



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

'Money box and bank accounts'

Suitable for 7-9 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 7-9 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.

Money box and bank accounts

Four 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 if you want to. For some activities, there may be suggestions for alternative ways to do them for differing learning needs.



'Where to keep our money'

A DISCUSSION ACTIVITY

Here they will learn about some places to keep money safe. You'll share ideas and feelings about money if it gets lost or stolen.



Where should they keep their money?

A DECISION-MAKING ACTIVITY

This activity is a simple introduction to banks and saving accounts. It will help them to learn about another place to keep their money.



'Other ways to pay'

A MATCHING ACTIVITY

Here they will learn about different ways of paying for things, including digital and virtual money. They'll learn how certain features of a bank account can be used to pay for things in different ways.



'Keeping my money safe'

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:
'Where should they keep their money'

Resource sheet:
'Ways to pay' cards



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:



Know that a bank is one place that they might keep their money.



Understand that cash is only one way to pay for goods and services.



Describe why they might use an account to keep their money safe and some of the benefits and risks this might bring.



Choose suitable places to keep their money safe and explain why.



Begin to understand that managing money can be complex.



Begin to describe some ways to keep money and personal information safe in a digital world.

These activities can also contribute to the school 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.

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



Where to keep our money?

Here they will learn about some places to keep money safe.

You'll share ideas and what feelings might occur if money is lost or stolen.

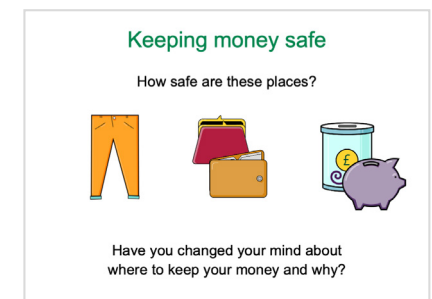
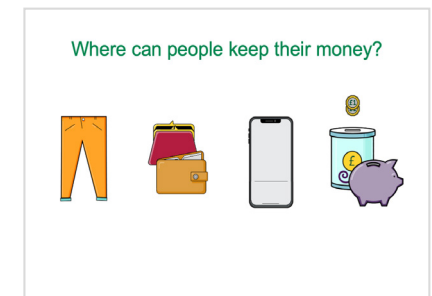
An alternative way to do this activity:

Ask them to draw a picture of where they would keep their money and write or explain why they think it is a safe place.

YOU WILL NEED

✓ **Skip slides 1 and 2**

✓ **PPT slides 3 and 4**



✓ **Paper and pens** (optional)



Where to keep our money?

Begin by asking the following questions:



How does it make you/people feel when you have money to spend?

Possible answers: I feel happy, pleased, glad, excited, cheerful. Or, if they don't know what to spend their money on, they might feel confused or puzzled.



Where may people keep their money?

Possible answers: in a purse/wallet, their pocket, or a money box. Or they might mention a savings or bank account, or a virtual wallet app. Tell them that you are going to look at banks later.

You can use the pictures on **slide 3** to help the discussion. These show pictures of key places to keep our money.



Why might we use more than one place to keep our money safe?

Possible answers: so that a thief can't steal it all, or that it doesn't all get lost.

Prompt them to think about the different situations they might need money for. For example:

- Saving up for a new game or toy.



If you feel comfortable doing so, share where you keep your money and why. For example, you might keep money for day-to-day use in your purse so that it is easy to access. If you are saving money for spending later, you might keep it in the bank or your savings account.



How safe are these places?

Possible answers: a pocket is the least safe place to keep your money. A purse or a money box are both good choices.

Explain that you're more likely to lose a purse than a money box – but you wouldn't want to take a money box with you when you went shopping. You would use a money box to keep money safe at home.

Finally, use **slide 4** to ask them:



Have you changed your mind about where you would keep your money and why?

Explain that it is alright to change their mind having learnt more about safe places.



Where should they keep their money?

This activity introduces banks and bank accounts. It looks at why we might or might not use one.

An alternative way to do this activity:

Print a copy of the 'Resource Sheet - Where should they keep their money' resource sheet and ask them to match the places to keep money to the characters. They could do this by drawing lines from the places to the person.


YOU WILL NEED

✓ PPT slide 5, 6 and 7

Banks and bank accounts

A bank is one example of a place you can keep your money

<ul style="list-style-type: none"> ✓ You have your own bank to manage account ✓ You can get paid money into your account ✓ You can save your money to when you want 	<ul style="list-style-type: none"> ✗ You need to have your own account to be able to use a bank ✗ If you need cash you can't use a bank
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Where should they keep their money?

Working in pairs, decide which is the best place for Tami, Will and Daisy to keep their money

Tami	Will	Daisy
<p>Tami gets £20 each week from her grandpa. She needs to get the money to her grandpa. She needs to get the money to her grandpa.</p>	<p>Will has just started £10 for his birthday. He wants to save it for when he goes to school.</p>	<p>Daisy needs to keep her £50 for her birthday. She needs to keep it safe until she gets to college.</p>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Making choices about where to keep money

<ul style="list-style-type: none"> ✓ You can get to the bank without taking cash ✓ You can get paid money into your account ✓ You can save your money to when you want 	<ul style="list-style-type: none"> ✓ You need to have your own account to be able to use a bank ✓ If you need cash you can't use a bank
<ul style="list-style-type: none"> ✗ You need to have your own account to be able to use a bank ✗ If you need cash you can't use a bank 	<ul style="list-style-type: none"> ✓ You can get to the bank without taking cash ✓ You can get paid money into your account ✓ You can save your money to when you want

✓ Resource Sheet - Where should they keep their money



Where should they keep their money?

Ask:



Do you know what a bank is?

Possible answer: it is a place where you can keep your money.

Next, discuss their experience or knowledge of banks. You can use the following questions as prompts:



Have you been in a bank? What did it look like? What did you do in the bank?



Why do you think people have a bank or savings account? How do you think people use one?



Have you heard of online banking or a virtual wallet app? How does it work?

Discuss the pros and cons of using a bank. You can use **slide 5** to help you do this or view the slide together.



If you feel comfortable, you can share how you may use a bank, building society or credit union.

Introduce the three characters: Tami, Will and Daisy.

You can do this by:

Showing **slide 6** or using the '**Resource Sheet - Where should they keep their money**' – you could print this or view it from your laptop or tablet.

CONTINUED ➔






Where should they keep their money?

View the information together and answer the questions:

Ask:

Which is the best place for:

-  **Tami to keep her weekly pocket money?**
-  **Will to keep his birthday money?**
-  **Daisy to keep the money she earns from her part-time job?**

Ask one at a time.

Ask:

 **Can you tell me why you have chosen that as the best place?**

Possible responses:

Safest place for:

- Tami is to keep her money in a purse.
- Will is to keep his money in a savings or bank account.
- Daisy is to keep her day-to-day money in her purse and her savings in a bank account.

Slide 6 is animated. Click on each person's name to reveal the most appropriate answers.

Remember, we can keep our money in more than one place depending on what we are planning to do with it.

Use **slide 7** to discuss the pros and cons of the different places to keep money.

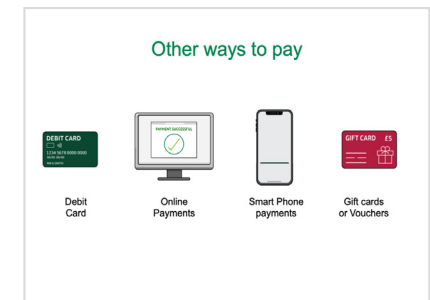


Other ways to pay

This activity is about other ways of paying and knowing that cash is not the only option.

YOU WILL NEED

✓ **PPT slide 8**



✓ **Resource Sheet - Ways to pay**



Other ways to pay

Remind them that Will wanted to buy a new game for his games console.

Ask:



Is cash the only way he could pay for it?



How many other ideas can you think of to pay?

Possible answers: 'Plastic', debit or credit cards, online payment, using a mobile phone virtual wallet app, a gift card.



If you feel comfortable, you could show them the cards you may have in your purse or wallet or a virtual wallet app if you have one.

Share some different ways to pay by showing **slide 8**.

Use the '**Resource Sheet - Ways to pay**'. You can view this from your laptop or tablet, or you can print it out. Explain the ways to pay using the descriptions from the cards. You can ask if they can match the description to the correct picture.

Answers:

Gift card: A card with a prepaid amount on it. It can be used to pay for things when shopping (some can only be used in specific shops).

Online payment: Make a payment from your bank to someone using your online bank account.

Debit card: A plastic card linked to your bank account which you can use in shops and online to pay for things.

Smart phone payment: A digital payment that uses an app on your phone.

Finally, explain that plastic/cards, online payments, phone payments are all linked to having a bank account. These are all ways of accessing your money without having to have the cash in your pocket or purse.



If you have a digital wallet app and feel comfortable doing so, show them how it works.



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 question to give some shape to it.

Ask:



What advice would you give to your friends about where and how they might keep their money safe?

They could do this by drawing a picture, making a poster or just explaining their answer to you.

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

- ✓ **Printed certificate**
(optional)

