

# FinED Fiji



## A Manual for Teachers Class 1/2



**PFIP** | Pacific Financial  
Inclusion Programme



Empowered lives.  
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## Teachers' Notes



## TEACHERS' NOTES

### Background to Fiji Financial Education Curriculum Development Project (FinED Fiji)

#### Education Sector Strategic Development Plan 2012 - 2014

##### The Ministry's Vision for Education is:

*"Quality Education for Change, Peace and Progress"*

##### The Ministry's Mission is:

*"To provide a holistic and empowering education system that enables all children to realize and appreciate fully their inheritance and potential contributing to peaceful and sustainable national development."*

The Guiding Principles in the Education Sector Strategic Development Plan 2012 - 2014 emphasise the need for students to be:

- Motivated and trained to be lifelong learners
- Nurtured in order to live and fully participate in the global village
- Better prepared for the world of work where rapid change is inevitable

Financial Education enables students to develop important life skills which contribute to the Guiding Principles outlined above. While there is no specific policy on Financial Education, there is an understanding of the role it plays in the goals and aspirations the Fiji government has for its people. School-based Financial Education has the potential to positively impact the well-being of families and the wider community of the people of Fiji.

#### Money Pacific Goals 2020

In 2009, the Money Pacific Working Group (formerly the Coombs Working Party), comprising of central bank governors, Financial Education practitioners and donors, formulated four broad regional goals to achieve the aim of inculcating the region with strong financial literacy competency. The goals were entitled "**The Money Pacific Goals 2020**" and are as follows:

"In each Pacific Island nation by 2020, through the combined actions of public and private sectors, it is intended that:

- **All school children to receive Financial Education through core curricula**
- All adults to have access to Financial Education
- Simple and transparent consumer protection to be in place

- To halve the number of households without access to basic financial services<sup>1</sup>

These goals were subsequently endorsed by the **2009 Forum Economic Ministers Meeting in Rarotonga** and adopted by the **South Pacific Central Bank Governors Meeting in Honiara** the same year.

### **National Microfinance Workshop**

In accordance with the Money Pacific Goals 2020, the Reserve Bank of Fiji, in partnership with the Pacific Financial Inclusion Programme (PFIP) and national stakeholders, organised the National Microfinance Workshop (November 2009), to determine priority actions towards a medium term financial inclusion strategy for Fiji.

Stakeholders at the workshop agreed that this has to be a nationally coordinated effort that is supported by a variety of financial services providers offering a broad range of relevant, accessible, affordable and cost effective financial services.

To achieve this goal, priority actions would focus on a number of strategic areas of intervention. Suggested components that could lead to the development of a financially literate community include:

- **The introduction of financial competency programmes in the school curriculum at all levels through the Ministry of Education (MoE)**
- Building households financial competency through better coordination of current literacy efforts and increased public and private support of adult financial literacy training and the greater use of awareness programs (e.g. a green ribbon campaign or national financial literacy week) and media
- Establishing a baseline dataset for the financial competency of Fijian households in order to measure the impact of financial literacy efforts<sup>2</sup>

In order to coordinate and give impetus to the action agenda, a National Financial Inclusion Taskforce (NFIT) was established and chaired by the Governor of the Reserve Bank. Three Working Groups, each chaired by a member of the NFIT, were also established to drive the implementation of the strategic areas.

At the first meeting of the Working Group on Financial Literacy, three priority actions were agreed upon, or substantive work begun, in 2010. These are:

- Preparation of a national financial competency building strategy
- Implementation of adult financial literacy programmes
- **Integration and strengthening of Financial Education into core school curriculum at primary and secondary school levels**

<sup>1</sup> Terms of Reference- Integration of Financial Education in the Fiji Primary and Secondary School Curriculum p.1

<sup>2</sup>Terms of Reference- Integration of Financial Education in the Fiji Primary and Secondary School Curriculum p.1- 3

**FinED Fiji** was founded to realise the priority action, “**Integration and strengthening of Financial Education into core school curriculum at primary and secondary school levels**”. The project is funded by the Australian Government’s Aid Program (AusAID), and is managed by the MoE, in conjunction with the PFIP. The Technical Advisor for the project is Young Enterprise Trust, a New Zealand organisation that delivers Financial and Enterprise Education in schools.

**The first phase of FinED Fiji (Dec 2010- June 2011) has included the following activities:**

1. The development of a Financial Education Framework for Classes 1 to Form 7.
2. The setting up of a Professional Development Group (PDG) which includes membership from The MoE, South Pacific Board for Educational Assessment, PFIP, and the Technical Advisors.
3. The appointment of a National Task Manager (NTM), Abigail Chang.
4. An environmental scan of current Financial Education material available in the school and commercial sectors.
5. Streamlining of existing Financial Education materials.
6. Preparation of new materials for Class 3 / 4 (Primary).
7. Preparation of a Form 4 Assessment Task, with supporting materials for Secondary Schools.
8. Identification of Regional Financial Champion Schools and subsequently Regional Financial Education Champions (RFCT's) for the project.
9. Professional Development for RFCT's on the Financial Education Framework and resources prepared for Phase One class levels.

**Phases two - four of FinED Fiji (1<sup>st</sup> August, 2011- 31 December, 2012) will include the following activities:**

1. Preparation of new materials for Classes 5 / 6, 7 / 8 and 1 / 2.
2. Preparation of materials for Form 3 / 4 and 5 / 6.
3. Financial Education teaching and learning integrated into teacher training and education degree/diploma courses at teacher training institutions.
4. Professional Development for RFCT's and Divisional Officers, on use the resources at all class levels indicated in numbers 1 and 2.
5. Monitoring and evaluation of the project's effectiveness.

## Why Financial Education?

<sup>3</sup>Financial Education teaches the management of personal finances and investment given a person's personal circumstances. Financial Education will result in a future generation of financially competent young men and women leaving schools who are able to make informed decisions and sufficiently manage their personal finances and investments vis-à-vis their own personal circumstances, whilst contributing positively to their communities, the economy and the country.

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<sup>3</sup> Ambassador Filipe Bole, Minister for Education 2011, National Heritage, Culture & Arts and Youth & Sports.



<sup>4</sup>Acquiring financial competence involves more than the development of mathematics skills that are traditionally included in the school curriculum, such as recognition of coins and notes, and calculations involving sums of cash. Personal Financial Education promotes social inclusion and helps break the cycle of financial exclusion. Being financially excluded means being cut off from the services and benefits of the financial services industry. Those who are financially excluded become adept at budgeting by saving bits of money in jars or envelopes. But not only does money stored like this not accrue interest, it is also vulnerable to theft.

Financially excluded households are not able to give children the experience of managing money that others take for granted. There is evidence to suggest that such children go on to become financially excluded themselves. Certainly, 'children living in poorer families learn about and experience the economic world differently from their peers in other families'<sup>5</sup>. This cycle of exclusion needs to be broken.

If future generations are to become financially competent, it is imperative that Financial Education begins early. This means starting Financial Education as soon as students begin their primary education, building on learning throughout the primary and secondary years of schooling. Not all students complete secondary education, so Financial Education learning at Class levels 1 to Form 4 in the Fiji educational system will be fundamental to realising these goals.

## Teachers' Manual

The Teachers' Manual for Classes One and Two includes:

- Teachers' Notes
- Financial Education Framework
- Financial Education Lessons
- Financial Education Games
- Financial Education Stories
- Appendices
- CD- soft copy of all resources provided in the Teachers' Manual

## Teaching Approach

The teaching approach for FinED Fiji aims to build a learning community, through action learning. Using the context of Financial Education, students make connections with prior learning. For learning to be internalised, students need to re-visit an idea two- three times in different contexts. In the lesson series financial learning is linked to the home, not just the context of school. This allows the financial

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<sup>4</sup> Money Counts- Developing financial capability in the primary school – p7 Financial Services Authority 2000

<sup>5</sup> Shropshire, J and Middleton, S (1999) *Small Expectations: Learning to be Poor* (York: The Joseph Rowntree Foundation).

learning to flow over into the home context, and to build a community of learners both in school and in the wider community.

Teachers are encouraged to translate the activities into the vernacular (orally) when delivering the FinED Fiji resources at the Classes 1 / 2 levels.

## How to Assess Financial Education

Prescriptive testing of Financial Education learning is not advocated. A range of assessment approaches will provide the teacher with a comprehensive picture of the student's progress in Financial Education learning:

- **Formative assessment** by teachers is on-going, day to day and on the spot assessment. For example, when a question is asked, evaluate the answer and give immediate feedback to the student
- **Observation** is a systematic approach guided by clear, and specified objectives
- **Self-assessment by students:** in which students describe their achievements objectively and may support it with samples of their work
- **Peer assessment** develops social and co-operative skills, and gives an opportunity for students to give constructive feedback to each other
- **Summative assessment** monitors and records the progress of a student's financial knowledge, skills and capabilities. This assessment can be monitored via, e.g., a student's cash book or budget recording

All of the above assessment strategies are included in the Class 1 / 2 resource package.

Suggested summative and formative assessment activities above, will enable teachers to collect information regarding the development of students financial knowledge, skills and capabilities.

Each of the lessons in the series has practical assessment activities that will enable the teacher to easily track student's progress. Checking the accuracy of student's recording in the financial tools (cash book, budgets etc.) will provide valuable information and assist the teacher in providing effective feedback to students. As the lesson series provide extensive discussion and questioning activities, we recommend teachers keep anecdotal notes during the Financial Education learning sessions.

Teachers will keep a class Financial Journal (A3 size) at Class 1 / 2 levels, and a Class Scrapbook at Class levels 3 - 8 for recording of the financial learning of the class as a whole. Throughout the Financial Education lesson series, teachers are guided as to what to record in the financial journal and scrapbook. It is intended that these will be made in a similar manner to a large shared reading book (made with brown butcher paper, with the front cover designed by the students).

Students will maintain a personal financial portfolio throughout their Financial Education learning. This portfolio could be an A4 sized version of the class scrapbook, or a student exercise book. Throughout

the lesson series, teachers are guided as to what students should record in the profile. Students are encouraged to take their personal financial portfolio home to share with their family, and for family members to add comments about how well they are demonstrating financial capability on a daily basis. This is outlined in the 'Linking Financial Education to home' section in the lesson series.

## Monitoring

Financial Education aims to bring about changes in behaviour that will have a positive effect on student's management of their personal finances. Students will complete a pre-survey (prior to the commencement of the Financial Education learning), at Class One, in which they will be asked a range of questions on their values and attitudes regarding money management. The survey will be administered again at the completion of Class Two. The information from the surveys will be used in the monitoring and assessment phases of the project. Teachers will need to read the Pre and Post Survey questions to their students and ensure they understand these before they tick the appropriate smiley face. Teachers need to use their judgement as to whether the survey should be completed with students individually.

## Resources

The activities provided have an 'integrated approach' to learning for students, i.e., there is not **one** activity for each of the learning outcomes, focusing on **one** curriculum area. The activities engage student's in Financial Education learning that leads to more than one learning outcome, and in many instances integrates several curriculum areas (English, Mathematics, Social Studies). The Class 1 / 2 resource emphasises English and Mathematics curricula with Social Studies themes woven into the learning activities. This approach supports the development of reading, writing and mathematics skills.

New financial language for students starting out in English is a big step. The activity progressions for Class 1 / 2 are mindful of this, and language with pictures, and or language with simple sentences a key feature in the resources compared with the other levels.

There are six Financial Education lessons. The lessons should be taught in sequence. In the Class 1 / 2 resource students are introduced to the characters who appear throughout Classes 1 – 8. These include: Tomu, Ranjeet, Avinesh and the Taloga family. Having consistent characters in the lesson series allows students to explore the financial knowledge, skills, capabilities, attitudes, and values of the characters and their families at various life stages, and in various situations. This provides an authentic context for Financial Education learning.

### **The lesson structure includes:**

- An overview of student learning for the lesson
- A list of resources required

- The Financial Learning Outcomes (FLO's) for the lesson
- Vocabulary students will engage with
- The cross-curriculum links
- Teaching and Learning Sequence
- Reflection and Discussion Questions
- Assessment Activities
- Linking Financial Education to the home

Teaching notes and ideas, along with the learning outcomes for each lesson are identified for the teacher in the right hand column, alongside the teaching and learning sequence. An overview of the Learning Outcomes is provided at the beginning of the lesson series, on pages 24– 25 The Financial Ideas for each lesson are outlined in the Financial Ideas overview chart on page 26. The Conceptual Financial Understandings are identified for the teacher in the body of the teaching and learning sequence. These are further explained in the teachers' notes section and in the Competency Indicators, Concepts and Conceptual Financial Understandings table on pages 15 – 16.

### **Financial Education Games**

There are a number of Financial Education Games in the resource package. These support the Financial Education learning in the lessons, as well as assisting students to:

- become empowered to make informed judgments and decisions;
- gain and apply relevant financial knowledge, skills and values;
- become confident with key financial terms and concepts;
- recognise financial consequences;
- select and use financial tools interactively to achieve financial goals;
- understand the importance of time and commitment for achieving financial goals.

These are some of the competency indicators of the Financial Education Framework.

### **Financial Education Stories**

A series of short stories are provided for the teacher to use with their students. The stories have the Learning Outcomes for Class 1 / 2 as the financial context. These stories were written by the Regional Financial Champion Teachers and the Curriculum Advisory SEO's and PEO, with the guidance of the Technical Advisor at the RFCT Professional Development Workshop in August, 2012. The financial story telling framework provided will enable teachers to create further literature material back in their schools, for use in the delivery of Financial Education with their students.

Teachers should complete pre-reading activities for all stories included in the Teachers' Manual, using the vocabulary outlined in the teaching notes.

The following support materials that will require printing and/or photocopying are provided as soft copies on the Teachers' Manual CD:

- Classroom currency templates (Specimen Fiji notes and coins)
- Financial Education lesson templates and student worksheets
- Financial Education board game materials



## FINANCIAL EDUCATION FRAMEWORK

### Financial Education Framework – FinED Fiji



**Vuli the Vonu**

## Financial Education Framework- FinED Fiji

The Financial Education Framework for Classes 1-8 was developed in December 2010 by senior members of the Curriculum Advisory Service (CAS), with assistance from the Technical Advisors. Key components include:

- Common understanding (definition) of what financial education is
- Competency indicators
- Financial Education Framework diagram
- Financial Education strands, sub-strands and learning outcomes.

### Common understanding of ‘What Financial Education is’

***Financial Education is learning directed towards the development of financial competency***

#### **Competency indicators:**

##### **Through Financial Education students will:**

- Become empowered to make informed judgments and decisions
- Gain and apply relevant financial knowledge, skills and values
- Be confident with key financial terms and concepts
- Recognise financial consequences
- Recognise the financial value of cultural wealth
- Select and use financial tools interactively to achieve financial goals
- Understand the importance of time and commitment for achieving financial goals
- Respond wisely to dynamic personal and economic circumstances
- Work towards building community financial well-being and security
- Set and achieve financial goals appropriate to personal and communal values.

### Competency Indicators, Concepts and Conceptual Financial Understandings

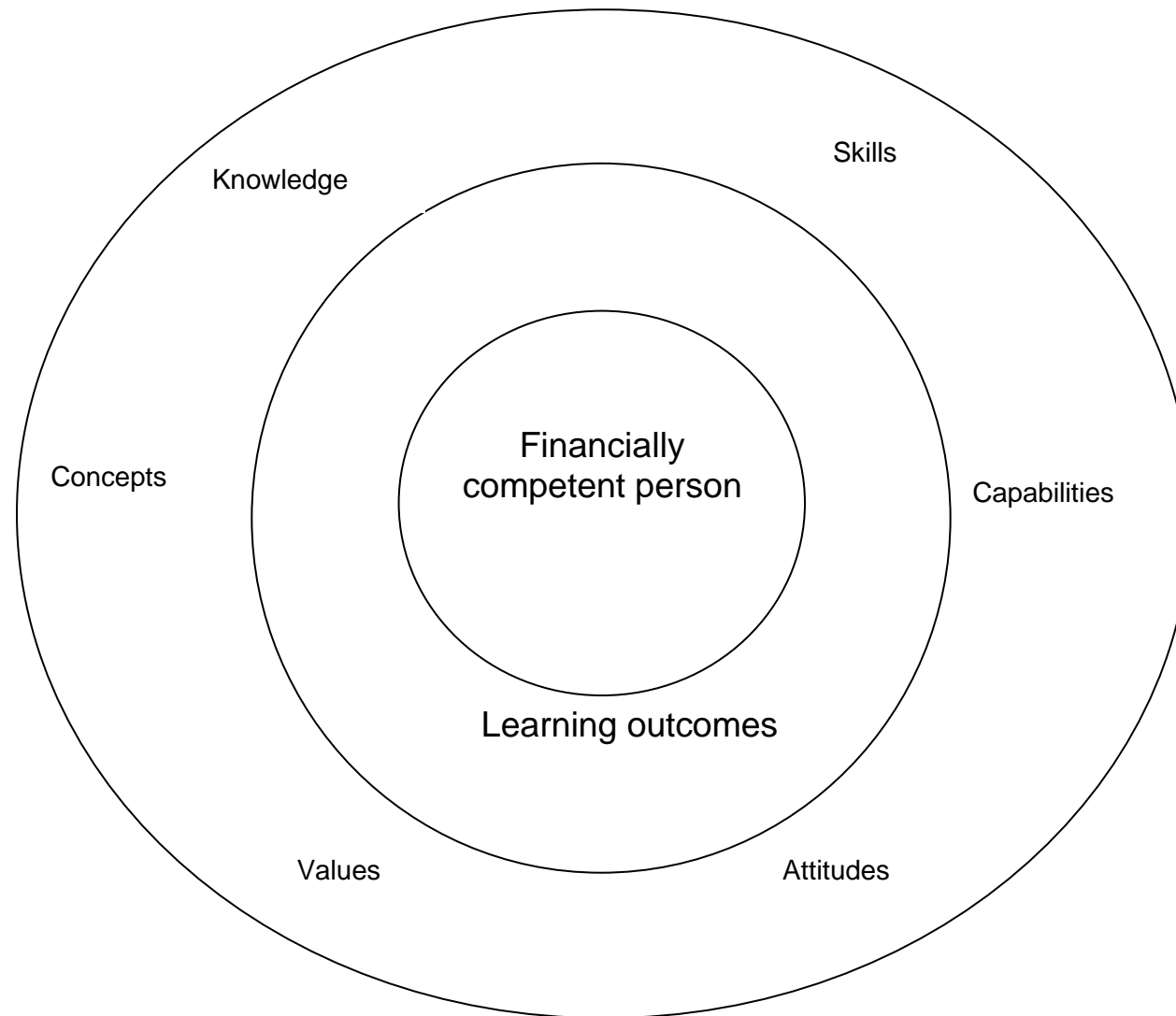
The table on the following page outlines the concepts and conceptual financial understandings that link to the financial competencies indicators of the Financial Education Framework. These are identified for teachers in the Teaching and Learning section in the lesson series.



Competency Indicators	Concepts	Conceptual Financial Understandings
Become <b>empowered</b> to make <b>informed judgments</b> and <b>decisions</b>	<b>empowered informed judgments decisions</b>	<ul style="list-style-type: none"> <li>• People need financial knowledge, skills and values to be <b>empowered</b> to make <b>informed financial decisions</b></li> <li>• Financially competent people are financially <b>empowered</b> people</li> <li>• People bring different values, knowledge and personal <b>judgments</b> to financial <b>decisions</b></li> <li>• Financially competent people make financial <b>decisions</b> from a range of choices</li> </ul>
Gain and <b>apply</b> relevant <b>financial knowledge, skills</b> and <b>values</b>	<b>apply financial knowledge financial skills financial values</b>	<ul style="list-style-type: none"> <li>• <b>Financial knowledge, skills and values</b> are gained through real life experiences and in contexts that are real to students</li> <li>• <b>Financial knowledge, skills and values</b> are gained when students <b>apply</b> these and experience the consequences of their actions</li> </ul>
Be confident with key <b>financial terms</b> and <b>concepts</b>	<b>financial terms financial concepts</b>	<ul style="list-style-type: none"> <li>• Financial concepts frame peoples' thinking, helping them to make <b>empowered</b> and <b>informed financial decisions</b></li> <li>• Financial concepts <b>use terms and language</b> that are specific to the discipline of money and finance</li> </ul>
Recognise <b>financial consequences</b>	<b>financial consequences</b> (benefits and risks)	<ul style="list-style-type: none"> <li>• Financial opportunities have <b>benefits and risks</b>, and people explore these before making decisions</li> <li>• Good financial decisions bring about the most <b>benefits</b> relative to the <b>risks</b></li> </ul>
Recognise the <b>financial value</b> of <b>cultural wealth</b>	<b>financial value cultural wealth</b>	<ul style="list-style-type: none"> <li>• A nation's place, heritage and <b>culture</b> is unique, and people place a <b>value</b> on this uniqueness</li> <li>• People from other places pay money for these experiences</li> </ul>

Competency Indicators	Concepts	Conceptual Financial Understandings
Select and use <b>financial tools</b> interactively to achieve <b>financial goals</b>	<b>financial tools</b> <b>financial goals</b>	<ul style="list-style-type: none"> <li>• People use <b>financial tools</b> to help them make financial decisions to achieve <b>financial goals</b></li> <li>• <b>Financial tools</b> assist people to think critically, helping them bring together financial knowledge and values to make an informed decision</li> <li>• <b>Financial tools</b> might include a budget, accounting record such as a bank statement, cash book and balance sheet, savings calculator, interest calculator, etc.</li> </ul>
Understand the importance of <b>time</b> and <b>commitment</b> for achieving <b>financial goals</b>	<b>time</b> <b>commitment</b> <b>financial goals</b>	<ul style="list-style-type: none"> <li>• Gaining <b>financial knowledge</b> and developing financial skills takes <b>time</b> and <b>commitment</b> in a wide range of financial settings</li> <li>• Personal <b>financial goals</b> guide thinking and decision making. Achieving a <b>financial goal</b> requires <b>time</b>, <b>commitment</b>, knowledge and skill</li> </ul>
Respond <b>wisely</b> to <b>dynamic personal</b> and <b>economic circumstances</b>	<b>personal circumstances</b> <b>economic circumstances</b>	<ul style="list-style-type: none"> <li>• People are astute, active and self-motivated to improve <b>personal, economic circumstances</b></li> <li>• People are astute, active and self-motivated to improve the <b>economic circumstances</b> of their nation</li> </ul>
Work towards building <b>community financial well-being</b> and <b>security</b>	<b>community financial well-being</b> <b>financial security</b>	<ul style="list-style-type: none"> <li>• Good <b>community financial</b> decisions lead to <b>community financial wellbeing</b> and <b>community security</b></li> <li>• Financially competent people gain personal and <b>community financial security</b></li> </ul>
Set and achieve <b>financial goals</b> appropriate to <b>personal</b> and <b>communal values</b>	<b>financial goals</b> <b>personal values</b> <b>communal values</b>	<ul style="list-style-type: none"> <li>• <b>Personal financial goals</b> reflect <b>personal</b> and <b>communal values</b></li> <li>• <b>Communal values</b> shape the critical thinking people engage in when setting <b>financial goals</b></li> </ul>

## Framework Diagram



## Financial strands and sub-strands

The FinED Fiji Financial Education Curriculum Framework is organised in three strands:

- Managing Money
- Income and Wealth
- Planning Ahead

Within the three strands there are sub-strands. These are outlined below, with some examples of the Financial Education concepts covered.

### ***Strand: Managing Money***

#### **Sub-strands:**

##### **Money**

What money is, needs and wants, prioritising, banking, security, financial transactions e.g. barter

##### **Spending and budgeting**

Budgeting, spending, discounts, financial obligations, financial record-keeping e.g. bank statements

##### **Saving**

Savings options, short term, medium term and long term goals, savings products

##### **Credit**

Credit, debt, borrowing, interest, hire-purchase, layby

### ***Strand: Income and wealth***

#### **Sub-strands:**

##### **Income**

Income and income generation, tax, remittances

##### **Wealth creation**

Assets and liabilities

### ***Strand- Planning Ahead***

#### **Sub-strands**

##### **Financial planning**

Financial goals, investment, inflation, times and deadlines

##### **Financial risk**

Financial obligations, managing risk (insurance)

## Financial Education strands, sub-strands and learning outcomes for Classes 1- 8

Curriculum links:

Maths and English

Maths/English/Social Studies and Social Sciences

		Learning Outcomes			
Strand	Sub-strand	Class 1 and 2	Class 3 and 4	Class 5 and 6	Class 7 and 8
Managing Money	<b>Money</b>  <i>Money is the medium we use to pay for transactions</i>  <i>Through Display prices, money is used to value the goods and services people need and want</i>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the use of 5c- \$1 coins for simple financial transactions</li> <li>Give examples of using money for different purposes</li> <li>Explain that to withdraw money from the bank we need to have saved the money first</li> <li>Demonstrate ability to read and understand simple transaction receipts- e.g. bus fare</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the use of coins and notes for financial transactions up to the value of \$20</li> <li>Give examples of the different ways of paying for things e.g. barter, cash, layby, hire purchase</li> <li>Explain the different uses of money- paying bills, school fees, church obligations, etc</li> <li>Demonstrate ability to read and understand transaction receipts e.g. bus fare, supermarket</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the use of coins and notes for financial transactions up to the value of \$50</li> <li>Give examples of the value of Fiji's currency in relation to other currencies</li> <li>Explain the tangible value of goods and services- e.g. being able to read a transaction receipt</li> <li>Demonstrate ability to read and understand more complex transaction receipts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the use of coins and notes in financial transactions up to the value of \$100</li> <li>Demonstrate ability to recognise and calculate the value of Fiji's currency in relation to other currencies</li> <li>Explain the concepts of simple and compound interest</li> <li>Give examples of when interest is incurred e.g. hire purchase, money lenders</li> </ul>
	<b>Spending and budgeting</b>  <i>Managing money is about getting the most value from it</i>  <i>Making a plan of how we may spend our money (budgeting) helps people to get better value for money</i>	<ul style="list-style-type: none"> <li>Identify things people 'have to' spend money on (needs e.g. food, housing etc.)</li> <li>Demonstrate understanding of how to use a small amount of money for personal needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>Explain how money is used to meet the needs of families</li> <li>Give examples of ways we need to budget for our 'needs' before our 'wants'</li> <li>Plan a budget for a small activity e.g. birthday party, class meeting/outing</li> </ul>	<ul style="list-style-type: none"> <li>Describe the regular financial commitments families have to make</li> <li>Give examples of how to prioritise needs and wants</li> <li>Write a budget for an activity or event, and keep records of the financial transactions</li> </ul>	<ul style="list-style-type: none"> <li>Write a personal or family budget and use financial tools and records to monitor</li> </ul>

		Learning Outcomes			
Strand	Sub-strand	Class 1 and 2	Class 3 and 4	Class 5 and 6	Class 7 and 8
Managing Money	Saving  <i>People have choices to consider with their money: spend, spend and save, save</i>	<ul style="list-style-type: none"> <li>Give examples of things you would choose to spend money on</li> <li>Give examples of things you would need to save for</li> <li>Identify the benefits of saving</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of and compare spending options for a given amount of money</li> <li>Give examples of and compare options for saving money</li> <li>Identify the benefits of setting short, medium and long term savings goals</li> <li>Give examples of getting value for money</li> </ul>	<ul style="list-style-type: none"> <li>Identify and evaluate different options for depositing savings</li> <li>Give examples of the differences between various social groups (cultural, gender, socio-economic) in saving and spending</li> <li>Give examples of what banks do and what their role is in the community</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare savings products offered by banks and other savings institutions e.g. credit unions</li> <li>Give examples of differences between two savings products with regard to risk, interest paid and access to funds</li> </ul>
Managing Money	Credit  <i>Credit is about borrowing money.</i>  <i>We can think about debt in terms of good debt and dumb debt</i>	<ul style="list-style-type: none"> <li>Demonstrate understanding that a borrowed item has value e.g. borrowing a pencil from a friend</li> <li>Demonstrate understanding that there are responsibilities on both the borrower and the lender</li> </ul>	<ul style="list-style-type: none"> <li>Explain what credit is and give examples of using credit to buy things</li> </ul>	<ul style="list-style-type: none"> <li>Explain how credit and interest works</li> </ul>	<ul style="list-style-type: none"> <li>Identify some financial consequences of obtaining credit</li> <li>Identify some consequences of getting into debt</li> </ul>

		Learning Outcomes			
Strand	Sub-strand	Class 1 and 2	Class 3 and 4	Class 5 and 6	Class 7 and 8
Income and wealth	<b>Income</b> <i>Income is money we earn from working, saving (interest) and investing (interest and profit)</i>	<ul style="list-style-type: none"> <li>Give examples of ways in which people earn or receive income</li> </ul>	<ul style="list-style-type: none"> <li>Identify regular and unexpected sources of income</li> </ul>	<ul style="list-style-type: none"> <li>Identify differences in income for different types of jobs</li> </ul>	<ul style="list-style-type: none"> <li>Compare income, spending commitments and life -styles at different stages of life</li> </ul>
		<ul style="list-style-type: none"> <li>Identify ways in which having more or less money has consequences on choices</li> </ul>	<ul style="list-style-type: none"> <li>Give some examples of different types of tax e.g. income tax, VAT</li> </ul>	<ul style="list-style-type: none"> <li>Explain what taxes are made on income and give some examples of how government uses these taxes</li> </ul>	<ul style="list-style-type: none"> <li>Compare different taxes e.g. income tax and VAT and their impact on spending and income</li> <li>Explain how income contributes to personal, family and community well-being</li> </ul>
Planning Ahead	<b>Financial planning</b> <i>People have future needs and wants that they have to plan for.</i> <i>They use financial planning tools</i>	<ul style="list-style-type: none"> <li>Give some examples of short term personal goals e.g. purchase a movie ticket, buy some sweets at the shop</li> </ul>	<ul style="list-style-type: none"> <li>Identify a short term personal goal (e.g. purchase a book) and write a plan to achieve it through earning and saving money</li> </ul>	<ul style="list-style-type: none"> <li>Identify a medium term personal goal (achievable in approx 6 – 12 months) e.g. purchase a toy, a fashion item etc. Write a plan to achieve it through earning and saving money</li> </ul>	<ul style="list-style-type: none"> <li>Identify a long term personal goal e.g. purchasing e.g. a bike, mobile phone. Write a plan to achieve it through earning and saving money</li> </ul>
					<ul style="list-style-type: none"> <li>Give examples of how financial planning can help you achieve your personal and/or family goals</li> <li>Give examples of how to allocate e.g. weekly allowance to spending, saving and sharing</li> </ul>

		Learning Outcomes			
Strand	Sub-strand	Class 1 and 2	Class 3 and 4	Class 5 and 6	Class 7 and 8
Planning Ahead	<p><b>Financial Risk</b></p> <p><i>Every financial decision has benefits and costs</i></p> <p><i>Financial Risk is a measure of the potential benefits relative to the potential cost</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of how to keep money safe e.g. by giving it to a responsible adult, locking it away or depositing it at the bank</li> <li>• Identify consequences of losing money or having it stolen e.g. not having the money to pay for bus fare or lunch at school</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare different ways of keeping money safe e.g. money box versus bank account</li> <li>• Give examples of ways you can reduce the risk of losing or having money stolen</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different types of financial risks that individuals and families face e.g. borrowing money, church obligations</li> <li>• Give examples of ways you can manage and minimise risks to individuals and families e.g. keep within financial means</li> </ul>	<ul style="list-style-type: none"> <li>• Identify types of financial risks to individuals, families and communities e.g. traditional obligations, failed businesses and/or investments</li> <li>• Give examples of ways to manage and minimise risks to individuals, families and communities e.g. seek investment advice from reliable persons</li> </ul>



## Financial Education Lessons



**Vulli the Vonu**

<b>Learning Outcomes Overview</b>						
<b>Lesson Series</b>	<b>TOMU'S STORY</b>	<b>VALUING MONEY IS MANAGING MONEY</b>	<b>WE NEED WE WANT</b>	<b>MONEY MATHS AND WORK!</b>	<b>SHARING AND CARING</b>	<b>CLASSROOM SHOPS</b>
<b>Strand: Managing Money</b>						
<b>Sub-strand: Money</b>						
Demonstrate an understanding of the use of 5c- \$1 coins for simple financial transactions	✓		✓	✓	✓	✓
Give examples of using money for different purposes	✓	✓	✓	✓	✓	✓
Explain that to withdraw money from the bank we need to have saved the money first				✓	✓	✓
Demonstrate ability to read and understand simple transaction receipts- e.g. bus fare		✓			✓	✓
<b>Sub-strand: Spending and Budgeting</b>						
Identify things people 'have to' spend money on (needs e.g. food, housing etc.)	✓	✓				✓
Demonstrate understanding of how to use a small amount of money for personal needs and wants		✓	✓			
<b>Sub-strand: Saving</b>						
Give examples of things you would choose to spend money on			✓	✓		✓
Give examples of things you would need to save for			✓	✓		✓
Identify the benefits of saving			✓		✓	✓
<b>Sub-strand: Credit</b>						
Demonstrate understanding that a borrowed item has value e.g. borrowing a pencil from a friend					✓	✓
Demonstrate understanding that there are responsibilities on both the borrower and the lender			✓		✓	✓

<b>Learning Outcomes Overview</b>	<b>TOMU'S STORY</b>	<b>VALUING MONEY IS MANAGING MONEY</b>	<b>WE NEED WE WANT</b>	<b>MONEY MATHS AND WORK!</b>	<b>SHARING AND CARING</b>	<b>CLASSROOM SHOPS</b>
<b>Lesson Series</b>						
<b>Strand: Income and Wealth</b>						
<b>Sub-strand: Income</b>						
Give examples of ways in which people earn or receive income	✓			✓		✓
Identify ways in which having more or less money has consequences on choices					✓	✓
<b>Strand: Planning Ahead</b>						
<b>Sub-strand: Financial Planning</b>						
Give some examples of short term personal goals e.g. purchase a movie ticket, buy some sweets at the shop				✓		✓
<b>Sub-strand: Financial Risk</b>						
Demonstrate understanding of how to keep money safe e.g. by giving it to a responsible adult, locking it away or depositing it at the bank				✓	✓	✓
Identify consequences of losing money or having it stolen e.g. not having the money to pay for bus fare or lunch at school		✓		✓	✓	✓

<b>Financial Ideas Overview</b>						
<b>Lesson Series</b>	<b>TOMU'S STORY</b>	<b>VALUING MONEY IS MANAGING MONEY</b>	<b>WE NEED WE WANT</b>	<b>MONEY MATHS AND WORK!</b>	<b>SHARING AND CARING</b>	<b>CLASSROOM SHOPS</b>
We all have different money habits for spending and saving			✓			✓
People want money because of what it can buy and how it can be saved	✓	✓	✓	✓		✓
People work for money and this gives them spending, saving and sharing choices	✓	✓	✓	✓	✓	✓
Money can be used for spending, saving and sharing	✓	✓	✓	✓	✓	✓
We use money to give pleasure to others					✓	
Managing money is to value money	✓		✓	✓		✓
People exchange money for goods and services		✓	✓		✓	✓
Money is used to buy 'needs' and 'wants'		✓	✓			
Needs are things people have to spend money on		✓	✓	✓		
Wants are things people like to have but are not required to survive		✓	✓	✓		
Savings give you the means to buy what you want		✓	✓		✓	✓
We need to keep our money safe	✓			✓	✓	✓
If we borrow money we are in debt				✓		
If we borrow money we must pay it back			✓		✓	✓

## Financial Ideas Overview

# TOMU'S STORY

## Class 1 / 2

### Lesson Overview

In this activity students will learn to recognise Fiji's notes and coins to the value of \$10.00. They will investigate where people get money from, what money is used for, and why you can't just get more of it!

In this lesson students will meet Tomu. The character of Tomu appears in each of the Class levels for Financial Education Classes 1 - 8. By studying Tomu's Story students will learn that people work for money and this gives them spending, saving and sharing choices.

### Resources

- Classroom bank – coins and notes to \$10.00
- Template 1: Money Images
- Template 2: Money Jigsaws
- Template 3: Tomu's Story
- Template 4: Meet Vuli the Vonu

### Financial Learning Outcomes

Students will be able to:

- Recognise coins and notes to the value of \$10.00 (FLO 1)
- Gives examples of how people can earn an income (FLO 2)
- Give examples of using money for different purposes (FLO 3)

### Vocabulary

Money, Notes, Coins. Earn, Income, Spend, Save, Share

*Financial concepts use terms and language that are specific to the discipline of money and finance*

### Cross Curriculum Links

#### Social Studies

- Give examples of ways in which people receive or earn income
- Give examples of goods that people spend money on

#### English

##### Oral Language – In a financial context

- Listen attentively to stories told and read
- Talk about and retell stories
- Pronounce sounds and words and sentences used in Financial Education

### Teaching and Learning Sequence

#### Money, money, money

Teachers to complete pre-reading activity for all stories in the Teachers' Manual, using the vocabulary outlined in the teaching notes.

#### Teaching notes and ideas, and learning outcomes

**The teacher maintains a Financial Vocabulary wall chart and a Big Financial Journal. New financial ideas are**

<p>1. The teacher shows students the classroom bank that is divided into sections like a shop till, one section for each of the coins and notes.</p> <ul style="list-style-type: none"> <li>• Ask students if they recognise what is in the box</li> <li>• Accidentally drop the bank so that all the money falls on the floor</li> <li>• Have students help by picking up the money. Show them the eight boxes around the room, each with a 'large' picture of one note or coin. Students match the notes and coins in their hand to the 'pictured' box and place each in the correct box. Template 1: Money Images</li> <li>• Students, in groups, make a tidy pile of the coins and notes and put back into the bank – notes picture side up and tops aligned. Have coins returned to the bank and put into their correct partition (FLO 1)</li> </ul> <p>• The teacher asks students for the numbers they see on the coins and notes. List these on the board. Which numbers represent cents and which represent dollars. Which numbers could be either a coins or a note? Write the word cents or dollars beside each number.</p> <p>• The teacher establishes groups. Give each group, one set of coins (and notes), and ask them to make a trail, starting with the coin with the lowest value, finishing with the coin or note with the highest value. Have students check the order of each other's' trail.</p> <p>• The teacher summarises the learning of what students know about Fiji Currency in the classroom Big Financial Book. Glue a picture of each note and coin into the book. <i>Become empowered to make informed judgments and decision. Gain and apply relevant financial knowledge, skills and values</i></p> <p>• The teacher asks students to read the words of Page 1 in their Big Financial Book aloud.</p> <ul style="list-style-type: none"> <li>• Ask students what they might buy with each of the coins/notes, using this as prior assessment of students' awareness of the value of money (FLO 3)</li> </ul> <p>• Students complete jigsaw puzzles which are made from Fiji's currency. Template 2: Money Jigsaws</p>	<p>added to the Journal and financial vocabulary is added to the Financial Vocabulary wall.</p> <p><b>Teachers' Note</b> The teacher may wish to include the \$5.00 and \$10.00 note for this money recognition activity.</p> <p><b>Teachers Note</b> <a href="http://www.jigsawplanet.com">www.jigsawplanet.com</a> See this site where you can make some online jigsaws of Fiji's currency.</p>
<p><b>Tomu helps his Tata Lailai</b></p> <p>2. The teacher reads Tomu's story: Template 3. The teacher explains that students will use active listening skills, that is, students will pay attention as they listen to the story ... <i>Financial knowledge, skills and values are gained through real life experiences and in contexts that are real to students</i></p> <ul style="list-style-type: none"> <li>• The teacher identifies financial words new to students. They practice saying these words. Later, as students answer questions, the teacher will look for correct use of</li> </ul>	<p><b>Teachers are encouraged to write more stories that highlight they Key financial words and contexts that are relevant to their students.</b></p>

language and pronunciation.

- The teacher asks a range of questions to identify students' ideas from the story and gauge their understanding of the meaning of the story. For example:
  - Why do you think Tomu liked money?
  - How much did he get paid for the jobs he did for his Tata Lailai?
  - Do you think he should keep at least some of the money he finds at Tata Lailai's house? Why, or why not?
  - What three choices did Tomu have from the money he earned?



Summarise the key points of the story in the Big Financial Journal. *Financial concepts use terms and language that are specific to the discipline of money and finance*

- The teacher asks students to draw a picture of Tomu working at Tata Lailai's house.
  - Paste some of these pictures into the Big Financial Journal to help highlight the story
- Meet Vuli the Vonu through a jigsaw puzzle, See Template 4: Meet Vuli the Vonu. Pieces are placed face up for a group of two to three students. One piece is placed in the centre of the table. Students have turns trying to join a correct piece. If they can't see another piece that joins, they say pass.

### *Income*

*Give examples of ways in which people earn or receive income*

*Tomu earned income by doing jobs for his Tata Lailai.*

### *Money*

*Demonstrate an understanding of the use of 5c- \$1 coins for simple financial transactions*

### *Money*

*Give examples of using money for different purposes*

*Money can be used on spending, saving, and sharing.*

## **Work and money inquiry**

- The teacher looks for students' prior understanding of the following three questions:
  - What do people need money for?
  - Where do people get money?
  - Can you just get more of it?
  - What happens if you have no or not enough money?
- The teacher asks why students might want money.
  - Why do you ask Nana for it?
  - What do you do with it?
  - How do you get it?
  - How do Nana and Tata get money? What type of work do they do? On what do they spend money? (FLO 2), (FLO 3)
  - What happens if you ask for more money from Nana?

### *Income*

*Give examples of ways in which people earn or receive income*

*Our parents have jobs to earn income.*

### *Money*

*Give examples of using money for different purposes*

*Our parents buy food and clothing and pay for our house.*

<ul style="list-style-type: none"> <li>• Create a student discussion around the ideas the answers generate above</li> <li>• Record the key ideas about work and spending money in the Big Financial Journal. Read their ideas back to the students. <i>Financial concepts use terms and language that are specific to the discipline of money and finance</i></li> </ul>	
<p><b>Reflection and Discussion</b></p> <ol style="list-style-type: none"> <li>1. How many coins do we use in Fiji?</li> <li>2. How did Tomu get money?</li> <li>3. How did Tomu want to use the money he earned?</li> <li>4. Why do we need money?</li> <li>5. What do parents do to earn an income (money)?</li> <li>6. What do families spend income on?</li> <li>7. What we learned: Read students their Big Financial Journal so far. Ask students if they now can read the story of their learning through their Big Financial Journal.</li> </ol>	<p><b>Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically.</b></p> <p><i>Money</i> <i>Identify things people 'have to' spend money on (needs e.g. food, housing etc.)</i></p> <p><b>Record a summary of the discussion in the Big Financial Journal.</b></p>
<p><b>Assessment Activities</b></p> <p><b>English</b></p> <ol style="list-style-type: none"> <li>1. Ask students to write out all the coins and notes they can think of.</li> <li>2. Ask them to explain their financial education learning journey through their Big Financial Journal.</li> </ol> <p><b>Social Studies</b></p> <ol style="list-style-type: none"> <li>3. Ask students to draw a picture of themselves, or someone else working to earn income. Have them write a sentence about the work the person is doing.</li> <li>4. Ask students to give a range of examples of people earning an income.</li> <li>5. Ask students to draw a picture of themselves, or someone else spending money.</li> </ol>	
<p><b>Linking Financial Education to the home</b></p> <ul style="list-style-type: none"> <li>• Send a letter to parents about the Financial Education learning students are about to engage in. Ask parents to show their children display prices, transactions and transaction receipts. Encourage parents to talk about the work they do to earn income, and how they decide what to spend it on. Urge them to show their children the value of money by what it can buy.</li> <li>• Have parents show students the notes and coins in their purse, and parents test students recognition of notes and coins and their ability to order them in terms of value. Parents may wish to extend this lesson into allowing their children to count change.</li> </ul>	



## Template 1: Money Images

# 5 CENT COIN



# 10 CENT COIN



# 20 CENT COIN



# 50 CENT COIN



# \$1.00 COIN



# \$2.00 COIN



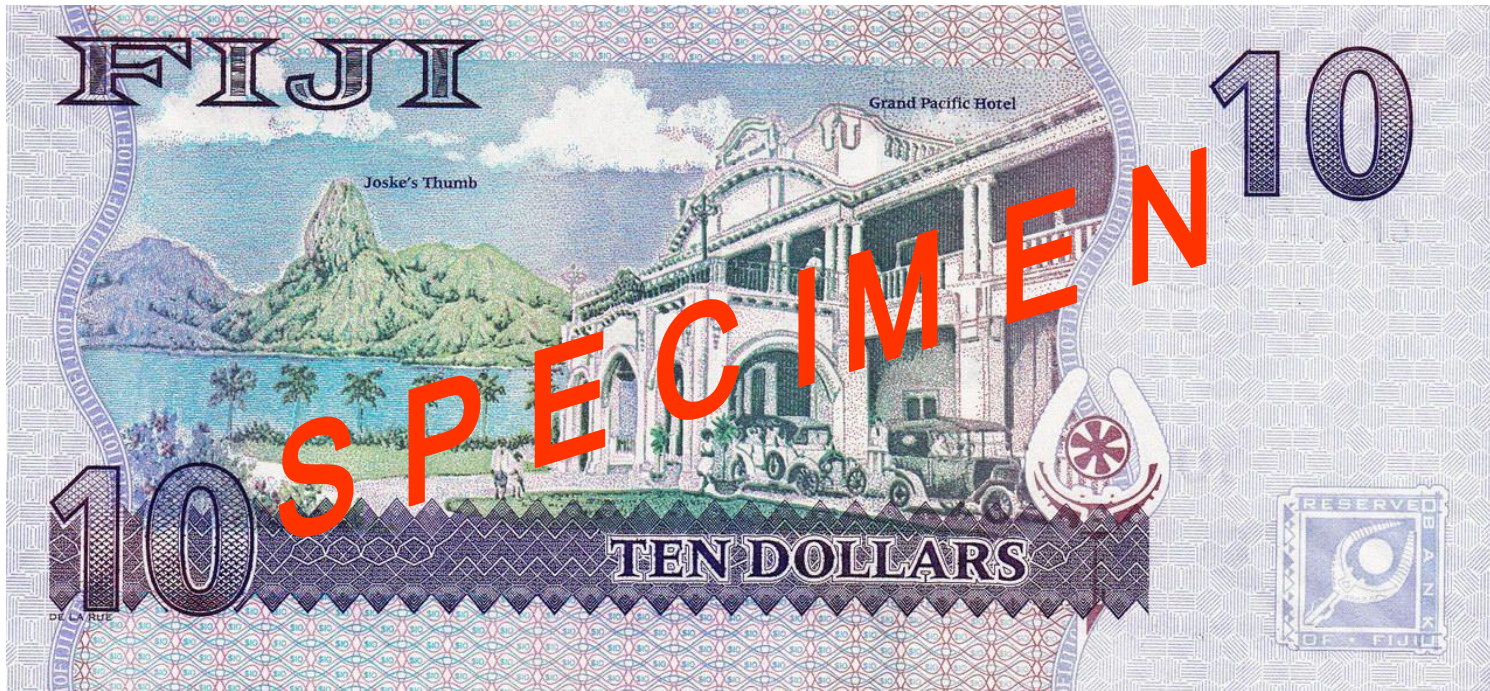


# \$5.00 NOTE (BACK)





# \$10.00 NOTE (BACK)





## Template 2: Money Jigsaws

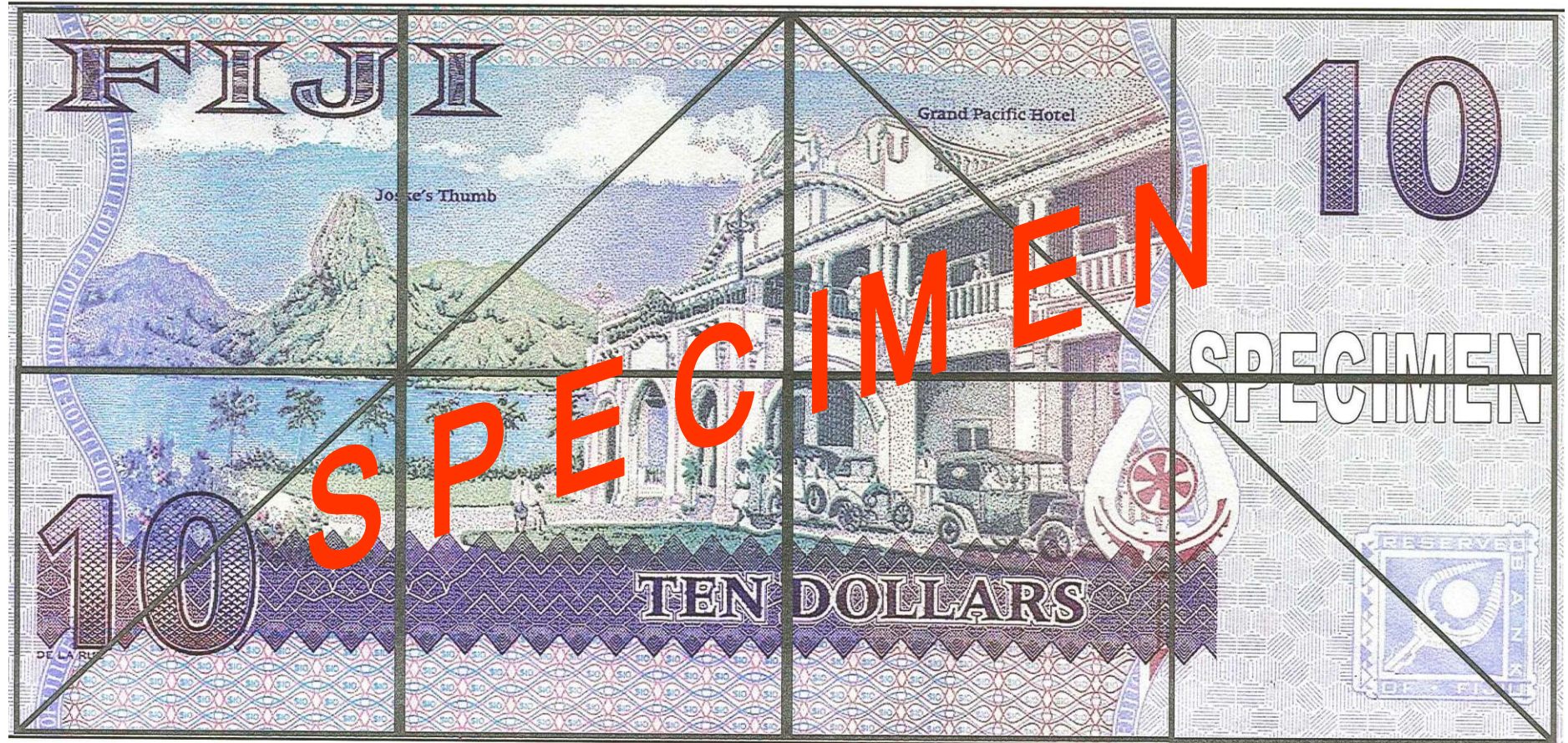


## \$5 Jigsaw Puzzle





## \$10 Jigsaw Puzzle





### Template 3: Tomu's Story

Bula! My name is Tomu and I am six years old.

I live in Suva with my Tata and Nana. I like money. I like money because I can buy things with it.



**Kite**



**Airplane**



**Ice cream**

My Tata Lailai, who lives next door, tells me it is all right to like money, but I have to **work** for it before I spend it. I like to help my Tata Lailai by doing extra jobs. He kindly gives me \$1 for my special help.

Yesterday Tata Lailai asked me to help him tidy his house.

First I checked Tata Lailai's jean pockets before they were washed. I found a \$1.00 coin!



**Jeans**

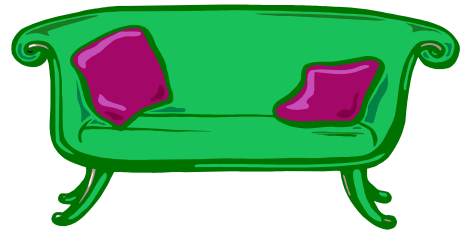


**Washing machine**

Next, I emptied the washing machine and found another 50 cents.



I cleaned under the couch and chairs and found 20 cents.



I swept the path, but didn't find any more money.

Tata Lailai was very pleased with me. He gladly gave me \$1 for my help. He was so pleased with the money I found that he gave me an extra 50c. I got \$1.50!

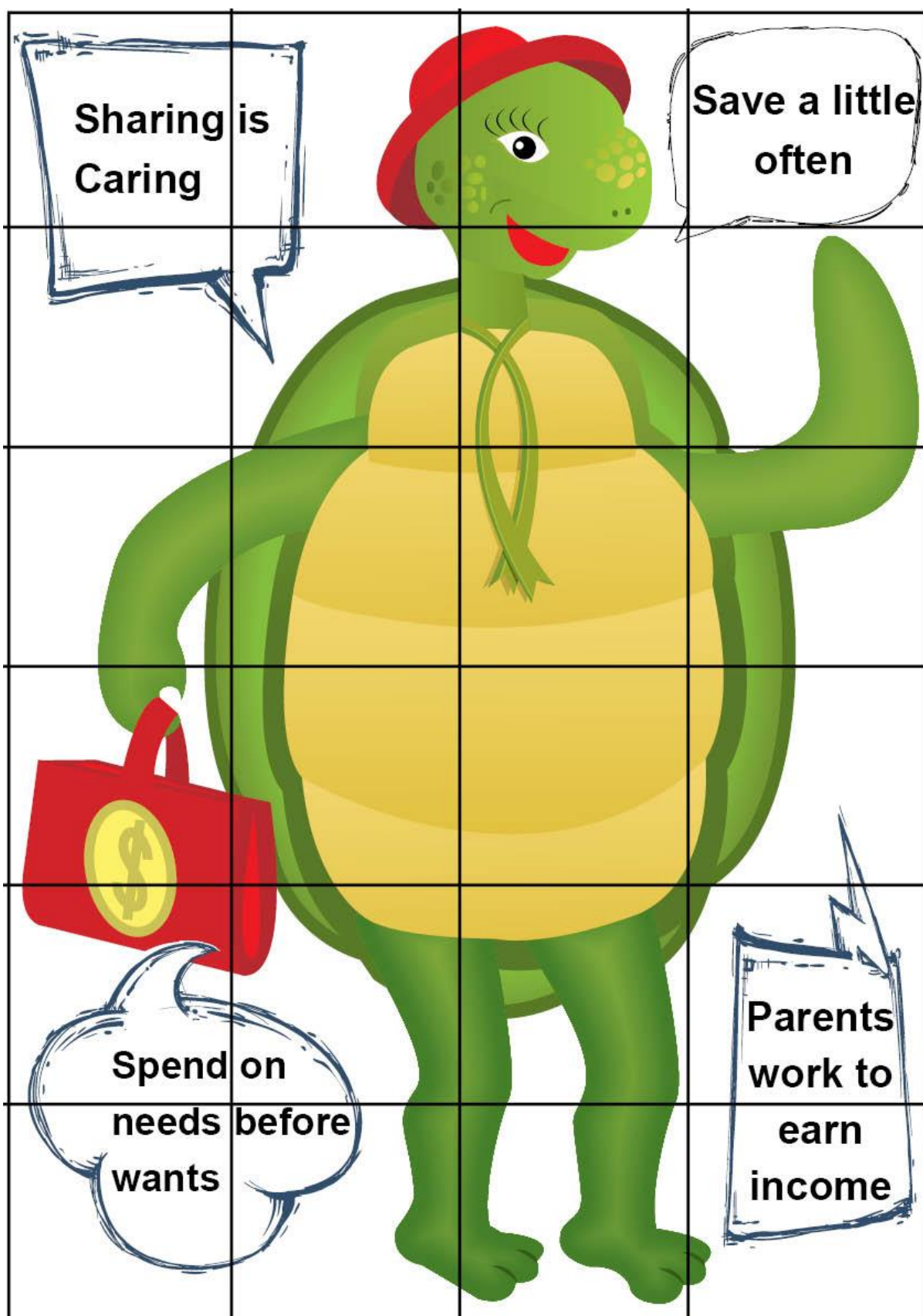


I thought I was rich!

Now I have to decide if I should spend it all, save it all, or share it all with my brother. But, I have a better idea.

I think I will **save** 50 cents, **spend** 50 cents and **share** 50 cents with my brother.

## Template 4: Meet Vuli the Vonu



# VALUING MONEY IS MANAGING MONEY

## Class 1 / 2

### Activity Overview

In the first part of this activity, students will investigate the designs embedded into Fiji's coins and notes and their cultural and historical importance.

In the second part, students will begin to investigate what they can buy with the money, gaining an understanding of the value of money and managing money.

### Resources

- Real money (optional)
- Money clothesline and pegs
- Aluminium foil squares/crayons/chalk and coins.
- Template 1: Description of Fiji Coins
- Template 2: Double Money Squares
- Double Money Square Set – one per group
- Community Marketplace
- Template 3: The Right Change
- Template 4: the Right Change - Answers

### Financial Learning Outcomes

Students will be able to:

- Describe the designs/pictures on Fiji's money from a 5 cent coin to a \$10.00 note (FLO 1)
- Predict what they can buy with given amounts of money (FLO 2)
- Make financial decisions from a range of money amounts (FLO 3)

### Vocabulary

Currency, Notes, Coins, Culture, History, Value of money, Managing money, Financial decision

[Financial concepts use terms and language that are specific to the discipline of money and finance](#)

### Cross Curriculum Links

#### Social Studies

- The shopkeeper

#### Mathematics:

- Demonstrate an understanding of the use of 5 cents to \$1.00 coins

#### English:

##### Oral Language

- Talk about and retell stories
- Pronounce words and sentences used in text

<p><b>Teaching and Learning Sequence</b></p> <p><b>Pictures on our notes and coins</b></p> <ol style="list-style-type: none"> <li>1. The teacher passes around specimen coins to students for them to study.</li> </ol> <ul style="list-style-type: none"> <li>• The teacher asks students, what colour are the coins? <ul style="list-style-type: none"> <li>• How would you describe them? The teacher records students' descriptive vocabulary</li> <li>• Do you think you could tell the difference between the coins if you could not see?</li> </ul> </li> <li>• The teacher asks students when the Fiji Government makes coins, why might it make each one different?</li> <li>• If teachers are able to use real Fijian coins, students choose a coin to make an image impression by 'rubbing' it in aluminium foil, or by using chalk or crayon over light paper to create an impression. Students will need to rub hard. The chalk or crayon impressions can be photocopied. Students' tape these impressions to a wall chart headed Coin Designs for students to view again later.</li> <li>• If teachers are able to use real notes, ask students what they think the notes feel like. Students close their eyes and come up with words that describe the feel, colour, and sound. For example, smooth, crisp, wrinkled. Does an 'old' note feel any different from a new one? If you were blind, could you tell the differences between each note?</li> <li>• The teacher explains to students how notes and coins represent the cultural and historical heritage of a country. Countries, from time to time, change the 'face' of their notes and coins to represent their changing society.</li> <li>• The teacher shows students the prepared cards, Template 1: Description of Fiji Coins. This card set describes the designs on the back of the Fiji coins. The information is shared and each of these cards is hung on the 'clothes line'.</li> <li>• The teacher asks students, which pictures they like the best. Students glue a picture of their favourite note or coin on to their work sheet and write a sentence about the design. Choose some students' work to include in the Big Financial Journal. (FLO 1) Peg work that is not included on to the 'money clothesline'. <i>People bring different values, knowledge and personal judgments to financial decisions</i></li> </ul>	<p><b>Teaching notes and ideas, and learning outcomes</b></p> <p><i>The teacher maintains a Financial Vocabulary wall chart and a Big Financial Journal. New financial ideas are added to the Journal and financial vocabulary is added to the Financial Vocabulary wall.</i></p> <p><b>Teachers Note:</b>  <b>\$5: Mount Valil, crested iguana, Balake palm, Masiratu flower.</b></p> <p><b>\$10: Joske's Thumb, Grand Pacific Hotel.</b></p>
<p><b>Money trails</b></p> <ol style="list-style-type: none"> <li>2. The teacher gives each group of students a set of Double Money Squares. Template 3: Double Money Squares. Students might want to work on the floor. Tell students to</li> </ol>	<p><b>Teachers' note</b>  <b>Template 2: Double Money Squares. Cut template down centre first. Then cut across</b></p>



<p>turn over pieces so they can see the notes and coins.</p> <ul style="list-style-type: none"> <li>• <b>Level 1</b> - The challenge for students is to see how long they can make their money trail before becoming 'stuck'. Each student takes a turn to put on a piece at either end of the trail, continuing the money value of one of the two last squares on the trail. That is, there is a matched pair at the join. Students state the value of the coin at the pair.</li> </ul> <p>If they get stuck, they can change the placement of any Double Money Square as long as it fits.</p> <p><b>Teachers' note:</b> this will always work out if students make the correct matches. The only challenge is that students may be left with a pair. This is easily solved by placing it between another join of the same money value.</p> <ul style="list-style-type: none"> <li>• <b>Level 2</b> - As a student places their squares, they state the value of each of the one or two coins on their squares, for example, they might say, Blank and 20 cents, or 50 cents and \$1.00.</li> <li>• <b>Level 3</b> - As a student places their squares, they state the money value of the combined coins and or notes. For example, if they have 50 cents and \$1.00, they will say \$1.50.</li> </ul>	<p>rows. There should be two squares in each piece.</p> <p><i>Money</i>  <i>Demonstrate an understanding of the use of 5c - \$1 coins for simple financial transactions</i>  <i>People add coin and note values when paying for transactions.</i></p>
<p><b>Class visit: The value of money</b></p> <p><i>Before the visit</i></p> <ol style="list-style-type: none"> <li>3. The teacher decides on a local market for the class visit, for example, supermarket, local fruit and vegetable market. The teacher asks students to guess the types of goods they might see during the visit. Create a list with the added sentence: How much does xxx cost? For example: <ul style="list-style-type: none"> <li>• How much does an <b>ice cream</b> cost?</li> <li>• How much do two <b>bananas</b> cost?</li> <li>• How much does a loaf of <b>bread</b> cost</li> <li>• How much does an <b>apple</b> cost?</li> <li>• How much does <b>milk</b> cost?</li> </ul> </li> <li>• The teacher organises students in pairs to discuss and record their price predictions for the list of items. Students record these with the name of the item and the price on a 'Post it' note. They place their predictions on a wall poster, with the heading Prices, and sub-headings of each items. Students discuss their range of answers. For example, what is the lowest prediction for the ice-cream, what is the highest? What price is the most likely to be correct?</li> </ol> <p><i>During the visit</i></p> <ul style="list-style-type: none"> <li>• The teacher takes students to the local market. They look for the prices of their goods they have already discussed and note these for using later.</li> </ul>	<p>•</p> <p><i>Money</i>  <i>Give examples of using money for different purposes</i></p> <p><i>Money is used to buy food, in this market.</i></p> <p><i>Spending and budgeting</i>  <i>Demonstrate understanding of how</i></p>

<ul style="list-style-type: none"> <li>The teacher asks students what else they can buy for their money. Ask them to find out what they can buy for 20 cents, 50 cents, \$1.00.</li> <li>The teacher may choose to buy a few small (inexpensive) items in order to receive a transaction receipt to discuss back in the classroom. Otherwise, ask the shopkeeper to show students transaction receipts (if they have them at the market students are at). Take receipt examples back to the classroom and peg on the classroom clothesline.</li> </ul> <p><i>After the visit</i></p> <ul style="list-style-type: none"> <li>Back at school, the teacher revisits the question of what the items on their wall poster cost. The answer closest to the market price is circled.</li> <li>The teacher asks students to draw a range of pictures representing what they might buy for different amounts of money, for example, for \$1.00, \$2.00, or \$5.00 and \$10.00. Once students are finished, ask them to circle the item that they would buy if they had that amount of money.             <ul style="list-style-type: none"> <li>If I had \$2.00 I would buy....., etc. The teacher asks students why they made that decision (FLO 2) (FLO 3)</li> </ul> </li> <li>The teacher asks students to retell the story of going to the shops. Who were the <b>sellers</b>? Who were the <b>buyers</b>? How did the <b>buyers</b> become the owners of the goods? What were the two things that changed hands between the seller and the buyer? (The money and the goods). The teacher may wish to model settling a financial transaction in the classroom. Give a child some money from the classroom bank, and set up a 'little' stall with a few items similar to what students have seen for sale with Display prices. Model the exchange and describe or have students describe the process. Make up a transaction receipt and peg it on the clothesline next to the shop receipts. Students summarise their shopping experience in the Big Financial Journal.</li> </ul>	<p><i>to use a small amount of money for personals needs and wants</i></p> <p><i>The teacher's purchases demonstrate spending small amounts of money for personal needs and wants.</i></p> <p><i>Money</i> <i>Demonstrate ability to read and understand simple transaction receipts- e.g. bus fare</i> <i>The receipt says.....</i></p>
<p><b>The right change</b></p> <ol style="list-style-type: none"> <li>The teacher uses the double money squares to help students find the right change in Template 3: The Right Change. The teacher assesses students' competency to add simple coins and calculate the right change.             <ul style="list-style-type: none"> <li>In the Template, what items do students think a family will have to spend money on?</li> <li>Ask students to give examples of what they could spend their money on if they had the same amount of money shown in a double money square. For example, if I had 20 cents, I could buy xxx</li> </ul> </li> </ol>	<p><i>Money</i> <i>Give examples of using money for different purposes</i> <i>Money is used to buy fruit, vegetables, milk, fish, etc.</i></p> <p><i>Managing money</i> <i>Identify things people 'have to' spend money on (needs e.g. food, housing etc.)</i> <i>Milk, soap, etc.</i></p>

**Reflection and Discussion**

- What could we buy for \$1.00, \$2.00, \$5.00 and \$10.00?
- How does the buyer get what he wants?
- What does a seller do? Describe the job of the seller at the market you visited.
- How do we know the value of e.g. \$2.00 and \$10.00? (By what we can buy with it)

Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically.

**Assessment Activities****Mathematics**

1. Demonstrate an understanding of the use of 5c to \$1.00 coins for simple financial transactions.

**English**

2. As students express their experiences and ideas, assess their use of correct financial language and understanding of financial concepts.

**Linking Financial Education to the home**

- Students interview their parents as to what they could buy with \$1.00, \$2.00, \$5.00 and \$10.00. Students ask parents what is the price of a list of items – relevant to student spending.

### Template 1: Description of Fiji Coins



**5 cent coin  
1969- in circulation  
Current 5 cent coin  
circulated in 2009**

**The lali (drum) was traditionally used as a form of communication to announce births, deaths and wars.**

**The Lali are now used to call the people of an area together. They are made of wood.**



**10 cent coin  
1969- in circulation  
Current 10 cent  
coin circulated in  
2009**

**Wooden clubs like the one on the front of the 10 cent coin are an important part of Fiji's culture.**

**Wood was used for many varieties of clubs, adze handles and canoe timbers.**



**20 cent coin  
1969- in circulation  
Current 20 cent  
coin circulated in  
2009**

**The most symbolic  
icon of traditional  
Fiji is the tabua, or  
whales tooth.**

**They are presented  
from family to  
family, normally  
through chiefs, as a  
token of friendship  
and peace.**



**50 cent coin  
1969- in circulation  
Current 50 cent  
coin circulated in  
2009**

**Sailing canoes have  
an important part in  
the history of Fiji.**

**In the past canoes  
were used for  
everything from  
trade and travel to  
fighting against  
other tribes.**



**\$1 coin  
1995- in circulation**

**The *Saqamoli* is a traditional Fijian drinking vessel.**

**The *Saqamoli* is the symbol on the Fiji \$1 coin.**



**\$2 coin  
2012- in circulation**

**The Tanoa (kava bowl) was introduced in the 1700's, and came into widespread use in the 1700's**

**The *Tanoa* is the symbol on the Fiji \$2 coin.**



## Template 2: Double Money Squares

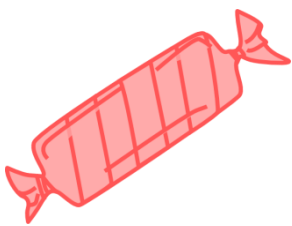





			
			
			
			
			
			
			



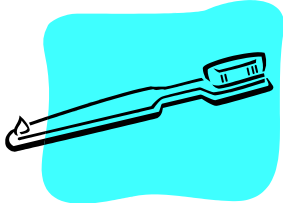






**Template 3: The Right Change**

Find the Double Money Squares that pays for the following:

	25 cents		
	\$1.00		
Slice of 	\$1.10		
	20 cents		
	\$1.50		
	15 cents		

	70 cents		
	\$1.20		
	\$1.05		
	\$2.10		
	\$2.50		

### Template 4: The Right Change - Answers

Find the Double Money Squares that pays for the following:

	25 cents		
	\$1.00		
Slice of 	\$1.10		
	20 cents		
	\$1.50		
	15 cents		

	70 cents		
	\$1.20		
	\$1.05		
	\$2.10		
	\$2.50		

# WE NEED WE WANT

## Class 1 / 2

### Activity Overview

In this activity students will listen to a story about the Taloga family. The story describes the children's shopping choices for 'wants' and their money habits for spending and saving.

Students will use this information to help them distinguish between needs and wants, and to recognise good money habits.

Students will meet the Taloga family again in the Class 3 / 4 resources.

### Resources

- Template 1: Needs Versus Wants
- Template 2: Meet the Taloga Family
- Template 3: Family Needs and Wants
- Template 4: Coin Trails
- Template 5: Shopping for Needs and Wants

### Financial Learning Outcomes

Students will be able to:

- Distinguish between needs and wants for the Taloga family (FLO 1)
- Identify needs and wants that they might have to save for (FLO 2)
- Set a personal spending, saving and sharing goal (FLO 3)
- Give examples of using money for different purposes (FLO 4)

### Vocabulary

Money, Needs, Wants, Mange money, Save, Spend, Share, Good decision, Shop assistant, Buy, Lend, Borrow, Work, Earn money, Plan ahead  
[Financial concepts use terms and language that are specific to the discipline of money and finance](#)

### Cross Curriculum Links

#### English

##### Oral Language – In a financial context

- Listen attentively to stories told and read
- Talk about and retell stories
- Pronounce sounds and words and sentences used in Financial Education

#### Social Studies

- Going to a shop
- The people who grow our food

#### Mathematics

- Demonstrate an understanding of the use of 5c to 50c coins
- Demonstrate an understanding and Recognition of the values of coins up to \$1

<p><b>Teaching and Learning Sequence</b></p> <p><b>Assessing prior understanding of needs and wants</b></p> <ol style="list-style-type: none"> <li>1. The teacher shows students a range of choices in pairs. For example, a piece of cake versus a healthy lunch option, A fancy pencil, versus a plain but practical pencil. A fancy pair of shoes versus a functional pair, for example, school shoes versus, fashion shoes. <ul style="list-style-type: none"> <li>• What is different about the items in each pair? If you had lots of money what might your choices be? Have everything? Choose the fancy option? Choose the functional option? If you had very little money, what would you choose?</li> <li>• Which choices do you think you might <b>need</b> to buy first? Which choices do you really want?</li> <li>• How would you decide between each?</li> </ul> </li> <li>• The teacher makes two headings on the board, one 'Needs' the other 'Wants'. Students decide the category of need or want between the pairs they have viewed.</li> <li>• Template 1: Needs versus Wants. Show students the pictures in this template. Have student circle one picture on each line that they think is a need. (FLO 1)</li> </ol>	<p><b>Teaching notes and ideas, and learning outcomes</b></p> <p>The teacher maintains a Financial Vocabulary wall chart and a Big Financial Journal. New financial ideas are added to the Journal and financial vocabulary is added to the Financial Vocabulary wall.</p> <p><i>Spending and budgeting</i> Identify things people 'have to' spend money on: (needs) e.g. food housing Check that students have identified the needs.</p>
<p><b>Meet the Taloga Family</b></p> <ol style="list-style-type: none"> <li>2. The teacher introduces students to the Taloga family. In this activity, students will be using active listening skills. Later, as students answer questions, the teacher will look for financial language being used correctly. <ul style="list-style-type: none"> <li>• In the story students will hear about the spending habits of three children, Litea and Peni Taloga, and Avinesh. They will learn about the children's financial choices, and how they made them. The teacher reads the story in Template 2: Meet the Taloga Family.</li> <li>• The teacher breaks the story into key ideas to question and gauge students understanding of the financial ideas presented in the story. A summary of financial ideas is recorded in the Big Financial Journal.</li> <li>• The teacher questions students about the story, and asks if they think the children in the story were buying wants or needs?</li> <li>• The teacher questions students about the characters approach to spending. <ul style="list-style-type: none"> <li>• How did Litea and Peni get \$5.00 to spend? (NB: Example of parents <b>sharing</b> birthday money) How did Litea go about spending her money? Do you think she had a plan or a <b>goal</b> to buy a necklace? Do we have children in the class who have a spending goal, and</li> </ul> </li> </ul> </li> </ol>	<p><i>Money</i> Give examples of using money for different purposes The three children use their money differently.</p> <p><i>Spending and budgeting</i> Demonstrate understanding of how to use a small amount of money for personals needs and wants The children used their \$5.00 to spend on personal needs and wants, a necklace, game and magazine.</p>



<p>spend money quickly like Litea? What advice did Nana give Litea?</p> <ul style="list-style-type: none"> <li>• How did Peni go about spending his money? Did he have a spending goal? Do we have children in the class who would spend like Peni? What advice did Nana give Peni?</li> <li>• How did Avinesh go about spending his money? Did he have a goal? How did he think he was going to get enough money to buy his first 'want', i.e. the \$8.00 game? What advice did Nana give Avinesh? Do you think that he bought what he really wanted?</li> <li>• The teacher asks if students have borrowed money from Nana or Tata? The teacher explores this idea further. Did students have to pay it back, what did they borrow the money for, etc.</li> <li>• The teacher explores the idea of sharing money. The teacher asks who 'shared' their money in this story? What was bought with this money? How do Nana and Tata share their money with you? What have they bought for you recently? Did you really need it?</li> <li>• The teacher summarises the meaning of the word money habits from the discussion above, using vocabulary such as planning and saving, sharing and spending money. What might we mean by money habits? Students suggest good money habits to record in their Big Financial Journal. The teacher adds to this list as students learn more about managing money. <i>Respond wisely to personal and economic circumstances</i></li> <li>• The teacher asks students what they would like to buy if they went to their favourite store. Students write "My wants are..." as a heading on the page, and either write words and or pictures describing their wants. Ask students for strategies of how they could get the money to spend. Discuss with students the concept of saving first, then spending on personal goals. Students are encouraged to set their first money goal, e.g. save up for a new ball. (FLO 2) (FLO 3)</li> </ul> <p><i>The Taloga family have needs and wants</i></p> <ul style="list-style-type: none"> <li>• The teacher introduces the idea of parents' spending on needs and wants. The teacher asks students: <ul style="list-style-type: none"> <li>• Will the Taloga children spend on the same things as their parents?</li> <li>• What do students think Nana and Tata spend their money on before they buy the ice creams and share birthday money with the children? See Template 3: Family Needs and Wants. Create a classroom wall chart of students' ideas, with the headings Needs and Wants. Discuss and clarify any ideas from students that might be better classified under the heading of wants. (FLO 1) (FLO 2) <i>Recognise financial consequences</i></li> </ul> </li> </ul>	<p><i>Credit</i>  <b>Demonstrate understanding that there are responsibilities on both the borrower and the lender</b>  <b>If Avinesh had borrowed the money from his Dada he would need to pay it back. Dada would have to make sure the money was returned to him. Avinesh was wise not to borrow the money.</b></p> <p><i>Saving</i>  <b>Identify the benefits of saving</b>  <b>Savings give you the means to buy what you want.</b></p> <p><i>Saving</i>  <b>Give examples of things you would choose to spend money on</b>  <b>Look for higher valued items that cost a little more than, for example, ice creams.</b></p> <p><i>Spending and budgeting</i>  <b>Identify things people 'have to' spend money on (needs e.g. food, housing etc.)</b>  <b>Food, transport, school uniforms, rent, etc.</b></p>
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<ul style="list-style-type: none"> <li>• Show students Template 3: Family Needs and Wants. Have them circle the pictures that they think are needs for the Taloga family. Ask students which items they think the family will have to save. (FLO 1) Review students' answers through discussion, and reinforce ideas about saving for 'big ticket' items.</li> </ul>	<p><b>Saving</b>  <i>Give examples of things you would have to save for</i>  <b>Look for higher valued items that cost a little more than, for example, ice creams.</b></p>
<p><b>Money trails</b></p> <ol style="list-style-type: none"> <li>3. The students work with the classroom currency. Give each student an envelope that contains 10 of each of the coins up to the \$1.00 coin. Have them complete Template 4: Coin Trails. Students should have no coins left after completing Template 4: Coin Trails and they should have a pattern on their templates.</li> </ol> <ul style="list-style-type: none"> <li>• The teacher demonstrates the strategy of using 'skip counting' to add along a row. For example, students can use 'skip counting' to add up along the 10 cent row, chanting.... 10 cents, 20 cents, 30 cents, etc..., or 20 cents, 40 cents, 60 cents, 80 cents... up to the \$2.00 coin. Students identify and conclude patterns for quickly counting money.</li> <li>• The teacher asks students to sort their money back into the same coin piles making a trail of each coin. Have students predict how much money they have in each trail. Some students will immediately see mathematical strategies to help them. For example, the easiest is to count the \$1.00 coins. How can we use this answer to get an answer for ten 10 cent coins, and then ten 50 cent coins?             <ul style="list-style-type: none"> <li>• Discuss with students mathematical strategies to help them work these sums out quickly</li> </ul> </li> <li>• The teacher challenges students to make a trail that adds up to \$12.00, or other amounts depending upon the students mathematical skills.</li> </ul>	<p><b>Money</b>  <i>Demonstrate an understanding of the use of 5c- \$1 coins for simple financial transactions</i>  <b>Students use 'skip counting' to add up coins and notes of the same denomination.</b></p>
<p><b>Needs include healthy food choices</b></p> <ol style="list-style-type: none"> <li>4. The teacher asks students to give their ideas on healthy foods. Which of these foods are needs, and which are wants? Compare students' ideas with 'healthy' foods that include vegetables, fruits, meat, fish, nuts, seeds, milk, cheese, and some grains. Explain why natural unprocessed foods are generally 'healthier', and why many of these 'healthy' foods are available at the market grown by local people. Students create a poster of healthy market foods.             <ul style="list-style-type: none"> <li>• Ask students why healthy foods might be a 'need'. Discuss nutrition and health, and as a class, create some healthy food messages</li> </ul> </li> </ol>	<p><b>Spending and budgeting</b>  <i>Demonstrate understanding of how to use a small amount of money for personal needs and wants</i></p>



<ul style="list-style-type: none"> <li>• Talk about the market, how there are buyers and sellers. Explain that people grow and gather fruits, vegetables and fish to sell at market and earn an income</li> <li>• The teacher now asks students to suggest foods that are less nutritious but they still really like. Some of students' ideas above will have already been suggested in their initial ideas set. Explain that these foods should be the 'wants' in a family's food choices.</li> <li>• See Template 5: Shopping for Needs and Wants. Each line represents a possible choice between a need and a want, and with a money value. Students complete the food choices based on 'need' or 'want', as indicated. Students either place or draw the coins needed to purchase each item. (FLO 4)</li> </ul>	<p>People use money to buy a wide range of foods. Fruit and vegetables are needs, while sweets and ice creams are wants. Needs should be bought before wants.</p>
<p><b>Reflection and Discussion</b></p> <ul style="list-style-type: none"> <li>• What spending are examples of 'needs' for Nana and Tata?</li> <li>• What spending examples are 'wants' for Nana and Tata?</li> <li>• How can you manage your money better?</li> <li>• If you are given money, what choices do you have? (Look for spending wisely, saving and sharing)</li> <li>• Why are healthy foods 'needs' for a family?</li> </ul>	<p>Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically.</p>
<p><b>Assessment Activities</b></p> <p><b>English</b></p> <ol style="list-style-type: none"> <li>1. As students express their experiences and ideas, assess their use of correct financial language and understanding of financial concepts.</li> </ol> <p><b>Mathematics</b></p> <ol style="list-style-type: none"> <li>2. Check students' answers to the money templates and assess their readiness to move on to harder money sums.</li> </ol> <p><b>Social Studies</b></p> <ol style="list-style-type: none"> <li>3. Assess students' contributions to the discussions and worksheets on healthy food and going to the shop.</li> <li>4. Assess students' answers to the questions on needs versus wants.</li> </ol>	
<p><b>Linking Financial Education to the home</b></p> <ul style="list-style-type: none"> <li>• Students talk to parents about money habits and the money habits they would like to have when they are older. Encourage parents to help students achieve these.</li> </ul>	

## Template 1: Needs Versus Wants

Students circle one picture in each row that they think is a need.

 <p><b>Sandals</b></p>	 <p><b>Flip Flops</b></p>
 <p><b>School Shoes</b></p>	 <p><b>Sneakers</b></p>
 <p><b>School Uniform</b></p>	 <p><b>Party Clothes</b></p>
 <p><b>Ice-cream</b></p>	 <p><b>Fish</b></p>
 <p><b>Water</b></p>	 <p><b>Juice</b></p>



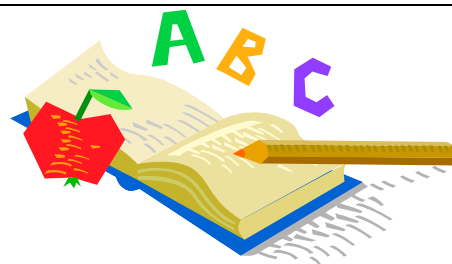
**Vegetables**



**Pizza**



**Comic book**



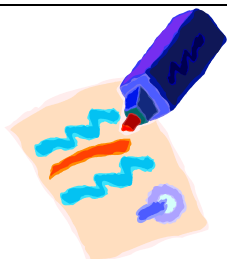
**School books**



**House**



**Car**



**Colouring pens**



**School pencil**



**Fruit**



**Lollies**

## Template 2: Meet the Taloga Family



Litea 6 and Peni 11 live with Nana (Mother) and Tata (Father), eight kilometers out of Rakiraki Town. Litea is in Class 1 and enjoys going to school in town with her older brother Peni.

Nana says it is time for her children to learn about **managing money**.

With \$5.00 birthday money safely in their pockets, the children buzz with excitement as they board the bus with Nana to town.

Finally they arrive. Litea and Peni skip along the pavement till they see the shops. Avinesh, Litea's best friend, is already waiting.

Nana is eager to see how her children will **spend** their money. And she wonders how Avinesh will spend his \$5.00 too. The children rush off in different directions; Avinesh to the games, Litea to the jewelery and Peni to the magazines.

Two minutes later Litea is back with a necklace. "Nana, this is what I want, it is \$5.00". "Well done, Litea, you have made a **good decision** and you really did know what you wanted" says Nana. "Now you go to the **shopkeeper** and **buy** your necklace."

Litea and Nana smile as they spot Peni still rushing around the shop. Nana says, "He can never make up his mind when he has **money** to **spend**, we will be here forever!"

Avinesh appears from behind an aisle with a big grin on his face. "I know what I want! The board game is \$8.00. Can I please ring my Dada (Father) and ask him to **lend** me money?" Nana smiles kindly. "Do you think that is a good idea asking for more money? I am sure you can find something you really like for \$5.00. Otherwise you could **save** up another \$3.00 to get what you really want later."

Disappointed, Avinesh rushes off to buy another game he saw for \$5.00.

At last Peni reappears from the magazines. “I think I will buy this one, and I will still have \$3.00 to **save** for another day.

Nana has good financial advice for Litea, Peni and Avinesh.

“We all have to **work** hard to **earn money**, so it is good to be careful with our money. We call that **managing money**,” Nana says.

“Litea, you will need to learn to **save** a little of your money.”

“Peni, you need to **plan ahead** for what you want to buy, and save for it. Otherwise we will be here all day again!”

“Avinesh, you need to learn that **borrowing money** is not a good idea. If you **borrow money** to buy something, you will have to **work** even harder to pay off your **debt**.”

“You all have been so good today”, says Nana. “I have some money to **share** with you. Who would now like ice creams?”

Eating ice creams, they hop on the bus and head home.

## Template 3: Family Needs and Wants

### Needs

Students paste pictures of what they think are needs for this family. They can use pictures from magazines. Which items do you think the family will need to save for?





## Wants

Students paste pictures of what they think are 'wants' for this family.  
Which items do you think the family will need to save for?



### Template 4: Coin Trails

Place coin pictures in the squares to complete the sum.

Use <b>5 cent</b> coins to show <b>10 cents</b>				
Use <b>5 cent</b> coins to show <b>15 cents</b>				
Use <b>5 cents</b> coins to show <b>20 cents</b>				
Use <b>10 cent</b> coins to show <b>20 cents</b>				
Use <b>10 cent</b> coins to show <b>30 cents</b>				
Use <b>10 cent</b> coins to show <b>40 cents</b>				










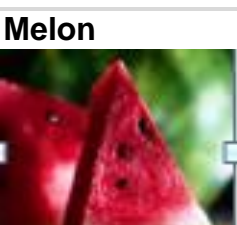

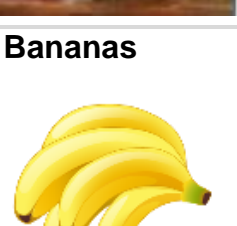












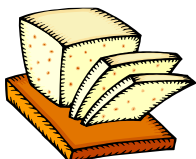
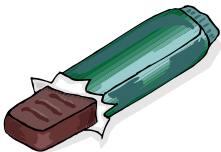
Use <b>20 cent</b> coins to show <b>40 cents</b>				
Use <b>20 cent</b> coins to show <b>60 cents</b>				
Use <b>20 cent</b> coins to show <b>80 cents</b>				
Use <b>50 cent</b> coins to show <b>\$1.00</b>				
Use <b>50 cents</b> coins to show <b>\$1.50</b>				
Use <b>50 cent</b> coins to show <b>\$2.00</b>				

Use <b>\$1.00</b> coins to show <b>\$2.00</b>				
Use <b>\$1.00</b> coins to show <b>\$3.00</b>				
Use <b>\$1</b> coins to show <b>\$4.00</b>				
Show <b>15 cents</b>				
Show <b>70 cents</b>				
Show <b>\$1.00</b>				

### Template 5: Shopping for Needs and Wants

Students circle the best answer that illustrates either an indicated need or a want. Students place a double money square that demonstrate the value of the choice.

<b>Want</b>  <b>40 cents</b>	<b>Fizzy drink</b> 	<b>Coconut</b> 	
<b>Need</b>  <b>30 cents</b>	<b>Soft peas</b> 	<b>Potato crisps</b> 	
<b>Need</b>  <b>\$1.20</b>	<b>Filled roll</b> 	<b>Meat Pie</b> 	
<b>Want</b>  <b>20 cents</b>	<b>Mango</b> 	<b>Mango Juice</b> 	
<b>Need</b>  <b>15 cents</b>	<b>Lollies</b> 	<b>Melon</b> 	
<b>Want</b>  <b>\$1.00</b>	<b>Indian sweets</b> 	<b>Bananas</b> 	

<p><b>Need</b></p> <p><b>\$2.00</b></p>	<p><b>Milk</b></p> 	<p><b>Beer</b></p> 	
<p><b>Need</b></p> <p><b>\$1.05</b></p>	<p><b>Coconut</b></p> 	<p><b>Nuts</b></p> 	
<p><b>Want</b></p> <p><b>\$1.80</b></p>	<p><b>Cake</b></p> 	<p><b>Fish</b></p> 	
<p><b>Want</b></p> <p><b>\$1.50</b></p>	<p><b>Vegetables</b></p> 	<p><b>Jam</b></p> 	
<p><b>Want</b></p> <p><b>70 cents</b></p>	<p><b>Bread</b></p> 	<p><b>Ice cream</b></p> 	
<p><b>Need</b></p> <p><b>\$2.00</b></p>	<p><b>Cheese</b></p> 	<p><b>Chocolate</b></p> 	

# MONEY MATHS AND WORK!

## Class 1 / 2

### Activity Overview

In the first section of this activity, students are ordering and counting money. In the second they are engaged in 'Going Shopping' scenarios, while in the third students focus on managing money through good decision making.

To practice the money maths, students will 'borrow' specimen money from the classroom bank and explore what debt might mean.

### Teachers note

Different activities within each section can be used/modified during the Class 1 / 2 Financial Education programme to meet the learning needs of students. A teacher may also choose to use Money Maths lesson activities in the classroom's mathematics programme, while other Financial Education learning is occurring alongside the mathematics lessons.

### Resources

- Classroom Bank
- A4 paper for envelopes money wallets
- Template 1: Ordering Money
- Template 2: Pictures
- Template 3: This Missing Change
- Template 4: How Much Money?
- Template 5: Choices
- Template 6: Going Shopping
- Template 7: Receiving Change
- Template 8: Litea's Money Jars

### Financial Learning Outcomes

Students will be able to:

- Demonstrate an understanding of the use of coins up to the \$1.00 coin (FLO 1)
- Order and calculate the value of multiple coins, up to the \$1.00 coin (FLO 2)
- Understand how to look after their money (FLO 3)

### Vocabulary

Credit, Borrow, Coins, Keep money safe, Good credit

Financial concepts use terms and language that are specific to the discipline of money and finance

### Cross Curriculum Links

#### Mathematics

- Demonstrate an understanding of the use of 5c to 50c coins
- Demonstrate an understanding and recognition of the values of coins up to \$1

## English

### Oral Language – In a financial context

- Pronounce sounds, words and sentences in English as taught in Tate Oral English Books 4-6
- Use simple sentences correctly
- Use appropriate vocabulary

## Social Studies

### Looking after your money

- Concepts that support understanding the importance of money.

## Teaching and Learning Sequence

### Coins activities

1. The teacher explains that in these activities, students will 'borrow' money from the classroom bank to use in money the maths activities. Together, the class discuss what borrow means. What examples can they give from their own lives? What were the obligations they had when they borrowed? Record a simple definition of 'borrow'.
- The class explores what it might mean to borrow money. Have students discuss how they can keep the money they borrow safe while they use it. The teacher summarise their discussions for the Big Financial Journal. NB: At the end of each activity, students return money in their envelope to the bank for safekeeping.
- Give students an A4 piece of paper, a stapler, and pens. The class brainstorm how they could turn this into a simple envelope.
  - How could they fold and staple A4 paper to create an envelope? (Fold down 5 cm and create a crease. Fold up bottom to crease line. Staple sides and use the 5cm fold down as the flap)
  - What words should you write on your envelope?
  - Have students write their name, and the words 'Borrowed money' on the envelope.
  - Each wallet begins with 6 x 5c, 17 x 10c, 14 x 20c, 2 x 50c.

### Skip counting

- The teacher asks students to explore using coins how many coins make up a value. Students layout the sets, and think about 'skip counting' to help them decide on the answers. The teacher may need to demonstrate skip counting.
  - How many 5 cent coins make up 10 cents?
  - How many 5 cent coins make up 20 cents?
  - How many 10 cent coins make 20 cents?
  - How many 10 cent coins make 50 cents?
  - How many 10 cent coins make a dollar?
  - How many 20 cent coins make up 40 cents?
  - How many 20 cent coins make up 60 cents?

## Teaching notes and ideas, and learning outcomes

The teacher maintains a Financial Vocabulary wall chart and a Big Financial Journal. New financial ideas are added to the Journal and financial vocabulary is added to the Financial Vocabulary wall.



- How many 20 cent coins make up 80 cents?
- How many 20 cent coins make a dollar?
- How many 50 cent coins make a dollar? (FLO 1)

#### *Ordering money - Missing coins*

- The teacher gives a student an envelope of 4 coins with one coin missing in each set. Each person will have a slightly different set of coins as there is the potential to have one of the five coins missing. The teacher explains to students that they:
  - Open an envelope and arrange their coins from the lowest value to the highest value on the worksheet in Template 1: Ordering Money. One coin will be missing, so they will leave a gap for it. In pencil, they draw the missing coin in the gap. Put the coins back in the envelope
  - Swap envelopes, and repeat the activity. Repeat a number of times (FLO 1)

#### *Mixed coins and counting*

- The teacher asks students to explore how many ways they can make a range of values. Students use coins to demonstrate their answers.
  - How many ways can you make up 15 cents, using 10 and or 5 cent coins
  - How many ways can you make up 20 cents, using either 5 or 10 cent coins
  - How many ways can you make up 50 cents, using 20 and or 10 cent coins
  - How many ways can you make up \$1.00 using 50 cent and or 20 cent coins
  - Make up other combinations, depending up students' abilities
  - Provide students with feedback on how they are managing to keep their borrowed money safe (FLO 1)

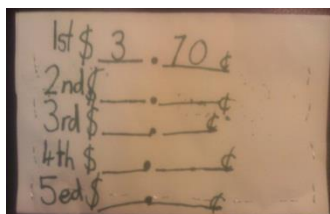
#### *Double Money Squares*

- Template 2: Pictures. The teacher hands out all the cards from Template 2. The teacher hands out the Double Money Squares to the other students (Template 2, 'Valuing Money Is Managing Money'- pages 53- 54). NB: As there are 56 cards altogether, most students will have more than one card. The first student says, for example, I have a cake and the price is 50 cents. The person who has 50 cents of coin/s on the double domino cards says I have the money. After checking, the pair of cards are placed downwards on the desk. The next card is called. If there are two people who have the right amount of money, then the first person to put up their hand turns their card over. The challenge for the class is have no mismatching pair at the end of the game? (FLO 2)  
NB: This game could also be played by a group. The picture cards are placed in one pile, face down. The coin cards are placed face up. In turn, students turn over a card

<p>and find a card that matches the display price. The group that finishes first wins. (FLO 2)</p>	
<p><b>Going shopping</b></p> <p>2. Template 3: How much money?. The teacher explains to students that they work across the row, add up the coin values and put their answer in the right hand column.</p> <ul style="list-style-type: none"> <li>• Template 4: Going Shopping. The teacher explains that students are going shopping for food and stationery. Students select coins and place them on the squares so that they have the right amount of money for the shopkeeper.</li> <li>• Template 5: The Missing Change. The teacher explains the shopper has a missing coin for the right change. Students place or draw the missing coin so they will have the right change for the given prices.</li> <li>• Template 6: Choices. The teacher explains that this activity is about what people can buy for a given amount of money. Students have limited money (income). That is, students do not have enough money to buy all the choices! Students circle their purchases along a line so they spend up to the money they have.</li> <li>• Template 7: Receiving Change. The teacher and a student helper, model shopping using the words Price, Money, Shopkeeper Purchase, Change, and how change is calculated. The teacher then demonstrates how students will fill in the squares given the shopping scenario. Students complete the worksheet.</li> </ul>	<p><i>Money</i>  <i>Give examples of using money for different purposes</i>  <i>Money is used to pay for food, stationery, and much more!</i></p>
<p><b>Saving, Sharing and Spending Wisely</b></p> <p>3. The teacher shows students Template 8: Litea's money jars. The teacher asks students what they recall about Saving, Sharing and Spending from The Meet the Taloga Family Story. From their Big Financial Journal, students recall their ideas on how to manage money.</p> <ul style="list-style-type: none"> <li>• Using Template 8, the teacher asks students how much Litea earns every day for helping her elderly neighbour. By the end of the week: <ul style="list-style-type: none"> <li>• How much savings does Litea have in her jar?</li> <li>• How much money does Litea have to share in her jar?</li> <li>• How much spending money does Litea have in her jar?</li> </ul> </li> <li>• The teacher asks students to make one envelope, using a stapler. On one side, students write the words Spending, Savings, and Sharing. They also write their name and decorate this side to illustrate that it is about money.</li> </ul>	<p><i>Money</i>  <i>Give examples of using money for different purposes</i>  <i>Spending wisely, saving and sharing.</i></p> <p><i>Money</i>  <i>Demonstrate an understanding of the use of 5c- \$1 coins for simple financial transactions</i></p> <p><i>Money</i>  <i>Give examples of using money for different purposes</i>  <i>Student answers.</i></p>

- Students discuss what it means to have a savings goal and the give examples to support their answers. Students also draw/write something they would like to spend money on for themselves, something they would like to save for, and something they would share with others. (FLO 3)

Understand the importance of time and commitment for achieving financial goals. Set and achieve financial goals appropriate to personal and communal values



- The teacher asks students for their ideas on how they could earn a little income from working at school. The teacher creates jobs that students can do around the school which go beyond a normal school duty. For example, an extra tidy up around the grounds. After paying day 1 income, ask if students can come up with a way of recording their income. They demonstrate how they will do this on the reverse side of their envelope.
- After each job pay student's income using 5c, 10c, 20c and 50 cent coins. Respond wisely to dynamic personal and economic circumstances
- Each student puts their earnings into the envelope during the week.
  - During the week, ask students how much they have in their envelope
  - At the end of the week, ask students to add up how much is in of their envelope. Explain to students that they will be using the money in the envelopes in the next activity. (FLO 3)
  - Summarise the key ideas about earning and managing money in the Big Financial Journal
- The teacher explains that in the next activity students will want to use this money. The teacher asks students how they could keep their money safe until it is used again. Students place all their envelopes in the classroom bank. The teacher explains to the students that they will withdraw their saved money from the bank soon.
- Students guide the teacher's summary of key ideas about keeping money safe.

**Give examples of things you would need to save for**  
Student answers.

**Financial planning**  
Give some examples of short term personal goals e.g. purchase a movie ticket, buy some sweets at the shop  
Student answers.

**Income and wealth**  
Give examples of ways in which people earn or receive income  
We empty the rubbish bins, etc.

**Financial Risk**  
Demonstrate understanding of how to keep money safe e.g. by giving it to a responsible adult, locking it away or depositing it at the bank  
Money is kept in the classroom bank.

**Money**  
Explain that to withdraw money from the bank we need to have saved the money first  
In the next activity, we will withdraw our money.

### Reflection and Discussion





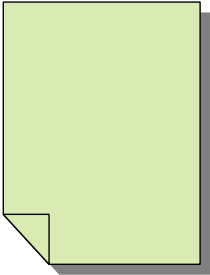



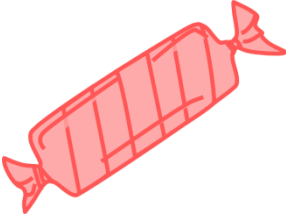


- Why do we need to be good at money sums?
- How can we earn an income?

Encourage students to answer using correct vocabulary, sentences,

<ul style="list-style-type: none"> <li>• How can we keep our money safe?</li> <li>• How do we spend our Sharing money? What does it mean?</li> <li>• How do we get our money back from the bank when we need it?</li> </ul>	<p>and pronunciation. Encourage students to arrange their ideas and facts logically.</p>
<p><b>Assessment Activities</b></p> <p><b>Mathematics</b></p> <ol style="list-style-type: none"> <li>1. Monitor student's mathematical skills, and recognition and understanding of the use of notes and coins to the value of \$1.00 as they work through the activities. Provide students with formative feedback, on what they are doing well, and what their next steps will be to master the skills and understanding.</li> </ol> <p><b>English</b></p> <ol style="list-style-type: none"> <li>2. Monitor student's use of words and sentences in the context of this Financial Education. Provide them with formative feedback and guidance on the correct use of vocabulary and sentence structure.</li> </ol>	
<p><b>Linking Financial Education to the home</b></p> <ul style="list-style-type: none"> <li>• Students set up a money jar system at home. They explain the jars to their parents and establish personal financial goals. Students discuss with parents jobs they could do that are in addition to their family duties, and that they could earn small amounts of pocket money from.</li> </ul>	

## Template 1: Missing Coin trail


## Template 2: Pictures

<b>Gift</b> 	<b>50c Apple</b> 	<b>15c Picture</b> 	<b>\$2.05 Crayons</b> 
<b>5c Paper</b> 	<b>\$1.00 Ice-cream</b> 	<b>25c Onion</b> 	<b>20 c Small eraser</b> 
<b>10c Small wrapped lolly</b> 	<b>\$2.00 Poster</b> 	<b>55c Small plastic pencil sharpener</b> 	



**20c Flower**



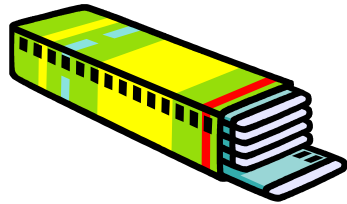
**10c lollipop**



**\$1.05 Cassava Chips**



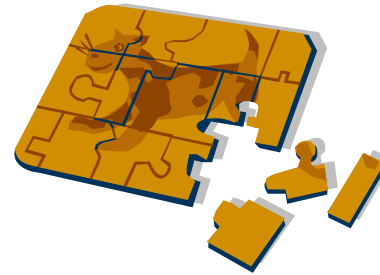
**30c Small packet of chewing gum**



**40c Chalk**



**\$1.00 Puzzle**



**\$3.00 Plastic Toy**



**60c Stick on tattoos**



**70c Bread Roll**



**\$1.50 Piece of cake**



**\$4.00 Bucket and Spade**



<p><b>\$1.10 Two pieces of Melon</b></p> 	<p><b>\$1.20 Small Packet of Peanuts</b></p> 	<p><b>\$2.50 Tennis ball</b></p> 	
<p><b>\$2.10 Small apple juice</b></p> 	<p><b>\$2.20 Bubble blower</b></p> 	<p><b>\$2.00 Skipping rope</b></p> 	





### Template 3: How much money?





1 <sup>st</sup> coin	2 <sup>nd</sup> coin	3 <sup>rd</sup> coin	Answer
			
			
			
			
			
			

1 <sup>st</sup> coin	2 <sup>nd</sup> coin	3 <sup>rd</sup> coin	Answer
			
			
			
			
			
			





### Template 4: Going Shopping


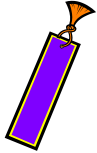
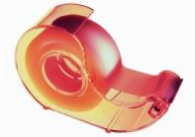

Ranjeet goes shopping for fruit and school stationery. Choose coins to pay for these items

 <p><b>Lemon 20c</b></p>				
 <p><b>Note book 40 c</b></p>				
 <p><b>Eraser 30 c</b></p>				
 <p><b>Guava 60 c</b></p>				

 <p><b>Small Apple 90c</b></p>				
 <p><b>Mango slice 40c</b></p>				
 <p><b>Two Papaya slices \$1.00</b></p>				
 <p><b>Coconut 70 c</b></p>				



 <p><b>Pencil 30c</b></p>				
 <p><b>Small ruler 60 c</b></p>				
 <p><b>Small eraser 25 c</b></p>				
 <p><b>Crayons 95 c</b></p>				








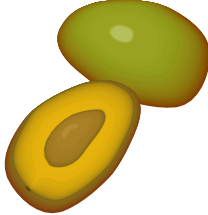











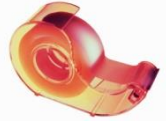
 <p><b>Orange 80 c</b></p>				
 <p><b>bookmark 75 c</b></p>				
 <p><b>Tape \$1.00</b></p>				
 <p><b>Post It Note 45 c</b></p>				





## Template 5: Missing Change

Display price	1 <sup>st</sup> coin	2 <sup>nd</sup> coin	3 <sup>rd</sup> coin
			
			
			
			
			
			

## Template 6: Choices

Circle your shopping choices so that you spend all your money.

	 Guava 60 c	 Potato 30 c	 Paper 30 c	 Lemon 30c
	 Pineapple Slice 10 c	 Mango slice 40 c	 Papaya 50 c	 Apple 50 c
	 Pencil 30c	 Ruler 50 c	 Orange 80 c	 Scissors 50 c
	 Eraser 30 c	 Crayons 60 c	 Tamarind 90c	 Tape 60 c

Teachers create more templates with appropriate shopping items using the blank template above.

## Template 7: Receiving Change

Display price on till	Money given to shop keeper	Change for buyer (Coin)	Change for buyer (Coin)
			
			
			
			
			



Display price on till	Money given to shop keeper	Change for buyer (Coin)	Change for buyer (Coin)
			
			
			
			
			
			

## Template 8: Litea's money jars

How much money would Litea have available to spend wisely and have to share after one week?



Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Total			

# SHARING AND CARING

## Class 1 / 2

### Activity Overview

In this activity, students will make celebratory cards and give them to people they care about.

During the first stage, students will consider why cards are exchanged between people as part of celebrating.

During the second stage, students will buy resources from the classroom shop with their money to make a celebratory card for their classmates or parents. The teacher will lend students other resources they will need.

During the final stage, students will investigate the money side of creating cards for others and give their card to a friend or family member.

During this challenge, students will be facing the financial risks of losing or having money stolen. They will need to consider and action strategies to keep their money safe.

### Resources

- Resources to Make Cards
- Classroom Resource Shop
- Template 1: Celebratory Card Price List
- Money and envelope from the previous lesson

### Financial Learning Outcomes

Students will be able to:

- Distinguish between borrowing and owning (FLO 1)
- Explore how money decisions have consequences (FLO 2)
- Explore the relationship between withdrawing money from the bank and saving money with the bank (FLO 3)

### Vocabulary

Money, Savings, Withdrawals, Spending, Planning, Choice, Responsibilities, Resources, Hire, Borrowing, Managing money, Good decision, Shop assistant, Buyer, Seller, Receipt  
[Financial concepts use terms and language that are specific to the discipline of money and finance](#)

### Cross Curriculum Links

#### Mathematics

- Demonstrate an understanding of the use of 5c to 50c coins
- Demonstrate an understanding and recognition of the values of coins up to \$1

#### Social Studies

Understand the importance of money

- The Christmas Festival
- Considering others

<p><b>Teaching and Learning Sequence</b></p> <p><b>Investigating celebratory cards</b></p> <ol style="list-style-type: none"> <li>1. The class brainstorm a range of festivals and celebrations that they love. They list their ideas in their Big Financial Journal.</li> </ol> <ul style="list-style-type: none"> <li>• The teacher shows students a selection of celebratory cards such as birthday and Christmas cards that might appeal to them. The teacher explains that the class are going to use their money to make cards for others.</li> <li>• Students share their ideas of why people give cards to others they know. The teacher explains that cards are an example of our 'customs'; just what we do in different situations. They also demonstrate that we are considering other peoples' needs at a time of celebration or grief. Students discuss:             <ul style="list-style-type: none"> <li>• The celebrations or occasions where they or family gave cards</li> <li>• What other celebrations or occasions might cards be sent to others? Circle the celebrations in the Big Financial Journal</li> <li>• What they like about each card the teacher has shown them. What are the materials used and the colours, the textures, pictures, decorations, etc.</li> <li>• What they would like to see on their cards celebrating an occasion - <a href="#">Set and achieve financial goals appropriate to personal and communal values</a></li> </ul> </li> <li>• The teacher asks who likes to receive a birthday and or Christmas card. Who might give you these cards?             <ul style="list-style-type: none"> <li>• Who would you give a card to?</li> <li>• Who has given someone they know, for example, a birthday or Christmas card?</li> <li>• What did you say in the message?</li> <li>• Students are encouraged to bring examples of cards from home and create a wall chart of card ideas</li> </ul> </li> <li>• Students brainstorm a range of resource materials to create a card for someone who is special to them. The teacher records the word Resources in the Big Financial Journal and lists students' material ideas. They teacher prompts for further ideas, "Have you thought about..." look for examples such as scissors, glue, tape, envelopes, etc.</li> </ul>	<p><b>Teaching notes and ideas, and learning outcomes</b></p> <p>The teacher maintains a Financial Vocabulary wall chart and a Big Financial Journal. New financial ideas are added to the Journal and financial vocabulary is added to the Financial Vocabulary wall.</p> <p><i>Money</i> Give examples of using money for different purposes We use our money to give pleasure to others – sharing.</p>
<p><b>Setting up Shop</b></p> <ol style="list-style-type: none"> <li>2. The teacher explains to students that they are going to have a shop where they can buy resources to make their cards. The teacher sets up the shop, which includes the resources students have listed, as well as other resources students might find useful. Students' view the 'shop counter' and look to see what is on sale and what can be hired (borrowed). The teacher points out to the signage,</li> </ol>	<p>The shop Display one big sign that says For hire, and another, For sale. Arrange the resources accordingly.</p>

<p>including a name for the shop and the Display prices. Teachers will need to make 'For Sale', 'For Hire' and shop name signs (prior to doing this lesson).</p> <ul style="list-style-type: none"> <li>The teacher shows students the material resources they will buy and use for their cards. See Template 1: Celebratory Card Price List for suggestions. The teacher also points out the resources students will <b>borrow</b> and use to make the cards. Explain that there are two signs, 'For Hire' and 'For Sale'. Explain that borrowed resources will include, for example, the scissors, pens, glue. What does the word borrow mean? (FLO 1) <ul style="list-style-type: none"> <li>Will you have to pay to borrow resources from the shop?</li> <li>Will you have to give these resources back?</li> <li>What might happen if you lose or break a borrowed good for hire? Do we need a rule/s for using borrowed resources? <i>Be confident with key financial terms and concepts</i></li> </ul> </li> <li>The teacher invites four older students who are good at adding up sales from another classroom to model being the shop assistant and a buyer at the classroom shop. Each pair model a transaction. Have these invited students focus on what is appropriate for them to say. For example, "Good afternoon, what would you like to buy today?" "Hello. I would like to buy...." The shop assistant adds up what is spent and the shopper pays the money and collects any change if appropriate. The seller writes a receipt and the total amount and gives it to the buyer with the goods inside a plastic bag.</li> <li>The teacher invites these four students back to be the shop assistants when students buy/hire their resources.</li> <li>After viewing the shopping role play, the class discuss the consequences of having more or less money on the choices they make. (FLO 2)</li> <li>The teacher and students discuss the steps of buying and selling. Together, they recap important vocabulary, for example, Resources, Shopkeeper, Buyer, Seller, Money in exchange for goods, Receipts. The teacher lists on paper, each of the purchase sets of the modelled shopping and the prices paid. The prices are totalled and paper is placed on the financial clothes line.</li> </ul>	<p><b>Money</b> <i>Give examples of using money for different purposes</i> We use our money to buy resources to make cards.</p> <p><b>Credit</b> <i>Demonstrate understanding that a borrowed item has value e.g. borrowing a pencil from a friend</i> We pay to borrow hired goods.</p> <p><b>Demonstrate</b> <i>understanding that there are responsibilities on both the borrower and the lender</i> The lender charges a fair price, the borrower returns hired goods.</p> <p>The teacher could have recycled plastic bags for the shop assistant to place what has been bought.</p> <p><b>Income and wealth</b> <i>Identify ways in which having more or less money has consequences on choices</i> The more money we have, the more we can spend on resources or other goods.</p> <p><b>Money</b> <i>Demonstrate ability to read and understand simple transaction receipts- e.g. bus fare</i> Check amount paid against the transaction receipt.</p>
<p><b>The Money Side</b></p> <ol style="list-style-type: none"> <li>The teacher asks students if they have any money saved at the classroom bank that they can use to shop for the classroom resources. Students withdraw their money from the classroom bank. (FLO 3)</li> </ol>	<p><b>Saving</b> <i>Identify the benefits of saving</i> Students now have money to spend on making a card.</p>



<ul style="list-style-type: none"> <li>• How does this money, deposited at the bank (savings) benefit students now?</li> <li>• How much money do students have to spend?</li> <li>• How much is in their 'savings' envelope?</li> <li>• How much is in their 'sharing' envelope? Might spending on this card be considered sharing?</li> <li>• When you buy resources, which envelope/s should the money come from first? Could it come from more than one envelope? What would be the last envelope that we might take money from?</li> </ul> <ul style="list-style-type: none"> <li>• The class discusses how much the two students spent on buying their materials to make a card?             <ul style="list-style-type: none"> <li>• Will they have enough money to get what they want from the Shop? Which item/s are needs, and which ones are wants? Recognise financial consequences</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Students look at the shop again and begin to make decisions what they would buy to make their cards.</li> </ul> <ul style="list-style-type: none"> <li>• The students shop for their resources using their money.             <ul style="list-style-type: none"> <li>• The shop assistants and or other senior students provide assistance if students are unable to calculate how much money to pay for the resources</li> <li>• The teacher also identifies students who need extra coaching and support for settling their transactions</li> <li>• Students make sure they have a receipt that shows how much they spent</li> <li>• The teacher provides feedback on how the students performed as shoppers: Were the students courteous; did they use appropriate language; did they handle their money carefully and correctly?</li> </ul> </li> </ul>	<p><b>Money</b>  <i>Explain that to withdraw money from the bank we need to have saved the money first</i>  <b>Students have money to withdraw because they saved their income.</b></p> <p><b>Money</b>  <i>Demonstrate an understanding of the use of 5c- \$1 coins for simple financial transactions</i></p> <p><b>Money</b>  <i>Demonstrate ability to read and understand simple transaction receipts- e.g. bus fare</i>  <b>Students check that they have a receipt to show how much money they paid for the resources.</b></p>
<p><b>Financial risk</b></p> <ol style="list-style-type: none"> <li>4. The teacher asks students how much money they have left in their envelope. Students add up their money.</li> </ol> <ul style="list-style-type: none"> <li>• The teacher asks students about the financial risks of keeping their money in their desks? What might be the consequences of losing money or having it stolen? Is this a good idea to keep it in a place where others could be tempted? How could we keep this money safe?</li> <li>• Students deposit any surplus cash they have back into the bank. (FLO 3)</li> <li>• Students identify the consequences of losing money, or having it stolen, that they have saved at home. How could they keep money safe at home? How many students have a savings account at a bank? The teacher discusses the role of savings accounts at banks.</li> </ul>	<p><b>Financial risk</b>  <i>Demonstrate understanding of how to keep money safe e.g. by giving it to a responsible adult, locking it away or depositing it at the bank</i>  <b>Students keep their money safe in the classroom bank.</b></p> <p><i>Identify consequences of losing money or having it stolen e.g. not having the money to pay for bus fare or lunch at school</i>  <b>If student money is lost, they will not be able to participate in spending money in the next activity.</b></p>



<p><b>Making, and sharing</b></p> <ol style="list-style-type: none"> <li>5. The students make their cards. Students return the items they borrowed to help them make their cards. They discuss how responsible they were with the items they borrowed.</li> <li>• The teacher plans a lesson around writing the messages in the celebratory cards. Students consider the needs of the people who are getting the cards, and consider this when they decide on their messages. Students complete this task for their cards.</li> <li>• The teacher models how students can make an envelope. Students create an envelope and place their cards in it, addressing it to the person who will receive the card.</li> <li>• The cards are kept until a celebratory occasion can be organised and where students can give their cards to people they care about. For example, at the end of the year parents are invited to a Christmas celebration.</li> </ol>	
<p><b>Reflection and Discussion</b></p> <ul style="list-style-type: none"> <li>• Did you think about what the other person would like when you made your card?</li> <li>• What are your favourite celebrations? Why?</li> <li>• When might someone give someone else a card?</li> <li>• What resources did you buy to make your card?</li> <li>• What resources did you hire to make your card?</li> <li>• How much money did you spend making the cards?</li> <li>• How much money have you left in savings?</li> </ul>	<p>Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically</p>
<p><b>Assessment Activities</b></p> <p><b>English</b></p> <ol style="list-style-type: none"> <li>1. As students express their experiences and ideas, assess their use of correct financial language and their understanding of financial concepts.</li> </ol> <p><b>Social Studies</b></p> <ol style="list-style-type: none"> <li>2. Assess students' conceptual understanding of local celebrations being part of today's actions because of our historical and or cultural past.</li> <li>3. Assess students' ability to consider others in the actions they take.</li> </ol>	
<p><b>Linking Financial Education to the home</b></p> <ul style="list-style-type: none"> <li>• Encourage students to make cards at home for family members, rather than buying them. (FLO 3)</li> </ul>	

## Template 1: Celebratory Card Price List

The teacher completes the list of items and prices to match the resources available to them.

Item	Price	Quantity	Total
White paper	1 sheet for \$1 Classroom Currency		
Coloured paper	1 sheet for \$2 Classroom Currency		
Stickers	10 for \$1 Classroom Currency		
Ribbon	10 cm length for \$2 Classroom Currency		
Shells	6 for \$1 Classroom Currency		
Paint	One colour for \$1 Classroom Currency		
Paint	One colour for \$1 Classroom Currency		
<b>TOTAL</b>			



<b>Hire Pool</b>	
Glue	\$0.50c Classroom Currency for use
Scissors	\$1 Classroom Currency each for use
Sellotape	\$0.50c Classroom Currency for use
Stapler	\$1 Classroom Currency for use
Table	\$1 Classroom Currency for use
<b>TOTAL</b>	



# CLASSROOM SHOPS

## Class 1 / 2

### Activity Overview

In this activity, students will establish at least one classroom shopping opportunity for themselves and others. Students will be both sellers and buyers in their classroom shops. One classroom shop supports the theme 'Healthy Food, Healthy Eating'.

Teachers can use other products made in art and craft class for sale.

The first classroom shop is for students buying and hiring their classroom stationery using classroom currency. A teacher might consider establishing this shop for Class 1 students. Teachers can use other products for sale.

In the second shop, students will make a bubble wand to sell to other students. A market stall could be set up in a lunch break or other suitable time. Students will be sellers and buyers in this activity. This activity will be suitable for both Class 1 and 2 students. Students might like to have a competition on the day of their market with prizes for one or more activities e.g. the biggest bubble blown, the most bubbles blown etc.

In their third shop, students will serve a healthy traditional Fijian lunch in their 'classroom' restaurant. Parent helpers will be invited to support and guide students in this activity. A teacher might consider establishing this shop for Class 2 students.

This activity brings together many of the sub-strand and learning outcomes sought for Class 1 / 2 students.

### Resources

- Stationery
- Resources for food
- Resources for bubble shop.
- Parent volunteer help
- Template 1: The Bubble Shop Classroom Warehouse
- Template 2: Pictorial Recipe Cards

### Financial Learning Outcomes

Students will be able to:

- Engage in managing financial risks (FLO 1)
- Plan ahead using a short term financial goal and timeline (FLO 2)
- Identify consequences of losing money (FLO 3)

### Vocabulary

Planning, Buyers, Sellers, Shop, Money, Resources,, Saving, Withdrawal, Borrow, Manage money, Good financial decisions, Shop assistant, Receipt, Planning, Financial Risk  
[Financial concepts use terms and language that are specific to the discipline of money and finance](#)

## Cross Curriculum Links

### Mathematics

- Demonstrate an understanding of the use of 5c to 50c coins
- Demonstrate an understanding and recognition of the values of coins up to \$1

### English

#### Oral communication

#### Reading and comprehension

- Experiences can be shared through speech
- Listening is just as important as speaking
- Stories have structures

### Social Studies

- Greeting guests and entertaining them
- Understand the importance of money
- Culture and heritage through food

## Teaching and Learning Sequence

### Classroom stationery shop – Class 1 / 2

1. The teacher explains that students will buy or hire some of their classroom stationery needs for the day from the classroom shop. Students will run their stationery shop for a set period, for example, one week, and the shop will be open at a set time every day. Students will use money they have earned and saved for their stationery. Their personal financial goal is to have the money to buy the right stationery for the learning activities of the day.
- The teacher explains that students will have some opportunities to work and earn more money for their money envelope. The teacher reviews how much money students have left in their envelope, and designs additional jobs so students earn enough money to spend at the stationery shop. During the week, students can take turns to be the shopkeepers. Other jobs might include the setting up the shop's stock daily, and putting stationery stock away after the shop closes. After withdrawing their money on day 1, students keep their money in their desk or bags for the week. The teacher likens this to keeping a wallet and looking after it. The teacher emphasises that it is a student's responsibility to keep their money safe for the week. This should include knowing how much money is in their envelope. This is a second financial goal of each student, i.e., knowing how much money is in their envelope. (FLO 1)
  - The teacher creates a poster displaying items in the stationery shop and the prices for using the items. Some items will be priced for hire, while others will be for sale.

### Teaching notes and ideas, and learning outcomes

The teacher maintains a Financial Vocabulary wall chart and a Big Financial Journal. New financial ideas are added to the Journal and financial vocabulary is added to the Financial Vocabulary wall.

**Money**  
Give examples of using money for different purposes  
Money is used to pay workers, and it is used to buy and hire goods.

**Income**  
Give examples of ways in which people earn income  
As shopkeepers, people earn income.

**Income**  
Identify ways in which having more or less money has consequences on choices



<ul style="list-style-type: none"> <li>At the beginning of the day the teacher displays the daily stationery needs and the shop is opened. For example, the list might contain up to three items from the following set: 2 sheets of A4, 1 sheet of coloured paper, lead pencil, coloured pencils, paints, scissors, eraser, glue. The A4 sheets could be templates to complete sections in other activities. 'Capital' items, such as scissors and glue, etc., are hired for the day. The teacher keeps the stationery lists and shopping simple using prices up to \$1.00 and total payment less than \$2.00.</li> <li>Each student buys their stationery at the shop for the day, while some act as shopkeepers. The shopkeepers, then, have a turn to buy their stationery as others take on the role of shopkeeper. A roster is good to introduce here. At the start of the week, the teacher ensures students have the right coins in their envelopes to settle transactions with the right change. Later in the week, the teacher might want to introduce 'giving change' into the shopping experience.</li> <li>At the end of the week, students review their management of financial risk: <ul style="list-style-type: none"> <li>Who lost money? Who does not know if they lost money? How did students try to keep money from being lost or stolen? If a student did lose money, what was the financial consequence of that loss?</li> <li>Did any of the hired goods get lost or broken? Did students follow the rules of paying for and looking after borrowed goods? (FLO 1)</li> </ul> </li> <li>Students review the relationship between working and earning an income? <ul style="list-style-type: none"> <li>Did the students enjoy the work they did? Why? What did they get in return for their work?</li> <li>What skills did students need to be good at shop keeping? Can you learn these skills?</li> <li>If the class had not earned income by working, how else could they have got the stationery they needed? How do parents get income to buy the things the family needs?</li> </ul> </li> <li>The teacher congratulates those students who had the correct stationery for the week. NB: If a student does have something missing other than what they purchase, have these students hire the missing stationery from the shop. <ul style="list-style-type: none"> <li>Does this change behaviour when they pay for what they need?</li> </ul> </li> </ul>	<p><b>If students don't earn income they will not have the required stationery.</b></p> <p><b>Spending and budgeting</b> <b>Demonstrate understanding of how to use a small amount of money for personal needs and wants.</b> <b>Stationery is an example of a personal need in the classroom.</b></p> <p><b>Credit</b> <b>Demonstrate understanding that a borrowed item has value</b> <b>The hire charge is a measure of the value of what is borrowed.</b></p> <p><b>Credit</b> <b>Demonstrate understanding that there are responsibilities on both the borrower and the lender</b> <b>The hired good must work, and the borrower must return it after use.</b></p> <p><b>Financial risk</b> <b>Demonstrate understanding of how to keep money safe</b></p>
<p><b>The Bubble Wand Shop– Class 1 / 2</b></p> <p>2. In this activity, students will set up a shop selling bubble wands. The teacher explains that students will buy materials from the classroom warehouse to make a bubble wand for sale to other students.</p>	



- The teacher explains that students will have some opportunities to work and earn income for their money envelope making a bubble wand to sell at a classroom market.
- Students will also practice how to be good shop assistants. In this activity students will be shop assistants (sellers) and will also have an opportunity to buy a bubble wand (buyers).
- The teacher creates a poster displaying items in the classroom warehouse and the prices for using the items. All items will be priced for sale. See Template 1: the Bubble Shop Classroom Warehouse for some suggestions of resources for sale.
- At the beginning of the activity, the teacher reads a 'bubble' story to the students. See suggestions in the Teaching notes and ideas, and learning outcomes section.



Teacher reads the story 'The King's Bubbles' by Ruth Paul to her class.

- The teacher displays the poster with the prices for materials at the class warehouse. Most of these will be natural materials that have no cost. Teachers are encouraged to collect suitable materials that students can use to decorate their bubble wands. The list might include material resources such as wire, beads, etc. A suggested list of resources is provided for the teacher- Template 1: 'The Bubble Shop Classroom Warehouse.'
- Students purchase materials from the classroom warehouse to make their bubble wands and pay for these from their money envelope. Students with the help of the teacher, or older students write a list of the items purchased and the cost of these.
- The teacher explains that financial mathematical skills are also going to be very important. Students will be handling

The bubble wands shown in the left hand column were made by Year 1 children at Roseneath School, Wellington, New Zealand.

**Income**  
Give examples of ways in which people earn or receive income  
People who work in shops earn income by assisting buyers.

Money is used to pay workers, and it is used to buy goods.

Reading a picture book or poems about bubbles would be a great way to start this activity.

**Money**  
Give examples of using money for different purposes

**Spending and budgeting**  
Identify things people 'have to' spend money on.

<p>money, and making important money decisions. They will also be doing measurement.</p> <ul style="list-style-type: none"> <li>• Students make their bubble wands.</li> <li>• Students could make simple posters to advertise the competition categories for market e.g.             <ul style="list-style-type: none"> <li>• Biggest bubble</li> <li>• Most bubbles blown etc.</li> </ul> </li> <li>• Students with the help of the teacher and/or older students set a price for their bubble wands. The price set should be more than the cost of the materials bought to make the bubble wand.</li> <li>• Students set up a market stall to sell their bubble wands. They might choose to make a colourful market stall sign, and advertise the prices of their bubble wands.</li> <li>• Students look at how much money they have to spend from their envelopes. They compare this with their estimates of what they will spend at the market if they buy a bubble wand. Do they have enough money, or will they need to earn more?</li> <li>• The Bubble Wand competition is held and prizes awarded.</li> <li>• Students reflect on whether they achieved their financial goal of earning more from the sale of their bubble wand than the cost of the materials to make the bubble wand. If the student makes a profit from selling their bubble wand, they keep this in their money envelope. If they made a loss they repay this to the classroom bank</li> </ul>	<p>Displaying the price of the bubble wands for sale.</p> <p>Spending and budgeting Identify things people 'have to' spend money on.</p> <p>Financial planning Give examples of short term personal goals We will sell our bubble wands and our income will cover our costs. Financial risk Demonstrate understanding of how to keep money safe</p>
<p><b>The Restaurant – Class 2</b></p> <p>3. In this activity, students will set up a lunchtime restaurant serving simple traditional Fijian food to a small group of customers. In this activity, students will gain understanding of what it costs to feed a large family one healthy meal.</p> <ul style="list-style-type: none"> <li>• Students will <b>share</b> their left over classroom money to spend on ingredients from a local market. The school will exchange classroom money for real dollars and students will earn restaurant income in real dollars from their customers to cover the costs. Students will be given simple recipes, for example, the recipes in Template 1, 2 and 3. Parent helpers or senior students will be invited to work with students, for example, to handle sharp knives, and cook on stove tops. However, the helpers will endeavour to follow the directions of the students from the recipes!</li> </ul>	<p>Income Give examples of ways in which people earn or receive income People who work in restaurants earn income by serving food to others.</p>

- Students will study the costs of the foods they buy to make each of the recipes. They will be guided by fresh and healthy ingredients. NB: Students may be able to source some ingredients and equipment from home, e.g. baking soda, etc. Pots, pans, bowls, and serving dishes can also be sourced from homes.
- Students will also practice how to be good hosts and look after their guests. They will demonstrate respect for all the adults involved in this learning. Students can role play greeting the guests into their classrooms.

### *Getting started*

- The teacher introduces the idea of combining and sharing students' left over classroom money to open a lunchtime restaurant for one day. Students will invite a small number of guests. The guests are special people that the students want to say thank you to, and who will enjoy learning about Financial Education. The guests will be asked to pay a small price for their lunch. The guests could include the Head Teacher, and other special guests. Students brainstorm whom to invite for this lunch. (Keep the number low, e.g. up to 10 guests. The number might represent feeding a large family with healthy food for one meal)
- The class decide on parent or senior student helpers who could assist them in their task. NB: Helpers are to be guided by the students' direction. In guiding students, helpers are asked to use open questions. Have you thought about...." If we do this now, will we be able to...."
- The teacher explains that oral communication, reading and comprehension skills are going to be very important for student success in setting up the restaurant.
  - Listening will be important for students to carry out the right tasks
  - Expressing ideas clearly and concisely will be important for listeners to understand student instruction
  - Reading and comprehension will be important for class members when using recipes
- The teacher explains that financial mathematical skills are also going to be very important. Students will be handling money, and making important money decisions. They will also be doing measurement.
- Together, the class read and study Template 2: Pictorial Recipes for Children, or other preferred recipes. The teacher explains that a recipe story has a purpose and structure. Students study the purpose of each structure within the story. The class explores and holds each of the measures, for example, ½ cup, 1 teaspoon, 1 tablespoon. All the students measure water with these utensils.

**Money**  
**Give examples of using money for different purposes**  
**Money will be shared to buy food for a lunch for guests.**

- For each recipe, the class create a list of key ingredients and quantities they will need to buy from the market. From prior learning, the class estimate how much the ingredients will cost. The teacher adds to students' knowledge of pricing, for example, Last Saturday, I saw some xxx in the market and it cost, xxx for yyy.
- Planning: The class create a large pictorial timeline that looks like a ladder, and it is displayed on the wall. The steps, dates and times are displayed on the 'steps'. Steps for the timeline might include:
  - Invite parent helpers
  - Invite guests
  - Practice greetings and behaviour
  - Go shopping and record money spent.
  - Prepare food, set up room
  - Set up financial education display
  - Open restaurant
  - Reflect on learning
- The teacher provides students with feedback on their listening, reading and comprehension skills. Students reflect on their own achievements in these language skills.

#### *Managing money and financial planning*

- The class set a financial goal of covering the food costs of their restaurant lunch with the income they will earn from their guests.
- Students look at how much money they have to spend from their envelopes. They compare this with their estimates of what they will spend at the market. Do they have enough money, or will they need to earn more?
- The teacher/parent/student helpers may want to take at least some students to the market to buy food supplies. Photographs are taken of students buying food at the market. Students could collect receipts. The teacher can discuss these back at school. Students keep a record on how much they spend at each stall. Create a worksheet with list of shopping, so students only need to write down the price of each item. Shoppers report back to class members on the food they have bought and what it cost. (FLO 3)
- The teacher creates a poster with the pictures and amount that was spent on items in their shopping list.
- The class work out how much the food costs. Students consider how much money they are charging for their lunch.
  - Are they going to cover costs, or do they need to change the price, up or down so that they just cover costs? (FLO 3)

**Spending and budgeting**  
*Identify things people 'have to' spend money on.*

People have to spend money on food.

**Financial planning**  
*Give examples of short term personal goals*  
 We will provide lunch and our income will cover our costs

**Financial risk**  
*Demonstrate understanding of how to keep money safe*  
 A responsible parent /students helper carries the money in a purse

**Income**  
*Identify ways in which having more or less money has consequences on choices*  
 If they do not charge enough, the food will cost more than the income they earn

<ul style="list-style-type: none"> <li>• Money is collected from the guests for their lunch. (FLO 2)</li> <li>• Students reflect on whether they achieved their financial goal of covering the food costs with the income they earn from guests.</li> <li>• The class calculate the cost of each of their recipes and display the recipe and its costs on the financial clothes line.</li> </ul> <p><i>Working through the plan</i></p> <ul style="list-style-type: none"> <li>• The teacher guides students through the plan, reflecting with the class how well they did at each step.</li> <li>• The restaurant opens for one day and guests enjoy their lunch.</li> <li>• Students present their financial learning to guests.</li> </ul>	
<p><b>Reflection and Discussion</b></p> <ul style="list-style-type: none"> <li>• What was the most fun part of this learning?</li> <li>• How did you serve your guests? What conversations and behaviour did you use?</li> <li>• What have you learned about planning and timelines?</li> <li>• How well did you listen to others and follow instruction?</li> <li>• How well did you read and understanding the recipes? Can anyone tell us how we would make xxxx, or yyy? What ingredients would we use? How much do you think that recipe might cost for xx guests??</li> <li>• What have you learned about earning and spending money?</li> <li>• How much do you think it would cost to feed a family of 10 for a healthy dinner like you prepared?</li> </ul>	<p>Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically.</p>
<p><b>Assessment Activities</b></p> <p><b>English</b></p> <ol style="list-style-type: none"> <li>1. As students express their ideas and experiences, assess their use of correct financial language and their understanding of English language and financial concepts.</li> <li>2. Test students understanding of the two sections in a recipe. Test their understanding of common abbreviations for some measurements.</li> </ol> <p><b>Social Studies</b></p> <ol style="list-style-type: none"> <li>3. Assess students' awareness and skill at welcoming guests to the restaurant.</li> </ol>	
<p><b>Linking Financial Education to the home</b></p> <ul style="list-style-type: none"> <li>• Encourage students to look at simple healthy food recipes at home and learn to cook them. Inform students of the price of the ingredients.</li> </ul>	



## Template 1: The Bubble Shop Classroom Warehouse

The teacher completes the list of items and prices to match the resources available to them.

Item	Price	Quantity	Total
Bubble mixture	\$2 classroom currency per plastic container		
Wire	\$1 classroom currency per 30 cm length		
Beads	\$1 classroom currency for 5 beads		
Ribbon	\$1 classroom currency per 30 cm length		
Straws	3 for \$1 classroom currency		
Pasta shells	5 for \$1 classroom currency		
Paint	One colour for \$1 classroom currency		
Food Colouring	\$1 classroom currency for 1 tablespoon		
<b>TOTAL</b>			








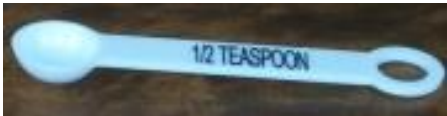






## Template 2: Pictorial Recipes for Children

### Kokoda

**Serves 4**

15 minutes plus marinating

### Ingredients

4 White Fish Fillets, e.g. Mahi-mahi, Cod				
Juice of 3 large limes				
½ teaspoon salt				
240ml/8fl.oz. coconut cream				
1 Onion, very finely chopped or minced				
2 Tomatoes finely chopped				
Lettuce leaves to serve				

### Instructions

1. Cut the fish into bite-size pieces and place in a non-reactive mixing bowl together with the lime juice and salt. Mix well then cover with cling film, refrigerate and leave to marinate for 6 hours.
2. When ready to serve, remove from the refrigerator, add the coconut cream and chopped onion and mix well.









3. Place the lettuce leaves on individual serving plates, top with the fish mixture and garnish with the chopped tomatoes.

## **Green pawpaw salad**

**Serves 4**

15 minutes plus marinating time

### **Ingredients**

2 tablespoon lemon juice			
1 tablespoon coconut or salad oil			
1 small almost ripe pawpaw			
1 small green pawpaw			
Salt, pepper			

### **Instructions**

1. Remove skins from pawpaw and grate them. (This should make about two cups).
2. Soak grated pawpaw in salted water for about 20 minutes, then rinse and drain.
3. Mix together: coconut or salad oil, lemon juice, a teaspoon salt and a pinch of pepper.
4. Pour mixture over grated pawpaw and let stand for at least 10 minutes, and then serve.

## Kumala bread

**Serves 4**

40 minutes

### Ingredients

1 cup evaporated milk		
1 cup flour		
1 cup finely shredded yellow kumala		
1/2 cup sugar		
2 1/2 tsp baking powder		
Lemon rind		

### Instructions







1. Sift dry ingredients and then add shredded kumala. Add milk and mix thoroughly. Pour in a well-greased pan and bake in a moderately hot oven for 40 minutes.

## **Banana Cassava Cake**

A very simple 4 ingredient cake  
**Serves 4**



### **Ingredients**

1 tablespoon Sugar		
1 cup Coconut Cream (be sure to use coconut cream, not coconut milk)		
4 mashed bananas		
1 ½ - 2 pounds Fresh Cassava, peeled and grated		

### **Instructions**

1. Heat the oven to 350 F and lightly oil an 8 inch square cake pan.
2. Beat the coconut cream and sugar together.
3. Add the mashed bananas and mix thoroughly.
4. Add the grated cassava and mix thoroughly.
5. Pour into cake pan and bake for about 45 minutes until the top is a golden colour.



## Glossary of Terms

Bank	A financial organisation authorised by a government to accept money deposits, pay interest, clear checks, make loans, act as a go between in financial transactions, and provides other financial advice
Borrow	A borrowed item has value and should be return to the lender
Budget	A plan showing where your income will come from and how it will be spent
Choices	Options you have before making a decision
Consequences	What happens because of a decision you make
Costs	Expenses involved in setting up or running an activity or business
Decision	Selecting a choice
Deposit	Money put into a bank, or 'money in' recorded in a Cash Book
Employment	Offering your labour to provide a service and getting paid for it
Expenditure	Money going out to buy goods or services
Financial transaction	Money exchanged for goods
Income	Money you earn from work or other sources
Labour	The work that people do for an income
Loan	Money that you borrow and have to pay back
Money	What you use to pay for goods and services
Needs	What you think you must have
Notes and coins	What we call money
Price	The amount of money paid for buying a good or service
Receipt	Written evidence of a transaction made
Saving	Money you put in the bank for use at a later time
Spending	What is paid for goods or services
Wants	What you'd like to have but don't really need
Withdrawal	Money out from a bank, or 'money out' in a Cash Book



## Financial Education Games

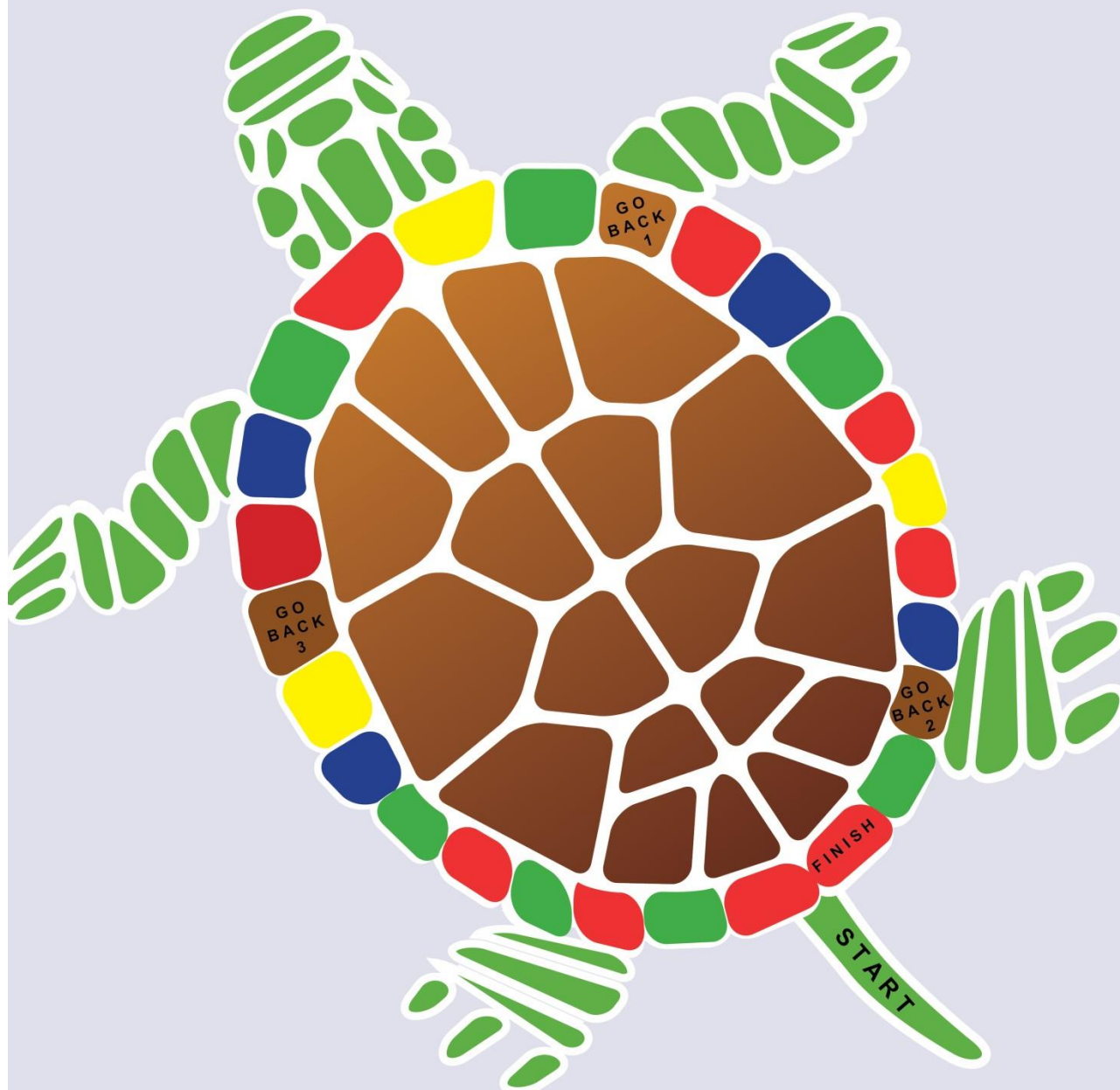


## CLEVER COINS

## GAME: CLEVER COINS

Clever Coins Game: Lesson Plan	Financial Ideas	Vocabulary
<p>The Clever Coins board game is a game for <b>Class 2</b> students. It can be introduced at <b>Class level 1 (using the simplified version)</b>, at the teacher's discretion.</p> <p><b>Clever Coins has two key goals:</b></p> <ol style="list-style-type: none"> <li>1. To help students use coins for simple financial transactions.</li> <li>2. To help students learn about the role of earning, spending wisely, saving and sharing.</li> </ol> <p>As students move around the perimeter of the turtle shell (coloured sections), they collect coins from the bank for earning and saving. When they land on a 'spend' square, they return coins to the bank. When they land on a 'share' square they give 5c to each of the other players.</p>	<p><b><u>Income and Money Management</u></b></p> <ol style="list-style-type: none"> <li>1. We need to keep track of money earned, spent, saved and shared.</li> <li>2. We need to be able to recognise coins and notes, and know their value when making financial transactions.</li> <li>3. We should save a little money often.</li> <li>4. We can only spend what we have already saved.</li> <li>5. Sharing money when we can is good, but we have to spend on our needs first.</li> </ol> <p style="text-align: right; color: #4F81BD;"><b>Lesson Plan</b></p> <p><b><u>Financial Planning</u></b></p> <ol style="list-style-type: none"> <li>1. Keeping our money safe is important e.g. give it to an adult to look after, deposit it at the bank .</li> </ol>	<p>Earn Save Spend Share Coins Bank Deposit Cents Notes</p>
Learning Outcomes	Assessment	
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Understand and use coins for simple financial transactions (up to \$10).</li> <li>2. Use simple records to keep track of money earned, spent wisely, saved and shared.</li> <li>3. Understand that to be able to withdraw money at the bank, they need to have save it first.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students complete the self-assessment rubric for Learning Outcomes at the start and at the completion of their learning time.</li> <li>2. Over a number of games, the teacher will complete some formative assessment of the student's understanding of the use of coins for simple financial transactions.</li> </ol>	
Mathematics Links	Reflective Questions/discussion	
<p><b>Number:</b></p> <ol style="list-style-type: none"> <li>1. Add and subtract money up to \$10.</li> </ol>	<p>The Teacher is to devise the questions and discussion as relevant to their student's learning needs .</p>	









# Clever Coins



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Game Board


**Clever Coins Board Game Rubric**

Success Criteria					
					<b>Self</b>
 +  = ? Adding coins					
 -  = ? Subtracting coins					
Giving change					
Recording money					
Now I need to learn to.....					



Coin Recording Sheet

Name:

## Game Rules- Clever Coins (Class 2)

### Game Rules

**Number of Players:** 2 – 4

#### Materials:

Game board, counters (one per player), dice (one), coin recording sheets (one per player), saving envelopes (one per player).

Approximate time for two players to complete one round of the game is 30 minutes.

#### Rules:

The teacher is encouraged to have Class 3 / 4 or Class 5 / 6 students assist the players by acting as bankers to give out earnings and make change when needed.

1. Players are given a coin recording sheet and a savings envelope. Players start the game with 50 cents balance.
2. The banker is provided with coins up to the value of \$1. These coins are used by the banker to pay out earnings and savings, and make change when students spend money in the game. Mostly 5 cent coins will be used.
3. Players place their counter on the turtle's tail.
4. Players take turns rolling the dice and move (by the number on the dice), in a clockwise direction around the perimeter of the turtle shell (coloured shapes).
5. **When a player:**
  - a. Lands on a **red** shell, they collect 5cents from the banker and place it on their coin recording sheet
  - b. Lands on a **blue** shell, they return 5cents to the banker (from their coin recording sheet)
  - c. Lands on a **yellow** shell, they give 5 cents from their coin recording sheet to **one player in the game** (they choose who)
  - d. Lands on a **green** shell, they collect 5 cents from the banker and put this in their 'savings envelope'
  - e. Lands on a **brown** shell, they go back by the number of spaces shown on the shell.
6. Players can only finish the game by rolling the correct number on the dice to land on the 'Finish' shell. If the number on the dice is more than the number of shells to reach 'Finish' e.g. you throw a 6 and only have 4 shells to reach home, the player has to wait a turn and try again with their next dice roll.
7. Players (with the help of the banker/s) count up the money on each players Coin Recording Sheet and record this in the last square on the sheet. They also count up the money in the 'savings envelope' and record the total on the front of the envelope.

**Game winners**

**There are 2 winners each time the game is played:**

- The player with the highest balance on the Coin Recording Sheet
  - The player with the highest savings (in their 'savings envelope').
1. The coins on the Coin Recording Sheets are returned to the bank at the conclusion of the game.
  2. Players keep their 'savings envelopes' safely, ready for the next game. Savings are accumulated over a number of games (to determine the 'Champion Saver').
  3. Players start the next game with a new Coin Recording Sheet (and 50 cents opening balance).
  4. As players get better at the game, the number of rounds can be increased. Students can also be encouraged to exchange coins with the banker e.g. exchange two 5 cent coins for one 10 cent coin.

**Introductory Game Play for Class 1 Students'**

At the Class 1 level teachers can introduce the game with the intent of developing student's recognition of coins and understanding of the game rules. This can be achieved by allowing the students to do the following:

1. Play the game by simply rolling the dice, moving the counter by the number on the dice and identifying the activity option i.e. earn, spend, save and share.
2. Identify the coins being handled by the players and banker, and state their value e.g. player hands 5 cent coin to the banker, and Class 1 student/s say '5 cents'.

## DOUBLE MONEY SQUARES AS A GAME

Double Money Squares can be used in a variety of ways in Class 1 / 2 Financial Education. For example, in the activity: 'Valuing money is Managing Money', students use the Double Money Squares to make money trails. It can also be played as a game.



### Game Rules

#### No of players

2 - 4

#### Setting up the game

Place all Double Money Squares on the table with the coins facing down. Move squares around so they are all muddled up. Each player picks up one Double Money Square. The person with the highest money value starts the game.

Each player takes 7 Double Money Squares from the table and places them on the table coins side up. Leave the remaining squares facing down on the table stacking them. This is called the 'money stack'. NB: There will be no Double Money Squares in the money stack if there are four players, seven if there are three, and fourteen if there are two players.

#### The winner

The object of the game is for a student to get rid of all their Double Money Squares first.

#### To begin

The player who starts, places their highest money value on the table. The next player places a money value matching either end of the money values on the table. The player can add this to either end of the money 'trail'. If the player does not have one to match, then they pick up one from the 'money stack'. If this matches, then it is placed on the 'trail'. If a personal cannot match a money value, they keep picking up until they can progress. If the 'money stack' has no Double Money Squares left, then the player says pass and misses the turn. They player returns to the game when they can place a match to a money value on the trail.

When a 'double' is played, i.e., the same value is on both the squares, it is placed at 90 degrees to the trail. The following player/s can join to it by placing their Double Money

Squares on to one end of the 'double'. This will change the direction of the trail. At any one time, there can only be two ends to the trail.

**Level 1: Getting started**

At this level, have students play the game without stating any money values.

**Level 2: How much value?**

Have students play game stating how much value they are placing on the trail. A variation of this is to state the value of the squares between the joins they establish.

## MONEY DICE GAME

### Game Rules:

**No of players** 2 – 4

### The winner

The winner is the person who has to throw the most times to get to the 50 cent, \$1.00 or \$2.00 total sum.

### Getting started

Give each student a record sheet and ask them to write their name. Give each group the appropriate cube. To start the game each player throws the dice. The player with the lowest value on the dice face goes first. The player with the highest value goes last

Explain that when the dice lands after throwing it in the air, students tick the Throw No and record the value of the coin (in coin value column). They will add the coin value to total sum. However, they can only record in the total sum column if the total sum does not exceed (50 cents for 50 cent game, \$1 for \$1 game and \$2 for \$2 game). **Have all students check the sums of students in their group.**

*Financial tools assist people to think critically, helping them bring together financial knowledge and values to make an informed decision*

### Recording Sheet Example for the \$2 Dice Game

Name: Tomu		
Throw No	Coin value	Total sum
1 ✓	20 c	20 c
2 ✓	\$0.50 c	\$0.70 c
3 ✓	10 c	\$0.80 c
4 ✓	\$0.50 c	\$1.30 c
5 ✓	20 c	\$1.50 c
6 ✓	10 c	\$1.60 c
7 ✓	20 c	\$1.80 c
8 ✓	\$0.50 c	
9 ✓	20 c	\$2.00 c
10		



**Money Dice Recording Sheet****Name:**

Throw No	Coin value	Total sum
1		
2		
3		
4		
5		
6		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		

Money Dice Recording Sheet

### \$0.50c Dice cube Template

Cube



## \$1 Dice cube Template

Cube



## \$2 Dice cube Template



## Financial Education Stories



**Vulli the Vonu**

## Framework- Class 1 / 2 Stories

### Framework- Class 1-2 Stories

In Class 1 / 2 teachers will be using a series of short stories. The stories in this manual were written by the RFCT's at the Class 1 / 2 Professional Development Workshop in August, 2012.

At the workshop the RFCT's firstly looked at the Financial Education Learning Outcomes for Class 1 / 2 and composed financial contexts for the stories e.g. borrowing, choosing between a 'need' and a 'want' etc.

Following this the RFCT's, identified the curriculum context ideas from the Social Studies curriculum that link to the financial contexts. The RFCT's brainstormed story ideas that included the Financial Education Learning Outcomes and a Social Studies context.

RFCT's then considered the English curriculum. What would teachers want Class 1-2 students to achieve from the English curriculum through stories? How could language skills and competencies be incorporated into the stories? For example; the main character in the story may **listen attentively** to someone giving financial advice. They might **spell out** the word '**SAVE**' ([Be confident with key financial terms and concepts](#)).

Teachers developed a range of story titles that encompassed the Financial Education Learning Outcomes and contexts from the Social Studies curriculum.

Under each suggested title RFCT's developed some financial concept ideas, for example:  
**xxxx withdraws her savings before achieving her financial goal of having enough money to buy a special gift for her Nana. Xxx gives her advice on how to keep on track when saving money.** ([Understand the importance of time and commitment for achieving financial goals](#)).

The Framework can be used to develop further stories for use in Financial Education teaching and learning. A suggestion is for teachers to develop further short stories, with a common character, Vuli the Vonu. The children in the stories (six to seven year olds) would be facing situations that require financial decision making. Vuli the Vonu would be the financial champion of the day, providing wise financial advice (tips) for the children, helping them to achieve their financial goals. Stories should include appropriate situations and/or emotions e.g. conflict, anticipation, suspense, happiness, sadness, disappointment to engage student's interest.

**Template 1: Framework**

<b>Learning Outcomes Class 1 / 2</b>	<b>Curriculum Context Ideas Social Studies and English</b>	<b>Story Titles</b>	<b>Financial Concept Ideas</b>



## **The Day I Lost My Money**

**By Ms Shalini Sami and Mr Darshan Singh**

It was towards the end of the school term. Denis was given a \$2 note from his grandfather. He left the money in his bag and went out to play with his friends.

When the bell rang, Dennis thought of going to the canteen to buy a packet of peas and a coolpop. He opened his bag to get the money. To his surprise, the money was not there. He kept on looking here and there. He even emptied his bag to find his money.

When he was not able to find it, Dennis started crying. He went to the teacher and said, “Madam, somebody has stolen my money. What shall I do?” The teacher asked him where he kept his money. Dennis told her that he had left it in his bag but it was no longer there. The teacher tried her best to look for the money but she was not able to find it as well. She told Dennis to keep his money safe all the time either by giving it to her, or tying it in his handkerchief.

### **Related Learning Outcomes:**

#### **Income and Wealth**

- Identify ways in which having more or less money has consequences on choices

#### **Planning Ahead**

- Demonstrate understanding of how to keep money safe e.g. by giving it to a responsible adult, locking it away or depositing it at the bank
- Identify consequences of losing money or having it stolen e.g. not having the money to pay for bus fare or lunch at school

### **Cross Curriculum Links:**

#### **Social Studies**

- Keeping money safe
- Needs and wants
- Use of money

#### **English**

- Comprehension

#### **Maths**

- Adding and subtracting up to \$2.00

## At last, a helmet for Tom

**By Mrs Emma Brook (Drasa Avenue School) and Ms Kalesi Sauqaqa**

It was Tom's happiest day. It was his birthday. His Mum and Dad gave him a gift in an envelope. "Oh! Thank you Mum and Dad," said Tom. Mum and Dad went to work.

Tom opened the envelope. "Mmm...!" said Tom, "now, I can buy my helmet. Wake up! Wake up! Uncle Vuli, let's go to Hypermarket!" shouted Tom. "Here, Uncle Vuli, here's the money for my helmet." Tom and Uncle Vuli went to town.

They went to Hypermarket but the helmet cost more than \$20. Tom did not have enough. "Well, Tom we can go to Bargain Box and get one for less than \$20," said Uncle Vuli.

Tom and Uncle Vuli went to Bargain Box. On the way Tom said "Look, Uncle Vuli, that's the BSP ATM. I can get some more money to buy that helmet from Hypermarket." "No, no Tom, you need to have money in the bank to get money from the ATM. You will also need a card."

At Bargain Box, Tom found a helmet like the one at Hypermarket. He took it to Uncle Vuli. "Oh! Yes Tom, it's just like the one at Hypermarket. You can pay the lady and you will get some money back," said Uncle Vuli. "Some money back! That's great," said Tom. Remember to get your receipt and change.

"We don't have to walk home, Uncle Vuli. We can go by cab. I will pay for it," said Tom. Uncle Vuli smiled, "you are a great shopping friend, Tom. You made the right choice. Mum and Dad will be happy with you." Tom sang all the way home, "Now, I have my helmet, my helmet, my helmet. Now, I have my helmet, I can ride on my skate the whole day."

Tom and Uncle Vuli got home. Tom hugged Uncle Vuli, "Thank you Uncle Vuli. You are a big, big! help!"

## **Related Learning Outcomes:**

### **Managing Money**

- Give examples of things you would choose to spend your money on
- To withdraw money from the bank we need to have saved the money first
- Demonstrate ability to read and understand simple transaction receipts
- Demonstrate understanding of how to use a small amount of money for personal needs and wants

### **Cross Curriculum Links**

#### **Social Studies**

- People who help us

#### **Moral Value**

- Obedience and appreciation

#### **English**

- Parts of speech
- Vocabulary
- Punctuation
- Dramatisation

#### **Maths**

- Money (change)
- Wise spending

#### **Financial Concept Ideas**

- Making wise financial decisions
- Setting financial goals
- Financial behaviours

## Naughty Azim

### Naughty Azim

**By Fazim Sheik (Nadi Muslim School)**

Azim was a naughty boy. He liked to spend a lot of money. He also liked to borrow money.

One day when Azim had used up his money, he went to his favourite teacher and borrowed money from him, saying he lost his bus fare. The teacher gave him money. Azim bought an ice-block with it.

Another day when Azim had used up his money, he asked all his friends to give him some. He borrowed money from his friends saying he had no money to buy his homework book. The children in his class gave him money. He bought some chocolates with it.

Azim kept doing this with everybody. One day Azim lost his bus fare for real. He was afraid as to how he would reach home. He asked everyone, but no one gave him any money, as he never returned their money. Nobody wanted to give money to Azim. Azim said that he was not lying but nobody believed him.

That day Azim walked home. With every step he took he remembered what he had done. That day he decided that he would save his money. He also decided he would not borrow and he would not lie anymore. With every step he became sadder, and sadder. He kept walking and kept crying.

### **Related Learning Outcomes:**

#### **Managing Money**

- Give examples of using money for different purposes
- Demonstrate understanding of how to use a small amount of money for personal needs and wants
- Give examples of things you would need to save for
- Identify the benefits of saving
- Demonstrate understanding that a borrowed item has value
- Demonstrate understanding that there are responsibilities on both the borrower and lender

#### **Planning Ahead**

- Demonstrate understanding of how to keep money safe e.g. by giving it to a responsible adult, locking it away or depositing it at the bank
- Identify consequences of losing money or having it stolen e.g. not having the money to pay for bus fare or lunch at school

## **Cross Curriculum Links**

### **Social Studies**

- Keeping money safe (needs and wants)
- Use of money

### **English**

- Parts of speech
- Vocabulary
- Punctuation

### **Moral Value**

Always tell the truth

We must always be responsible for our things

### **Maths**

- Money (change)
- Wise spending

### **Financial Concept Ideas**

- Making wise financial decisions
- Financial behaviours

**A bad day for Nicky****A Bad Day for Nicky**

**By Mr Fazim Sheik (Nadi Muslim School)**

It was a sunny Monday morning. Nicky, a 7 year old girl, was on her way to school. She goes to Nadi Muslim Primary School. Nicky gets her pocket money every Monday. She gets \$2 every week. Nicky likes to spend her money and also save some.

Nicky is very happy. She has her pocket money with her. She also has her weekly savings in her bag.

In the afternoon, she comes back home. She checks all her money in her bag. She did not find any money. Nicky was sad. Somebody had stolen her money. She told her parents. Nicky blamed herself for losing her money.

After that week, Nicky never carried money in her bag again. She started giving all her money to her parents to keep it safe.

Her savings started to grow again. Nicky was happy. Her money was safe in a bank at home.

**Related Learning Outcomes:****Managing Money**

- Identify the benefits of saving
- Demonstrate understanding of how to use a small amount of money for personal needs and wants

**Income**

- Give examples of ways in which people earn or receive income

**Planning Ahead**

- Demonstrate understanding of how to keep money safe e.g. by giving it to a responsible adult, locking it away or depositing it at the bank
- Identify consequences of losing money or having it stolen e.g. not having the money to pay for bus fare or lunch at school

**Cross Curriculum Links****Social Studies**

- Keeping money safe
- Use of money

**English**

- Vocabulary
- Punctuation

**Maths**

- Money (change)
- Wise spending

**Financial Concept Ideas**

- Making wise financial decisions
- Setting financial goals
- Financial behaviours



## Market day

### Market Day

**By Mrs Mereia Turuva (Holy Family Primary School) and Ms Anaseini Tuinaosara (Nakesula District School)**

It is early Saturday morning and mother and Mere take some bundles of fish to sell at the fish market. Mere likes going to the fish market. She likes selling fish and she enjoys getting money for this.

She loves helping her mother. Mother buys her family some clothes. She buys some food. She buys a cone of ice-cream for Mere.

Mother and Mere go home before lunch. They go home by bus.

The family is happy. They have some new clothes.

Mother prepares some lunch. She cooks cassava and soup. The family enjoys the lunch, very much.

### **Related Learning Outcomes:**

#### **Managing Money**

- Give examples of using money for different purposes
- Identify things people have to spend money on
- Demonstrate understanding of how to use a small amount of money for personal needs and wants

#### **Income and Wealth**

- Give examples of ways in which people earn or receive income

### **Cross Curriculum Links**

#### **Social Studies**

- Use of money

#### **English**

- Comprehension

#### **Maths**

- Shopping (with coins)

#### **Financial Concept Ideas**

- Making wise financial decisions
- Setting financial goals
- Financial behaviours

## Muddy money

**Muddy Money**

**By Ms Umata Shivan Tauniu (Yat Sen Primary School)**

One day while walking down the road a father said to his son, “Look a \$2.00 note lying in the mud”.

The son said, “I hate to pick up things from the mud”.

The father picked up the note and kept it in his pocket. On reaching the market he bought some mangoes.

On the way back, the father understood the drive of his son and dropped a mango on the ground. The son picked it up, washed it and ate it up.

Then the father said to his son. “Sometimes even small things cost money. These mangoes are because of that note that you refused to pick up from the mud”.

Then the son understood what his father meant.

**Related Learning Outcomes:****Managing Money**

- Identify things people have to spend money on
- Demonstrate understanding of how to use a small amount of money for personal needs and wants
- Demonstrate understanding of how to use a small amount of money for personal needs and wants
- Valuing money is managing money

**Cross Curriculum Links****Social Studies**

- People who help us (parents)
- Use of money

**English**

- Comprehension

**Financial Concept Ideas**

- Making wise financial decisions
- Setting financial goals
- Financial behaviours





## Appendices







**Vuli the Vonu**

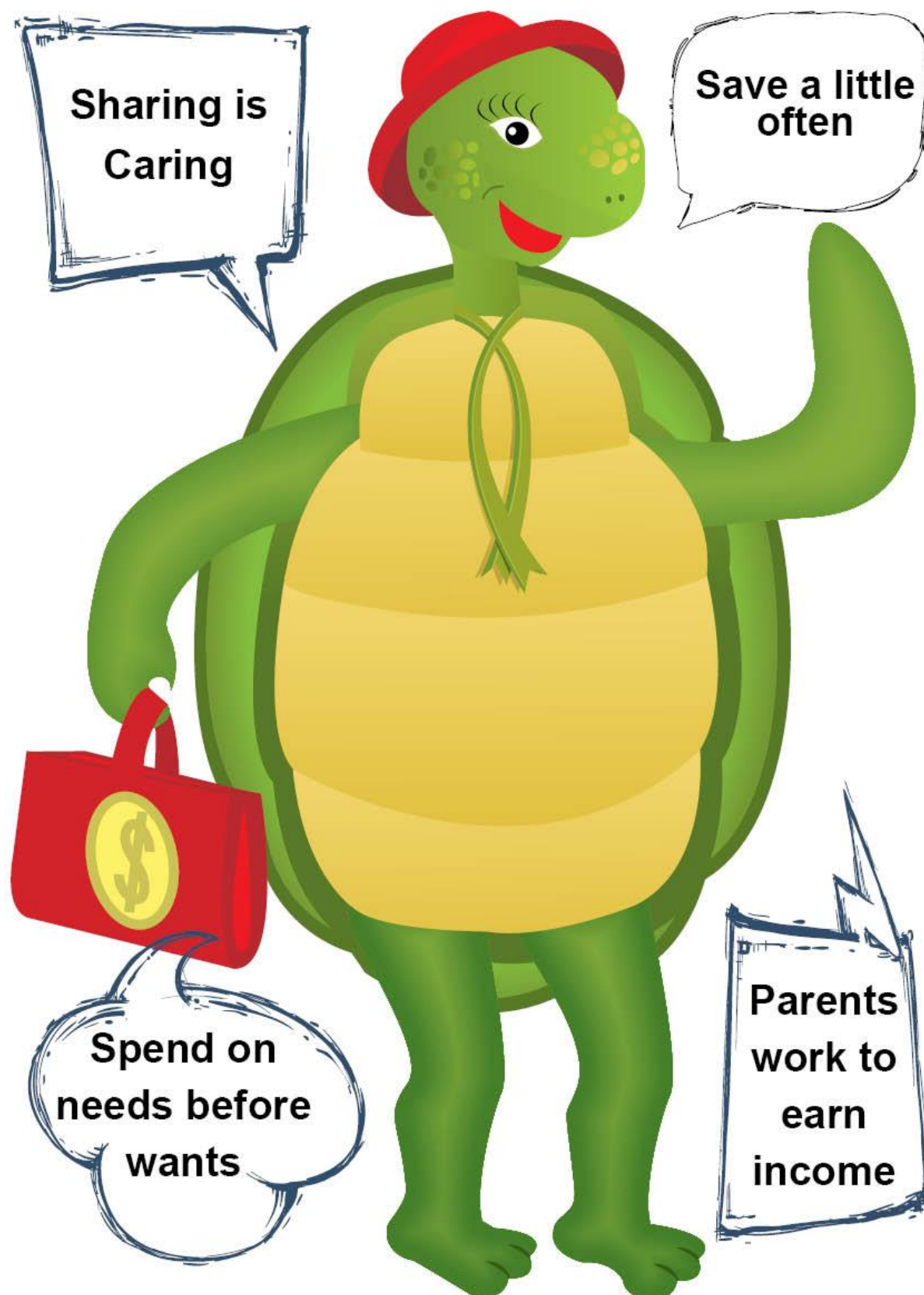
## Pre and Post Survey

Select the smiley face that best matches what you do in the following situations.

			
I always do this	I usually do this	I sometimes do this	I rarely/never do this

Statements				
I spend my money wisely.				
I save some of my money.				
I share some of my money.				
When I have money I think about what I will do with it (save it, spend it wisely, share some).				
When I borrow something e.g. a pencil, I return it.				
When I help out people e.g. Nana, I don't expect to get money for doing this.				
I buy things I need before things I would like to have				
I save for things I want to buy.				
I know how to keep my money safe.				

Poster: Vuli the Vonu



Classroom Currency

































