Bank of Ireland UK

Start smart with Ollie

A guide to help educate children about money

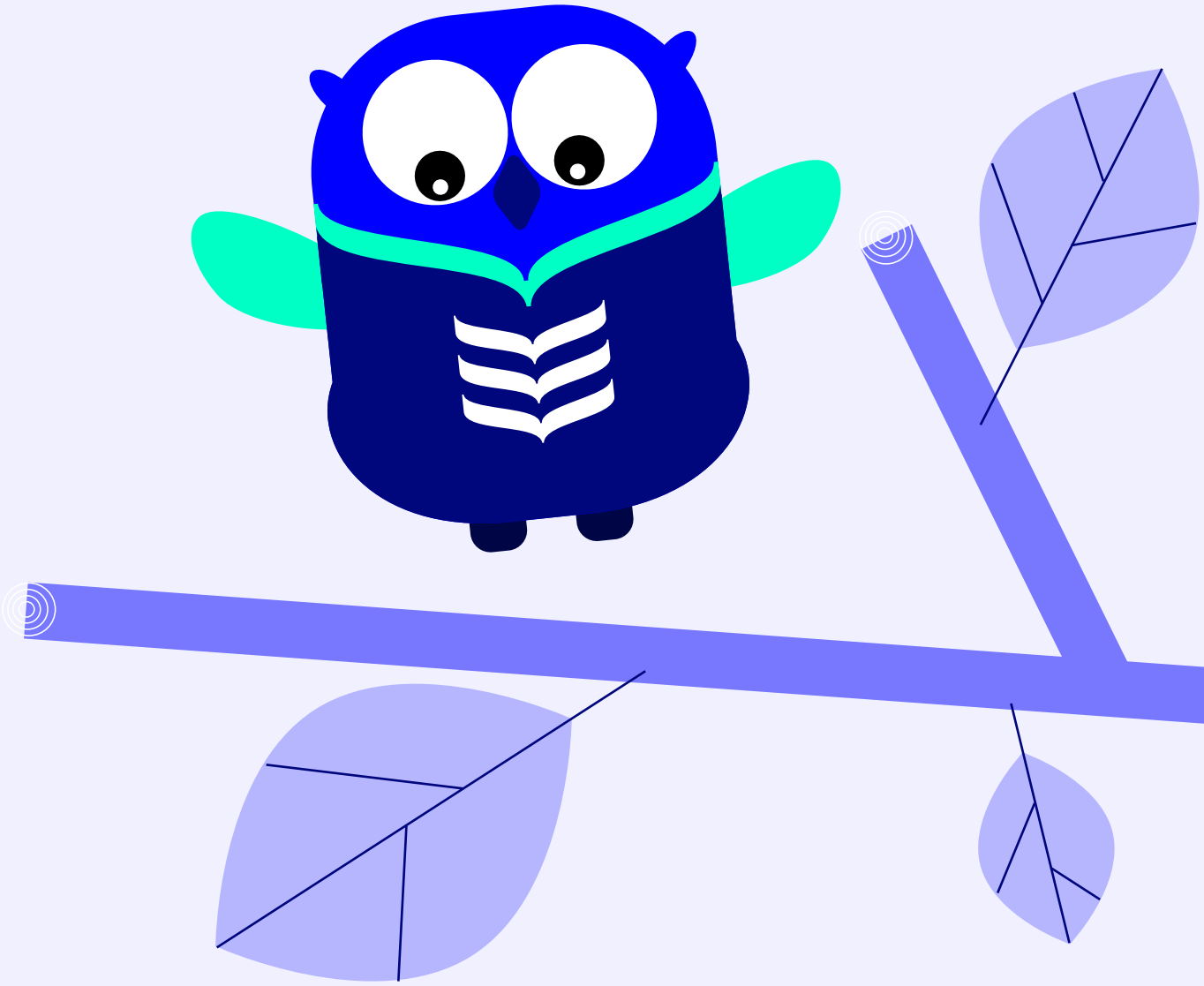


This guide has been created for parents and guardians with children up to the age of 12. The content has been written to promote good money habits and general money awareness. Familiarising children with concepts like planning, saving, sharing, spending and setting goals will set them up for a life of good money habits.

It is divided into two main sections. The first is for children up to 6 years of age, and the second is for children aged 7 to 12. It includes many easy lessons and helpful games and activities.

Talking Quids with Ollie is an important part of Bank of Ireland UK's Financial Wellbeing Programme, created to help people of all ages develop a better understanding of how money works. The purpose of the Financial Wellbeing Programme is to empower people to make informed financial decisions and ultimately support better financial decision making for themselves and their families.

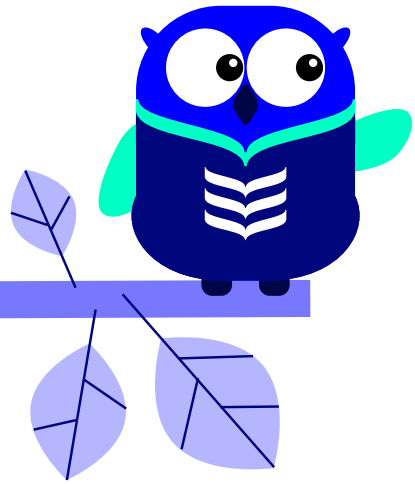
If you would like to find out more about other elements of our Financial Wellbeing Programme, please visit **www.bankofirelanduk.com/financialwellbeing**



Welcome

Meet Ollie the Owl, whose goal is to continuously learn about how the world works. Recently, Ollie heard about money and wants to learn more. So let's get started on Ollie's journey of discovery and find out what money is all about!

Ollie's Money Discovery



Section 1:
For children up to 6 years old

Here's what we'll cover:

1. How Banknotes and coins have different values
2. How different goods and services have different prices
3. How planning helps people to choose what to do with their money
4. How spending, saving and sharing are ways to use money
5. How sometimes people can borrow an item, or even money, if they promise to return it

Money

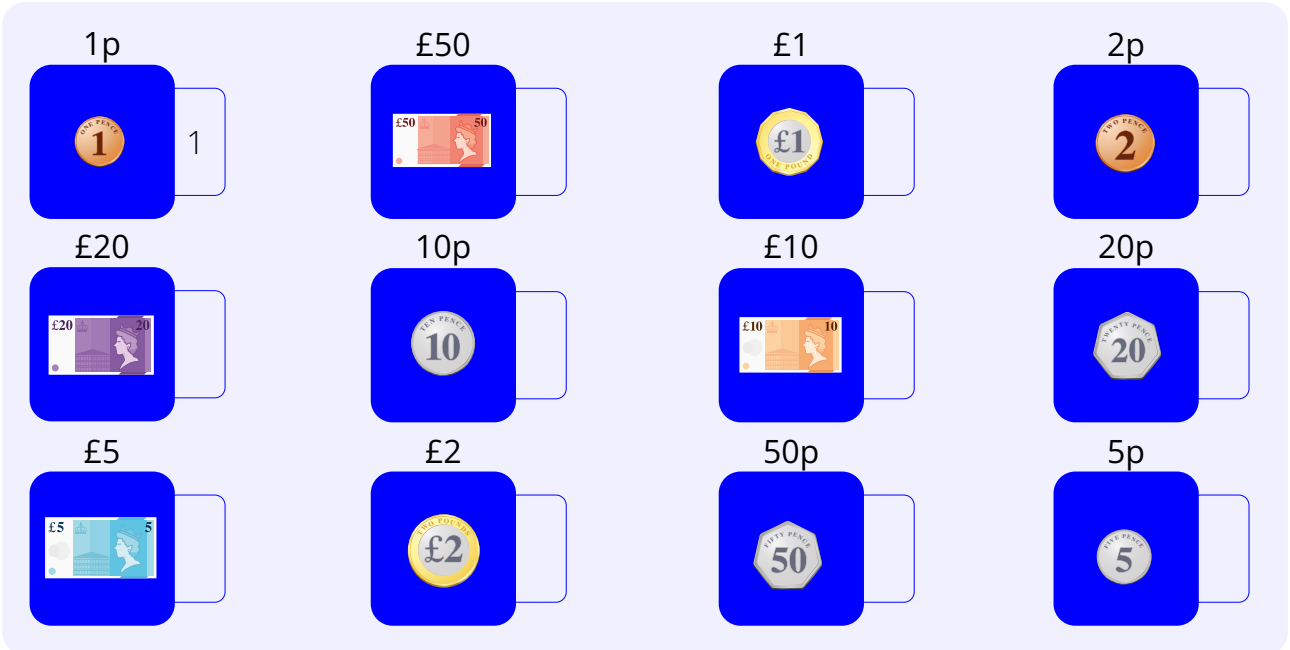
What is money? Money is a tool that people use to buy and sell items.

In these activities, you will be encouraging your child to consider what money is, and showing them how various notes and coins have different values.

Activity 1: Values of notes and coins

Look at the Pound Sterling notes and coins and:

1. Describe the notes and coins by appearance and name them
2. Number them in order of value (smallest to largest)

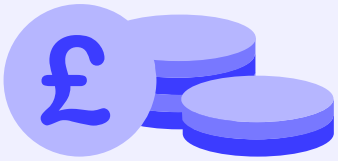


Lesson: Pound Sterling banknotes and coins have different values.

Activity 2: The least coins challenge

Tell your child you are going to go to the shop together to buy a litre of milk and a loaf of bread and the total cost is £2.35.

Ask them to work out the LEAST number of coins needed to purchase the items.



For this exercise, you need to have two of each coin (i.e. two 1p, two 2p, two 5p etc.) The purpose of this exercise is to encourage the child to consider the benefit of using the change, most importantly the correct change, to appreciate the value of money.

Activity 3: Where does our money come from?

In Northern Ireland we use Pound Sterling money, and the Bank of England is responsible for regulating the issuance of banknotes.

Challenge your child to find three household items which were made in three different places e.g. clothes or food. Then ask them to guess the cost of each item and the distance it travelled to be in their home (You can use online maps to work out the distance).



1. _____

2. _____

3. _____

For this activity, you can create a price tag for each item which details the country or place of origin.

Work out the mix of Pound Sterling notes and coins that could be used to pay for each one and then add up the total price of all.

Fun Fact

The primary material used to manufacture Pound Sterling notes is no longer paper or cotton — it's polymer. This durable, flexible plastic is designed to last longer and stay cleaner than traditional materials.

Activity 4: Create your own currency

Encourage your child to design their own coin and note in the space below. You can show them currencies from around the world to inspire them.

1. _____
2. _____
3. _____
4. _____



Planning

Planning helps people choose what to do.

Activity 5: Ollie's trip

In this exercise, you are encouraging children to consider how to plan a trip.

Ollie the Owl will visit his cousin who lives 30 miles away and as his wings are tired, he is going to travel by train!

List five items Ollie might buy for his trip e.g. travel (fare), a gift for his cousin, a lunch for the journey etc.

1. _____
2. _____
3. _____
4. _____
5. _____



Activity 6: Planning

Make a list of all of the food items you will need in a week for breakfast, lunch and dinner. Categorise your list by meal type and food category.

Breakfast	Lunch	Dinner
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

Activity 7: Surprise party

Make a list of items you might need to buy if you were going to throw a surprise birthday party for a friend or someone in your family.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Make a list of the people that you would invite to the party and sort the list by category e.g. parent, sibling, grandparent, classmate, friend or neighbour.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Lesson: Planning requires thinking and organising. It helps people to know what they need to get and to choose what to do with their money.

Spending

Here we want children to consider items they may wish to buy and the cost of those items.

Activity 8: The costs for Ollie's trip

Beside each of the five items Ollie the Owl purchased in Activity 5, list how much you think they cost.

1. £ _____

2. £ _____

3. £ _____

4. £ _____

5. £ _____

Total Item Cost
£ _____



Lesson: Different items cost different amounts.

Activity 9: Similar item, different prices

Next time you go food shopping, make a list in advance. From that shopping list, ask the child to select 5 items and ask them to make a note of the most expensive and least expensive price that item could be purchased for at the shop.

This will encourage comparison shopping. You want them to learn that there are many options to buy the same thing. You can use this lesson in later exercises.

Spending and saving

Here the aim is to show children that if they have money and only spend some of it, the rest of it can be saved for a future activity or shop visit. It also introduces the idea of regular saving.

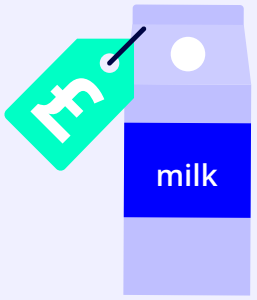
Planning to spend

Planning allows us to understand what we need to undertake a journey. If we travel from one place to another, it means we will need to know how to get there, including which roads to take and the time it will take us.

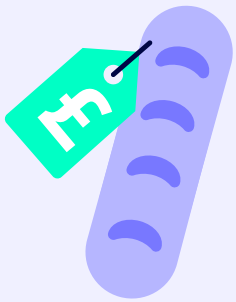
The same is true when it comes to shopping. We should first work out a list of items that we plan to buy. In this activity, ask children to list some items they (or their parents) have recently purchased at a shop.

Activity 10: Calculating your change

Using the list of prices in Activity 9, for the 5 items, ask the child if they would have change left over from a combination of items. So, if they had to buy a litre of milk costing between £1.05 - £1.25 and a loaf of bread from £1.20 - £1.50, and they only had £2.50, what would they do?



		✓
A	£1.05	☐
B	£1.25	☐



		✓
A	£1.20	☐
B	£1.50	☐

Lesson: Planning is important because it allows us to work out how much money we will need for future purchases.

Activity 11: Work out how much Ollie the Owl can save

Ollie received £10 as a present for helping with the supermarket shopping. If Ollie does not spend the £10, how much could Ollie save?

£ _____

If Ollie spent £5 of the £10 received, how much could Ollie save?

£ _____

If Ollie saves £2 every day, how much could Ollie save in 30 days?

£ _____

Lesson: You can choose to spend or save money.

Activity 12: Planning to save

List five things you plan to buy with money you save up, and put the cost beside each.

1. _____ £ _____
2. _____ £ _____
3. _____ £ _____
4. _____ £ _____
5. _____ £ _____

Lesson: Saving is important as it allows us to have some money for future events and needs.

Activity 13: Places to save

Ollie the Owl plans to save £30 for an upcoming trip away. List some places Ollie could keep the £30 to make sure it is safe?

1. _____
2. _____
3. _____



Remember, no matter where Ollie the Owl saves the £30, it is still Ollie's own money, and he can decide how to use it.

Lesson: The money you save in a secure place is just being stored there, and it is yours to use whenever you want to access it.

Sharing and borrowing

Sharing and borrowing are important within a family or group of friends. Here, we explore how it is important to return items that we borrow in good condition.

Activity 14: Are sharing and borrowing the same?

Alex asked if he could borrow a games console from Ollie. Ollie agreed to lend the console to Alex.

Who owns the games console?



1. Ollie the Owl ☐
2. Alex ☐

What should Alex do with the games console when he is finished with it?



1. Keep the games console ☐
2. Return the games console to Ollie the Owl in the same condition he borrowed it ☐

Lesson: Sharing and borrowing items are not the same as owning them.



Section 2:

For children aged from 7 to 12 years old

Ollie the Owl is curious about money. Every day Ollie sees people and businesses use money to buy and sell all sorts of things. So Ollie decided to investigate what money really is and explore how people get it and look at how they spend it. Let's join Ollie on a journey, to discover more about money.

Here's what we'll cover:

1. Money is a tool
2. Where money comes from
3. Needs and wants
4. No bottomless money-pit
5. Putting your child in the driver's seat
6. Showing them how to plan
7. Money needs a roadmap to keep us on track

Money is a tool

This section is aimed at promoting a better understanding of the role of money in our community. For example, it is a means of exchange, a unit of account and a store of value. But for now, let's help children to understand that money is a really valuable tool, one they need to use carefully.

10 interesting facts about money

1. 6,000 years ago, before coins and banknotes, people used to pay for things like apples with milk. It was a system called barter.
2. 3,000 years ago, those living in modern-day China used seashells to pay for various goods.
3. 2,500 years ago, the first versions of modern money were made out of metals such as gold and silver.
4. The original value of a British Pound was equal to a pound (in weight) of silver.
5. Coins and banknotes are popular items for collectors, especially rare, old and misprinted ones.
6. Credit cards were first used in New York City in the 1950s.
7. Over 340 million people use the Euro as their day-to-day money.
8. Over 1.3 billion Chinese people use the Yuan as their currency.
9. In the USA, cotton is used to manufacture Dollar bills.
10. In Sweden, more people pay for purchases using digital payments like cards or apps, than with cash.

Today we are starting to see new types of money called digital currencies or cryptocurrencies, such as Bitcoin.

Activity 1: Challenge your child to list 20 everyday items we pay for

Food	TV	Clothes
Treats	Petrol / diesel	Concert tickets
Phone top-up	Cinema tickets	Public transport

Word Focus

Borrow means you have to return the item in the future; this could be the next day or several weeks later. It also means that the person that lent you the item will probably want to receive it back in the same condition as when you borrowed it.

Barter means to trade one item for another, with the goal of getting a 'fair' trade. If one person has a litre of milk worth £1.05 and their friend has a bag of potatoes worth £2, and both agree to trade the milk and potatoes is this a fair trade?

Question Time

Would you consider the following a fair exchange in value or an unfair exchange?

1. Trade a car for a bicycle. Fair or unfair?
2. Trade a full day working for an old pair of runners. Fair or unfair?
3. Pay £5,000 for a 10km bus journey. Fair or unfair?
4. Pay £100 for one litre of milk. Fair or unfair?
5. Trade a rare coin for a rare stamp (both of equal value). Fair or unfair?

Activity 2: List three ways that you can acquire something without using money

The list could include the following:

1. Borrow
2. Barter

Lesson: Money is a valuable tool.

Where money comes from

Unfortunately, money doesn't actually grow on trees. So it's important for children to understand that money must be earned. But earning money can happen in many different ways.

Here are 5 important points about earning that children can learn from an early age.

1. People work to earn money.
2. People who work for others are called employees.
3. Some people choose to work for themselves. These people are called 'self-employed'.
4. People that earn income pay tax on that income.
5. Tax reduces the amount of income a person gets to keep for themselves.

Activity 3: Time to think



- What do you want to be when you grow up?
- Will you be an employee or self-employed?
- List 2 occasions when you received money from someone else? (Hint: birthday present, pocket money)
- Do people ever work without getting paid? (Hint: volunteers)
- List some situations where volunteers might help out for no pay. (Hint: to help others, to help communities, to help in organising sports events)

Activity 4: Match that job

1. Karen was feeling ill. She made an appointment to see her _____.
2. Patrick owns a farm. When one of his animals became ill, he called the _____ .
3. Gary's electric cooker stopped working. He called the _____ to check out the problem.
4. Peter saw smoke and flames coming from a house, he called the _____.
5. Eddie works in a school educating students. Eddie is a _____.
6. Joan's car is making a strange sound. She visits her _____ to fix the problem.

7. John has an aching tooth, he called his _____ to get treatment.
8. Karen makes cakes for parties. Karen is a _____.
9. Edward writes for the newspaper. Edward is a _____.
10. Susan helps the local sports club for no pay. Susan is a _____ .

Answers: Doctor, Vet, Electrician, Fire brigade, Teacher, Mechanic, Dentist, Baker, Journalist, Volunteer.

Activity 5: Tax

Income Tax is money adults pay to the Government from their salary or wages when they earn income. Tax is collected by the Government and is used for lots of things in the community, for example nurses, doctors, roads, ambulances and fire brigades.

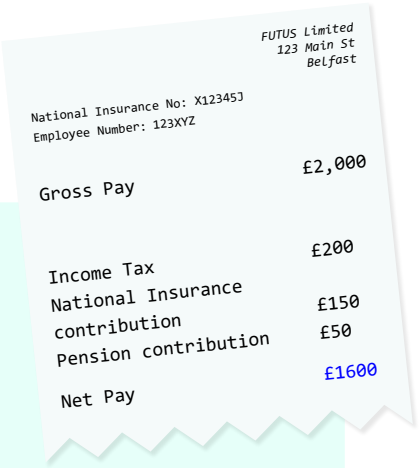
1. Louise earns £60 and pays £15 tax. How much does Louise keep?
2. Tony earned £300 and paid £85 tax. How much does Tony keep?
3. Shane volunteered his time for 1 day, helping at a local community event. Does Shane have to pay tax? If not, why not?

Answers: 1. £45. 2. £215. 3.No, Shane pays no tax since he earned no income while volunteering to support his local community.

Lesson: People work to earn money and pay tax on the money they earn.

Activity 6: Payslip

Here is a sample of a simplified payslip



Discuss the items listed on the sample payslip.

Gross Pay is the money you earn before any deductions have been taken out, such as income tax, national insurance & pension contributions.

Net Pay is the money you earn after any deductions have been taken out. Put simply, Net Pay is how much you receive in your bank account at the end of the month.

1. What is the difference between the Gross Pay and Net Pay?
2. What are the deductions?

There are a number of taxes which are applied to income earned, two of the most common are below:

- Income tax is a tax on income earned from employment, this is deducted from your wages by your employer on behalf of the Government.
- National insurance contributions (NICs) are taken from your earned income and essentially help to build your entitlement to certain state benefits, such as the State Pension.

Needs and wants

Throughout life, and on a day-to-day basis, we see lots of advertising messages that are designed to encourage us to spend our money.

When it comes to managing money, it's important to understand the difference between a NEED and a WANT.

A NEED is something essential, like food and clothing.

A WANT is not an immediate priority, but is something you would like to have.

Let's take a closer look at some examples of NEEDS and WANTS.

- **Water** – You will **NEED** water on a warm day or after exercise to cool down, but people may **WANT** the most expensive brand of water, as that might be what their favourite influencer or celebrity also drinks.
- **Clothes** – you **NEED** a hat to stay warm, but you **WANT** an expensive one in the shop because you and your friends like the company or brand that make it.
- **Food** – you **NEED** to eat but you may **WANT** the most expensive brand of food in the supermarket as it is the same brand a famous chef was using on their TV programme.

Activity 7: Choose whether each of the following fits better in the NEEDS box or WANTS box

Need	Want		Need	Want	
		Phones			**Clothes**
☐	☐	Basic phone	☐	☐	Shoes on sale
☐	☐	Premium smart phone	☐	☐	Premium brand of runners
		Water			**Car**
☐	☐	Basic bottle of water (or water from the tap)	☐	☐	Basic model to get from A to B
☐	☐	Expensive flavoured bottled water	☐	☐	Most expensive model with all the latest gadgets

Activity 8: Peer pressure

Sometimes we may feel a little pressured to buy an item to feel 'cool' amongst our friends. This can sometimes cause people to spend more than they want to or can afford.

For this activity:

- Take out all your child's 'must have' items bought over the last few years.
- With each item, ask your child why he or she wanted it and how often they've used it.
- Decide if it was a need or a want.
- For the "wants" discuss why your child wanted it.

Lesson: A need is something essential, a want is something that might not be essential but something you would like to have.

Activity 9: The role of advertising

Choose a day, or even one hour of the day, and ask your child to count how many adverts they see.

These could appear:

- on TV or streaming apps
- before or during online videos
- inside games



Have a short conversation with your child about why companies create adverts.

You can ask questions like:

- "Why do you think companies show people these adverts?"
- "What do they want someone to do after seeing the advert?"

Explain that companies make ads to get attention, encourage interest, and often to make people want to buy something.

Look back over all the adverts your child saw.

Together, sort them into two groups:

- Things people need (e.g., food, school supplies, clothes, medicine)
- Things people might want (e.g., toys, sweets, games, gadgets)

Ask

"Which group had more adverts - needs or wants?"

"Why do you think companies advertise more 'wants' than 'needs'?"

This helps children learn that many ads try to make optional things seem more important than they really are.

No bottomless money pit

Money is not endlessly available and it can, and does, run out. You have already discussed some day-to-day issues about money – that it's a tool, that it has to be earned, that there are many tempting ways to spend it. It's now time to progress to helping your child think about how they would use money for a range of everyday activities and items. The one thing you must convey is that money can run out and that "when it's gone, it really is gone".

Activity 10: Consider upcoming activities and costs

1. List 5 grocery items you plan to buy (including some you know your child really likes).
2. Choose items that offer a range of own-labels and more expensive brands.
3. Put some cash in a purse – enough to cover the approximate cost of the items.
4. Then ask your child to go buy those items and pay for each thing at the till using the cash in the purse.



5. See how they get on. It will be interesting if, when using 'their' purse, they look for bargains or go straight for the top-of-the-line products.

Lesson: Money is a limited resource and it can run out.

Money boss

Now we have gone through some lessons and theories on money, it's time to graduate to the practical aspect of how to use money.

Here, you will be providing your child with a personal budget to navigate his or her own way around (under your supervision). A simplified daily / weekly budgeting planner is included with this guide. The important point is that you are giving them the freedom to choose how to use money.

Observe how they use it. Reinforce the messages that money is precious, that it needs to be earned, and there are so many places enticing us to spend it. Also, remind your child that money is essential for so many day-to-day things, like paying for food, transport and clothes, so they should know how to manage it in order to have it when they might need it most.

Activity 11: Spending must be balanced against saving

- Talk to your child about something they really WANT but they do not have enough money saved to buy at present. They should have a good idea of the cost of the item, but if not, do an online search and use a few different merchants to find the best price (this is an important lesson on price comparison in its own right).
- Next, sit with your child to review how much they have in savings or, if they receive it, weekly pocket money and work out what the shortfall is.
- Next, help them work out how long it would take to buy it if they saved all, half, or a quarter of their pocket money each week.
- Help your child to decide their best savings option to reach their target.
- Create a Budget Calendar, marking the daily or weekly amount targeted and reached to keep them motivated to reach their goal.

Consider offering a reward or bonus in the last week if they have been staying the course.

Lesson: A savings goal and budget plan can help work out the best approach to saving for a goal.

Activity 12: Put £5 to the test!



Let's see how far £5 goes today.

- Give your child £5 and invite them to spend it on whatever they choose in the supermarket.
- Next, bring them on a trip to a main shopping street or in a shopping centre and repeat the £5 test. They can spend it as they please.
- Now, ask them to recall how easy it was to find something to buy for £5. Did they buy something they really wanted?
- Ask if it was easier to find something in the supermarket than in the main street or shopping centre.
- Ask if they spent the £5 on a **NEED** or a **WANT**.



Did you know...?

In 1980, you could buy a standard bar of chocolate for about 20p.

Showing them how to plan

Planning for longer term money goals is something that all families need to do, especially if they have a specific target in mind. If you have a car loan, you must pay it off over time and in order to do so, you need to have income and manage your budget accordingly.

If you plan to buy a car without a loan, you need to save. Again, you will need to earn income and not spend all of it if you want to reach your savings goal. This is the type of lessons your child will benefit learning and the following exercise is designed to support that learning.

Activity 13: Tracking expenses versus income

Allocate a budget to a particular week or month. This budget should cover all outgoings for the family. Make a note of where this money / income came from (for example, salary or wages).

- Record the amount you spend during the week – whether that is in a shop, online or via a direct debit.
- After spending, subtract the amount from the budget you allocated and show the workings to your child.
- The idea here is to demonstrate that the balance on the budget is reducing.
- Repeat the activity and, if you are doing it regularly, your child should see that there are a lot more instances where money is spent than there are where money comes in.

Lesson: Tracking expenses on a budget plan can illustrate how a bank balance will reduce each time we spend.



Money needs a roadmap to keep us on track

Children of all ages stand to benefit from discussion on some important facts when it comes to money. For example, it is an essential tool. It must be earned. It needs to be managed. It is not endless. There are many temptations to spend it.

For this final activity, what you really need to assess is your child's attitude to money and how they will actually manage it. Get them to plan a budget for something they want to do. By looking at all the costs in advance, they'll find they can make their money go a lot further. Remind them of how they can compare prices. There is a daily budget tool included to help them plan their weekly spending (make copies if necessary) and give them the freedom to be their own money manager. Note: this activity is especially relevant for children 10 – 12 years of age, but younger children can also learn from the exercise.

Activity 14: Planning the budget

Set a budget for an upcoming event.

- Track all of the costs of the event – for example, if you drive or take a bus, factor that into the total cost. Also, if you have parking costs, account for that too.
- If the trip is to a restaurant, list out the cost of each meal that each person got. Don't forget the soft drinks and desserts, and the tip!
- At the end of the trip, match back the budget that was originally set and add up the final cost of the trip (if you drove, use 50p per mile).
- Finally, examine and discuss whether or not you **BLEW** the **BUDGET** or **KEPT** within the **BUDGET?**

Lesson: Setting a budget and identifying costs in advance can help us decide what, and how much, to spend.

Daily Budgeting Calendar

	Money in	Money out	Balance
Monday	£ _____	£ _____	£ _____
Tuesday	£ _____	£ _____	£ _____
Wednesday	£ _____	£ _____	£ _____
Thursday	£ _____	£ _____	£ _____
Friday	£ _____	£ _____	£ _____
Saturday	£ _____	£ _____	£ _____
Sunday	£ _____	£ _____	£ _____

Weekly Budgeting Calendar

	Money in	Money out	Balance
Week 1	£ _____	£ _____	£ _____
Week 2	£ _____	£ _____	£ _____
Week 3	£ _____	£ _____	£ _____
Week 4	£ _____	£ _____	£ _____
Week 5	£ _____	£ _____	£ _____
Week 6	£ _____	£ _____	£ _____
Week 7	£ _____	£ _____	£ _____
Week 8	£ _____	£ _____	£ _____
Week 9	£ _____	£ _____	£ _____
Week 10	£ _____	£ _____	£ _____

Copy this page as required if you need additional time to reach your goal.

Money Goal Planner

Amount to save	Time to reach goal	Save per
£ _____	Days _____ Weeks _____	Days £ _____ Weeks £ _____

Money Goal Tracker

	Savings goal	Amount saved	Total saved
Week / Day 1	£ _____	£ _____	£ _____
Week / Day 2	£ _____	£ _____	£ _____
Week / Day 3	£ _____	£ _____	£ _____
Week / Day 4	£ _____	£ _____	£ _____
Week / Day 5	£ _____	£ _____	£ _____
Week / Day 6	£ _____	£ _____	£ _____
Week / Day 7	£ _____	£ _____	£ _____
Week / Day 8	£ _____	£ _____	£ _____
Week / Day 9	£ _____	£ _____	£ _____
Week / Day 10	£ _____	£ _____	£ _____
Week / Day 11	£ _____	£ _____	£ _____
Week / Day 12	£ _____	£ _____	£ _____
Week / Day 13	£ _____	£ _____	£ _____
Week / Day 14	£ _____	£ _____	£ _____
Week / Day 15	£ _____	£ _____	£ _____
Week / Day 16	£ _____	£ _____	£ _____

We welcome your feedback, so please feel free to share your thoughts at

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