

Where Does Money Come From?

Ages 6–8 • 45 minutes • classroom or home teaching

Learning goal

Children explain that money is often earned through paid work, identify the help a job gives, and distinguish pay from a gift and unpaid help.

Before teaching

Print the two pupil pages. Use fictional examples, a pencil and optional paper job cards. Do not ask children to reveal family income, parents' jobs or whether they receive pocket money.

45-minute teaching flow

5 min

Hook

Ask: "What did someone do to make a loaf of bread ready to buy?" Accept many kinds of contribution.

8 min

Model

Use page 1 to speak the chain: baker works → bread helps feed someone → customer may pay. Say that a gift is received, while some useful help is unpaid.

15 min

Match

Children match the three jobs to needs. Ask "What problem does this job help solve?" before drawing each line.

12 min

Sort + talk

Use page 2. Let pairs mark E, G or H and explain one choice. Discuss why unpaid help can still matter.

5 min

Exit

Children draw one job and label the value it creates. Check for a useful contribution, not artistic skill.

Answer key

Match: baker → food; bus driver → travel; librarian → books. Sort: E, G, H, E, H, G. Exit ticket: accept any real job paired with a reasonable need or contribution. Paid and unpaid work can both create value.

Listen for / respond

If a child says "all help earns money," contrast paid work with volunteering. If a child says "unpaid means unimportant," name the value of care and shared tasks. A gift is received, not earned by doing a job.

Adapt it

Support: use only baker, bread and customer, then two sort examples. Stretch: add a cleaner or carer and ask whom the work helps. At home: one adult reads the cards aloud; the child points, sorts and explains. Split into two short sessions if needed.