

# Where money comes from?

Help your child understand what money is and understand how it is earned

Suitable for ages 7-12



**How to use this activity sheet:** Use this activity sheet to help your child investigate what money is, how it makes them feel, what they can do with it, where it comes from and it's history. Your child can start at the beginning and work through each one or help them pick and choose what fun exercise to get stuck into.

Title of task	Page	Summary of the task	What you'll need to provide	The outcome
<a href="#">The Best things in life are free?</a>	2	Thinking about how money makes them feel, students imagine themselves in given circumstances and create selfies to reflect their responses.	A camera/phone with a camera. Pen and paper.	Students reflect on how money makes them feel. Students consider the difference between what we say out loud and what we think in our minds and reflect on these differences.
<a href="#">Read all about it</a>	4	Students will research into the effect of money on their family members and write their findings as if they are a newspaper journalist	Pen and paper for notes or a phone/tablet.	Students understand that people hold differing opinions and look for justification from respondents. Students will revise and utilize the key features of newspaper articles in their writing.
<a href="#">Fascinating facts</a>	9	Students will use a list of provided questions and some starting points on the internet to research the most interesting bits about money and where it came from. They will present their findings in a creative way.	Pens, pencils, paper, scissors, tablet or computer, arts and crafts materials – if required.	Students research facts, ensuring their reliability by double checking them. Students will present their understanding in an interesting way for their reader.
<a href="#">Create a currency</a>	10	Students create their own local currency for their household and decide on the ways it can be earned and the value it holds. Students then get to decide how it can be spent!	Pens and paper Counters or coins Items to represent the local currency.	Students create their own currency. Students make independent and fair decisions regarding the value of their currency and how it can be earned.
<a href="#">Test your knowledge</a>	12	Students use the digital game, courtesy of Triptico Plus, to answer questions to test and challenge their knowledge.	A phone, tablet or computer.	Students discover new facts about the origins of money and test the knowledge they already have.

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## Exercise 1

# The best things in life are free?



**How does money make you feel? Pose for selfies in some fictitious scenarios to discover what you really think. Take some selfies of yourself thinking about the following things:**

1

You've just been given £100 as a birthday present

2

You've lost your wallet or purse where you keep all of your money

3

You've been asked to clean the family car for £2 pocket money

4

You've found £20 on the street

5

You've won the lottery



**Once you've posed for these pictures, think of captions to sum up what is happening in the image.**

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Next, draw two bubbles next to the images.



The first bubble is a speech bubble.

What are you **saying** at this moment? What are you happy to say that other people can hear?



The second bubble is a thought bubble

What are you **thinking** at this moment? These are your secret thoughts and things that you might not share with someone else.



Notice when these two bubbles are very different and when the content is very similar. Why do you think that is?

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## Exercise 2

# Read all about it!

In role as a financial reporter, investigate your family members' different opinions about money.



Imagine that you are a reporter for a leading newspaper and you are conducting some research on other's opinions towards money. You can gather the information in any way that works for you – record video or audio using a phone or tablet, or take notes.



Note: To expand your research you might also contact extended family members to ask them too. You are going to give each person two statements, one at a time:

- 1. Money makes you happy**
- 2. Saving money is a waste of time**

Ask them to place themselves on the following scale, from STRONGLY DISAGREE to STRONGLY AGREE:

Strongly Disagree

Strongly Agree

Push them to make a decision and then ask them why they think the way they do. Record the response of each person so that you can reflect on it later. They **MUST** give you a justified answer, they are not allowed to say 'Just because...'

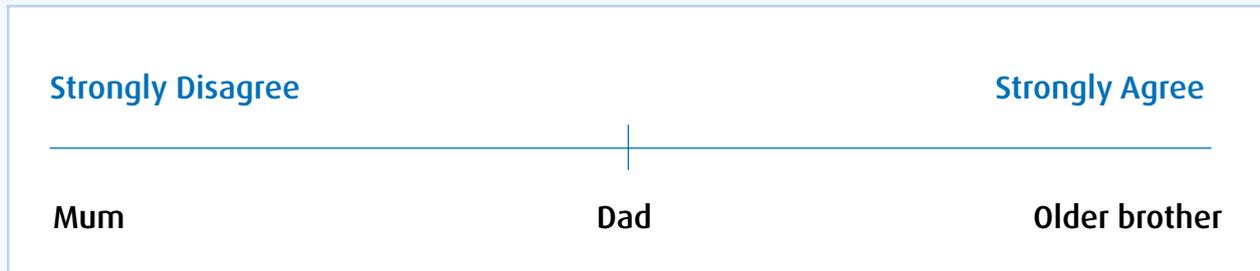
Using the template provided on the next page, can you plot each of your family members in the right place?

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## Here is an example...

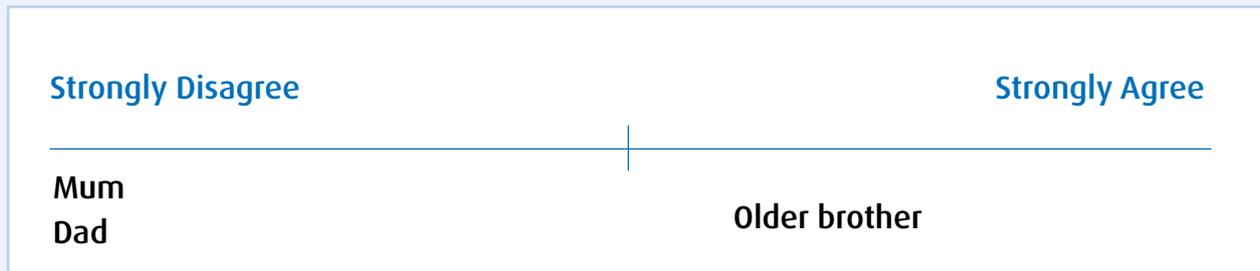
### Statement 1: Money makes me happy



#### For example:

Mum said that she strongly disagreed with the statement, so you would place her up that end. Your older brother said the opposite, so he goes down the other end. Dad on the other hand, said that he was exactly in the middle.

### Statement 2: Saving money is a waste of time



Whereas, when it came to statement 2, Mum and Dad had the same opinion that saving was very important, so they appear together.

Your older brother mostly agreed that it was a waste of time, but said that he sometimes saves a few weeks' pocket money to buy a new game. So he put himself in the middle, closer to 'Strongly agree'.



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**Now it is your turn!**

**Statement 1: Money makes me happy**

Strongly Disagree Strongly Agree

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**Statement 2: Saving Money is a waste of time**

Strongly Disagree Strongly Agree

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Once you have plotted everyone for both statements, write a brief explanation of what each person thinks – how did they justify their responses? Refer back to your notes for this – they will be useful.

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Now...  
**create your  
newspaper  
article**



To keep your writing interesting to read, you should think about using a range of connectives and qualifiers in your newspaper article. You can use from the selection below:

**Now you've conducted your research by polling your family and have compiled your findings. It's time to create your newspaper article.**

### Key features of a newspaper report:

- Use a headline that is short and snappy and will encourage people to keep reading.
- Sum up the gist of the story in the first sentence.
- Write your report in the third person.
- Separate your newspaper report up into paragraphs to help the reader clearly understand the information. You will need to change paragraphs when you change the person or theme of the content.
- Use some quotes to make your report more interesting, ensuring that you use direct speech punctuation.
- Make sure that your report has a mixture of both facts and opinions.

### Think about:

- A suitable name for your newspaper at the top.
- A snappy headline in large font underneath.
- A sentence or two to sum up the story underneath.
- Write your report, using the key features, in columns using the boxes provided.
- Include a photograph/drawing in the middle.
- Give the photograph a caption to summarise what is happening.

### Modifiers

Some  
Few  
Many  
All  
None  
Minority  
Majority  
A large amount



### Connectives

Therefore  
As a result  
Because of that  
For this reason  
Although  
Furthermore  
In contrast to  
Consequently



**If you would like to, use the template on the next page to create your newspaper report or make one of your own.**

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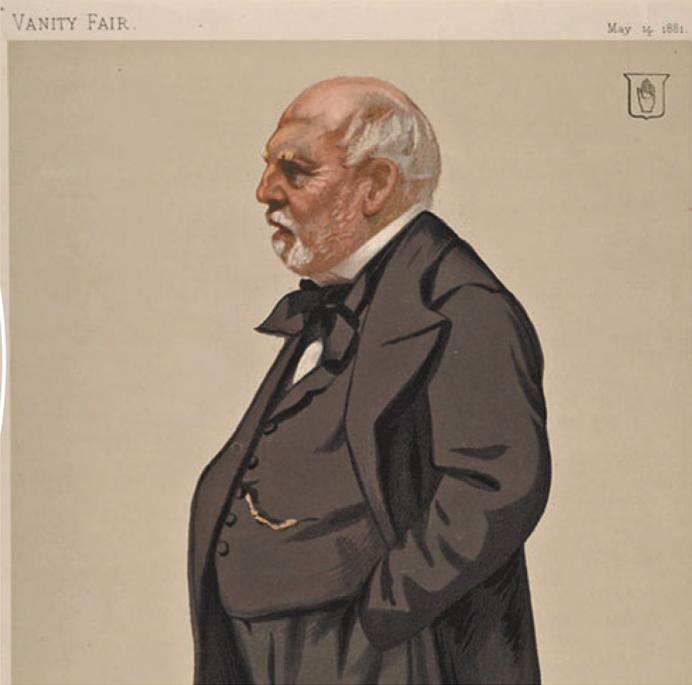




### Exercise 3

# Fascinating facts!

Put on your investigator's hat and dig deeper into the history of money. What are the best and most interesting facts you can find out?



Did you know for example that Roman emperors used coins to publicise their most recent achievement, by showing an image of it on one side and the image of their face on the other? (So much for social media!) Or that the process of making coins is called minting?

Using a range of sources and ensuring that you back up any facts by double checking across the internet or in reference books, create an interesting and fun journey through the history of money.

#### You can present this in any way you like, you could do it:

- Using images, through writing, drawings or videos, on paper, a tablet or on a computer.
- You could make it interactive and create pop ups using tabs and flaps.
- You could use a timeline to help guide your reader across the page

- You can present it in a totally non-chronological format, like a fact file. Just make it fun!

#### You might find some of these starting questions useful to get you going:

- When did we start using coins?
- Where were bank notes first used?
- Who decided that money should be worth the same amount across the world?
- Which materials have been used to make coins and notes?
- What did people use to pay for goods before money?
- Are debit and credit cards more popular than cash now?
- How do you imagine money will look in 10 or 100 years time?

#### Good luck and have fun!

#### You could start looking at some of these websites to get some facts

-  [www.wiki.kidzsearch.com/wiki/Money](http://www.wiki.kidzsearch.com/wiki/Money)
-  [www.funkidslive.com/learn/bank-of-england/history-bank-england](http://www.funkidslive.com/learn/bank-of-england/history-bank-england)

-  [www.blog.britishmuseum.org/change-is-good-a-history-of-money](http://www.blog.britishmuseum.org/change-is-good-a-history-of-money)

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## Exercise 4

# Create a currency

Set up a currency in your household, which members of your family can earn by doing different tasks.



There are many different ways of earning money. People are paid to do lots of different jobs, or they might invent a product and sell it, or start a business like a shop or restaurant.

**Think about the people you know – what jobs do they do to earn money?**



**You are going to set up your own currency for your household.**

### Instructions:

1. Decide what to call it. You could use your surname, e.g. 'The Jones Pound'.
2. Make your currency. You might like to make paper notes, or you could use counters as coins.
  - a. For inspiration, [look at these different coins](#) or [these different notes](#) from around the world.
3. Decide how people will earn this money.
  - a. Choose up to five tasks from the suggestions below. They should be things that need doing in your household.
  - b. Try to ensure that everyone in your household is able to do at least two things.
  - c. There are two blank rows for you to invent your own tasks, if you like.
4. In the second column, write how much a person will be paid for doing that task, in your currency.
  - a. For example, taking the bins out might be worth one Jones Pound, whereas doing the food shopping is worth five.
  - b. To ensure everyone agrees, you might like to discuss this as a whole family.

### Here are some websites to help you:



[www.99designs.co.uk/blog/creative-inspiration/20-examples-worlds-best-currency-design](http://www.99designs.co.uk/blog/creative-inspiration/20-examples-worlds-best-currency-design)



[www.thesprucecrafts.com/money-systems-around-the-world-4071204](http://www.thesprucecrafts.com/money-systems-around-the-world-4071204)

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There are two blank rows for you to invent your own tasks, if you like.

 <b>Task</b>	 <b>What you earn</b>
Cook a meal	
Vacuum a room	
Do the washing up	
Weed the garden	
Clean or walk a pet	
Do the food shopping	
Take the bins out	
Wash the car	
Do the laundry	

Finally, decide what your household currency can buy. It should be something everyone wants, e.g. time on the computer, or the chance to choose what to watch on TV. Appoint someone to ensure everyone gets paid fairly. You might like this role, but don't forget you still have to earn in the same way as everyone else.

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## Exercise 5

# Test your knowledge!



### Take our quiz, courtesy of our friends at Triptico Plus

In this team game, you are provided with the answers so you just need to work out the questions. Work in teams to earn the most points – look for the high earning questions to play tactically!



Visit: [www.tripticoplus.com/tshare/vw3g8hzj/6592](http://www.tripticoplus.com/tshare/vw3g8hzj/6592)

### You can also...

**Play Monopoly** – Are you a spender or a saver? Do you buy up property to earn money or save for a rainy day? Discover what your tactics are and if other members of your family play differently.

**Think about how different people you know earn money.**

Can you find one person in each of these categories?

- Some who gets paid to do a job for one company.
- Someone who works for several different companies.
- Someone who works for themselves, e.g. a writer or designer.
- Someone who has set up a business, like a shop or cafe.

**What can you trade?** Starting with a paper clip or something very small, what can you trade up to in your household? E.g. Maybe Dad will give you a pencil for a paperclip, who can you trade with next to get something even better? What can you finish the day with?



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