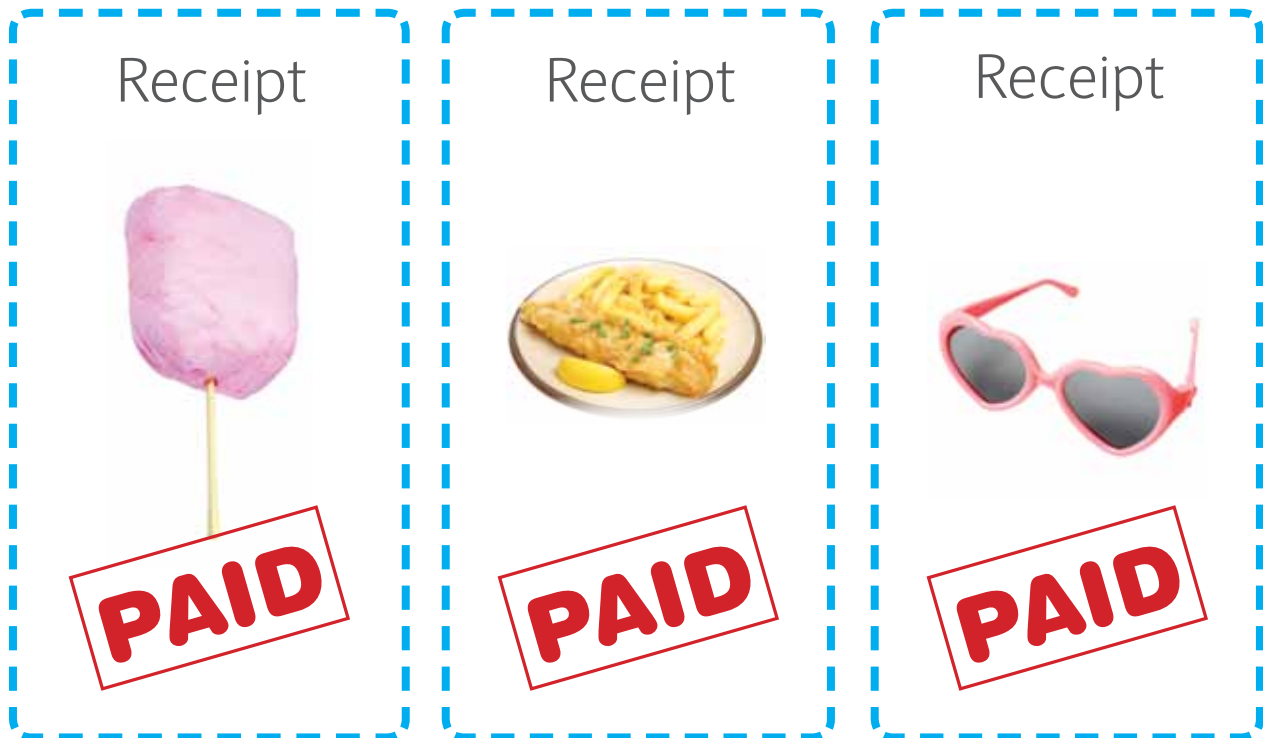
Sheet 4

<p>£ _____</p> <p> </p>	<p>£ _____</p> <p> </p>
<p>£ _____</p> <p> </p>	<p>£ _____</p> <p> </p>



Handout 3: Receipts

Sheet 1



Handout 3: Receipts

Sheet 2

Receipt



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Receipt



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Receipt



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Receipt



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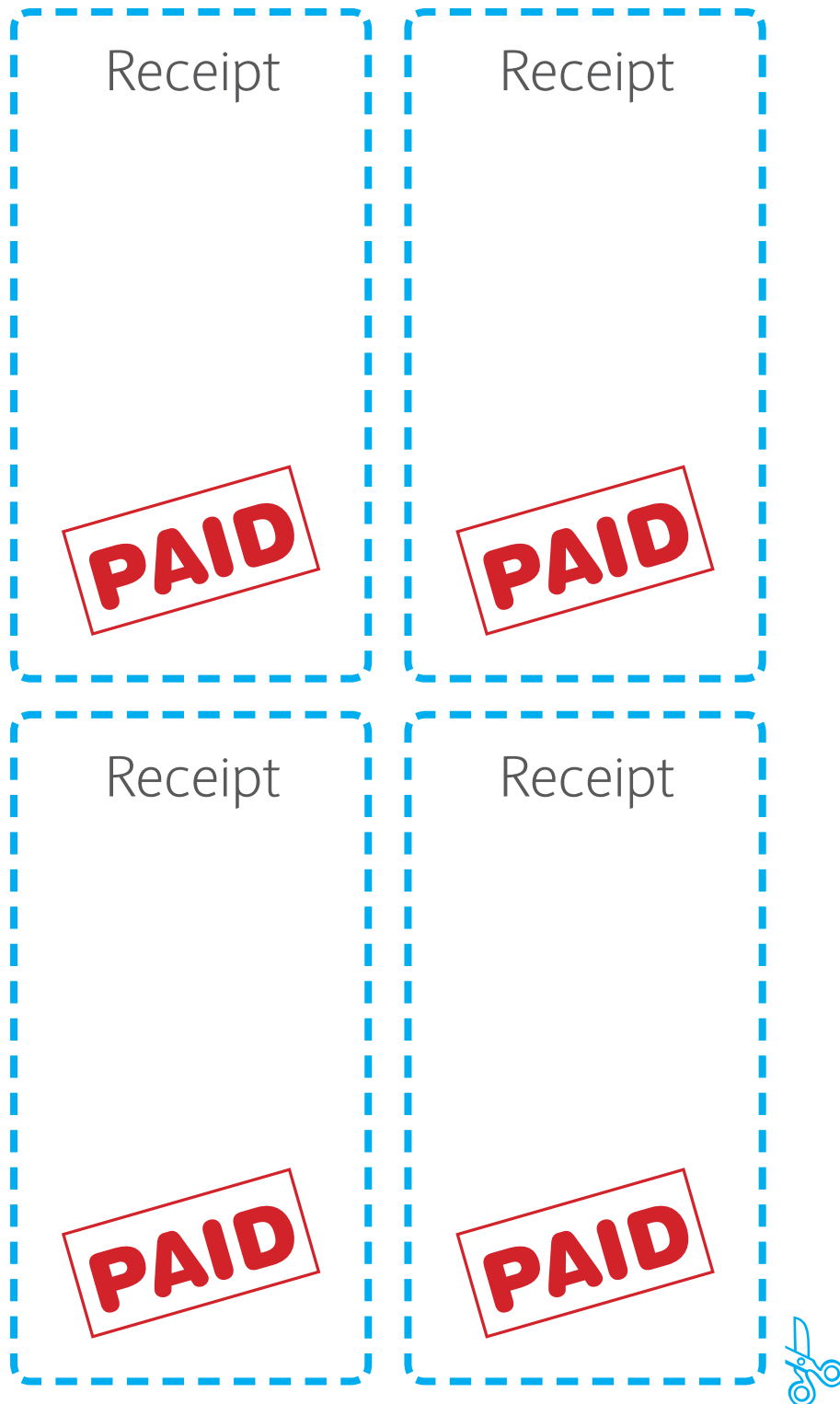
Receipt



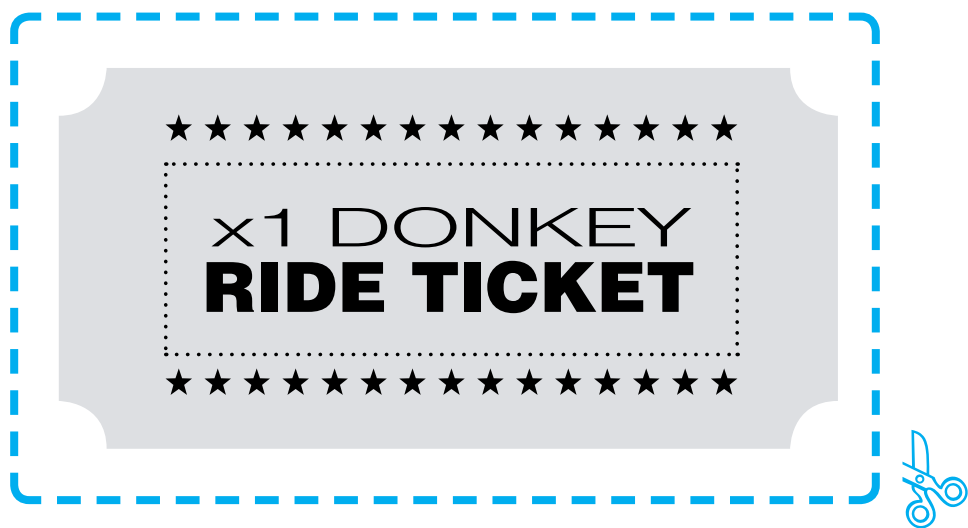
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Handout 3: Receipts

Sheet 3



Handout 3: Tickets




Handout 3: Wage slip and withdrawal slip


Your wages

Name: _____

Job: _____

Amount: £ _____





Money out

Name: _____

Account number: _____

Amount: £ _____

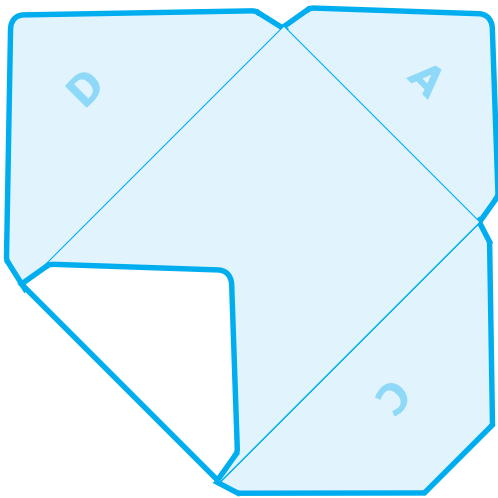


Handout 3: Job role name badges

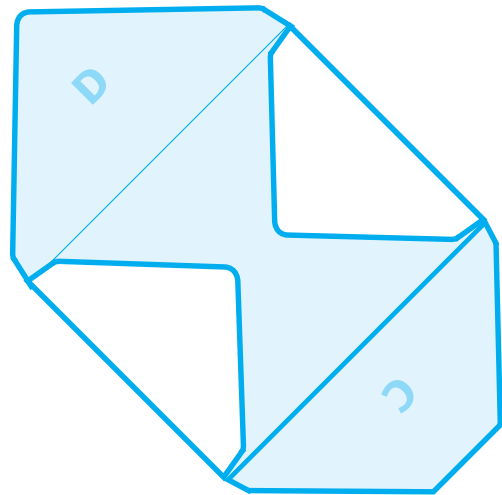


Handout 3: How to make the Money purse

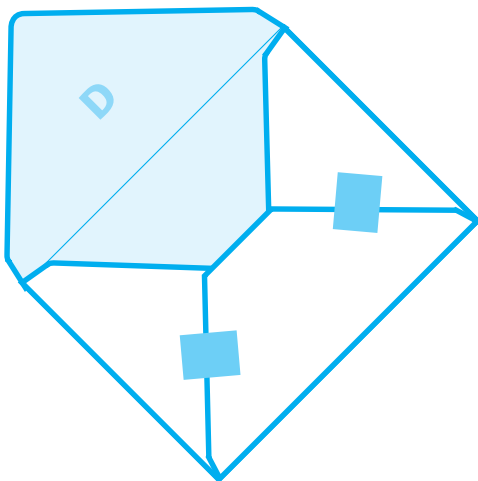
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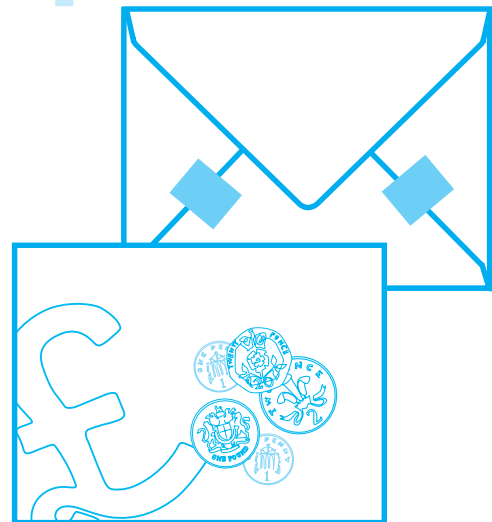
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3



4



Handout 3: Money purse

D

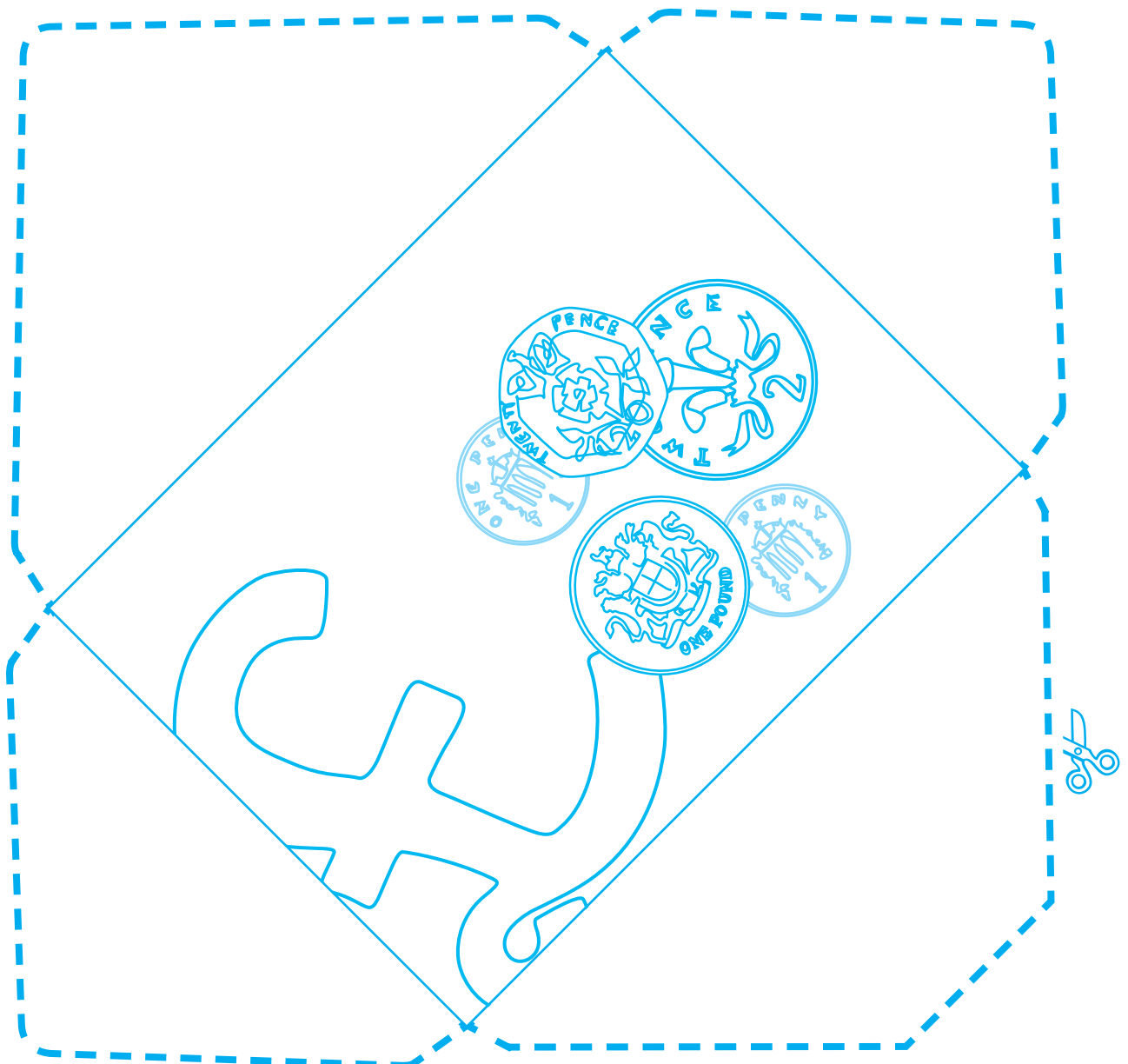


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A



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B



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C



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