

Forms of Money

Money Foundations: Module 3

AGE RANGE	7–12	DURATION	35–40 min
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CORE LEARNING OUTCOME

Recognise the different forms money takes — cash, cards, and digital — and understand they serve the same function

Learning Objectives

TYPE	OBJECTIVE
Knowledge	Children can name at least three forms of money and explain that they all represent the same thing.
Skills	Children can match different payment methods to appropriate everyday situations.
Attitudes	Children feel comfortable with both physical and digital forms of money.

Materials Needed

- Module 3 animation video, “Forms of Money” (cued up, device tested with sound)
- Printed “Forms of Money” activity sheet — one per child
- Pencils

Lesson Flow

STEP	TIME	WHAT HAPPENS
1. Warm-Up	5 min	Ask: “How many different ways can you think of to pay for something?” Take a few answers (coins, notes, cards, phone taps). Frame the lesson: “Today we're figuring out why all of these different ways to pay actually work the same way.”
2. Watch the Video	~2 min	Play the Module 3 animation, “Forms of Money.” Prompt before playing: “Sam is helping his sister Zara collect money at a festival. Watch how many different ways people pay them.” After the video, take 1–2 quick answers before moving on.
3. Direct Instruction & Discussion	10–12 min	Walk through the three key concepts in the Content Knowledge table below. Concept 3 connects back to Module 1 and Module 2's “money represents value” idea.
4. Guided Activity	14–16 min	Hand out the “Forms of Money” activity sheet. Complete Activities 1–3 in class (see Activity Breakdown table below). Circulate during Activity 1 — the tap-to-pay and card images can be tricky for children to name precisely (“card” vs “digital”).

5. Closure & Recap	5 min	Bring the group back together and pose one or both discussion prompts (see below). Check for understanding: ask a child to name three forms of money from the video and explain, in their own words, what they all have in common.
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Content Knowledge — Used in Step 3

Each concept below has a plain-language explanation and a suggested script you can read almost verbatim.

CONCEPT	EXPLAIN IT LIKE THIS	SUGGESTED SCRIPT
Different forms of money have the same value	A form of money's physical shape doesn't change how much it's worth. Five coins add up to the same value as a single banknote of the same amount — neither one is “more real” or worth more than the other. They're just different physical containers for the same value.	<i>In the video, Sam had to give a festival visitor their change, and he wasn't sure whether to hand back five coins or a five Practicoins note. What do you think Zara told him? That's right — they're worth exactly the same. It doesn't matter which one he used.</i>
Card and digital payments are still real payments	When someone taps a card or phone to pay, no physical cash changes hands — but money still moves. The card tells the bank to transfer money electronically, which is just as real a payment as handing over coins or notes.	<i>Remember when a visitor tapped their card and Sam got confused because no cash changed hands? Zara explained that the card tells the bank to move the money electronically — it's still a real payment, just without any cash involved.</i>
Money's form has changed throughout history, but its purpose hasn't	Long ago, people used shells and metals that everyone agreed had value. Then came coins, paper money, cheques, cards, and now digital payments. Each new form was just an easier way to do the same job. This connects to Modules 1 and 2: no matter what money looks like, it only works because everyone agrees it represents value.	<i>Lottie told us that money has looked very different throughout history — shells, coins, paper, cheques, cards, and now digital payments. But she also said the form keeps changing while one thing stays the same: we all agree the money has value. Remember that idea from our earlier lessons? That's exactly why all of these different forms still work today.</i>

Activity Breakdown — Used in Step 4

ACTIVITY	FORMAT	TIME
Activity 1: Add the Labels	Label 3 payment photos with the correct form of money, individual	~5 min
Activity 2: Matching Game	Match each form of money to its advantage, individual or pairs	~4–5 min
Activity 3: Wordsearch	Find forms of money hidden in a grid, individual. Note: might invite queries from students on the concept of cryptocurrency. This is just an introduction to the term. Detailed lesson will be in a later module.	~5–6 min

Discussion Prompts — Used in Step 5

- “Why did it not matter whether Sam gave the visitor change in coins or as a note?”
- “How did the visitor with the card pay without handing over any cash?”

Homework / Offline Challenge — Activity 4: Payment Observation

OPTION	WHAT IT INVOLVES	BEST FOR
Default: send home as homework	Children complete Activity 4, Payment Observation — over the coming week, they log how their family pays for things and what they bought, then reflect on why that payment method was used.	Most classes — this needs real, varied family purchases over several days, which only take-home timing can provide.
Alternative: run a shorter version in class	Give children 3–4 example receipts or scenarios (a coffee shop card payment, a market vendor paid in cash, a bus fare tapped on a phone) and have them identify the payment method and guess why it might have been used.	Classes where a week-long take-home task is impractical. Note this loses the real, personal family data the original activity is built around.

Differentiation Notes

LEARNER	STRATEGY
Extension	Ask children to think of a form of money not shown in the video (e.g. cheques, or even cryptocurrency) and explain how it still fits the “same value” idea.
Support	For Activity 2, read each advantage aloud together as a class before children draw their matching lines.
Shy / non-verbal learners	For Payment Observation, allow drawing or circling icons for the payment method instead of writing full sentences.

Common Misconceptions to Watch For

MISCONCEPTION	TEACHING TIP
Children may think a card or phone payment isn't “real” money since nothing physical changes hands — this is exactly Sam's own confusion in the video.	Use Sam's arc directly: he starts confused by the card payment and ends the video confidently accepting all forms himself.
Children may think a banknote is worth more or less than the equivalent value in coins, rather than understanding they're exactly equal.	Anchor it in the video's change-giving scene — five coins and a five Practicoins note are the same value, full stop.