

# MoneySense learning guide

Where can I keep my money safe?

## Learning outcomes

- I can recall different places to keep money safe
- I can explain different ways to keep money safe
- I understand the consequences of losing money or having it stolen
- I can appreciate how people might feel if they lose money or have it stolen

## Equipment

- Writing materials and plain paper or a jotter

## Resources

- **Feelings about lost or stolen money** pupil infographic
- **Safe places to keep money** poster infographic
- **Keep Helen's money safe** interactive activity
- **Where can I keep my money safe?** presentation
- **Where can I keep my money safe?** activity sheet

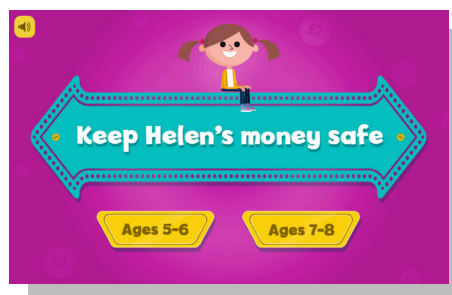
## Preparation required

Familiarise yourself with the resources for the topic as well as read through the learning guide.

## Timing

The session has been created to be around 60 minutes; this learning guide has however been designed so that each activity can be completed flexibly whereby if time permits, an extension task can be explored to further the learning. There is also the option of completing the 'take it further' and 'family task' if more activities are required.

**If appropriate to do so, all activity sheets and 'high-five' diagrams can be sent back to a teacher for assessment.**



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### Where can I keep my money safe?

#### Getting started (5 minutes)

Imagine you are given some money as a birthday present, use pictures to try and show how you might feel.

**Extension:** Write a list of all the different places you might keep money, e.g. in a purse.

#### Activity 1 (10 minutes)

Look at the **Safe places to keep money** poster infographic and discuss if these are safe places.

**Extension:** Order the list of places from the infographic from the most, to the least safe. Explain the reasons for your order.

#### Activity 2 (10 minutes)

Read the scenario and create a head, heart, hand diagram. Use the **Feelings about lost or stolen money** infographic to support you. To create the head, heart, hand diagram, draw a picture of a brain, a heart and a hand on a page. For each picture, annotate with the following information:

- **Head:** What would Jack think?
- **Heart:** How would Jack feel?
- **Hand:** What actions would Jack take?  
(e.g. zip up the pocket; carry it in a wallet tied to his bag; ask his mother to give it to the teacher directly).

**Scenario:** Jack is excited because his class is putting on a concert for the school and parents. Jack's mother has given him some money to pay for tickets for the family to come and see the concert. Jack puts it in his jacket pocket but doesn't do up the pocket zip. At school, Jack goes to give the money to his teacher... but the money has gone! Perhaps it was stolen or perhaps it fell out of his pocket.

**Extension:** Draw and decorate a purse/ wallet you wish you had so you can keep your money safe.

#### Activity 3 (10 minutes)

Explore the **Keep Helen's money safe** interactive activity <https://natwest.mymoneysense.com/challenge/keep-helens-money-safe/>

**Extension:** Create another character who has a money difficulty. What is their money issue and how could it be resolved?

#### Activity 4 (10 minutes)

Complete the **Where can I keep my money safe?** activity sheet.

**Extension:** Write a summary sentence, starting with, 'The best ways to keep your money safe are...'

#### Plenary – checking the learning (5 minutes)

Create a 'high-five' diagram. To do this, use a pen/pencil to draw around your hand. In each finger, write one thing you have learnt about keeping money safe.

**Extension:** Write a story about losing money, include a scenario in which the main character learns to keep their money safe..

#### Take it further (5-10 minutes)

Complete the multiple-choice quiz on the **Where can I keep my money safe?** presentation.

#### Family task (20+ minutes)

Using recycled materials, design and make a family money box. Write around the outside of the money box all the things you want to buy with the money saved.

