

HANDS ON BANKING® FOR

KIDS



Real-world lessons about how to count, save, and plan with money



Dear Teacher,

Developed for the Hands on Banking® program (handsonbanking.org), these materials are designed to help students recognize coins and grasp key financial concepts, including income, spending, and planning.

These standards-supported lessons and activity sheets provide knowledge and skills in a real-world context that young elementary students will find fun and meaningful.



LESSON 1

Recognizing Coins

OBJECTIVE

Students will identify, count, and exchange coins; practice addition; strengthen coin recognition

TIME

40 minutes

MATERIALS

- Bags with pennies, nickels, dimes, and quarters for each pair of students
- Brown or copper colored pencils
- Gray or silver colored pencils
- Meet the Coins poster
- It Makes Cents activity sheet

STANDARD

Jumpstart: Spending and Saving 3d

PREP

On four sheets of display paper or on the board, write the names of these coins: penny, nickel, dime, and quarter. Write three different notations for each coin, e.g., dime, \$.10, 10¢.

DIRECTIONS

1. Pair students up and distribute a coin bag to each group.
2. Ask each student to hold up a penny so they can closely examine the coin. Have them work with their partner to list the coin's characteristics—the color, edges, the name of the person on it, its value, and so on. Invite partners to share their observations with the class and record their responses on the board or display paper. Repeat with nickels, dimes, and quarters.
3. Point out the Meet the Coins classroom poster and show the class how groups of coins can have the equivalent value of another coin or combination of coins—two nickels equal a dime, for example, or five pennies equal a nickel. Have students draw the coin equivalencies in their notebooks.
4. Hand out the It Makes Cents activity sheet. Model how to make a coin rubbing of the front and back of one of the coins. Ask students to complete a rubbing of the front and back of each of the four coins.
5. Review activity sheet answers as a group. *Answers: 1. Quarters and dimes. 2. Answers will vary, but they should note that although a penny is larger than a dime, a dime has greater value. Ten pennies equal one dime. 3. Answers will vary, but they should note that two dimes are worth \$.20 and three nickels are worth \$.15, so two dimes have greater value.*

EXTENSION

Challenge students to determine how many ways they can make 25¢ using pennies, nickels, dimes, and quarters.

A worksheet titled "It Makes Cents" with a grid for recording observations about coins. The grid has columns for Penny, Nickel, Dime, and Quarter, and rows for Front and Back. Below the grid are three numbered questions for students to answer.

Coin	Penny 0.01 = 1¢	Nickel 0.05 = 5¢	Dime 0.10 = 10¢	Quarter 0.25 = 25¢
Front				
Back				

Share Your Observations!

1. Which coins have ridges on their edges? _____
2. Is a penny larger than a dime? Would you rather have a penny or a dime? _____
Why? _____
3. Would you rather have 2 dimes or 3 nickels? Why? _____

NAME _____

It Makes Cents

Rub the front and back of each of your coins where they belong in the chart. Then answer the three questions below.

Coin	Penny \$.01 = 1¢	Nickel \$.05 = 5¢	Dime \$.10 = 10¢	Quarter \$.25 = 25¢
Front				
Back				

Share Your Observations!

1. Which coins have ridges on their edges? _____

2. A penny is larger than a dime. Would you rather have a penny or a dime?

Why? _____

3. Would you rather have 2 dimes or 3 nickels? Why? _____

LESSON 2

Saving, Spending, and Giving Back

OBJECTIVE

Students will:

- identify financial wants and needs
- understand the categories: save, spend, give back (share)
- practice addition and subtraction
- exercise critical thinking

TIME

40 minutes

MATERIALS

- \$10 bill
- Do I Need It or Want It? activity sheet

STANDARDS

- Jumpstart: Spending and Saving Standard 1c
- CEE: Buying Goods and Services 1

DIRECTIONS

1. Group the class in pairs and hand out pencils and paper. Show students a \$10 bill and ask them to list how they'd use the money. Record responses on the board.
2. Ask students to decide which answers represent things that are necessary versus ones that are nice to have. For example, food and most clothes are necessary while toys and fancy sneakers are just nice to have.
3. Explain that necessary purchases are called **needs** and nice-to-haves are called **wants**. Ask students to think of all the things their parents buy. Write down their answers and together decide whether they are needs or wants.
4. Draw three jars on the board labeled **Savings**, **Spending**, and **Sharing**. Explain that the jars represent three ways the \$10 could be used. People use savings when they want to buy something expensive in the future, like a TV. They keep their money, adding it up until they are ready to use it. Spending is for things you need right now, such as food or pencils for school. People also decide to use their money by sharing it with a person or an organization that needs it, like an animal shelter.
5. Hand out the Do I Need It or Want It? activity sheet. Ask students to complete it in pairs, individually, or as a class. Go over the answers and ask students to justify their responses.

EXTENSION

Bring in two examples of advertisements aimed at kids. Show the ads and explain how ads can get you to buy something you want but don't necessarily need.



LESSON 3

Doing Work and Earning Money

OBJECTIVE

Students will:

- learn about allowances, jobs, and other ways people earn money
- practice financial planning
- exercise critical thinking

TIME

40 minutes

MATERIALS

- Pencils
- Jobs I Can Do activity sheet

STANDARDS

- Jumpstart: Employment and Income 2a
- CEE: Earning Income 1

DIRECTIONS

1. Ask students how adults make money to pay for their wants and needs. Write down their answers.
2. Ask students how kids might make money to pay for their wants and needs. An **allowance** is money given out on a regular basis, sometimes for chores; money given without expecting anything in return is a **gift**; and **pay** is money given in exchange for finished work, such as from a job.
3. Write these words on the board: **interests**, **skills**, **opportunity**. Explain that a person's ability to earn money depends on these three things. Ask students to share their interests. Write them on the board. Then have them share their skills, such as good at math, being organized, or cleanliness. Finally, discuss that opportunity means places where you can work. Some children might earn money at home for doing chores; others might earn money from jobs they do for a neighbor.
4. Brainstorm jobs or projects that children can do using their interests, skills, and opportunities.
5. Hand out the Jobs I Can Do activity sheet. Encourage students to really consider their interests (Part A) and skills (Part B). When they're finished with Parts A and B, go over answers in class and discuss specific projects or jobs that students might be good at.

EXTENSION

Apply what students have learned by brainstorming ways they can use their skills and interests in a class fund-raiser for a cause (e.g., making posters or baking cupcakes).



NAME _____

Do I Need It or Want It?

Imagine you are helping your teacher plan items for a class field trip to the beach. Look over the shopping list and write whether the item is a **want** or a **need**. Be ready to explain your answers to your classmates.

Shopping List

Expense >>> **Want or Need?**

Sandwiches >>>

Sunscreen >>>

Ice Cream >>>

Water Bottle >>>

Beach Ball >>>

Draw something you would bring to the beach. Is it a *want* or a *need*?

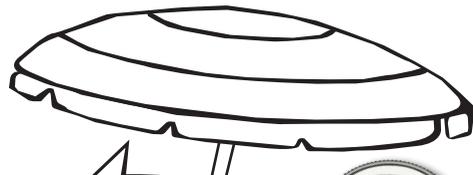
I swim, but I don't need a bathing suit!



I'm in the sun, but I don't need sunscreen!



Shade is a need- AND a want!



NAME _____

Jobs I Can Do

Children don't have the same types of jobs that adults do, but they can still earn money! The jobs you do as a child can teach you a lot about a job you could love when you grow up. The best jobs use **things you like to do** and **skills you are good at**. Complete Parts A and B below with your interests and skills. Then discuss in class the projects or jobs you might do!

Part A Think of things you like to do.

Interest 1 _____

Interest 2 _____

Interest 3 _____

Part B Think about things you are good at.

Skill 1 _____

Skill 2 _____

Skill 3 _____



Based on your interests and skills, what projects or jobs might you do? Discuss answers in class.

Loves dogs + gives directions well = dog walker

