

FinED Fiji



A Manual for Teachers Class 7/8



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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 services¹

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

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 efforts²

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**

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

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

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 level 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 Champion Teachers (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 (1st 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. Streamlining of materials for Form 3.
3. Preparation of assessment task for Forms 5 and 6.
4. Financial Education teaching and learning integrated into teacher training and education degree/diploma courses at teacher training institutions.
5. Professional Development for RFCT's and Divisional Officers, on use the resources at all class levels indicated in numbers 1 and 2.
6. Monitoring and evaluation of the project's effectiveness.

Why Financial Education?

³Financial 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.

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

⁴Acquiring 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'⁵. 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 Seven and Eight 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

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

⁵ 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.

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 the records and 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 7 / 8 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 scrapbook 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 scrapbook. It is intended that the class scrapbook 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 the 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 Seven, 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 Eight. The information from the surveys will be used in the monitoring and assessment phases of the project.

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 and Social science, Mathematics and English, English, Mathematics and Social science etc.). This approach is endorsed both in the current Fiji curriculum prescriptions, and new draft syllabus (The Fiji Islands National Curriculum Framework).

There are eight Financial Education lessons. The lessons should be taught in sequence. Four of the lessons build on the learning students have undertaken in Class 5 / 6. These lessons are:

- Bank Accounts and Saving
- Tomu's Household Spending
- Family Assets and Liabilities
- Wallets and Money Maths Practise

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 Family Assets and Liabilities lesson is the most challenging of the eight lessons. This builds on the learning in the Class 5/6 resource. Teachers are encouraged to complete all the activities (except for the Statement of Financial Position) as a whole class. Students will be familiar with the Statement of Financial Position as they completed one for Tomu in Class 5/6. In this Class 7/8 resource, students are introduced to the next level- completing a Statement of Financial Position for a family. Teachers will use their judgment as to what level they go to with their students in this activity.

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. An overview of the Financial Ideas explored in the lesson series can be found on pages 26 – 27.

The conceptual financial understandings are identified for the teacher in the body of the teaching and learning sequence. These are further explained in the teacher notes, and in the Competency Indicators, Concepts and Conceptual Financial Understandings table on pages 15 – 16.

Financial Education Games

There are two 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.

Stories/Storytelling

A series of short stories are provided for the teacher to use with their students. 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 sessions. These stories can be used in the Financial Education learning for students from Class Three – Class Eight.

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

- Classroom currency templates (notes and coins)
- Financial Education lesson templates and student worksheets
- Tactix board game material
- Goal 300 board game material.

Financial Education Framework

Financial Education Framework – FinED Fiji



Vuli the Vonu

Financial Education Framework

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.

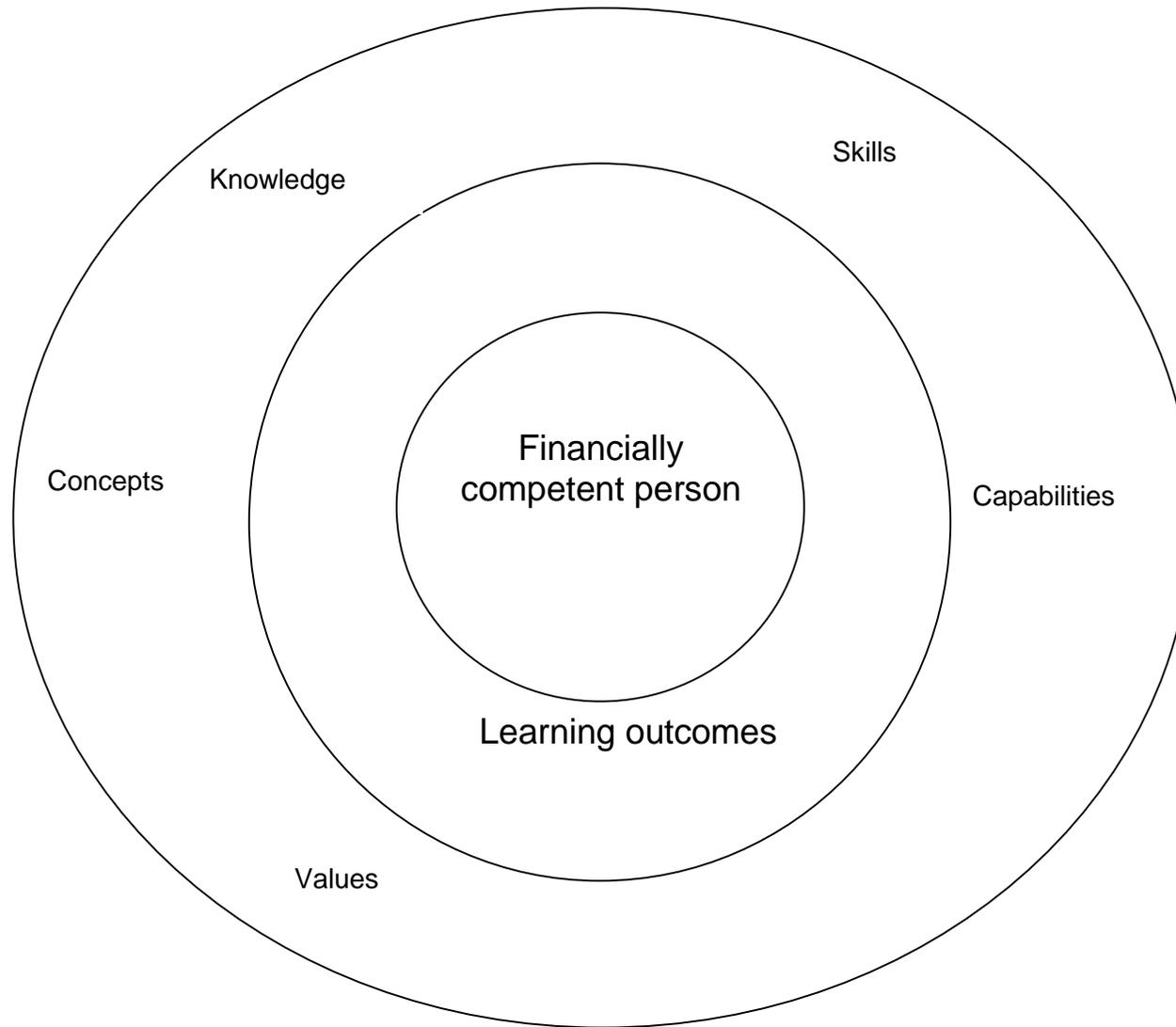
Competency Indicators, Concepts and Conceptual Financial Understandings

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

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

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

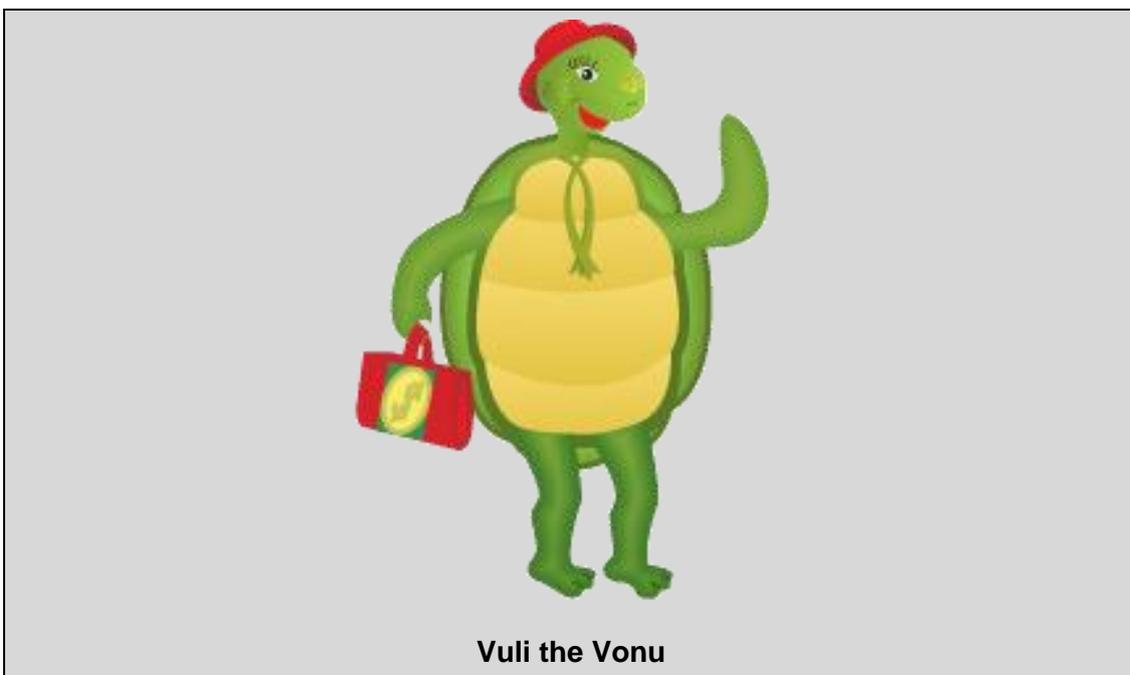
		Learning Outcomes			
Strand	Sub-strand	Class 1 and 2	Class 3 and 4	Class 5 and 6	Class 7 and 8
Managing Money	<p>Saving</p> <p><i>People have choices to consider with their money: spend, spend and save, save</i></p>	<ul style="list-style-type: none"> • Give examples of things you would choose to spend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

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

		Learning Outcomes			
Strand	Sub-strand	Class 1 and 2	Class 3 and 4	Class 5 and 6	Class 7 and 8
Planning Ahead	<p>Financial Risk</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"> • 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 	<ul style="list-style-type: none"> • Identify and compare different ways of keeping money safe e.g. money box versus bank account • Give examples of ways you can reduce the risk of losing or having money stolen 	<ul style="list-style-type: none"> • Identify the different types of financial risks that individuals and families face e.g. borrowing money, church obligations • Give examples of ways you can manage and minimise risks to individuals and families e.g. keep within financial means 	<ul style="list-style-type: none"> • Identify types of financial risks to individuals, families and communities e.g. traditional obligations, failed businesses and/or investments • Give examples of ways to manage and minimise risks to individuals, families and communities e.g. seek investment advice from reliable persons

FINANCIAL EDUCATION LESSONS

Financial Education Lessons



Learning Outcomes Overview								
Lesson Series	The Work We Do	Bank Accounts and Savings	Aaja's Letter	Tomu's Household Spending	A Fair Go for Consumers	Family Assets and Liabilities	Entrepreneurship - A Community Newspaper	Wallets and Money Maths Practise
Strand: Managing Money								
Sub-strand: Money								
Demonstrate an understanding of the use of coins and notes in financial transactions up to the value of \$100			✓				✓	✓
Demonstrate ability to recognise and calculate the value of Fiji's currency in relation to other currencies			✓					✓
Explain the concepts of simple and compound interest		✓				✓		✓
Give examples of when interest is incurred e.g. hire purchase, money lenders	✓					✓		✓
Sub-strand: Spending and Budgeting								
Write a personal or family budget and use financial tools and records to monitor the budget		✓		✓		✓		
Sub-strand: Saving								
Identify and compare savings products offered by banks and other savings institutions e.g. credit unions		✓						
Give examples of differences between two savings products with regard to risk, interest paid and access to funds		✓						
Sub-strand: Credit								
Identify some financial consequences of obtaining credit						✓		✓
Identify some consequences of getting into debt						✓		✓

Learning Outcomes Overview								
Lesson Series	The Work We do	Bank Accounts and Savings	Aaja's Letter	Tomu's Household Spending	A Fair Go for Consumers	Family Assets and Liabilities	Entrepreneurship - A Community Newspaper	Wallets and Money Maths Practise
Strand: Income and Wealth								
Sub-strand: Income								
• Compare income, spending commitments and life –styles at different stages of life	✓					✓		
• Compare different taxes e.g. income tax and VAT and their impact on spending and income	✓							✓
• Explain how income contributes to personal, family and community well-being	✓		✓	✓			✓	
Strand: Planning Ahead								
Sub-strand: Financial Planning								
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			✓					
Give examples of how financial planning can help you achieve your personal and/or family goals			✓	✓		✓	✓	
Give examples of how to allocate e.g. weekly allowance to spending, saving and sharing			✓	✓				
Sub-strand: Financial Risk								
• Identify types of financial risks to individuals, families and communities e.g. traditional obligations, failed businesses and/or investments		✓	✓		✓		✓	
• Give examples of ways to manage and minimise risks to individuals, families and communities e.g. seek investment advice from reliable persons		✓			✓	✓	✓	

Financial Ideas Overview								
Lesson Series	The Work We do	Bank Accounts and Savings	Aaja's Letter	Tomu's Household Spending	A Fair Go for Consumers	Family Assets and Liabilities	Entrepreneurship - A Community Newspaper	Wallets and Money Maths Practise
A cash book uses numbers to tell a story about past income and expenditure								✓
Money 'in' is money that comes from doing jobs (earning an income)	✓							
Money 'out' is money used to buy goods and services (expenditure)	✓							
The balance is the difference between money 'in' and money 'out'. It tells you how much money is left	✓							
Savings is unspent income that is usually kept in a savings account at the bank for use in the future		✓						
A bank statement is a statement of money in and money out from a bank account		✓	✓	✓				✓
Financial stories can be recorded using a statement of financial position						✓		
A statement of financial position shows you what you own and what you owe						✓		
A persons net worth is what they own minus what they owe						✓		
A budget tells a story about where you income will come from and how it will be spent				✓		✓		✓
A budget expresses personal goals				✓				✓
Financial goals can be expressed in a budget (financial plan)				✓				
People have financial rights, roles and responsibilities	✓	✓		✓	✓	✓		
People's financial rights, roles and responsibilities change at different stages of their lives	✓	✓		✓	✓	✓		
Consumers have rights and responsibilities				✓	✓	✓		✓
What we normally want to buy exceeds our limited income			✓	✓				

Financial Ideas Overview								
Lesson Series	The Work We do	Bank Accounts and Savings	Aaja's Letter	Tomu's Household Spending	A Fair Go for Consumers	Family Assets and Liabilities	Entrepreneurship - A Community Newspaper	Wallets and Money Maths Practise
We have limited income	✓	✓	✓					
We all have different preferences when it comes to spending			✓					
People want money because of what it can buy and how it can be saved		✓						
Money spent only has value if you want the goods and/or services		✓	✓	✓	✓	✓		✓
A budget helps us to manage risk			✓					✓
Financial tools such as a budget, cash book, interest calculators etc can help us to calculate how fast our money will grow			✓					✓
Money deposited in a bank earns interest		✓						
Money borrowed from a bank accrues interest		✓				✓		
An asset is a something that has financial value						✓		
A liability is a debt created by obtaining credit	✓					✓		✓
Credit has to be repaid and incurs interest charges	✓					✓		✓
There are different ways of keeping money safe e.g. keeping it in a moneybox, or depositing it at the bank								✓
Employment is offering your labour to provide a service and getting paid for it	✓		✓	✓			✓	✓
We pay taxes to the government to enable them to provide resources, facilities, and services to individuals and the community	✓							

THE WORK WE DO!

Class 7 / 8

Lesson Overview

In this activity students will read about different people and the work they do, and consider their financial rights, roles and responsibilities. The characters students will read about are at a different stage of their life, students in school, at university, and in full time employment.

At the different stages of life, people have different income levels, spending and saving priorities and responsibilities. Students will learn that when they earn income, some of their income is deducted before they get it i.e., people in a community pay taxes for the use of common goods and services. People all have a responsibility to pay tax, and Government legislates this.

After investigating further jobs that people do at different stages in their life, students will establish a poster displaying their findings with possible incomes and qualifications people will need for these jobs.

Resources

- Template 1: Emele's Story
- Template 2: What People do in Emele's Story
- Template 3: You could be.....
- Template 4: Gross and Disposable Income
- Template 5: Deductions from Income
- Template 6: Value Added Tax
- Template 7: Tax Payable on Credit Cards and Spending
- Template 8: Answers Tax Payable on Credit Cards and Spending
- Template 9: Tanay is No Ordinary Guy

Financial Learning Outcomes

Students will be able to:

- Compare income, spending and saving at different stages of life. (FLO 1)
- Calculate mandatory income deductions, including tax. (FLO 2)
- Explain how people have responsibilities to earn income and save, and how these contribute to personal, family and community well-being. (FLO 3)

Vocabulary

Income, Spending, Saving, Stages of life, Tax, Consequences, Income and business tax, Disposable income, Financial well-being, Government spending [Financial concepts use terms and language that are specific to the discipline of money and finance](#)

Cross Curriculum Links

Social Sciences

Social Organisation and Processes

Families (Class 7)

Learning to live in my community (Class 8)

Concept ideas: The strategic role of families. Family activities – earning income. Financial relationships, rights roles and responsibilities in their community. Attitudes: Positive financial attitudes towards earning income, saving and spending, and a sense of responsibility.

Resources and Economic Activity

Making a living (Class 7)

Resources in the local community (Class 8)

Concept ideas: The way people make a living. How people pay for their needs and wants. Family financial circumstances, Human resources in the community. How resources are owned and used. Attitude: accept the way in which people choose to make their living.

Mathematics

Money: Problem solving

English

Develop financial competency – including a positive attitude to managing money

Be confident with financial terms and concepts

Oral English

Teaching and Learning Sequence

How will I earn income when I leave school?

1. The teacher reads Template 1: Emele’s Story. The teacher asks students:
 - What is the story about?
 - How many of you wonder how you will earn an income when you leave school?
 - How many of you think about the qualifications that you will need to achieve your personal dreams. Who in the story is thinking about the qualifications they will need?
 - How many of you talk to your parents about what you might do and how you might achieve this? How does this help Emele in this story?
 - How many of you understand that you have a role and responsibility to earn an income, as you get older, and how you might do this?
 - Income contributes to personal, family and community well-being. Where is this idea apparent in this story? Why?

- The teacher explains to students that this is a good time to think about the roles they will have in their post-school stage of life and the responsibilities that entails. The teacher reminds students that what you achieve at school will determine the pathways you can take after leaving school. If you fail your exams, you may not gain entry into the courses you need for your choice of career. *People bring different values, knowledge and personal judgments to financial decisions*

- The teacher asks students what each of the characters do to earn an income in the story. Students then consider the character’s role at their ‘stage of life: school; post-school study; working but still single; working and providing for a family. The students complete Template 2: What People do in Emele’s Story. (FLO 1)

Teaching notes and ideas, and learning outcomes

The teacher maintains a Financial vocabulary wall chart and a lesson Scrapbook. New financial ideas are added to the Scrapbook and financial vocabulary is added to the Financial vocabulary wall.

Assess students prior understanding of peoples’ rights, roles and responsibilities to earn an income.

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

*Income
Compare income, spending commitments and life styles at different stages of life*

<ul style="list-style-type: none"> • Students consider how a person’s stage of life affects their rights, roles and responsibilities in earning an income. What responsibilities does Emele have? What rights, roles and responsibilities do her parents have? What are their financial rights roles and responsibilities? How would you describe the relationships between family members in Emele’s family? Do you think they understand their rights, roles and responsibilities? • How do peoples’ financial rights, roles and responsibilities change at the different stages of life? Explain and compare this on a time line from 0 years to old age. (FLO 3) • The teacher explains that in this unit students will explore a range of stories of people who work in a range of fields and are in different stages of their lives. 	<p>Income <i>Explain how income contributes to personal, family and community well-being</i></p> <p>Emele’s Nana is working and married with a family. She is a mother, wife and a daughter-in law. She has two jobs (self-employed and also works as a cleaner at a holiday resort. She is a tax payer.</p>
<p>You could be.....</p> <p>2. The teacher introduces students to the career profile cards in Template 3: You could be..... Give each group one card. <i>Financial knowledge, skills and values are gained through real life experiences and in contexts that are real to students</i></p> <p>The teacher asks students a range of questions:</p> <ul style="list-style-type: none"> • What is your occupation? • Do you know anyone else who does this occupation? • What kind of tasks do these people do? • How much and what type of education does your occupation require, vocational training, community college, university, advanced degrees? • What mathematical skills does the occupation require? • What language skills does it require? • What creativity does it require? • What physical skill does it require? • What personal communication and management skill does it require? • Which dreams, skills and attributes do you share with these people? <ul style="list-style-type: none"> • Students share their occupations with others in the class, explaining the important aspects about the job. • Is your occupation one you might consider for your future? Why or why not? Is there another occupation on the cards or not on the cards that you would consider? • Students explore all the occupations on the cards. • Students record what they would like to be after they leave school. Later in the activity, students can interview a person who works in an area of work that interests them. 	<p>Teachers are encouraged to make more occupation cards that are real to students and would be interesting for them to know. Take photos of people at work in these occupations and those in the job cards.</p> <p>Income <i>Compare income, spending commitments and life styles at different stages of life</i></p>

(FLO 3)														
<p>Calculating Disposable Income</p> <p>3. The teacher asks students how much they earned last year (from the card). Students discuss how their income is expressed, for example, in hours and rate? Or in weeks and rate, or in a year as a salary?</p> <ul style="list-style-type: none"> • Can we compare income from the different jobs with the different units used, or should we recalculate them into the same unit? • Why might the amount we earn matter ? <p>People are astute, active and self-motivated to improve the economic circumstances of their nation</p> <ul style="list-style-type: none"> • Give students the mathematical problem solving activity of converting all the incomes into hourly and yearly incomes so they can compare like with like. See Template 4: Gross and Disposable Income to record answers. From the information given, students problem solve the first two lines. • The teacher asks students if they as workers get to spend all of their income, i.e., gross income? <ul style="list-style-type: none"> • What might be deducted from a person’s gross income before they get their money? • Who decides that these deducted payments are made? • Why is money deducted for the National Provident Fund? Who owns this money? Why is it savings? How is your money used by the National Provident Fund? • Why is money deducted for income tax? Where does this money go to? How is it used for the betterment of the community? • The teacher introduces students to the rates of compulsory deductions. See Template 5: Deductions from Income. Template 6: Tax on Income. Demonstrate how the calculations can be done using a table format such as one illustrated below. The example income is \$27,000 (FLO 3). 		<p><i>Income</i> <i>Compare different taxes, e.g., income tax and VAT and their impact on spending and income</i></p> <p><i>Income</i> <i>Compare income, spending commitments and life styles at different stages of life</i></p> <p>The National Provident Fund.</p> <p>Income Tax.</p>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="background-color: #4a90e2; color: white;">Calculating Disposable Income</th> </tr> <tr> <td style="width: 50%;">Gross yearly income</td> <td></td> <td style="text-align: right;">\$27,000</td> </tr> <tr> <td></td> <td style="text-align: center;">Less</td> <td></td> </tr> <tr> <td>National Provident payment</td> <td style="text-align: center;">= 27,000 x 08 cents</td> <td style="text-align: right;">2,160</td> </tr> </table>			Calculating Disposable Income			Gross yearly income		\$27,000		Less		National Provident payment	= 27,000 x 08 cents	2,160
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Income Tax rates														
Less than 15,600	Zero													
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Total deductions		4,700												
		<p>When calculating FNPF contributions, employer contributions are not taken into account.</p>												

<p>Disposable income</p>	<p>22,300</p>	
<ul style="list-style-type: none"> The students calculate the disposable income for each of the jobs and enter this onto the spaces in Template 4. (FLO 1) (FLO 2) <ul style="list-style-type: none"> The teacher asks students how the payment of this tax and the contribution to the National Provident Fund are examples of citizens demonstrating social responsibility The teacher organises students to investigate other jobs in their community, especially those that appeal to individual students. Have students' interview people to find out about their pathway to their present job, and the skills, attributes and dreams they have about their work. Ensure students investigate people who are at different stages of their life, from student to elders in their community. (FLO 1) <ul style="list-style-type: none"> Students write up their information and display it on the wall for others to see and learn Students create a wall display of all the jobs they have investigated in their community. 		
<p>Encouraging savings through taxes</p> <p>4. The teacher asks students of any other taxes they are aware of that Fijian people pay. List these.</p> <ul style="list-style-type: none"> What does VAT stand for? Who pays it and when do they pay it? What is the percentage of VAT paid on spending? See Template 6: Value Added Tax. Why do we pay this tax in addition to income tax? Why is tax a social responsibility? How does the payment of this tax affect what we can spend? How might it influence people to consider saving more? <i>Financial concepts frame peoples' thinking, helping them to make empowered and informed financial decisions</i> Students consider credit cards. The teacher explains this way of paying for goods and services and the choices that a person has at the end of the month. Tell students what the current interest rate is on unpaid balances. <ul style="list-style-type: none"> Why would people take out a credit card? At what stage of life might they be? Show students Template 7: Tax Payable on Credit Cards and Spending. Students calculate the missing cells and determine how much tax is paid on this credit card balance. (NB: interest charges are included in the monthly payment) See Template 8: Answers – Tax Payable on Credit Cards and Spending. <ul style="list-style-type: none"> Is 2 percent expensive each month on the unpaid balance? Would this influence you to spend less and save more? (FLO 3) 		<p><i>Income</i> Compare different taxes, e.g., income tax and VAT and their impact on spending and income</p> <p><i>Income</i> Compare income, spending commitments and life styles at different stages of life</p> <p><i>Money</i> Give examples of when interest is incurred e.g. hire purchase, money lenders</p>

<ul style="list-style-type: none"> • Is there any other tax that the government is collecting from this scenario? What is the total amount spent on the credit card for the year? If VAT is 15 percent, how much of this spending went to the Government as well? (FLO 2) • The teacher may wish to discuss with students, what government spends the tax on. Who pays for your school, roads, etc.? What else does government spend your taxes on? What rights do you have because you have paid your taxes? Good community financial decisions lead to community financial wellbeing and community security 	<p><i>Income</i> <i>Explain how income contributes to personal, family and community well-being</i></p>
<p>Reflection and Discussion</p> <ol style="list-style-type: none"> 1. How does your ability to earn income change over the different stages of life? 2. If you want to increase your spending, what might you consider doing first? 3. Why might you consider earning an income a responsibility that everyone has in their community? 4. How does earning an income contribute to personal, family and community well-being? 5. Why does everyone earning an income and or spending need to pay taxes? 6. What roles do people have at their different stages of life? 	<p>Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically.</p> <p><i>Income</i> <i>Explain how income contributes to personal, family and community well-being</i></p>
<p>Assessment Activities</p> <p>Mathematics</p> <ol style="list-style-type: none"> 1. Make up some more examples of gross income and have students calculate the compulsory deductions. <p>Social Sciences</p> <ol style="list-style-type: none"> 2. Test students understanding of the financial relationships in the home, and the financial rights, roles and responsibilities of family members. 	
<p>Linking Financial Education to the home</p> <ul style="list-style-type: none"> • Students share their investigative work on what people do in your community with family members. • Students talk with parents about their dreams of what they want to do when they leave school. Students ask them to help find out and plan what to study at school is important and where they might study after leaving school. • Students discuss and share their ideas about financial responsibilities within a family. 	

Template 1: Emele's Story

By Adele O'Leary

Emele is not at school today. It is the school holidays so she is spending the day with her Bubu (grandmother). Everyone else in Emele's family is at work. Her Bubu is chatting to Emele as they sweep leaves in Emele's garden. "Emele," says Bubu, "what do you want to be when you grow up?"

Emele looks thoughtful and she is quiet for a long time. She finally answers "Bubu, I want to be a rugby player when I grow up but Tata (father) said that most rugby players are men and you have to be really, really good to earn money. I don't know what I want to be now." Bubu smiles. "Emele you are very good at rugby so keep playing in your spare time but Tata is right. I think you need to think about different career opportunities."

Emele sits in the shade and starts to wonder ...

Emele's Tata works as a taxi driver. He picks up a lot of tourists at Savusavu Airport and drives them to beach resorts. Emele's Tata sometimes works in the evenings instead of during the days. Business is better at night so he can earn more money but he does miss out on spending time with Emele and her family. Emele's Tata has been a taxi driver for 15 years. He likes his job because he can chat with tourists and share all of the great places in Savusavu. Emele wonders if she could be a taxi driver too but decides that she wouldn't enjoy sitting in a vehicle for long hours without exercising.

Emele's Nana (mother) has two jobs. She makes sulu to sell to tourists and she is a cleaner at a holiday resort. Emele's Nana loves making sulu. She tie-dyes the fabric using bright colours. Emele's Nana doesn't earn enough money from making and selling sulus so that is why she has a second job. Some of the shops in Savusavu sell sulus for cheaper prices because they have imported them. Emele's Nana feels sad and frustrated when she sees cheaper sulus in shops but she also feels proud of her sulu because they are handcrafted in Savusavu. Emele wonders if she could help her Nana make and sell sulus when she grows up. She soon realises that they wouldn't make enough money.

Emele's older sister, Liliana, has left school and she wants to study business, hospitality and tourism at University. She has a waitressing job at a restaurant in Savusavu and saves most of her wages towards her university education. One day Liliana wants to run a wedding planning business in Savusavu for overseas couples who want a Fijian wedding in a traditional Fijian setting. Nobody offers this service yet and Liliana is very excited about her business idea. Emele wonders if she could be a wedding planner alongside her sister but weddings don't excite her the way that they excite Liliana.

Emele's Tata Levu (uncle) operates a diving business and takes tourists out to 'Dreadlocks' and Barracuda Point in his own glass bottom boat. His business is very successful and he employs two other workers so that he doesn't have to run all of the tours. Emele's Tata Levu offers the cheapest diving tours in Savusavu and he includes lunch within the package deal. Emele wonders if she could be a tour operator for her Tata Levu but suddenly remembers that she gets seasick.

Emele is confused. What will she be when she leaves school? Is there anything that gives her the same happiness as rugby? Emele's Bubu interrupts her thinking. "Lako mai Emele and have some pawpaw."

Bubu can sense Emele's worries and reassures her. "Emele, you will find a job that is just right for you. You need to think about what you are good at, what makes you happy, and then try and work out what work opportunities will suit you."

Emele does some more thinking about her future while she eats the pawpaw and then some more thinking later in the day when she is preparing dinner. That night she has a long conversation with her Tata and Nana about what she could be when she grows up and goes off to bed to think some more.

The next day Emele greets her Bubu with a huge smile and sparkling eyes. "Bubu, I have thought of lots of things that I can be when I grow up. I'm really good at sports, I love being outside, I am good at welcoming people and I am very proud of my island. I could be a trekking guide and take tourists to our ancestral villages, or I could be a recreational coordinator at a holiday resort, or I could be a manager of a fitness studio, or I could operate my very own business offering tourists bicycle tours."

Emele's Bubu gives her a big hug. "Well done Emele, you have thought of some great work opportunities that suit your skills and personality. I am so proud of you. I wonder which option you will take."

Template 2: What People do in Emele’s Story

Emele’s story - Stages of Life and What People do					
Character / Stage of life	Emele	Nana	Liliana	Tata	Tata Levu
School					
Post school study					
Working and single					
Working and married with family					

Template 3: You could be.....

Self employed – making and selling mats

You sell mats to Ramu, the retailer of mats at the Sigatoka market. You always wanted to stay in your village and live your life in a traditional way. As a child your Bubu taught you the traditional patterns and ways of making mats and you often went to market with her to sell what she and your Nana had made. Now you are the Bubu of your large extended family.

Even though you loved school, you wanted to have your own business and the independence like your Nana and Bubu. You like the idea that you do not have to leave home to work, and you can look after your family first and use other time to make money to add to your family's income. You also like the idea of carrying on local culture and tradition, and sharing this with your children and grandchildren. You have learned good money and business skills from your Nana and Bubu.

You go to visit Ramu the retailer once a month and on average you receive \$300 for your mats after expenses. Each month you spend about 45 hours making mats. Ramu then sells all the mats from your village to other people including the tourists.

Fire fighter

You are a fire fighter at the local Fire Brigade. The services you provide include fire rescue and emergency services for Fiji.

One of the jobs you really enjoyed was being part of the National Fire Safety Week that targets home fire safety. You visited many schools, communities and individual homes. On these visits, you provided educational tips about preventing fires starting within the home. At the station and between alarms, you clean and maintain the equipment, and engage in physical fitness activities. When there is a fire you prepare a written report.

When you left school, you studied for a Trade Certificate in Automotive Engineering. After getting the fire fighter job you attended career-fire fighter recruit training at the naval base in Togalevu, Lami in 2011. You received training in fire fighting techniques, fire prevention, hazardous materials control and first aid. You also learned how to use axes, fire extinguishers, chain saws, ladders and other fire fighting equipment. You are still single, share a house with 2 other fire fighters, but one day you hope to get married, buy a house and have a family.

Last year you worked an average of 40 hours a week and were paid \$4.50 per hour.

Teacher

You are a new teacher at your local school and are employed by the Ministry of Education. You are committed to delivering learning to a high standard, especially in literacy and numeracy. Your training taught you the best way to excite students about learning, and that is to be an excellent teacher, challenging your students and showing them what they can really do. You went into teaching because you loved school yourself, and you love working with young people who want to learn. You also love giving back to your community.

When you finished school you attended the School of Humanities and Arts at University. After finishing your Bachelor of Arts in Fijian Language and Culture you did a Post Graduate Diploma in Educational Leadership.

You teach all the subjects in the primary curriculum, but you particularly enjoy teaching maths and giving students real life mathematical problems to solve. You still live with your family in Lautoka.

Last year you worked for a salary of \$30,000 and about 45 hours per week.

Chef

You are a chef at the one of the most reputed places to eat in Fiji. Your restaurant seats tourists from all around the globe along with the locals who appreciate your good food. The restaurant is located in Nadi. Your restaurant serves a wide variety of food like appetizing Asian stir fires, Thai curries, seafood lasagne, chicken enchiladas, and stir fried beef. You also serve ice cream and an array of hamburgers.

When you were young, you always had a passion for food and cooking and learned a lot from your Nana. When you left school you first worked as a kitchen hand at a local restaurant. Then you became an apprentice chef. You sought adventure and learned a lot about cooking as the chef on dive boats. You really like meeting people from all around the world. You are married with three children.

You estimate that last year you earned \$5.00 per hour and worked an average of 50 hours per week. You took 3 weeks off to go on a dive boat adventure around the Lomaiviti Islands.

Builder / Carpenter

You are a builder and carpenter. Before graduating from high school, you met with a careers person who asked you many questions. She helped you realize that you loved working with your hands and with wood. You loved building things from a very young age. You also displayed from a young age good mathematical skills and you enjoyed solving problems.

Once you graduated from high school, you joined a building and construction firm and completed the basic building courses. You then went on learning your building skills and completed further courses. While at the construction firm, you found that you were great at working from plans, measuring, marking and arranging materials. You also found that you were good at communicating with and organising people.

After leaving the firm, you married, had two children and set up your own business in your village. Now you employ two other people and train them in the skills of being a builder and carpenter.

As a business you aim to make a profit each year. Last year you made a profit of \$40,000.

Helicopter pilot

You are a commercial pilot for a company who offer flights from Nadi International Airport and Denarau Island to the Mamanuca Islands. The helicopters fly tourists to their resorts, or on guided tours. You also inspect, maintain and repair helicopters.

While at school you loved mathematics and the sciences. You also love planes. You always dreamed of being a pilot. After leaving school, you were able to live with your uncle in Caboolture, Queensland, Australia and attend a Helicopter Flying School where you passed all your training to become a commercial pilot.

Before coming home to Fiji with your new Australian wife and one child, you flew a helicopter in a Northern Territory sheep station. You wanted to bring together your love of Fiji, with your love of flying so you now think you have the best job in Fiji. You especially like talking to the tourists and sharing the history, culture, fauna and flora of Fiji with the tourists.

Last year your salary was \$44,000.

Student

You are a fourth form student at high school and you have a holiday job as a trainee hairdresser. Although some people think that holiday work is tedious and tiring, you think it is a better way to spend your time because you can save up for your planned education at University. You plan on gaining business qualifications including accounting, business studies and finance. One day you want to own your own hairdressing salon.

You do not have time to hang out with your old friends in the holidays but you now have a new set of friends. What you save from your earnings will help you and your family pay for the fees when you go to University. You know that the fees will be a major cost of your study and you will also have to pay for textbooks, accommodation and transport.

You believe that your own motivation is what is important if you are going to succeed both financially and personally. Without that, you know you will have far fewer choices when you leave school.

Last year you did about 10 weeks work for 30 hours per week. You were paid \$8.00 per hour.

Flight Attendant

You are a flight attendant for the national airline. You fly from Nadi International Airport to Australia, New Zealand, Hong Kong and Los Angeles.

While at school you enjoyed English and being sociable with others. You always dreamed of travelling the world. After leaving school, you studied for six months in Nadi and you passed all your training to become a Flight Attendant.

You settled down with a family (a wife and two beautiful children) and started working as a Flight Attendant. You work an average of 12 hours a day. Your hourly rate is \$15.00. You work for 4 days and then have three off. Your salary is \$34,000.

Quality Tutoring Service

You decide to resign from teaching and start your own tutoring school. You make a plan to start small by having a special place at home for your students.

You manage to buy 10 sets of desks and chairs to start off with. With your experience as an English teacher, you decide to start the class by yourself and later should there be more students, you will employ another person.

You decide to levy students \$15 per hour and the class will be scheduled as two hours per day, five days a week.

Currently you have five students attending your class. The maximum number you can accommodate is ten.

Garment Factory Supervisor

You are a garment factory supervisor who has been laid off work and now stays home with your family in Nauluvatu. Your husband has passed on and you now live with your mother and two daughters. Your Bubu is over fifty years old and she helps you care for the family. The children travel by bus to school and they pay \$4.00 for bus fare a day.

You realise your financial responsibilities and start a small business. You sell 70 roti parcels a day at \$2.00 a parcel. To be able to meet your target and balance your time you prepare 30 parcels in the morning and sell 40 parcels in the afternoon. Bubu who is over fifty years old also helps you with the business. You spend \$3.00 for her bus fare every day.

You are fortunate to have a lot of friends and family who support you. These are your customers. So at the end of the first week, you are able to collect \$700.00. You sell roti parcels five days a week. You work 40 weeks a year.

Banker

You are a banker at one of the best banks in the Pacific. Your bank serves customers from all around the Pacific with the local interest at heart. The bank is located in all major cities and towns. It serves a wide range of customers from beggars to the President of the country. Some of the services provided by the bank are banking, loans (home and personal) and insurance.

When you were young, you were always inquisitive about how the bank works. In secondary school you excelled in Maths, Accounting and Economics, which you also studied at University. After graduating you were offered a job at a bank as a bank teller. You learnt a lot about how money was stacked, customer relations, interest rates and the need to have a lot of patience. Your dream is to become a Regional Bank Manager one day.

Last year your salary was \$18,000. You took two weeks annual leave.

Self employed – Fisherman

You are a fish seller at the market stall in Labasa town. One of the jobs you enjoy doing is to sell all your fish. You have many customers who enjoy buying your fish. The biggest drawback at times is the weather.

You begin selling at 9.00 am and continue until 6.00 pm. Every day you sell 30 kilograms of fish at an average rate of \$8.00 per kilogram. You work five days each week. You work on average forty weeks a year.

Salesperson

You are a salesperson at a reputable clothing store Fiji. You work at the Nadi branch.

Your job description includes selling various items like handicraft, clothing and jewellery.

You work for eight hours a day. You work for six straight days and get one day off each week.

Your hourly rate is \$8.00 per hour. You work for 48 hours in an average week. You work 40 weeks a year.

When you left school, you studied Business Management. You also took a hospitality course at the University.

You live at Nasoso, Nadi. You are single and live with your parents. You have a brother and a sister who are still at school.

Your father is a taxi driver while your mum stays at home. You live in your own house.

Template 4: Gross and Disposable Income

Gross and Disposable Income	
Self-employed – making and selling mats	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	
Fire fighter	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	
Teacher	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	
Chef	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	

Builder / Carpenter	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	
Helicopter pilot	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	
Student	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	
Flight Attendant	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	

Quality Tutoring Service	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	
Garment Factory Supervisor	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	
Banker	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	
Self-employed Fisherman	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	

Salesperson	
Gross income for year	
Hourly rate	
National Provident payment	
Income/business tax	
Net income	

Template 5: Deductions from Income

Fiji National Provident Fund

Amount of Fiji National Provident Fund Contribution payable at the rate of 08 cents for each whole dollar. "Amnt." means number of whole dollars in each wage payment. "Cont." means total contributions payable by the employer on those wages.

Amnt.	Cont.												
\$ 1.00	\$ 0.16	\$ 11.00	\$ 1.76	\$ 21.00	\$ 3.36	\$ 31.00	\$ 4.96	\$ 41.00	\$ 6.56	\$ 51.00	\$ 8.16	\$ 61.00	\$ 9.76
\$ 2.00	\$ 0.32	\$ 12.00	\$ 1.92	\$ 22.00	\$ 3.52	\$ 32.00	\$ 5.12	\$ 42.00	\$ 6.72	\$ 52.00	\$ 8.32	\$ 62.00	\$ 9.92
\$ 3.00	\$ 0.48	\$ 13.00	\$ 2.08	\$ 23.00	\$ 3.68	\$ 33.00	\$ 5.28	\$ 43.00	\$ 6.88	\$ 53.00	\$ 8.48	\$ 63.00	\$ 10.08
\$ 4.00	\$ 0.64	\$ 14.00	\$ 2.24	\$ 24.00	\$ 3.84	\$ 34.00	\$ 5.44	\$ 44.00	\$ 7.04	\$ 54.00	\$ 8.64	\$ 64.00	\$ 10.24
\$ 5.00	\$ 0.80	\$ 15.00	\$ 2.40	\$ 25.00	\$ 4.00	\$ 35.00	\$ 5.60	\$ 45.00	\$ 7.20	\$ 55.00	\$ 8.80	\$ 65.00	\$ 10.40
\$ 6.00	\$ 0.96	\$ 16.00	\$ 2.56	\$ 26.00	\$ 4.16	\$ 36.00	\$ 5.76	\$ 46.00	\$ 7.36	\$ 56.00	\$ 8.96	\$ 66.00	\$ 10.56
\$ 7.00	\$ 1.12	\$ 17.00	\$ 2.72	\$ 27.00	\$ 4.32	\$ 37.00	\$ 5.92	\$ 47.00	\$ 7.52	\$ 57.00	\$ 9.12	\$ 67.00	\$ 10.72
\$ 8.00	\$ 1.28	\$ 18.00	\$ 2.88	\$ 28.00	\$ 4.48	\$ 38.00	\$ 6.08	\$ 48.00	\$ 7.68	\$ 58.00	\$ 9.28	\$ 68.00	\$ 10.88
\$ 9.00	\$ 1.44	\$ 19.00	\$ 3.04	\$ 29.00	\$ 4.64	\$ 39.00	\$ 6.24	\$ 49.00	\$ 7.84	\$ 59.00	\$ 9.44	\$ 69.00	\$ 11.04
\$ 10.00	\$ 1.60	\$ 20.00	\$ 3.20	\$ 30.00	\$ 4.80	\$ 40.00	\$ 6.40	\$ 50.00	\$ 8.00	\$ 60.00	\$ 9.60	\$ 70.00	\$ 11.20
Amnt.	Cont.												
\$ 71.00	\$ 11.36	\$ 81.00	\$ 12.96	\$ 91.00	\$ 14.56	\$ 101.00	\$ 16.16	\$ 111.00	\$ 17.76	\$ 121.00	\$ 19.36	\$ 131.00	\$ 20.96
\$ 72.00	\$ 11.52	\$ 82.00	\$ 13.12	\$ 92.00	\$ 14.72	\$ 102.00	\$ 16.32	\$ 112.00	\$ 17.92	\$ 122.00	\$ 19.52	\$ 132.00	\$ 21.12
\$ 73.00	\$ 11.68	\$ 83.00	\$ 13.28	\$ 93.00	\$ 14.88	\$ 103.00	\$ 16.48	\$ 113.00	\$ 18.08	\$ 123.00	\$ 19.68	\$ 133.00	\$ 21.28
\$ 74.00	\$ 11.84	\$ 84.00	\$ 13.44	\$ 94.00	\$ 15.04	\$ 104.00	\$ 16.64	\$ 114.00	\$ 18.24	\$ 124.00	\$ 19.84	\$ 134.00	\$ 21.44
\$ 75.00	\$ 12.00	\$ 85.00	\$ 13.60	\$ 95.00	\$ 15.20	\$ 105.00	\$ 16.80	\$ 115.00	\$ 18.40	\$ 125.00	\$ 20.00	\$ 135.00	\$ 21.60
\$ 76.00	\$ 12.16	\$ 86.00	\$ 13.76	\$ 96.00	\$ 15.36	\$ 106.00	\$ 16.96	\$ 116.00	\$ 18.56	\$ 126.00	\$ 20.16	\$ 136.00	\$ 21.76
\$ 77.00	\$ 12.32	\$ 87.00	\$ 13.92	\$ 97.00	\$ 15.52	\$ 107.00	\$ 17.12	\$ 117.00	\$ 18.72	\$ 127.00	\$ 20.32	\$ 137.00	\$ 21.92
\$ 78.00	\$ 12.48	\$ 88.00	\$ 14.08	\$ 98.00	\$ 15.68	\$ 108.00	\$ 17.28	\$ 118.00	\$ 18.88	\$ 128.00	\$ 20.48	\$ 138.00	\$ 22.08
\$ 79.00	\$ 10.64	\$ 89.00	\$ 14.24	\$ 99.00	\$ 15.84	\$ 109.00	\$ 17.44	\$ 119.00	\$ 19.04	\$ 129.00	\$ 20.64	\$ 139.00	\$ 22.24
\$ 80.00	\$ 12.80	\$ 90.00	\$ 14.40	\$ 100.00	\$ 16.00	\$ 110.00	\$ 17.60	\$ 120.00	\$ 19.20	\$ 130.00	\$ 20.80	\$ 140.00	\$ 22.40
Amnt.	Cont.												
\$ 141.00	\$ 22.56	\$ 151.00	\$ 24.16	\$ 161.00	\$ 25.76	\$ 171.00	\$ 27.36	\$ 181.00	\$ 28.96	\$ 191.00	\$ 30.56	\$ 201.00	\$ 32.16
\$ 142.00	\$ 22.72	\$ 152.00	\$ 24.32	\$ 162.00	\$ 25.92	\$ 172.00	\$ 27.52	\$ 182.00	\$ 29.12	\$ 192.00	\$ 30.72	\$ 202.00	\$ 32.32
\$ 143.00	\$ 22.88	\$ 153.00	\$ 24.48	\$ 163.00	\$ 26.08	\$ 173.00	\$ 27.68	\$ 183.00	\$ 29.28	\$ 193.00	\$ 30.88	\$ 203.00	\$ 32.48
\$ 144.00	\$ 23.04	\$ 154.00	\$ 24.64	\$ 164.00	\$ 26.24	\$ 174.00	\$ 27.84	\$ 184.00	\$ 29.44	\$ 194.00	\$ 31.04	\$ 204.00	\$ 32.64
\$ 145.00	\$ 23.20	\$ 155.00	\$ 24.80	\$ 165.00	\$ 26.40	\$ 175.00	\$ 28.00	\$ 185.00	\$ 29.60	\$ 195.00	\$ 31.20	\$ 205.00	\$ 32.80
\$ 146.00	\$ 23.36	\$ 156.00	\$ 24.96	\$ 166.00	\$ 26.56	\$ 176.00	\$ 28.16	\$ 186.00	\$ 29.76	\$ 196.00	\$ 31.36	\$ 206.00	\$ 32.96
\$ 147.00	\$ 23.52	\$ 157.00	\$ 25.12	\$ 167.00	\$ 26.72	\$ 177.00	\$ 28.32	\$ 187.00	\$ 29.92	\$ 197.00	\$ 31.52	\$ 207.00	\$ 33.12
\$ 148.00	\$ 23.68	\$ 158.00	\$ 25.28	\$ 168.00	\$ 26.88	\$ 178.00	\$ 28.48	\$ 188.00	\$ 30.08	\$ 198.00	\$ 31.68	\$ 208.00	\$ 33.28
\$ 149.00	\$ 23.84	\$ 159.00	\$ 25.44	\$ 169.00	\$ 27.04	\$ 179.00	\$ 28.64	\$ 189.00	\$ 30.24	\$ 199.00	\$ 31.84	\$ 209.00	\$ 33.44
\$ 150.00	\$ 24.00	\$ 160.00	\$ 25.60	\$ 170.00	\$ 27.20	\$ 180.00	\$ 28.80	\$ 190.00	\$ 30.40	\$ 200.00	\$ 32.00	\$ 210.00	\$ 33.60

Income Levels - Residents	Tax Rate
Less than FJD15,600	0 percent
FJD15,600 - FJD22,000	7 percent
Greater than FJD22,000 – 50,000	18 percent + \$448
Greater than FJD 50,000 – 270,000	20 percent + \$5488
Greater than FJD 270,000	Social responsibility levy
Corporate tax	20 percent

When calculating FNPFC Contributions employer contributions are not taken into account. The above table shows combined employer and employee contributions. (0.8 cents / 0.8 cents).

Template 6: Value Added Tax

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Vat up

Elenoa Baselala
Saturday, November 27, 2010

CONSUMERS will pay more for goods and services from January 1 following the Government's decision to increase the Value Added Tax from 12.5 per cent to 15 per cent.

The move should add approximately \$80million to the State coffers.

Some items, however, that currently enjoy zero-duty such as canned fish, rice and edible oil as well as certain pharmaceutical items, will not be affected.

The announcement of the increase was made by Acting Finance Minister Aiyaz Sayed-Khaiyum in his \$1.96billion 2011 Budget address in Suva yesterday.

"The 2.5 per cent increase will generate additional revenue for the Government to effectively deliver its economic and social program," Mr Sayed-Khaiyum said.

"The increase in VAT will ensure Fiji is able to sustain its debt repayments now and in the future. It should be noted that those basic food items and pharmaceuticals which are currently VAT exempt will continue to be so until such time as a comprehensive safety net is in place and income levels rise."

The VAT increase was a recommendation of the International Monetary Fund as the most effective immediate revenue measure to contain debt levels. State operational costs total \$1.38bn while capital works will cost \$525m.

[+ Enlarge this image](#)



Acting Finance Minister Aiyaz Sayed-Khaiyum

Accessed from: <http://www.fijitimes.com.fj>

Permission to publish this article in the Class 7/8 Teachers' Manual for the Fiji Financial Education Curriculum Development Project has been granted by Fred Wesley, Editor In Chief, Fiji Times Ltd (4th June, 2012)

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Template 7: Tax Payable on Credit Cards and Spending

Tax Payable on Credit Cards and Spending					
	Opening balance \$	Spending/ Charges \$	Payment \$	Closing Balance \$	2 Percent Tax \$
January	500	60	100		
February		80	100		
March		85	70		
April		150	100		
May		70	100		
June		30	100		
July		100	100		
August		90	70		
September		20	100		
October		130	100		
November		90	100		
December		80	100		
Total Expenditure					
Total Tax Paid					

Template 8: Answers- Tax Payable on Credit Cards and Spending

Tax Payable on Credit Cards and Spending					
	Opening Balance \$	Spending/ Charges \$	Payment \$	Closing Balance \$	2 percent Tax \$
January	500	60	100	460	9.2
February	460	80	100	440	8.8
March	440	85	70	455	9.1
April	455	150	100	505	10.1
May	505	70	100	475	9.5
June	475	30	100	405	8.1
July	405	100	100	405	8.1
August	405	90	70	425	8.5
September	425	20	100	345	6.9
October	345	130	100	375	7.5
November	375	90	100	365	7.3
December	365	80	100	345	6.9
Total Expenditure		985			
Total Tax Paid					100

Template 9: Tanay is No Ordinary Guy

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Tanay is no ordinary guy

Geraldine Panapasa
Tuesday, January 24, 2012

WHAT is it about plant cultivation that pushes one to become a horticulturist?

Well, for one thing, the profession finds solutions to issues we face like food security and sustainability, not to mention promoting a healthy environment and less dependency on imported foods.

Horticulturists are people who research various disciplines of plant cultivation and crop production.

It takes a lot of skill and knowledge to know exactly what type of seed, tuber or cutting to plant on what type of soil ù a skill that 28-year-old Tanay Joshi has mastered as a qualified horticulturists.

For someone so young, Tanay has certainly achieved a lot but his accomplishments all began at the foothills of the Himalayas.

Growing up in India, Tanay says his passion for horticulture was 'something inherited'.

Flashy courses like fashion design were never his thing so he set out to make a difference ù teaching others the value and importance of horticulture as a lecturer at the Fiji National University's College of Agriculture, Fisheries and Forestry.

"I come from a very developed town and my native area is famous for horticultural sciences," he said.

"I was educated at a modern school and studied biology, physics and chemistry.

"We have an entrance exam before students are short-listed for entry into a university of their choice.

"I got into Chaudhary Charan Singh Haryana Agriculture University Hisar and completed a Bachelor of Science degree with honours. I heard about Fiji when I was doing my masters.

"I kept in touch with the vice-chancellor for almost a year and thought Fiji had great potential in horticultural sciences.

"This is actually my first time to be in Fiji but it wasn't a big difference.

"There are Indian communities here and they speak more Hindi, but the distorted version ù I just fit right in."

[+ Enlarge this image](#)



Tanay Joshi, a lecturer in horticulture at the Fiji National University. Picture: SUPPLIED/ FIJI NATIONAL UNIVERSITY

Prioritising education in his life, Tanay's academic successes include a post graduate certificate in agriculture policy from the School of Agriculture at Indira Gandhi National Open University in New Delhi and a master in science, horticulture, floriculture and landscaping from Govind Ballabh (G.B) Pant University of Agriculture and Technology Pantnagar.

He completed the Appreciation program on sustainable science from the School of Agriculture at Indira Gandhi National Open University and International Agriculture and Rural Development program from Cornell University Ithaca in New York.

"As a lecturer, I'm more focused on teaching and program development, research and publication of academic papers, reports and books, and provide consultation in my area of expertise," he said.

"In Fiji, tourism and horticulture go hand in hand. People here need to focus on livelihood security and self sustainability. It's pretty important if you want Fiji to be developed and not dependent on imports.

"There is a lot of vacant land and we've got the facilities to grow but I think we need the technical expertise to help develop the place that can really help with income stability.

"We get commodities from New Zealand and Australia when the same things can be produced right here in Fiji."

Tanay's pursuit for higher education had taken him to the United States, United Kingdom, Italy, Canada and France.

Of course, he was able to adapt to the different environments having attended voice, accent, culture and communications training.

In 2008, he was awarded the Precision Agriculture Outstanding Graduate Student Award while studying in Colorado, US. A year later, he was given the Best Presenter Award during a final presentation by Cornell University Ithaca, New York.

Last year, Bioved Research Society, Allahabad, India awarded him the Young Scientist Award in the field of horticulture, floriculture and landscaping.

Before he joined FNU in December last year, Tanay was a horticulture consultant at the level of Deputy Secretary with the National Rainfed Area Authority of the Indian Government's planning commission.

But it's not always books and awards for Tanay.

In his spare time, he enjoys listening to music, travelling and playing the guitar.

He hopes to develop the profession and passion for horticulture in the country.

Accessed from: <http://www.fijitimes.com.fj>

Permission to publish this article in the Class 7/8 Teachers' Manual for the Fiji Financial Education Curriculum Development Project has been granted by Fred Wesley, Editor In Chief, Fiji Times Ltd (4th June, 2012)
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BANK ACCOUNTS AND SAVING CLASS 7 / 8

Activity Overview

In this activity, students will learn more about Tomu's family who live in Labasa Town. Students first met Tomu in a lesson from Class 1 / 2 and again in Classes 3 / 4 and 5 / 6 resources.

In this activity, students will investigate the role of financial institutions in Fiji. They will look at how and why people use financial services and their fees and charges.

Students will consider how and why there are different interest rates, and different fees and terms for financial accounts. Students will also consider how people have different financial risk profiles.

Students will calculate simple and compound interest rates, and how each affects the return on savings and or the cost of borrowing. Students will conclude that a compound interest rate over the shortest term will be a saver's best choice and a borrower's worst choice.

Resources

- Template 1: Tomu is now 12
- Template 2: Saving Choices
- Template 3: Term Deposits and Compound Interest
- Template 4: Answers Term Deposits and Compound Interest
- Template 5: Fees and Charges

Financial Learning Outcomes

Students will be able to:

- Give examples of different savings accounts and financial institutions where people save (FLO 1)
- Explain and calculate simple and compound interest (FLO 2)
- Compare deposit accounts offered by different financial institutions (FLO 3)

Vocabulary

Savings, Deposit, Cheque account, Simple Interest, Compound interest, Banks, Financial institutions, Non-bank financial institutions, Financial risk [Financial concepts use terms and language that are specific to the discipline of money and finance](#)

Cross Curriculum Links

Mathematics:

- Statistics
- Calculating interest
- Working with percentages
- Working with decimals

English:

Oral Language:

- Questioning/Interviewing

Teaching and Learning Sequence

Saving accounts in Fiji

Financial Organisations in Fiji?

1. The teacher reads Tomu's continuing story, Template 1:
Tomu is now 12.
What is Tomu's next saving's goal?
How is he going to achieve it and pay for the monthly commitments?
Explain whether you think Tomu is financially responsible or not. What skills and attitudes does he have that help him achieve his financial goals?
How much interest has he earned since he opened a bank account?
- The teacher asks students to list as many of the bank names they know. The teacher may add to the students' list. If students come up with names that are non-bank financial institutions, tell them that they will look at why these are non-banks later.
- Students predict the services banks offer.
 - Do any students have a bank account? What is the name of the account you have? For example, Savers Account. Why do you have an account? How do you use it? What else can you tell us about your account? What fees or other charges do you pay the bank for this account?
 - Why do your parents have a bank account? How might they use a bank account? Do they use it the same as you do, or differently? Do they have a cheque account? What is a cheque account and why do they have one? Before writing out a cheque, what must they have in their bank account?
 - People need financial knowledge, skills and values to be empowered to make informed financial decisions
- Students create a diagram with the word Bank at the centre and draw a web of connecting lines with all of their ideas about banks (a mind map).
- The teacher explains that they will learn more about commercial banks and how people use them in their daily lives when they visit a bank or are visited by a banker.
- The teacher and students decide what else they need to find out about banks and bank accounts then invite a local banker to the classroom. These are some of the questions students might want to ask:
 - How do we open a bank account?
 - Why would we want an account at our age?
 - What would be a good account type for our age?
 - What fees or other charges would we have to pay?

Teaching notes and ideas, and learning outcomes

The teacher maintains a Financial vocabulary wall chart and a lesson Scrapbook. New financial ideas are added to the Scrapbook and financial vocabulary is added to the Financial vocabulary wall.

Assess students' prior understanding of bank accounts and savings.

Commercial Banks
These are known as 'bank financial institutions' and most people deal with them. They can accept savings and offer customers a cheque account.

People also save term deposits with non-bank financial institutions (NBFIs); however, they cannot offer customers a cheque account. These institutions include finance companies, credit unions, and pension funds with the FNPF as the largest. All the institutions mobilize savings into lending to others. Merchant Finance Company, Credit Corporation (Fiji) Ltd Home Finance Company Limited are licensed NBFIs.

<ul style="list-style-type: none"> • How much interest would we get? How is it calculated, monthly, quarterly, etc.? • How often can we withdraw money from this type of account? Does it cost anything to withdraw money? • If we invite another banker to the classroom how might their fees and interest rates differ? • Why should we save rather than borrow to buy something we really want? • How do you use our savings? How much do you charge people to borrow our money? • Why would should we save at a commercial bank rather than at a non-bank financial institution. • What are examples of non-bank financial institutions where people save? <ul style="list-style-type: none"> • Students create a wall poster of local banks in their area and other financial organisations. Students create definitions for bank and non-bank financial organisations to accompany their headings, and give examples of the services each provide. Students may consider using cut outs from brochures they have collected or information they have downloaded off the internet. (FLO 1) 	<p>Financial risk <i>Give examples of ways to manage and minimise risks to individuals, families and communities, e.g., seek investment advice from reliable persons.</i></p>
<p>Saving Choices</p> <p>2. Tomu has an older cousin called Peni who has been saving up for his study University for a business degree. He has \$2,000 saved and wants to deposit it in a term deposit account, as he does not need the money for another 12 months. He likes reading about the different financial organisations and their different savings accounts including term deposit accounts. He notices that interest rates vary between financial organisations as well as being different for different term deposits.</p> <p>Peni has summarised his findings for different savings choices in the table below, duplicated in Template 2: Saving Choices. He tells you that Secure Bank is a registered commercial Bank, Finance Support is a licensed NBF (Non-Bank Financial Institution), Credit Opportunity is a Credit Union, and the last financial organisation is not licensed by the Reserve Bank. (FLO 1) (FLO 3) Financially competent people are financially empowered people</p>	<p>Savings <i>Give examples of differences between two savings products with regard to risk, interest paid and access to funds</i></p> <p>Savings <i>Identify and compare savings products offered by banks and other savings institutions e.g. credit unions</i></p> <p>Credit Union is a member-owned financial cooperative, democratically controlled by its members, and operated for the purpose of promoting thrift, providing credit at competitive rates, and providing other financial services to its members.</p>

Saving Choices

	Minimum Deposit	3 Months Term Interest Rate %	6 Months Term Interest Rate %	1 Year Term, Interest Rate %
Secure Bank	\$100	2.0	2.1	2.2
Finance Support	\$2,000	2.1	2.4	2.4
Credit Opportunity	\$1,000	4.0	4.5	6.0
ABC Finance	\$500	10.0	15.0	16.0

Financial opportunities have benefits and risks, and people explore these before making decisions

- Guided by the teacher, students study the table Saving Choices.
 - Which savings term deposit looks the best to you and why?
 - How can you compare each of the saving investments?
 - Which investment gives you the best access to your funds?
 - Which two term deposits have compounded interest, and which one has simple interest?
- Which opportunities seem most favourable when considering minimum risk? Minimum deposit? Interest rate?
- Students now consider the interest rate alone.
 - How can you compare interest earned when the 3 months and 6 months term deposits are interest compounded, while the one-year rate is a simple interest calculation?
 - Can you calculate the total interest earned after one year? Yes, you will have to do compound interest calculations! Mathematical problem solving!!
- The teacher provides students with the partially completed table in Template 3: Term Deposits and Compound Interest. The table assumes that the saver, like Peni, wants to place \$2,000 in a Term Saving Account.
 - Start with the one-year interest calculation – Simple interest. The balance at the end of the year will be the deposit plus interest paid. Interest paid equals deposit x interest rate
 - For example: Balance at end of year for choice 1 =
 - $\$2,000 + 2,000 \times 0.02$. Calculate the remaining 1 year term deposits and record your answer in the table. (FLO 2)
 - See answers in Template 4: Term Deposits and Compound Interest

Savings
Give examples of differences between two savings products with regard to risk, interest paid and access to funds

Money
Explain the concepts of simple and compound interest

<ul style="list-style-type: none"> • The teacher explains how compound interest works. Interest is calculated at the end of the period of the term deposit and added to the balance saved. At the end of the next period, the interest calculation is repeated. If the term deposit is for three months, the annual interest rate has to be divided by 4. If it is a six-months' term deposit, the annual interest rate is divided by 2. <ul style="list-style-type: none"> • Start with the six months term deposit. Don't forget to divide the annual interest rate by 2! You will have two calculations to do, after six months, after one year Calculate how much will be saved after one year and record your answer • Now calculate the 3 months term deposit. Don't forget to divide the annual interest rate by 4! You will have four calculations to do. Calculate how much will be saved after one year and record your answer (FLO 2) • The teacher and students study the answer sheet. Which investment would give Peni the best return after 1 year? If xx chose this investment, what cautionary advice would you give him? <ul style="list-style-type: none"> • Which term deposit is the lowest risk with the best return? How much would Peni lose in interest if he was not prepared to take the high risk option? • How do you personally assess this financial risk? Would you take it? • Where do you see an example of the same interest rate, however, with compounding the saver earns more interest? Why is it important to check how often interest is deposited into your account? • The teacher explains that peoples' risk profiles are different, some people are happy with high-risk opportunities with promised high rates of return, while others are not. Financial opportunities have benefits and risks, and people explore these before making decisions • Often a person's stage of life is important to understand how much risk they are prepared to take. When you are retired, you have less opportunity to make up a financial loss so are often guided into low risk savings accounts. While other people at all stages of life would only trust the commercial banks, others like a 'gamble'. 	
<p>The costs of a bank account</p> <p>3. Peni has looked at a wide range of bank accounts and has noticed that even within one bank, and especially between banks, fees and charges vary. See Template 5: Fees and Charges. Together, the teacher and students discuss each of the ways in which banks can charge customers additional monies for having a bank account.</p>	<p><i>Savings Identify and compare savings products offered by banks and other savings institutions e.g. credit unions</i></p>

<ul style="list-style-type: none"> • Why might a fee be charged for each of these services? Does it seem fair to be charged for some of these? Do some or all of these fees sound expensive to you? • Why might a bank charge these fees? Who owns the banks? Why are banks in business? To make a profit for its owners who are shareholders of the bank • Given the fees and charges (refer to Template 5), is there an incentive to save or spend? • The teacher explains to students that the Reserve Bank of Fiji monitors and negotiates with banks to keep fees and charges at what is considered an ‘internationally’ acceptable level. • Students obtain a range of pamphlets/ information from the banks and credit unions in their area and compare the different types of accounts for age group and the charges they might incur. Students choose an account that would best suit their need to save. They record the interest they would earn and the charges and fees they would incur if they opened that account. (FLO3) 	<p>Savings <i>Give examples of differences between two savings products with regard to risk, interest paid and access to funds</i></p> <p>On-line quick reference to accounts and fees for Banks: See http://www.abif.com.fj/home/fees-and-charges/ Association of Banks in Fiji, ANZ, Westpac, Bank of Baroda, Bank of South Pacific, Bred Bank.</p>
<p>Reflection and Discussion</p> <ol style="list-style-type: none"> 1. What is the role of commercial banks in Fiji? 2. What other financial institutions exist to provide services to Fijians? 3. If you had \$2,000, would you spend it or save it? If you saved it, whom would you save with? 4. If you were a saver, would you prefer compound or simple interest? Why? Would you have the same view if you were borrowing the money, i.e., paying interest on a monthly/quarterly balance? 5. Why do banks charge fees for all the services they provide? How does it affect both your bank balance and the real return you get from savings? 6. What might be the best type of bank account for someone your age? 7. Consider the consequences if a bank or financial institution failed in Fiji. How would this effect individual people, businesses, and the community. How might a bank avoid this risk? <p>Personal financial goals guide thinking and decision making. Achieving a financial goal requires time, commitment, knowledge and skill</p>	<p>Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically.</p> <p>Financial risk <i>Identify types of risks to individuals, families and communities, e.g. traditional obligations, failed businesses and / or investments</i></p>
<p>Assessment Activities</p> <p>Mathematics</p> <ol style="list-style-type: none"> 1. Check students’ ability to calculate interest payments using percentages and decimals. 	

English

2. Note and provide feedback on students' use of financial vocabulary and conceptual understandings in their answers to questions.

Linking Financial Education to the home

- Students interview their parents as to whom they bank with, what types of accounts they have and why they might have these accounts.
- Students ask parents for their views on what type of bank account they should have, and when they should begin saving into a savings bank account.

Template 1: Tomu is now 12

Bula Vinaka! Do you remember me? My name is Tomu. I saved up for a bike a few years ago and my Nana helped me open up a bank account when I was ten years old. I have had a bank account for two years now and it has really helped me with my savings.

It was a bit tricky choosing what bank to use and what type of bank account I should open. I was glad that my Nana helped me understand all of the financial language and banking options - premium interest, minimum balance, transactions, checking account, savings account, money market account ... so much to learn! I decided to open a junior savings account.

When I opened my savings account my financial goal was to save up for a pair of sneakers which were selling in the local sports shop for \$149. I wrote out a budget and estimated that it would take me seven months to save for the shoes if I banked \$5.00 each week. I opened my bank account with a \$10.00 deposit.

It was quite thrilling to find out from the bank manager that I could earn 3% interest on my savings if I didn't make a withdrawal for six months. The bank manager also told me that I didn't need to pay any bank fees until I turned 18. This meant that after six months of saving I would get approximately \$4.00 for free and I would be able to buy my sneakers a week early! I didn't know that banks gave money away.

Since buying my sneakers I have used my bank account to save for a new rugby shirt, a boat trip to Mana Island and some perfume for my Nana's 40th birthday. I like seeing the interest on my bank statements ... in total I have received \$36.85 in interest payments!

I have just got a part time job at the local market where I help my Momo (Uncle) with his fish stall. Each Saturday I unload the crates of fish from the delivery truck, display the fish in the refrigerated cabinets, and then clean out the delivery crates. When the market closes I pack the remaining fish on ice, wash out the display cabinets, and help load the remaining stock into Momo's car. I receive \$20 in wages each week. I usually deposit half or three quarters of this into my bank account.

For my thirteenth birthday I would like a cell phone. My Nana and Tata have said that I am allowed to have one but I need to pay for the monthly bills. The best phone deal that I have found charges a \$10.00

monthly fee and 15 cents for every text message I send. I think this is the deal for me. I want to keep my monthly phone bills below \$15 which means no more than 33 text messages per month. I am going to set up a direct debit from my bank account to pay for the monthly bills. This means that I won't be able to earn interest on my savings because I will be making monthly withdrawals. I wonder if there is a different bank account that I can switch to that will offer interest on my bank balance even if I make regular withdrawals. I might make a few enquiries ...

Template 2: Saving Choices

Saving Choices				
	Minimum Deposit	3 Months Term Interest Rate %	6 Months Term Interest Rate %	1 Year Term, Interest Rate %
Secure Bank	\$100	2.0	2.1	2.2
Finance Support	\$2,000	2.1	2.4	2.4
Credit Opportunity	\$1,000	4.0	4.5	6.0
ABC Finance	\$500	10.0	15.0	16.0

Template 3: Term Deposits and Compound Interest

Savings Investment after one Year - 3 Months Term					
	Term Deposit	3 Months	6 Months	9 Months	1 Year
Secure Bank	2000.00	2010.00	2020.05	2030.66	2040.81
Finance Support	2000.00	2010.50	2021.06	2031.67	2042.33
Credit Opportuntiy	2000.00	2020.00	2042.73	2063.15	2083.78
ABC Finance	2000.00	2050.00	2101.25	2153.78	2207.63
Savings Investment after one Year - 6 Months Term					
	Term Deposit	6 Months	1 Year		
Secure Bank	2000.00	2021.00	2042.22		
Finance Support	2000.00	2024.00	2048.29		
Credit Opportuntiy	2000.00	2045.00	2091.01		
ABC Finance	2000.00	2150.00	2311.25		
Savings Investment after one Year - 12 months Term Rate					
	Term Deposit	1 Year			
Secure Bank	2000.00	2044.00			
Finance Support	2000.00	2048.00			
Credit Opportuntiy	2000.00	2120.00			
ABC Finance	2000.00	2300.00			

Template 4: Answers Term Deposits and Compound Interest

Savings Investment after one Year - 3 Months Term					
	Term Deposit	3 Months	6 Months	9 Months	1 Year
Secure Bank	2000.00	2010.00	2020.05	2030.66	2040.81
Finance Support	2000.00	2010.50	2021.06	2031.67	2042.33
Credit Opportunity	2000.00	2020.00	2042.73	2063.15	2083.78
ABC Finance	2000.00	2050.00	2101.25	2153.78	2207.63
Savings Investment after one Year - 6 Months Term					
	Term Deposit	6 Months	1 Year		
Secure Bank	2000.00	2021.00	2042.22		
Finance Support	2000.00	2024.00	2048.29		
Credit Opportunity	2000.00	2045.00	2091.01		
ABC Finance	2000.00	2150.00	2311.25		
Savings Investment after one Year - 12 months Term Rate					
	Term Deposit	1 Year			
Secure Bank	2000.00	2044.00			
Finance Support	2000.00	2048.00			
Credit Opportunity	2000.00	2120.00			
ABC Finance	2000.00	2300.00			

Template 5: Fees and Charges

Nature of bank fees	Examples of fees/charges/requirements
Minimum balance requirements	\$10 - \$250
Account maintenance fee	Free to \$15.00 per month
Electronic transactions	Free to 35 cents a transaction
Transaction fee - electronic withdrawal (on ATM & EFTPOS)	50 cents per transaction
Withdrawal Fee	\$2.00
Account overdrawn fee	\$15 per day
Dishonoured cheque	\$25
Paper/staff assisted withdrawal fee	60 cents - \$3 per transaction
Fee when number of free electronic transactions are exceeded	\$5.00 per transaction
Term Deposit break fee, plus	\$30
Term Deposit penalty interest rate break fee	50% off from the 'then' interest rate applicable for the term invested
Fee for closing account	\$5 - \$20 within one years

AAJA'S LETTER

Class 7 / 8

Lesson Overview

In this activity, students will learn more about Ranjeet's family. Students first met Ranjeet in a lesson from Class 3 / 4 and again in the Class 5 / 6 resources.

Through the character of Ranjeet, students will investigate and budget a holiday plan for the school holidays to visit family who now live and work in Brisbane. They will also create a list of ways that Ranjeet and his family can raise the additional money Ranjeet will need.

Students will then identify a personal longer-term financial goal and create their own budget and enterprising solutions to earn and raise money to achieve their goal. Through financial planning and monitoring, students will assess progress towards achieving their financial goal.

Resources

- Template 1: My New Life in Brisbane
- Template 2: Aaja's Letter
- Template 3: Holiday Activities in Brisbane
- Template 4: Additional Information to Calculate Costs
- Template 5: Holiday Plan and Prices for Brisbane
- Template 6: Budget in Fijian Dollars
- Template 7: A Fishing Trip
- Template 8: How can we be Enterprising to Earn and Save Money?
- Template 9: Income Plan
- Template 10: Personal Budget

Financial Learning Outcomes

Students will be able to:

- Plan and create a holiday budget so that Ranjeet can achieve his personal goal of visiting his Aaja and cousin Sanjib in Brisbane (FLO 1)
- Identify a personal medium term financial goal and write a financial plan to achieve it (FLO 2)
- Give examples of how financial planning can help you achieve personal and/or family goals (FLO 3)

Vocabulary

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

Cross Curriculum Links

English:

- Letter writing
- Story-telling

Mathematics:

- Money: Problem-solving

- Working with decimals
- Number

Social Studies/Sciences:

- Social Organisation and Processes- Fiji families at home and abroad (Class 7)

Teaching and Learning Sequence

A surprise invitation

1. The teacher reads to students the story of how Sanjib moved to Australia. Template 1: My New Life in Brisbane.
 - Why did the family move to Brisbane?
 - What did they notice that was different in Brisbane from home?
 - What do you think they miss most after leaving Fiji?
- The teacher reads the letter from Aaja, Template 2: Aaja’s Letter. Ask students if they have family living overseas.
 - What city and country do they live in?
 - Who has travelled overseas? What country did you go to?
 - What did you do overseas?
 - How did you pay for the things you wanted to buy?
 - Would you like a surprise letter to go on holiday to an overseas city?
- The teacher shows students a map of Australia and Brisbane city. Have students discuss how they might get to Brisbane, Australia, and investigate information about Brisbane. For example, the Brisbane population and weather during January, when the town of Brisbane was first settled, and why it made a good location. Have students to discuss what young people might do on holiday in Brisbane.
- The teacher shows students Template 3: Holiday Activities in Brisbane and explains that these are some of Ranjeet and Sanjib’s choices. Students may wish to add further choices by looking up ‘Things to do’ in Brisbane on the internet and finding out about the prices.
 - Students decide four activities that they would personally want to do if they were in Brisbane. How much would your choices cost in Australian dollars (AUDs)? Students predict how much this will cost in Fijian dollars (FJDs)

Teaching notes and ideas, and learning outcomes

The teacher maintains a Financial vocabulary wall chart and a lesson Scrapbook. New financial ideas are added to the Scrapbook and financial vocabulary is added to the Financial vocabulary wall.

Assess students’ prior understanding of Australia and Brisbane and the work relatives do outside Fiji.

Budgeting for the Brisbane holiday

2. The teacher explains that students are going to work out the total cost of Ranjeet’s Brisbane holiday, and how much Ranjeet will have to save for the holiday. Students predict what information they will need to complete this activity:
 - How will Ranjeet get to Brisbane? Which airport from Fiji will he depart from? How will he travel to Nadi International Airport? Which airlines could he travel on to Brisbane? What will it cost to fly to Brisbane, on the

Students will choose different activities for Ranjeet, based on their preferences. Therefore,

<p>national carrier?</p> <ul style="list-style-type: none"> • What activities would Ranjeet choose to do in Brisbane? How much will they cost in AUDs? How much will he choose to spend on Brisbane bus travel? How much on food? How much will he spend on a gift to Aaja <p>Financial knowledge, skills and values are gained through real life experiences and in contexts that are real to students</p> <ul style="list-style-type: none"> • The teacher provides and explains Template 4: Additional Information to Calculate Costs and Template 5: Holiday Plan and prices for Brisbane and gives students a copy of Template 3: Holiday Activities in Brisbane. Students plan Ranjeet's itinerary plan, noting all prices and whether they are in FJDs or AUDs. People bring different values, knowledge and personal judgments to financial decisions • The teacher explains that students are going to create a budget in FJDs and work out how much extra money Ranjeet has to save for his holiday. Point out to students the exchange rate table in Template 4: Additional Information to Calculate Costs. Demonstrate how to recalculate AUD into FJDs. For example, with the exchange rate of 1 FJDs = 0.54 AUD, divide 1 by 0.54 to convert AUD into FJD, i.e. 1 AUD = 1.85 FJD. 500 AUD = 1.85 x 500 FJD. • Using Template 6, students prepare Ranjeet's budget in FJD and predict how much Ranjeet will need to save for the holiday. <ul style="list-style-type: none"> • How can Ranjeet and his family be enterprising and raise the money he needs to visit his Aaja? People use financial tools to help them make financial decisions to achieve financial goals • The teacher reads students another story about a family who wanted to raise money for their daughter to go to the Primary Schools Macauata Games. Template 7: A Fishing Trip <ul style="list-style-type: none"> • Why did this family want to raise money? • What was their financial goal? How much did they need? • How did they go about raising the money they needed? • Did they succeed in achieving their financial goal? • If you needed money for a financial goal, what might you do to earn it? How could your family help? • Students brainstorm all their ideas on Template 8: How can we be enterprising to earn and save money? <ul style="list-style-type: none"> • Which ones do you favour personally? Which one do you have the family support and interest in following? Good financial decisions bring about the most benefits relative to the risks • Students compare budgets and determine how this planning will help Ranjeet achieve his personal goal of visiting his Aaja. 	<p>each person's budget will be different. The travel costs to Nadi will also vary between hometown locations.</p> <p>See Class 5 / 6 activities on exchange rate. If students become confused use the template money to illustrate the exchange.</p> <p>Money Demonstrate ability to recognise and calculate the value of Fiji's currency in relation to other currencies</p> <p>Planning ahead Give examples of how financial planning can help you achieve your personal and/or family goals</p>
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<ul style="list-style-type: none"> • Have students identify and discuss potential financial risks to Ranjeet and his family. • Students play the Goal 300 Board Game (see Financial Education Games – page 242). <p>Goal 300 is a savings game. Students are challenged to save \$300 towards achieving a financial goal. When playing the game with this unit of work, the goal can be a family savings goal e.g. each player has a goal to save \$300 towards a family holiday in Brisbane.</p> <p>On a different occasion when playing the game, students can set a personal savings goal for an item of an approximate value of \$300. Through their work and entrepreneurial activity they earn income and also have expenditure (day to day purchases and unplanned events).</p>	<p>Financial risk Identify types of financial risks to individuals, families and communities</p>
<p>Achieving my personal goals</p> <ol style="list-style-type: none"> 3. The teacher asks students to dream, and dream, and dream about what they most want to achieve and or have in the medium term, for example 2 months. Students record their dreams. Looking at the list, students narrow the list down to their ‘best three’. They consider whether these are achievable if they really focus on making it happen financially. (FLO 2) <ul style="list-style-type: none"> • Each student establishes a personal financial goal that is achievable through doing jobs, being enterprising and saving. This goal is recorded in each student’s personal financial portfolio, along with the time the student sets to achieve it. Students share their dreams and personal financial goals with their families. Students explain to them that they will be establishing a financial plan of how they can achieve this, and a personal budget of expected income and expenditure over the time. Students listen to feedback from parents and modify their plan if they think this advice is important. (FLO 2) • Students prepare an income plan that illustrates how they can achieve this. This is included in each student’s personal financial portfolio. The income plan includes the jobs they will do to earn income, the enterprising activities they will instigate to earn income and the frequency in which these will occur. Students fill out Template 9: Income Plan and share it with the parents. Guided by parents, modifications are made where appropriate. (FLO 2) <ul style="list-style-type: none"> • Encourage students to discuss how earning income contributes to personal, family and community well-being • Students record all the expenditure they need to incur on a weekly basis, then expenditure they might like to incur. Students consider the financial idea of needs and wants, and how decisions between these can affect achieving personal savings/financial goal. 	<p>Spending and budgeting Write a personal or family budget and use financial tools and records to monitor</p> <p>Financial planning Give examples of how financial planning can help you achieve your personal and/or family goals.</p> <p>Income Explain how income contributes to personal, family and community well-being</p>

<ul style="list-style-type: none"> • Students create a weekly budget for the duration of achieving their personal financial goal based on what they have decided so far. Template 10: Personal Budget. • Students monitor outcomes against their weekly budget and report to the class on how they are/are not achieving their goals. Students reflect on other student responses and provide encouragement and advice to ensure all students achieve their goals. Personal and parent reflections and advice are recorded in students' personal financial portfolios on a weekly basis. • What might be a longer term goal? (one year) Can I achieve it? Students write a plan of how they can achieve this. 	<p>Financial planning Give examples of how to allocate e.g. weekly allowance to spending, saving and sharing</p> <p>The teacher provides encouragement and guidance to help students achieve their personal goals.</p> <p>Financial planning 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</p>
<p>Reflection and Discussion</p> <ol style="list-style-type: none"> 1. Why can we not really spend until we have earned the money? 2. What tools can we use to help us achieve our financial goals? 3. What else do we need in addition to financial tools? What attributes do we need of ourselves to achieve personal financial goals? 4. Explain the relationship between income and personal, family and community well-being. 5. How financially motivated and disciplined are you to achieve personal goals? Do you need to rethink this? 	<p>Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically.</p>
<p>Assessment Activities</p> <ol style="list-style-type: none"> 1. The teacher checks the mathematics in students' holiday plans and budgets, assessing addition, subtraction, multiplication, division, decimals etc. 2. Teachers assess students' abilities to work with their families in achieving a personal financial goal, assessing students' financial attitudes, skills, values, capabilities and knowledge. 	
<p>Linking Financial Education to the home</p> <ul style="list-style-type: none"> • Students' personal financial goals are shared with families and parents assist and monitor students to support them in achieving their financial goals. 	

Template 1: My New Life in Brisbane

Namaskar! My name is Sanjib and I am Ranjeet's cousin. I moved to Australia from Fiji two years ago. Brisbane is my new home and I really like living here. My family decided to come to Australia to seek work opportunities. Let me tell you more.

It all started with my Dadu (maternal grandfather) who used to work as an aircraft engineer back in Nadi. He was really good at his job and became the chief engineer at Nadi International Airport. When Dadu got older he began to get a sore back and sore knees from his job. He no longer enjoyed his work. My dad saw a job vacancy for a lecturer in aeronautical engineering at the University of Technology and encouraged my Dadu to apply for it. He was flown to Queensland for a job interview and he got the job!

As my Dadu and Dida (maternal grandmother) began to prepare for their new life in Brisbane my Baba (father) and Ammu (mother) wondered if they could also move there. Baba is a dentist. He trained in Suva and worked in Nadi for 12 years. He applied for several dentist jobs in Brisbane and after 6 months and eleven applications he got a position. We were moving too!

Moving to Brisbane was hard work. We had to sell our house, pack up all of our belongings, use some of our savings to pay for airfares, and say goodbye to all of our family and friends. It was nice knowing that Dadu and Dida would be waiting for us in Brisbane.

We lived with my grandparents when we first arrived in Brisbane. This gave my Baba and Ammu a chance to save some money to buy a house. The houses are a little bit more expensive than back home in Nadi. We now live in a three bedroom house that is two streets away from where Dadu and Dida live.

I go to the local primary school which is just down the road. It is my last year there before I head off to secondary school. In my spare time I play cricket and tennis and I also learn to play the guitar. I do miss home though. I miss the cricket matches that I used to watch with my Daada (paternal grandfather). I miss going to the beautiful Sri Siva Subramaniya with Ammu, and I especially miss my cousin Ranjeet who is the same age as me. The other day my Dadu told me that Ranjeet might visit us in January for a holiday. I really hope that he can come. It will be fun showing him around my new home.

Template 2: Aaja's Letter

August 30, 2012

Dear Ranjeet,

Your cousin Sanjib and I would really love it if you could come and stay with us here in Brisbane over the January holidays. We miss you (and our home in Fiji) and really want to see you soon.

I have been saving hard for this surprise for you. I have saved \$500 Australian! I know it is going to cost a lot more, but I also know that you have been saving and are also enterprising. We know you will be able to earn and save the extra money you need with the help of your family.

We have checked out some of the activities you and cousin Sanjib could do over the holidays. Of course, there are more activities and you may want to check those out on the internet and include them in your plans and budget.

We will pick you up from the airport and whilst we will have most meals at home, you may need to budget for several activities and snacks on days where we will travel into the city. I expect that you may want to budget for \$6 - \$10 for activities and as it will be very hot, possibly \$4 a day for ice creams.

We hope you can come!

Love Aaja

Template 3: Holiday Activities in Brisbane

Cost of activities around Brisbane		
<p>MUSEUM VISIT Tickets \$13.00</p>  <p>Kids exhibitions free Holiday workshopS \$8.00</p>	<p>ZOO TRIP Child \$22.00</p> 	 <p>Editorial credit: JABIRU / SHUTTERSTOCK.COM RIVER CRUISE Off peak \$3.90</p>
<p>PLANETARIUM January 17th Storytelling session- 40 minutes</p> <p>Free admission but bookings essential.</p> 	<p>BOTANIC GARDENS Children's holiday programmes</p>  <p>Cycle Hire 1 hour - \$15, 2 hours - \$20, 3 hours - \$25, 4 hours - \$30, 5 hrs/all day - \$35,</p> 	<p>KING GEORGE SQUARE Active Parks events: Circus skills for kids</p> <p>January 16, 2012. No admission fee</p> 
<p>THE GREAT RACE Monday January 16, 2012 Dorrington Park</p> <p>Cost \$2.00</p> 	<p>ENERGEX Playasaurus Place From January 20th ENERGEX Playasaurus Place is a Fun hands-on space to explore energy in your world. T-rex and Triceratops will start your adventure, as they welcome you to ENERGEX Playasaurus Place.</p>	<p>DISCOVER SOUTH BANK Admission free</p> 

The Workshops Rail Museum Admission \$11.00

Australian Tourism Awards winner! The Workshops Rail Museum is full of big machinery, colourful multi-media experiences, glimpses into the future and of course, reflections on the past.

Template 4: Additional Information to Calculate Costs

Flight Information

Depart: Tuesday 06/03/12

Return: 20/03/12

Nadi, FJ to Brisbane, AU	Depart	Arrive	# stops	Duration
Roundtrip Price (FJD) *Taxes and fees included FJD 1119	Nadi 8:15 am	Brisbane 10:15 am	Nonstop	4 hours
	Brisbane 11:15 am	Nadi 4:50 pm	Nonstop	3 hours 35 mins

Accessed from: <http://www.farecompare.com/>



Exchange Rate

per F\$1	17 January	1 month Ago
USD	0.5558	0.5431
EUR	0.4389	0.4173
AUD	0.5391	0.5468
NZD	0.6996	0.7198
JPY	42.67	42.28

Accessed from: <http://www.reservebank.gov.fj>

Local Bus Fares

Zones	Concession		Single ticket
	Peak	Off-Peak	
1	\$1.53	\$1.22	\$2.30
2	\$1.79	\$1.44	\$2.60
3	\$2.12	\$1.70	\$3.10
4	\$2.39	\$1.91	\$3.50
5	\$2.72	\$2.18	\$4.00
6	\$3.05	\$2.44	\$4.50

Template 5: Holiday Plan and Prices for Brisbane

Create a worksheet/plan to outline all the activities you propose for Ranjeet while in Brisbane and cost these. At this stage, prices in your plan will be either in Fijian dollars or Australian dollars. From day three on assume that Ranjeet and Sanjib use the bus. Assume they travel 3 zones on each bus trip and that Ranjeet is able to use a Go-card off peak concessions.

Holiday Plan and Prices for Brisbane			
Day 1 - Saturday	Transport	Transport: Fly to Brisbane Picked up from airport by Aaja and Sanjib	FJD 1,119
	Food	Lunch and dinner with Aaja	
	Entertainment	Quiet day chatting	
Day 2 - Sunday	Transport – family car	Picnic lunch and ice- cream Visit Workshops Rail Museum with family	AUD 4.00
	Food		
	Entertainment		AUD 11.00
Day 3 - Monday			
Day 4 - Tuesday			
Day 5 – Wednesday			
Day 6 – Thursday			
Day 7 – Friday			

Template 7: A Fishing Trip

A Fishing Trip

By Mrs Roshni Kumar (Drasa Avenue School), Ms Mereia Turuva (Holy Family Primary School) and Mr Isoa Nadakuitavuki (Education Officer, Eastern District)

Unaisi was really excited because the Primary Schools' Chow Games were drawing nearer. She was chosen as one of the athletes to represent in the under ten, 100 metres dash. However her father Mr Vana was really worried because he did not have enough cash to foot his daughter's travelling expenses. He drew up a budget and he needs about \$150.00

That evening he sat down with his family to discuss means and possible ways to meet his daughter's expenses. Suddenly his wife piped up "Why don't we all go fishing and sell our catch at the local market?" They all agreed to the idea. They prepared their fishing gear, bought \$40.00 worth of fuel and \$15.00 of food in advance.

It was a cool dark Friday evening and they were all filled with excitement as Mr Vana steered the boat into the open sea. They started fishing as soon as they reached "Cakau balavu," their intended fishing spot. They waited in anticipation as the seagulls hovered above them from time to time. "Oh! How long do I have to wait Tata?" asked Unaisi impatiently. "I think all the fish are sleeping." He continued, "You may need to be patient my daughter. It takes time for the fish to smell our bait in the mean time we just need to wait and pr....." Mr Vana could not finish his speech as his line gave a mighty jerk. Unaisi yelled as her reel flew from her hand onto the boat as a one metre "saqa" (trevally) pulled her fishing line. Water splashed on both sides of the boat as they pulled in fish of different species of various sizes and colours. Big fish, small fish, long fish, round fish and thin. By 3.00am the boat was full to the brim and that was when they decided to pull up their anchor and head back to shore.

They reached the market at 5.00a.m. and it was already thronged with a hive of activity. Mr and Mrs Vana unloaded the fish onto the jetty while Unaisi went looking for a carrier, but before she could find one the jetty was filled with their customers. By 8.00 a.m. there was nothing but bait leftover in the boat. "Oh, what a marvelous way to earn money!" cried Mr Vana. "I am hungry and sleepy", said Unaisi. "I think we should call it a day", said Mrs Vana.

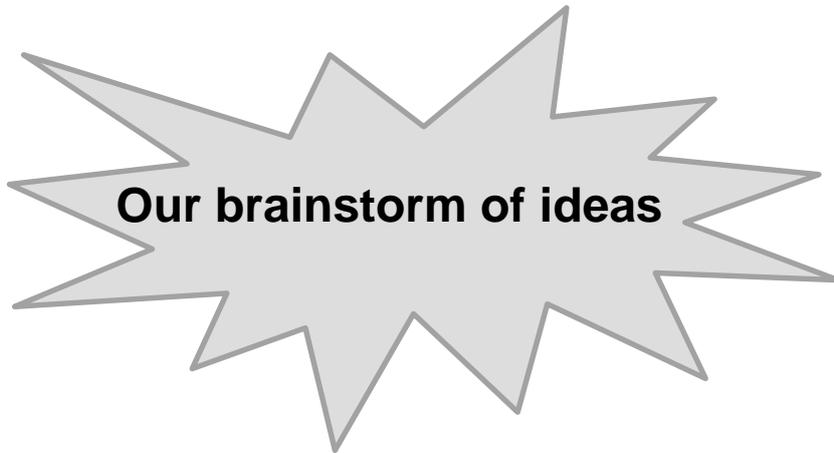
On their way home, they bought two loaves of bread, a quarter of butter and a bottle of jam for \$5.00. That evening, they sat as a family to count their money which came to \$580.00. Unaisi jumped and danced around their bure with joy. "Yes! Yes! We have done it! Thank you Nana and Tata, I love you both. We have now achieved our budget goal."

"I can pay for Unaisi's trip which is \$150.00, refund our fishing expenses which was \$60.00 set aside \$100.00 for our groceries and we can bank the rest of our money for rainy days", said Mr Vana.

"Yes Tata!" cried Unaisi, "But promise me another fishing trip next week when I return from Suva?"

"This is only the beginning my daughter, in fact we need to buy a new stove." Mrs Vana smiled.

Template 8: How can we be enterprising to Earn and Save Money?



Template 9: Income Plan

Income plan for period _____		
Jobs I can do for individuals	Frequency	Potential weekly income
Jobs I can do in the community	Frequency	Potential weekly income
Enterprising money making activities	Frequency	Estimated profit (income minus expenses)

TOMU'S HOUSEHOLD SPENDING

Class 7 / 8

Lesson Overview

In this activity, students will learn more about Tomu's family who live in Labasa Town. Students first met Tomu in a lesson from Class 1 / 2 and again in Classes 3 / 4 and 5 / 6 resources. Students also met Tomu's family in Bank Accounts and Savings, Class 7 / 8.

Tomu's Tata keeps a keen eye on family finances and creates a monthly household budget. He eagerly awaits his bank statement so that he can compare actual household income and spending against his budgeted figures. He likes to share the family's financial successes with the family so they are part of the decision making to achieve the family's financial goals.

Through the story told in the income side of the budget and bank statement, students will also consider the wider issue of the role of human resources, i.e. people, in economic activity. At work people earn an income, and this maintains and improves family wealth and well-being. People who engage in economic work in Fijian communities, contribute to the community's and country's wealth and well-being. People who engage in social enterprise also contribute to their country's well-being.

Students will recognise that people bring different capabilities, values, knowledge and personal judgments to financial decisions.

Resources

- Template 1: Tomu's Household Bank Statement
- Template 2: Personal Budgeting Guidelines
- Template 3: Tomu's Household Budget
- Template 4: Answers, Tomu's Household Budget
- Template 5: Budget Detail Guidelines
- Template 6: Savings Goal and Answers
- Template 7: Consequences of not earning an Income

Financial Learning Outcomes

Students will be able to:

- Use financial information and tools to create and monitor a budget (FLO 1)
- Give examples of how financial planning helps people achieve their personal goals (FLO 2)
- Explain how income contributes to personal, family and community well-being (FLO 3)

Vocabulary

Household budget, Discretionary expenses, Bank statement, Deposits, Withdrawals, Debit card, Financial planning and monitoring, Human resources, Economic well-being [Financial concepts use terms and language that are specific to the discipline of money and finance](#)

Cross Curriculum Links

Social Sciences Year 8

Resources and Economic Activities – Managing the community resources

- Resources in some communities in Fiji
- Income and spending commitments

Mathematics

Problem solving

English

Be confident with financial terms and concepts

Teaching and Learning Sequence

Bank Statements

1. The teacher reintroduces Tomu’s family. Tomu’s Nana has taught him to be financially responsible through setting a financial goal, creating a budget, and monitoring progress towards achieving his personal financial goal. The family have a financial goal of saving 5 percent of their monthly income for a new car. They plan to spend \$4,000 on the car and have already saved \$3,200 towards their goal. They decided not to take on more debt at this stage. The family has two bills for city/town rates and vehicle registration renewal, that are paid once a year, so every month 1/12 of these amounts are transferred into a ‘bills account’ at the bank. Students record the family’s financial goal in their Scrapbook. *People need financial knowledge, skills and values to be empowered to make informed financial decisions; Personal financial goals reflect personal and communal values*
- The teacher explains that students are going to look at Tomu’s Tata’s bank statements. The teacher describes what a bank statement is and how it can be used as a financial tool as it records the household’s income and expenditure over a given period. Students record what they know about a bank statement in the classroom Scrapbook. *People use financial tools to help them make financial decisions to achieve financial goals*
- The family’s bank is Anybank and Tomu’s Tata wants the family to study the statements and help him compare the actual household income and spending against household budgeted income and spending.
 - Why might Tomu’s dad want the family to know how much income and spending is happening in the household?
 - How might the children be of help to the family to achieve family financial goals?
 - How does Tomu’s family income contribute to his family’s personal and family well-being? What might be some of the problems faced by Tomu’s family if this income was not earned?

Teaching notes and ideas, and learning outcomes

The teacher maintains a Financial vocabulary wall chart and a lesson Scrapbook. New financial ideas are added to the Scrapbook and financial vocabulary is added to the Financial vocabulary wall.

Bank statement
A bank statement is a statement of money in and money out from a bank account. It provides financial information that can be used as a tool to help people budget income and spending, and monitor their progress towards achieving a financial goal.

Income
Explain how family income contributes to personal, family and community well-being

<ul style="list-style-type: none"> • Students study Template 1: Tomu's Household Bank Statement. <ul style="list-style-type: none"> • What do they notice recorded in this statement? • What column heading might represent the income the family earns? • What column heading might represent household spending? • Why does the bank provide statement? • What financial period does this statement cover? (FLO 1) • The teacher explains to students what they would expect to see on a bank statement. <ul style="list-style-type: none"> • Bank name, branch and address of the bank • Account holder's name and address • Account number • A list of the codes used in the statement • Statement number and period of statement • Number of pages • Type or method used to make the payment • A record of all withdrawal and deposit transactions • The balance, i.e. the amount of money left in your account after each transaction • Today some bank statements include a classification into spending categories. This helps people monitor income and spending against their budget (FLO 1) • Students look at the codes at the bottom of the bank statement. For example, IB is the code for Internet Banking Transfer. What is Internet Banking? Who might use an Internet Banking Transfer? Look at the IB transactions in the statement. Why might an employer use this method to pay wages? <ul style="list-style-type: none"> • Investigate the remaining codes and identify the type of transaction it might be used for. Provide at least one reason why this method of payment might have been used for this transaction (FLO 1) • The teacher asks students why they think a bank charges fees for operating your account. What services is the bank providing to Tomu's family? (FLO 1) • After looking at the types of transactions in the statement, students write at least one idea in the lesson Scrapbook of how they can help their family manage/reduce their household spending. 	
<p>Budgets and Bank Statements – Financial tools</p> <p><i>Monthly analysis</i></p> <p>2. The teacher asks students to discuss what they would expect to see in a budget. Students study Template 2: Personal Budgeting Guidelines and discuss the key ideas</p>	

given in these budgeting guidelines. Students create a definition for a budget and write this into their Scrapbook on a new page headed Budgets and Bank Statement – Financial tools. *Financial tools might include a budget, accounting record such as a bank statement, cash book and balance sheet, savings calculator, interest calculator, etc.*

- The teacher shows students Template 3: Tomu’s Household Budget for the same month as the bank statement. Why might a family prepare a budget? What is the purpose of a budget? How does it allow the household to set financial goals and to monitor progress towards attaining those goals?
- The teacher asks students a range of questions to test their understanding of what is recorded under the income heading of a budget. How much income does Tomu’s household expect to earn?
 - Would this be income just from Tomu’s Tata’s job, or would it include the income that Tomu’s Nana earns from her part time job?
 - Tomu’s family earns interest. Why do you think they earn interest? What do you need to have before you can earn interest?
 - In which of our stories did the family earn fund raising income? How did they earn this extra income? Should this expected income be in a budget? Why? Or why not? (The teacher may wish to read the story A fishing trip to highlight how a family can supplement their income through fund raising)
- The teacher questions students about household expenses. What is the largest spending item for Tomu’s household? Is this spending a need or a want? What is the next largest spending item? Is this spending a need or a want? Discuss how this might depend on whether it is to get to work, or go out to a local restaurant:
 - Which spending categories do you think the family has some ‘control’ over how much is spent – in the short term, and in the longer term? Which spending categories does a family have most control over, i.e. a need rather than a want? For example, dining and entertainment is likely to be a want.
 - Within a spending category, e.g., Groceries, how much discretion might a family have?
 - Why do you think this family budget for Vehicle Registration Renewal and City/town rates each month? (The bill is paid annually) Is it a good idea to run a separate ‘bills account’ at the bank for these payments? Why, or why not?
- The teacher explains to students that first they are going to collate the information in the bank statement so they can enter the summarised information into the budget.

Discretionary spending
 This is spending that is not essential for the family to live. This spending meets family ‘wants’ rather than family ‘needs’.

Spending and budgeting
 Write a personal or family budget and use financial tools and records to monitor

Financial planning
 Give examples of how to allocate e.g. weekly allowance to spending, saving and sharing
Financial planning
 Give examples of how financial planning can help you achieve your personal and/or family goals

Discuss a template design that would best help students collate in a way to avoid too many mistakes. Students use their solution to summarise the spending from the bank statement then enter the information into the budget.

- Students compare budgeted income against actual income, and the budgeted expenditure against actual expenditure.
 - What conclusions can students draw from the analysis?
 - How much surplus money do they have to go towards their family's financial goal? How many more months do you think the family will need to save to achieve their financial goal?
 - What might the family discuss for their spending choices in the following month? *Financially competent people make financial decisions from a range of choices*
 - Students record their completed budget analysis for February and their conclusions in their classroom Scrapbook
 - What might Tomu's family do for the following month?
- Students read Template 5: Budget Detail Guidelines. Students prepare Tomu's household budget for the coming month, with the idea that the family wants to achieve its saving goal of 10 percent of family income. In this budget students may want to include ideas that will help the family achieve their financial goal of saving for a new car faster. For example, Tomu's Nana works more hours over the coming month. Students present their budgets to the class, justifying the decisions they have made for the family, or by applying ideas listed in Template 4. *Financially competent people make financial decisions from a range of choices*

Annual analysis

- Tomu's Tata loves to create and keep a graph of the family's monthly progress towards their financial goal. Seven months of data points are given in Template 6: Savings Goal and Answers. These need to be plotted on the graph. Also plot February's surplus on the chart. For answer see the bottom of Template 6.
- Students interpret the information on the graph and report their findings. *Personal financial goals guide thinking and decision making. Personal financial goals guide thinking and decision making. Achieving a financial goal requires time, commitment, knowledge and skill*
 - Which month was the family's best savings month? Which was their worst month for saving? How much has the family saved through to February? How far short are they of achieving their financial goal of saving \$4,000? About how many more months do you think it will take the family? How much is that per

Teachers note
Social Science skills:
 Draw up a budget and use financial tools and records to monitor.

Social Sciences attitude:
 Aware of the influence of income to lifestyle at different levels.

<p>month on average. Do you think that is achievable?</p>	
<p>Family income and wealth and well-being</p> <p>3. The teacher asks students what ‘wealth and well-being’ might mean. Is it something we seek and work for in our lives? Is wealth and well-being always financial? Can wealth and well-being have an emotional response? Can it be security? Or, peace of mind?</p> <ul style="list-style-type: none"> • What can be the emotional and financial consequences of not having wealth and well-being in a family, and for young people your age? Students debate their ideas with one another • What might a person your age be looking for in terms of wealth and wellbeing? What might a person who has left school and has their first job be looking for in terms of wealth and wellbeing? What might the father of a household be looking for in terms of wealth and well-being? Students debate their ideas with one another • The teacher encourages students to think about and recognise the financial consequences of not earning an income at the different stages of life. For example, the financial consequences on self, family and community if a teenage student does not work part-time during holidays or after school. Students consider more than monetary factors in their arguments. The teacher gives students Template 7: Consequences of Not Earning an Income and for them to list their key ideas. Students present their ideas to the class. <i>Financial opportunities have benefits and risks, and people explore these before making decisions; Good financial decisions bring about the most benefits relative to the risks</i> • Students write a paragraph to express their ideas about how family income contributes to personal, family and community well-being. 	<p><i>Income</i> <i>Explain how family income contributes to personal, family and community well-being</i></p> <p><i>Social science attitude</i> <i>Aware of the influence of income to lifestyle at different levels.</i></p>
<p>Reflection and Discussion</p> <ol style="list-style-type: none"> 1. What does a financial statement from the bank tell you? 2. How might you use a financial statement along with a budget, and for what purpose? 3. How can one enjoy wealth and well-being as they get older? 4. What might be the benefits of setting a financial goal, planning and monitoring personal finances? 5. How does the stage of life affect peoples’ attitudes about money responsibility? What is your attitude about your personal money responsibility? 6. Have you at any time kept a personal financial budget? Why, or why not? How will this help/disadvantage you as you grow older? 	<p><i>Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically.</i></p> <p><i>Income</i> <i>Explain how family income contributes to personal, family and community well-being</i></p>

Assessment Activities

Mathematics

1. The teacher checks the mathematics in the March budget.
2. The teacher checks the graphs students draw using past spending outcomes against budget.

English

3. Teachers assess students' use of financial vocabulary in their paragraph of ideas about how family income contributes to personal, family and community well-being.
4. Teachers assess students' abilities to present and debate their ideas about wealth and well-being at the different stages of life.

Social Science

5. During the activity, the teacher listens to student discussion about planning and monitoring income and spending commitments, and the consequences of decisions on themselves and others. The teacher provides timely feedback on attitudes displayed, and questioning consequences that may arise from those attitudes.

Linking Financial Education to the home

- Students take home a copy of the bank statement and budget to show parents their capability of analysing household income and spending.
- Students discuss with their parents ways in which they can help the family get better value from household income.

Template 1: Tomu's Household Bank Statement

ANYBANK								
Nasekulas Road								
Labasa								
Date	Category	Merchant	Debit Amount \$	Credit Amount \$	Balance \$			
Telephone 666 6777	1-Feb-12				268.50			
		Opening balance						
Facsimile 666 6778	2-Feb-12 PS	Groceries	Foodtown	40.00				228.50
	3-Feb-12 DC	Income	ABC Electrical - Wages		212.50			441.00
	6-Feb-12	Deposit			40.00			481.00
	5-Feb-12 AP	Mortgage	Mortgage Payment	300.00				181.00
STATEMENT NO 101	7-Feb-12 DC	Rental Income	Rental Income - M. Kumar		62.50			243.50
For the period	7-Feb-12 PS	Dining	Bula Re Restaurant	47.50				196.00
1 February 2012 to	7-Feb-12 PS	Groceries	Countdown	45.00				151.00
28 February 2012	10-Feb-12 DC	Income	ABC Electrical - Wages		212.50			363.50
	12-Feb-12 PS	Petrol	BP	25.00				338.50
	12-Feb-12 AT	Cash	Cash withdrawal	100.00				238.50
	14-Feb-12 DC	Rental Income	Rental Income - M. Kumar		62.50			301.00
ACCOUNT NAME	15-Feb-12 PS	Entertainment	Elite Cinema	15.00				286.00
Tomu's, Dad	15-Feb-12 AP	Bills	Insurance	37.00				249.00
	15-Feb-12 AP	Bills	Fiji Electricity Authority	60.00				189.00
	15-Feb-12 AP	Bills	Telecom Fiji Limited	46.00				143.00
ACCOUNT NUMBER	15-Feb-12 AP	Bills	Fiji Water Company LLC	20.00				123.00
99 999 0099000 000	15-Feb-12 AP	Bills	Connect - Internet Services	35.00				88.00
	17-Feb-12 DC	Income	ABC Electrical - Wages		212.50			300.50
	17-Feb-12 PS	Medical	Dr Swaran Singh	5.00				295.50
	17-Feb-12 PS	Medical	My Chemist	5.00				290.50
	17-Feb-12 PS	Groceries	Countdown	30.00				260.50
	19-Feb-12 AP	Bills	Transfer to Bills account - Annual payment Rates and Vehicle Registration	97.00				163.50
	20-Feb-12	Deposit			25.00			188.50
	20-Feb-12 PS	Petrol	BP	35.00				153.50
	21-Feb-12 DC	Rental Income	Rental Income - M. Kumar		62.50			216.00
	23-Feb-12 PS	Groceries	Foodtown	55.00				161.00
	24-Feb-12 DC	Income	ABC Electrical - Wages		212.50			373.50
	27-Feb-12 AT	Cash	Cash withdrawal	70.00				303.50
	28-Feb-12 DC	Rental Income	Rental Income - M. Kumar		62.50			366.00
	28-Feb-12 PS	Petrol	BP	30.00				336.00
	28-Feb-12 DC	Interest	Interest		15.00			351.00
			Closing Balance					351.00
	DC	Direct Credit	AT	Automatic Teller Machine	AP	Automatic Payment		
	PS	Eftpos	IB	Internet Banking	BP	Bill Payment		

FUNDRAISING - From fishing

CASH WITHDRAWAL - For food from market

BILLS - Monthly contribution for annual payments of - Labasa Town Council - Rates \$67 monthly Vehicle Registration Renewal \$30 monthly

FUNDRAISING - From fishing

CASH WITHDRAWAL - For food from market

Template 2: Personal Budgeting Guidelines



Welcome again to the Public Awareness column provided by the Reserve Bank of Fiji (RBF). This month's article provides you some personal budgeting guidelines and tips on how you can save money to achieve your financial goals.

Personal Budgeting

Are you working from paycheck to paycheck and scrapping through your wallet, trying to pay your bills? Do you wish for a needed vacation but do not have the money for it? Are you spending more than you are earning? If you have answered yes to any of the questions above, you may need to start planning your finances. A personal budget will help you make those ends meet.

A personal budget is a money management tool that shows you how much money you make, how much you spend, and allows you to save for the things that are important to you such as a new car, education, a comfortable retirement, travel, or whatever your future dreams may be.

Why have a budget?

- Proper money management will help you *avoid financial problems*. Financial problems occur because people do not plan the use of their money wisely;
- A budget can make your goals a reality by helping you keep track of where your money is going so you can *save*;
- Listing down all your planned expenditures before you start spending will help you *keep track of your spending* and where your money is going. This way you can assess where to reduce unnecessary spending;
- Prioritising all your expenses helps you *pay all your bills on time*, so that you avoid putting it off and then paying in one lump payment;
- Your planned savings every month will not only help you achieve your financial goals but also provide a *financial cushion for emergencies* when they happen.

If you do not know how to start your budget planning, here is a template and some simple guidelines to plan out your weekly/ fortnightly/ monthly budget. Be realistic with your figures, it will be more effective and the rewards will keep you motivated.

Budget (you need to decide whether you will budget weekly, fortnightly or monthly. You must use the same period for income and expenses.

Acknowledgement: Reserve Bank of Fiji: <http://www.reservebank.gov.fj>

Template 3: Tomu's Household Budget

February Budget for Tomu's household			
	Budget Amount	Actual Amount	Difference
Category	\$	\$	\$
Income			
Wages	850.00		
Rental Income	250.00		
Interest	15.00		
Child Support	Non applicable		
Fundraising Income	50.00		
Total Income	1,165.00		
Expenses			
Vehicle Registration Renewal*	30.00		
City/Town Rates*	67.00		
Insurance	37.00		
Electricity bill	65.00		
Telephone bill	45.00		
Water bill	20.00		
Internet bill	40.00		
Mortgage payments (plus bank fees)	300.00		
Medical bills	25 .00		
Groceries	350.00		
Transportation/Fuel	100.00		
Entertainment	30.00		
Dining	45.00		
Total Expenses	1154.00		
Surplus/(Deficit) (Revenue - Expenses)	11.00		

NB: * The family budget these amounts monthly but pay annually. These amounts are transferred to a bills account for payment at a later due date.

Template 4: Answers -Tomu's Household Budget

February Budget for Tomu's household			
	Budget Amount	Actual Amount	Difference
Category	\$	\$	\$
Income			
Wages	850.00	850.00	-
Rental Income	250.00	250.00	-
Interest	15.00	15.00	-
Child Support	Non applicable		
Fundraising Income	50.00	65.00	15.00
Total Income	1165.00	1,180.00	15.00
Expenses			
Vehicle Registration Renewal*	30.00	30.00	0
City/Town Rates*	67.00	67.00	0
Insurance	37.00	37.00	0
Electricity bill	65.00	60.00	5.00
Telephone bill	45.00	46.00	(1.00)
Water bill	20.00	20.00	0
Internet bill	40.00	35.00	5.00
Mortgage payments (plus bank fees)	300.00	300.00	0
Medical bills	25.00	10.00	15.00
Groceries	350.00	340.00	10.00
Transportation/Fuel	100.00	90.00	10.00
Entertainment	30.00	15.00	15.00
Dining	45.00	47.50	(2.50)
Total Expenses	1154.00	1097.50	56.50
Surplus/(Deficit) (Revenue - Expenses)	11.00	82.50	71.50

NB: * The family budget these amounts monthly but pay annually. These amounts are transferred to a bills account for payment at a later due date.

Template 5: Budget Detail Guidelines

1. Budget

Decide whether you will budget weekly, fortnightly or monthly. You must use the same period for income and expenses.

2. Income

List all income you receive regularly.

3. Expenses

List all the expenses you pay regularly. Remember to account for discretionary expenses. These are those spontaneous expenses such as dining, DVD, entertainment, and village/family soli etc. if you end up not using this, you have more to put towards your savings. It is better to budget for it and then not use it then to spend on it and then use the money you have budgeted for priority expenses or your savings.

4. Prioritise Expenses

Top priorities on your expense list should be food, housing rent or mortgage, education needs of your children, utilities and any expense related to securing your home, such as property taxes and city/town rates. Then list, essential needs such as electricity, water and medical bills. List all other expenses in relation to your need for it. If you can live without it, go without it.

5. Discipline

A budget will do you no good if you don't discipline yourself to stick to it. Note all the payments that you make on your budget so you can keep track of what is paid and what is left for the month. Put dates next to each expense so that you are aware of when it is due and think twice about your discretionary expenses. Note the actual amount you earned and spent in the month and compare it to your budget figures. Write down extra income and expense items that you did not budget for and calculate the difference. This will give you an idea of where you need to control you expenses and enable you to plan better for the next month's budget.

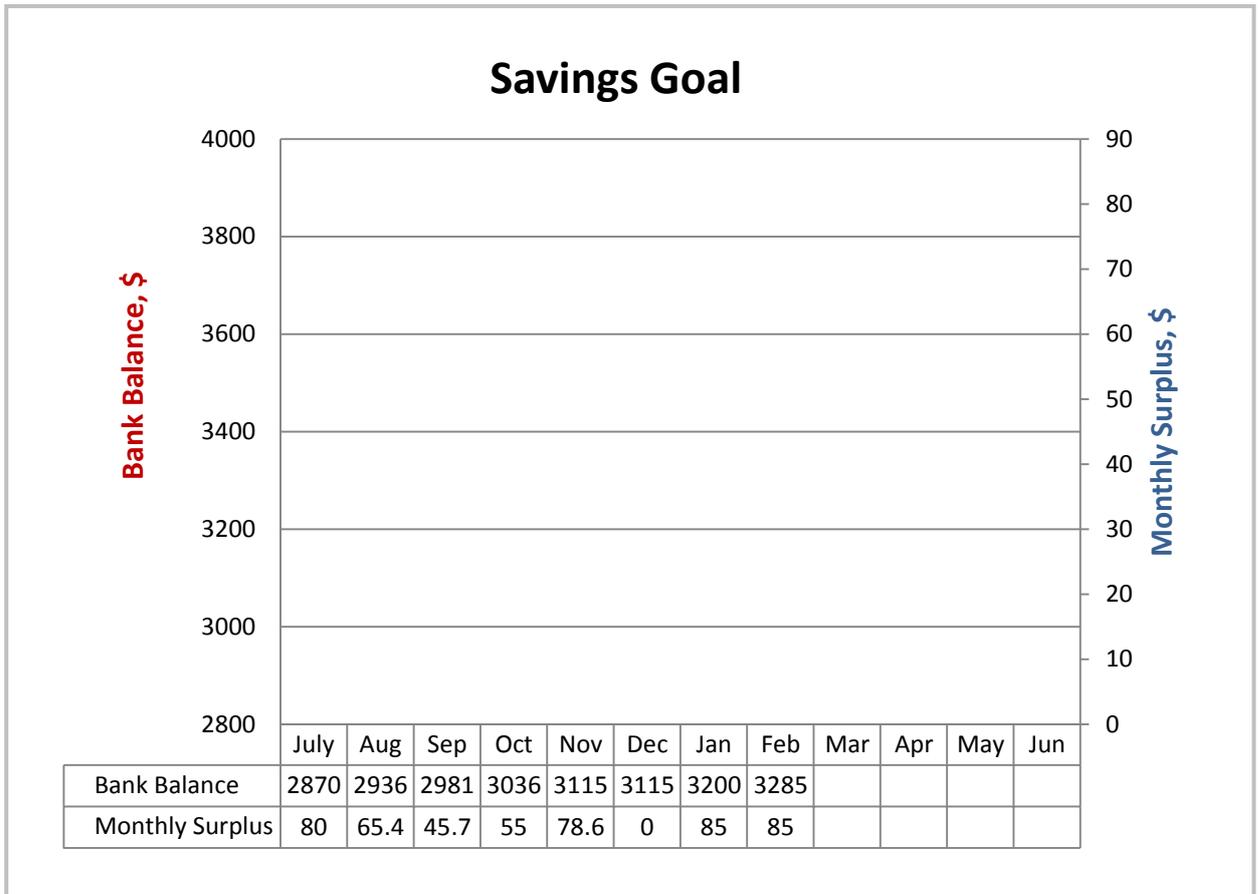
Money Saving Ideas

Shop wisely- a lot of money can be saved by shopping wisely.

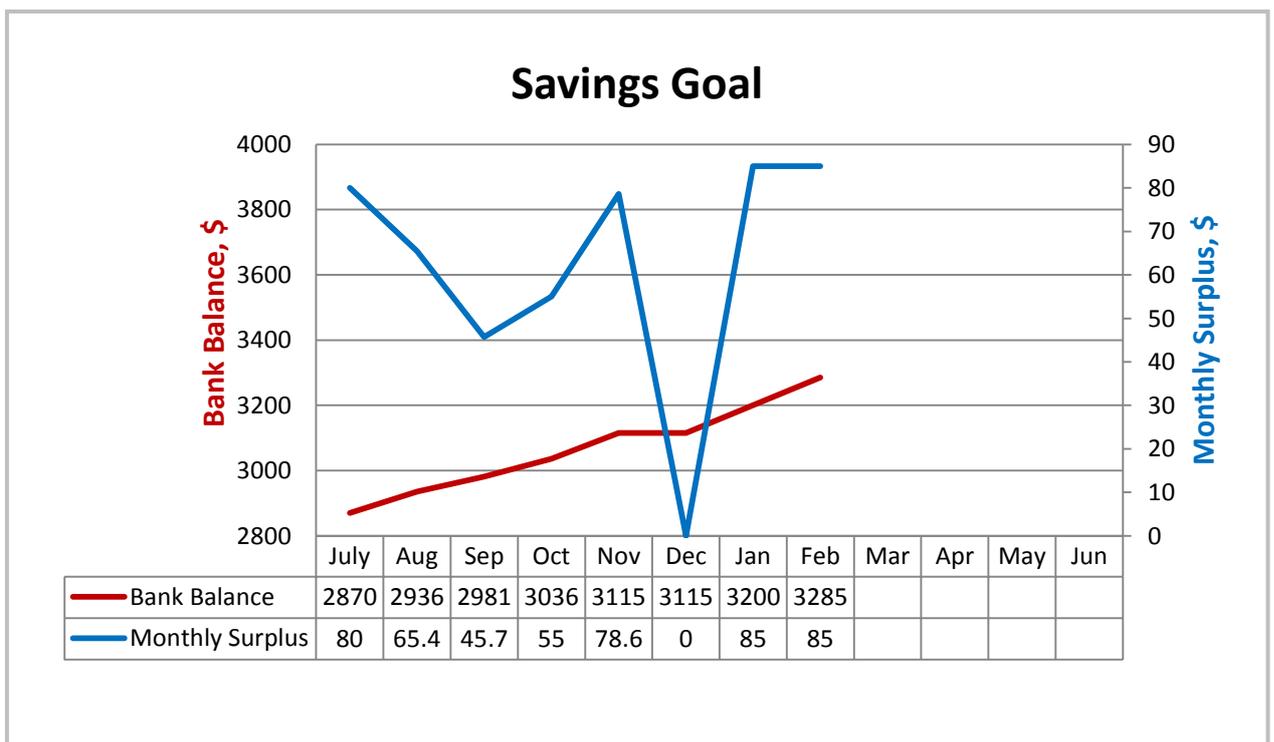
- ✓ Check out bargains and sales before shopping.
- ✓ Make a shopping list before going to the supermarket or market and try to stick to what you have on the list.
- ✓ Do not get carried away with items that are displayed at eye-level on the shopping aisles. They are displayed at those strategic spots to grab your attention and this is where you end up buying things that are not on you shopping list.
- ✓ Only take the amount of money you intend to spend at the grocery store so you don't end up purchasing un-necessary items.
- ✓ Do all your shopping once a week and avoid daily shopping at convenient stores. Although buying items daily at a convenient store may seem like you are not spending much money.

Acknowledgement: Reserve Bank of Fiji: <http://www.reservebank.gov.fj>

Template 6: Savings Goal



Savings Goal Answers



Template 7: Consequences of not earning an Income

Consequences of not earning an income			
Consequences on Stage of Life	Self	Family	Community
School - part time work			
Post school study - part time work			
Working and single			
Working and married with family			
Retirement			

A FAIR GO FOR CONSUMERS

Class 7 / 8

Lesson Overview

The purpose of this lesson is to empower students as consumers to action their legal rights and responsibilities when buying goods and services.

Students will investigate consumer complaints that they and people in their community have experienced, and the redress these people have sought. They will also look at the current law that protects them and the role of the Consumer Council of Fiji.

Students will role play how they can return faulty goods, and or complain about a faulty service.

Through their investigations students will consider the financial risks and consequences of misleading advertising and faulty goods to themselves and their family.

Teachers Note

Teachers are advised to request a visit from The Consumer Council of Fiji.

For the request of the mobile unit, school visit, community visit or a workshop- contact the Campaigns, Information and Media Division of the Council on 3300792 or email on mediaofficer@consumersfiji.org

To lodge a complaint:

Phone: 3300792/ 6664987 /8812559

Mobile: 9368249/ 9716263/ 9716255

Fax: 33001155/ 6652846/ 8812559

Email: complaints@consumers.org

Facebook: Consumers Fiji

In person:

Suva branch: 4 Carnavon Street

Lautoka: Suite 4, Popular Building, Vidilo Street

Labasa: 19 Jaduram Street

Resources

- Envelope of classroom currency
- Template 1: Consumer Complaints
- Template 2: Call for Law Change
- Template 3: Consumer Rights and Responsibilities
- Template 4: Consumer Complaints Form

Financial Learning Outcomes

Students will:

- Explain the financial risk to consumers if they do not action their rights to buy goods and services that are fit for the purpose. (FLO 1)
- Give examples of law and redress that support consumer rights for good quality goods and services.(FLO 2)
- Give ways in which they as consumers can action their consumer rights. (FLO 3)

Vocabulary

Consumer rights, Consumer responsibility, Producer, Consumer law, Redress, [Financial concepts use terms and language that are specific to the discipline of money and finance](#)

Cross Curriculum Links

Social science Level 7

- My role as a consumer
 - The roles, responsibilities and rights of consumers and producers
 - Skills: Exercise their consumer rights and responsibilities.

Teaching and Learning Sequence

Faulty goods – how much do we put up with

1. The teacher hands out an envelope to each group of say 3 – 4 students that contains \$20.00 (classroom currency). Explain that students have been given money to purchase pre-packaged resources to make bubbles, and to enter into a bubble making competition. On completion of the product, students will compete as to which group can make the biggest bubbles.
 - The teacher pre-packages the resources. The Resource pack for bubble making should include, wire or other material to make the loop and handle for the bubble maker, and instructions on how to make huge bubbles. It also includes a small bottle of detergent and a container to mix the solution, if necessary. Deliberately give some groups resources that are not fit for the purpose/faulty. For example, instead of suitable wire for bending, have one pack with wire that does not bend, or bends too readily, and another pack with ineffective detergent that is too watered down to make bubbles.
 - Students create the bubble-making item. The teacher monitors students' reactions to the faulty resources. Record any student responses, e.g., false advertising on the package, faulty resources, language such as “this is not fair”, or just note if students accept the faulty resources. The teacher may wish to tell students that any complaints will be handled after the competition, or if necessary, call a class meeting to discuss the situation. Ask students to make suggestions of how this problem might be resolved. The students might suggest exchanging their bottle of detergent for a non-faulty bottle. The teacher will then explain that there is not a refund or exchange policy on the package they bought. I.e. there is no classroom law to protect consumers with faulty goods or misleading advertising.

[Financial knowledge, skills and values are gained through real life experiences and in contexts that are real to students](#)

Teaching notes and ideas, and learning outcomes

The teacher maintains a Financial vocabulary wall chart and a lesson Scrapbook. New financial ideas are added to the Scrapbook and financial vocabulary is added to the Financial vocabulary wall.

**Financial risks
Identify types of financial risks to individuals, families and communities e.g. traditional obligations, failed businesses and/or investments**

<ul style="list-style-type: none"> • The teacher holds the competition. • Students are asked to predict how the phrases consumer rights and consumer responsibility might apply in this situation. Is there a financial risk if people do not exercise their consumer rights and responsibilities? (FLO 1) 	
<p>Consumer complaints</p> <p>2. The teacher asks the students if they know of other 'consumer problems' they or their families have experienced. In groups, students discuss these experiences and how the people responded. Students then report to the class. Record examples of consumer complaints in the class Scrapbook.</p> <ul style="list-style-type: none"> • How many people made a complaint and exercised their consumer right to have quality goods and or services that are fit for the purpose? • Do people have a responsibility to seek redress if the goods and services are faulty? • Do people see such consumer problems as a financial risk? (FLO 1) <ul style="list-style-type: none"> • The teacher and students consider all the consumer problems discussed and categorise them into different groups. These groups may include faulty, or of poor quality products, poor service, incorrect change, false advertising, consumer scams, etc. The students analyse the frequency of each type of consumer problem to determine whether one type is more common. • The teacher asks students whether they think other families in their community have experienced similar consumer problems. The teacher suggests that students undertake further investigations to find out about these consumer problems. Students work in groups to devise questions to gather more information about consumer complaints in their community. Students also add a question to ask people what they did about their consumer complaint, if anything. People need financial knowledge, skills and values to be empowered to make informed financial decisions • Students analyse the gathered information and decide which type of consumer problems are most common. • The teacher explains to students that when a consumer has made a purchase they may have some rights under consumer law if the purchase is not right. The teacher explains that the Fijian government has introduced legislation to regulate the consumer market and the Consumer Council of Fiji is working hard to improve citizens redress if the law is broken. See Template 1: Consumer Complaints. 	<p><i>Financial risk</i> <i>Identify types of financial risks to individuals, families and communities e.g. traditional obligations, failed businesses and/or investments</i></p> <p><i>Assess students' prior understanding of consumer complaints.</i></p>

<p>Consumer protection law in Fiji</p> <p>People are astute, active and self-motivated to improve personal, economic circumstances</p> <p>3. The teacher explains that consumer protection laws in Fiji are contained in the Sale of Goods Act 1985, Second-Hand Dealers Act 1978, Consumer Credit Act 1999, and Money Lending Act. The teacher explains what an act is and when these Acts were passed into law. Explain how it is the government's role to create law. Explain also that law is not always good law, and changes over time with public pressure. (FLO 2)</p> <ul style="list-style-type: none"> Given the consumer complaints above, which Acts would the consumer investigate to see if they had a legitimate complaint? The teacher explains the Fiji's Commerce Commission and The Consumer Council of Fiji. The teacher explains how laws change to better meet the needs of people in their community. For example the Consumer Protection Bill. See Template 2: Call for Law Change. Students read further newspaper articles by The Consumer Council of Fiji around the issues of Fiji's consumer Protection Laws. See Templates from the Lesson Family Assets and Liabilities: Articles for The- Consumer Council of Fiji. Students investigate current redress processes if consumers have a complaint. Have The Consumer Council of Fiji visit to help students understand the law and the complaints process. See Template 3: Consumer Complaints Form. (FLO 2) (FLO 3) 	<p>Financial risk Give examples of ways to manage and minimise risks to individuals, families and communities e.g. seek investment advice from reliable persons</p> <p>Investigate available pamphlets from these organisations that can be used in the classroom.</p> <p>The Fiji Commerce Commission (FCC) is a statutory organisation responsible for fair trade, competition (economics) and consumer protection regulation in the Fiji Islands.</p> <p>The Consumer Council of Fiji is a statutory consumer agency that promotes and lobbies for consumer rights and interests in the Fiji Islands.</p>
<p>Role play – Pursuing a complaint</p> <p>4. The teacher questions students about their financial responsibilities as consumers when they borrow or buy goods and services. List these responsibilities.</p> <ul style="list-style-type: none"> Students explore how they might approach a retailer with their personal complaint of a faulty product they have purchased. What law do they need to quote, what redress do they need to ask for, what language should they use to put forward their case? If this dialogue fails, whom should they take their case to for assistance? (FLO 3) Through a role play, have one student be the retailer, taking the point of view that he has no liability for the faulty product and that it is the consumer's problem. Have another student take on the role of the grieved consumer who understands consumer rights. Students analyse the role-play and make suggestions as to how this case could 	<p>Financial risk Give examples of ways you can reduce the risk of losing or having money stolen</p>

<p>be better put. Modify and replay the role-play until the class are happy with their approach.</p> <ul style="list-style-type: none"> • The teacher encourages other students to take on the role of the consumer and practice making a complaint to the retailer. • The teacher asks students to make their own consumer awareness pamphlet, calling it, for example, Getting a Fair Go. They circulate this pamphlet to people in their community. (FLO 3) 	
<p>Reflection and Discussion</p> <ol style="list-style-type: none"> 1. What are examples of consumer complaints? <i>People recognise that their financial actions have consequences on others.</i> 2. Why and how do faulty goods and misleading advertising impose a financial risk of people? 3. Which organisations in Fiji support consumers to protect their rights, and what role do each have in protecting consumers. <i>Financial concepts use terms and language that are specific to the discipline of money and finance.</i> 4. What responsibilities do consumers have to protect themselves at the point of sale? 	<p><i>Managing money Give examples of how to prioritise needs and wants</i></p>
<p>Assessment Activities</p> <p>Social science:</p> <ol style="list-style-type: none"> 1. Assess student's pamphlet to promote consumer rights and responsibilities. Look for understanding how failure to exercise these can create financial risk. 	
<p>Linking Financial Education to the home</p> <ul style="list-style-type: none"> • Students talk to the parents about consumer complaints their parents have experienced. • Students share with parents the steps people can take when they have a legitimate complaint. • Students distribute their pamphlet to family and friends and explain its contents. 	

Template 1: Consumer Complaints Hit a High

The Fiji Times ONLINE

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Consumer complaints hit a high

Samisoni Nabilivalu
Saturday, February 19, 2011

The Consumer Council of Fiji said it was encouraging to see consumers in the Northern Division utilising its services and lodging complaints with their Labasa office on the abuse of consumer rights.

Last year, the council received 415 complaints reflecting more than \$198,000. The number of complaints is twice the number recorded in 2009 and 2008.

Out of the 415 complaints received, the Labasa Office successfully resolved 259 cases.

The council's chief executive, Mrs Premila Kumar, said the higher number of complaints received from consumers in 2010 compared to 2009 reflected the confidence of consumers in the council's ability to resolve issues through mediation, referrals and advice.

Mrs Kumar said a major challenge faced by the northern consumers is the acquiring of redress for the complaints as most of the shops operating in Labasa are branches of retail chain outlets headquartered in Viti Levu.

"All decisions on redress to consumers have to be taken by staff at the headquarters which prolongs the time for resolving complaints because of the distance in sending goods for repair or for inspection of faults," said Mrs Kumar.

A majority of the complaints received in 2010 were on electronic goods, footwear, landlord and tenancy issues, clothing, money lending, mobile products, Fiji Electricity Authority (FEA) and Water Authority of Fiji (WAF).

There have also been complaints on the non-issuance of receipts which is a common problem in Northern Division where certain traders and service providers are not issuing receipts to consumers.

The Council has urged consumers to demand receipts which are a necessity when seeking redress for defective goods.

Accessed from: <http://www.fijitimes.com.fj>

Permission to publish this article in the Class 7/8 Teachers' Manual for the Fiji Financial Education Curriculum Development Project has been granted by Fred Wesley, Editor In Chief, Fiji Times Ltd (4th June, 2012)

117 Victoria Parade, Suva, GPO Box 1167, Suva, Fiji

Phone: (679) 330 4111 **Fax:** (679) 330 2011 **Website:** www.fijitimes.com.fj

Template 2: Call for Law Change

The Fiji Times ONLINE

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Call for review of law

Tevita Vuibau
Tuesday, December 13, 2011

THE Consumer Council of Fiji has called for a review of what it calls unfair mortgage sale laws.

The call came as the council ran a workshop to educate referees of the small claims tribunal on consumer protection laws.

Council chief executive Premila Kumar said the system in Fiji put the consumer at a disadvantage.

"Currently the system in Fiji is under the consumer credit act if you miss one month payment on a home loan or mortgage, the bank has the right to demand the full amount of the home loan," explained Mrs Kumar.

"So for instance if the one month payment is \$3000 and I default on that payment, and the full home loan is \$300,000, how will I possibly be able to pay off the loan, and that is why you see a lot of homes going to auction," said Kumar.

She said in order for consumers to prove they were facing genuine hardship, they would have to go to the courts who in turn would go to the banks to report their findings.

Mrs Kumar explained there was a difference in the way the law operated in other countries.

"In other countries like Australia and New Zealand, the system is the other way around, the banks must go to the courts to prove they had given the consumer every opportunity to pay off the mortgage and only then can the house be auctioned off," said Mrs Kumar.

Mrs Kumar said while it wasn't always the case that banks took advantage of the acceleration clause, it was still time for a review of the laws.

"The decisions regarding the mortgagee laws should not just be subjective but governed by proper laws," said Mrs Kumar.

[+ Enlarge this image](#)



An aerial view of a Suva suburb. The Consumer Council of Fiji has called for a review of mortgage sales law in the country. Picture: Fiji Times File

Accessed from: <http://www.fijitimes.com.fj>

Permission to publish this article in the Class 7/8 Teachers' Manual for the Fiji Financial Education Curriculum Development Project has been granted by Fred Wesley, Editor In Chief, Fiji Times Ltd (4th June, 2012)
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Template 3: Consumer Rights and Responsibilities

On 15 March, 1962, US President John F. Kennedy delivered an historic address to the US Congress in which he outlined his vision of consumer rights. This was the first time any politician had formerly set out such principles.

"Consumers by definition include us all," Kennedy said in his Congressional statement. They are the largest economic group, affecting and affected by almost every public and private economic decision. Yet they are the only important group...who views are often not heard"

Over time, the consumer movement has developed this vision into a set of eight basic consumer rights which now define and inspire much of the work Consumer Institute and its members do:

Consumer Rights	Definition
The right to satisfaction of basic needs	To have access to basic, essential goods and services: adequate food, clothing, shelter, health care, education, public utilities, water and sanitation.
The right to safety	To be protected against products, production processes and services which are hazardous to health or life.
The right to be informed	To be given the facts needed to make an informed choice, and to be protected against dishonest or misleading advertising and labelling.
The right to choose	To be able to select from a range of products and services, offered at competitive prices with an assurance of satisfactory quality.
The right to be heard	To have consumer interests represented in the making and execution of government policy, and in the development of products and services.
The right to redress	To receive a fair settlement of just claims, including compensation for misrepresentation, shoddy goods or unsatisfactory services.
The right to consumer education	To acquire knowledge and skills needed to make informed, confident choices about goods and services, while being aware of basic consumer rights and responsibilities and how to act on them.
The right to a healthy environment	To live and work in an environment which is non-threatening to the well-being of present and future generations

Consumer Responsibilities	Definition
Critical Awareness	The responsibility to be more alert and questioning about the price and quality of goods and services.
Action	The responsibility to assert ourselves and act to ensure that we get a fair deal. As long as we remain passive consumers, we will be exploited.
Social concern	The responsibility to be aware of the impact of our consumption on other citizens, especially the disadvantaged or powerless groups whether in the local, national or international community.
Environmental Awareness	The responsibility to understand the environmental and other consequences of our consumption. We should recognize our individual and social responsibility to conserve natural resources and protect the earth for future generations.
Solidarity	The responsibility to organize together as consumers to develop the strength and influence to promote and protect our interest.

Accessed from: <http://www.consumersfiji.org/>

Permission for reproduction of the Consumer Council of Fiji's work in the Class 7/8 Teachers' Manual for the Fiji Financial Education Curriculum Development Project has been granted by Premila Kumar, Chief Executive Officer, Consumer Council of Fiji.

Full contact details for the Consumer Council of Fiji are referenced on page 99.

Template 4: Consumer Complaints Form



CONSUMER COUNCIL OF FIJI
MAKING CONSUMER VOICE COUNT

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Complaints Form

COMPLAINANT'S DETAILS

Full Name *

Address

Residential *

Postal

Contact Details

Telephone *

Mobile

Other (e.g., next of kin, relative, etc.)

Other Contacts

Email

Fax

Occupation

Age
 Under 18 18-25 26-35 36-45 46-55 56+

Place complaint lodged
 Suva Lautoka Labasa

Our Work

- Campaigns
 - RESTAURANT HYGIENE CAMPAIGN
 - WHO PAYS, WHO PROFITS, WHO LOSES
 - EXCLUSIONARY NOTICES
 - SAY NO TO EXCLUSIVE DEALINGS
 - MARKETING OF JUNK FOOD
- [Complaints](#)
 - [Complaints Form](#)
- Outreach and Education
- Legislations
- Consumer Protection Agencies
- World Consumer Rights Day
 - Consumers For Fair Financial Services
 - Our Money our Rights : Fighting for Fair Financial Services
- Consumer Advice
- Prices of Products

RESPONDENT'S DETAILS

Full Name

Address

Residential

Postal

Contact Details

Telephone/mobile

Email

Date goods/service obtained *

Monetary value (\$\$\$)

Complaint Details *

ADDITIONAL CONSUMER INFORMATION

Have you hired a lawyer?
 Yes No

Have you complained to the Respondent?
 Yes No

Do you understand the Council complaints handling procedures and options explained to you by the complaints officer?
 Yes No

Do you understand that the Council does not promise nor guarantee a positive or successful mediation or complaints outcome?
 Yes No

Do you understand that there are other agencies with enforcement powers who may/can assist you if need be?
 Yes No

General Comments

FAMILY ASSETS AND LIABILITIES

Class 7 / 8

Lesson Overview

In this activity, students will meet Ranjeet and Avinesh again. Ranjeet is first introduced in the Class 3 / 4 resources. Avinesh is first introduced in a lesson from the Class 1 / 2 resources and again in the Class 3 / 4 resources and Class 5 / 6. They are now aged 12 and they want to learn about their families' assets, liabilities and net worth (wealth).

In this activity, students will read about and compare Ranjeet and Avinesh's families' finances, and present a Household Statement of Financial Position for each family. The students will also investigate the benefits and costs of credit and understand what might be good debt and bad debt for households.

Students will recognise that people bring different values, knowledge and personal judgments to financial decisions.

Please note: This unit is the most challenging in the lesson series. Please read the notes for the teacher on page 11- 'Resources' before commencing work on the unit.

Resources

- Template 1: Extracts from Class 3 / 4 and Class 5 / 6 resources
- Template 2: Ranjeet and Avinesh are now 12
- Template 3: Saving and Lending
- Template 4: Statement of Financial Position
- Template 5: Answers to Statement of Financial Position
- Template 6: Loan Contract and Cost of Debt
- Template 7: Mortgage Calculations and Cost of Debt- Answer
- Template 8: Mortgage Repayment Comparison
- Template 9: Compound Interest Example
- Template 10: Loan Examples and Conditions
- Template 11: The Consumer Council of Fiji
- Template 12: Unfair Law- Consumer Council of Fiji
- Template 13: Loan Checklist – Things to remember
- Template 14: Teachers' Background Information

Financial Learning Outcomes

Students will be able to:

- Describe family consequences from obtaining credit and getting into debt. (FLO 1)
- Give examples of and explain simple and compound interest. (FLO 2)
- Discuss how financial goal setting and planning can help households manage debt. (FLO 3)

Vocabulary

Household income, Asset, Saving, Liability (Credit), Net Worth, Wealth, Interest (cost of credit), Financial risks, Hire purchase, Insurance, Bank, Finance company, Money lender [Financial concepts use terms and language that are specific to the discipline of money and finance](#)

Cross Curriculum Links

Social science Class 7

Social organisation and processes – Families
 The strategic roles of families and households in society
 Time Continuity and change – The changing lifestyles
 Financial consequences of obtaining credit.

Social science:

Learning to live with change – Class 8

Concept ideas: Changes cause effects in the community, Simple and compound interest

Resources and Economic Activities – Class 8

Concept ideas: Income and spending commitments

Mathematics Class 7

Multiplication and division of decimals
 Percentages
 Problem solving
 Banking and interest

English

Develop financial competency – including a positive attitude to managing money
 Be confident with financial terms and concepts
 Oral English

Teaching and Learning Sequence

Statement of Financial Position

1. The teacher shares Ranjeet’s and Avinesh’s stories with the class, as summarised in Template 1: and continued in Template 2: Ranjeet and Avinesh are now 12. The students and teacher discuss the two financial positions and financial cultures in each of the households. Students predict potential financial consequences for each of the households. The Template is included in the lesson Scrapbook. (FLO 1) (FLO 3) *People bring different values, knowledge and personal judgments to financial decisions; Financial knowledge, skills and values are gained through real life experiences and in contexts that are real to students*
- The teacher explains/revises the following terms – household income, family assets, debt (credit), savings, interest, personal loan, hire purchase and insurance. Students with teacher support, give examples of these terms in the context of the families they know and from any financial stories read:
 - At what stage of life are the characters/people you are discussing?
 - How does a family get household income?
 - What assets might these families own?
 - What debt might they have?
 - What are savings, and what do people earn from having savings at the bank?
 - How might a personal loan be different from a mortgage (loan on a house)?

Teaching notes and ideas, and Learning Outcomes

The teacher maintains a Financial vocabulary wall chart and a lesson Scrapbook. New financial ideas are added to the Scrapbook and financial vocabulary is added to the Financial vocabulary wall.

Assess students prior knowledge of the financial terms and concepts presented.

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

<ul style="list-style-type: none"> • What might people purchase using hire purchase? • Why do people take out insurance? • Students develop a definition and/or an explanation for each of the financial words above and place them on their Financial vocabulary wall. In the lesson Scrapbook, students record the role and responsibility families have around household income. <ul style="list-style-type: none"> • How does household income influence household assets and liabilities? • The teacher introduces Template 3: Savings and Lending to show students how money flows from saving customers at the bank to lending customers for mortgages and personal loans. <ul style="list-style-type: none"> • The teacher explains the Ranjeet's and Avinesh's households would have been savers/saving customers for their house deposit, then borrowers when they purchased their house. Explain that the cost of borrowing is the interest customers pay to the bank, and the bank's cost of using other people's savings is the interest rate it pays to its saving customers. Interest can be calculated using either the simple or the compound interest methods. This will be explained as the lesson develops (FLO 2) • The teacher shows students a blank Statement of Financial Position, Template 4: Statement of Financial Position and explains that it tells a story about what each household is worth. The teacher may wish to revise the contents and format of this Statement through Tomu's Statement of Financial Position, in the Class 5 / 6 activity, 'Tomu's New Bike. • Using the information in Template 2: Ranjeet and Avinesh are now 12, students fill in the numbers to prepare two Household Statements of Financial Positions, one for Ranjeet's family and one for Avinesh's family. They compare their answers to those in Template 5: Answers to Statement of Financial Position. The teacher explains how these two statements tell two different financial stories. Add these two financial stories to the lesson Scrapbook. <i>Financial tools assist critical thinking and help people bring together the financial knowledge and values to make an informed decision.</i> • By comparing both stories, as expressed through the financial statements, the students draw conclusions about each household's finances and net worth (wealth). Students also begin to draw conclusions about having debt. (FLO 3) <i>People bring different values, knowledge and personal judgments to financial decisions.</i> • The students consider and predict how much they think each household would be paying in interest and loan payments each month from their household income. (FLO 1) 	<p>Money <i>Give examples of when interest is incurred</i></p> <p>Families have a role and responsibility to earn and manage household income.</p> <p>Managing personal and household finances is a strategic role of families in their society. It promotes personal, family and society well-being.</p> <p>Net worth is an accounting term that describes the difference in value between assets and liabilities. Assets are typically recorded at cost price. Wealth is a broader concept where typically market values of assets are used for this calculation. Net worth is an indicator of wealth.</p> <p>Hire purchase loans are generally financed through finance companies.</p>
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Calculating the cost of debt and financial risk

2. In Avinesh's story, Avinesh's mother often says that we cannot really afford some of the 'wants' the family has. Avinesh is curious to compare how much monthly interest and loan repayment each family pays from household income. He can see by comparing the Statements of Financial Positions that his family has a lot more debt than Ranjeet's family. (FLO 3)
 - The teacher explains that working out the cost of debt and the monthly repayments is a hard calculation, as it includes calculating interest owed on monthly balances. This is compound interest. However, many banks supply a mortgage calculator so that if someone knows the total debt, the interest rate, the regularity of payments, and how long the loan is for, it is easy to calculate the monthly payments. *Financial tools might include budgets, accounting records such as bank statements, cash books, balance sheets, and mortgage/savings/interest calculator, etc.*
 - As a whole class group, complete the first table- Template 6: Loan Contract with Lenders and Cost of Debt, filling in the relevant information from the story as below. Discuss with students the two types of loans used by the families and the interest rate charged for each. Why might they be so different? Add this completed table to the lesson Scrapbook as it is part of the financial story of both of these households.

	Ranjeet's family mortgage	Avinesh's Family mortgage	Avinesh's family HP/Personal loan
Interest rate - mortgage	9.5%	9.5%	
Interest rate – other loans			19.5%
Hire purchase plus loan amount	\$20,000	\$60,000	\$4,000
Term of Loan	20 years	25 years	2 years

- The teacher shows the students the mortgage calculations for Ranjeet's and Avinesh's families- Template 7: Mortgage Calculations and Cost of Debt (Answer). FLO 1) (FLO 2) The calculations have been completed using a mortgage calculator tool from a bank website. *People use financial tools to help them make financial decisions and achieve financial goals; People need financial knowledge, skills and values to be empowered to make informed financial decisions.*

Families have a role and responsibility to earn and manage household income.

A mortgage is secured on the property, the house in this case. If the loan payments are not paid, the bank takes ownership of the house.

A personal loan has a much higher interest rate, as it is generally not secured on an asset. It has a higher risk to the lender. Banks give fewer personal loans and often people will go to a Finance Company or a Money Lender. Real interest rates, which include fees and other charges, often exceed 50 percent interest.

Loan repayment figures can also be calculated from a mortgage calculator.

<http://qsuper.qld.gov.au/members/formstools/calculators/watchsavingsgrow.aspx>

Credit Identify some financial consequences of obtaining credit

Using the information from the mortgage calculator, the class complete the second table Template 6. Total repayment of debt plus interest for Avinesh's and Ranjeet's households. Add the completed worksheet to the lesson scrapbook.

Total repayment of debt plus interest for Avinesh's and Ranjeet's household		
Number of months/payments	Monthly payment \$	Total payment including interest \$
Ranjeet's household:		
240 payments	186.43	44,743.20
Avinesh's household:		
24 payments	202.61	13,372.08
300 payments	524.22	209,688.00

- How much will Ranjeet's family pay in total after 20 years of monthly repayments? How much will Avinesh's family pay in total after 20 years for the mortgage monthly repayments?
- How much will Avinesh's family pay for the personal loan and hire purchase after 2 years of monthly repayments?
- Does this seem a lot of money in the case of Avinesh's family? Explain to students that the cost of debt can become very expensive over time, especially if the interest rate is high
- Where else might Avinesh's family go to borrow more money? What role do financial companies and moneylenders have in Fiji's society and why do some people use them? What do loans from moneylenders cost? What fees and other charges do they have in addition to the interest rates? (FLO 2) [People need financial knowledge, skills and values to be empowered to make informed financial decisions](#)
- The teacher makes a poster of a range of monthly household income figures for a family in an urban and/or rural area and shares it with students. For example:
 - Monthly average household income for people engaged in casual work
 - Monthly average household income for people in qualified trades
 - Monthly average household income for people in a professional household
 - The class discuss the range of work people might do in these categories. How might household income change if both parents contribute to household income?
- The teacher creates a discussion around both families' household debt by asking a range of questions. For example:
 - How much is Ranjeet's family paying per month for

Money
Explain the concepts of simple and compound interest

Simple Interest
is paid only on the original principle.

Compound interest
is paid on both the principle and the interest. In the case of savings, this is beneficial, in the case of unpaid debt it is 'very expensive'.

Continue to add key concepts, supported by examples, to the lesson Scrapbook

Credit
Identify some consequences of getting into debt

Income
Compare income, spending commitments and life-styles at different stages of life

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

<p>housing from its household income? Can this be a risk to the family given the possible income figures above? Which household do you think might have less financial risk? (FLO 1) (FLO 3)</p> <ul style="list-style-type: none"> • How much is Avinesh’s family paying per month for housing and personal loans? Can this be a risk to the family given the income figures above? Why? (FLO 1) • What is the difference in interest rate between Avinesh’s family’s personal loans and hire purchase, and the mortgage interest rate? Why do you think there is a big difference? In Fiji, is 19.5 percent a high interest rate for borrowing money? The teacher might explain examples of different interest rates on loans for say 1 year from a range of lenders, for example, bank, personal loan, hire purchase, money lender • Are the financial risks the same for each family or different? What else do you really need to know before you can assess the family’s financial risk? (Family income, number of children, etc.) (FLO 1) Financially competent people build both personal and community financial security • If a family does not own their own home, what do they pay for housing? Does this increase or decrease financial risk? <ul style="list-style-type: none"> • The teacher shows the students’ Template 8: Mortgage Repayment Comparison. Discuss with students the financial consequences of extending a loan such as a mortgage over a longer period of time e.g. <ul style="list-style-type: none"> • How much interest does Family A pay over the 10 year term of the loan? • How much interest does Family B pay to loan the same amount of money as Family B over the 20 year term of their loan? • Why might a family choose to take a loan over a longer period when the interest paid will be greater than over a shorter term? • What are the financial benefits to a family of increasing the monthly payments over the term of a loan? <p><i>Compound Interest</i></p> <ul style="list-style-type: none"> • The teacher asks students to consider the consequences of taking on, say, a \$4,000 personal loan and not making any monthly repayments. This is of concern to Ranjeet and Avinesh as they have heard about how expensive it is to pay interest on interest owed – compound interest. They want to know how that can work against you when you don’t pay off your debt! <p>The teacher explains to students that compound interest is paid on the original principle, (amount borrowed, and on the accumulated unpaid interest). Show students Template 9: Compound Interest Example for a \$4,000 loan at an interest rate of 19.5 percent, which the borrower irresponsibly does</p>	<p>facts logically.</p> <p><i>Give examples of when interest is incurred</i></p> <p><i>Credit</i> <i>Identify some financial consequences of obtaining credit</i></p> <p><i>Money</i> <i>Explain the concepts of simple and compound interest</i></p> <p>Compound interest is paid on both the principle and the interest. In the case of savings, this is beneficial, in the case of unpaid debt it is ‘very expensive’.</p>
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<p>not even begin to pay off.</p> <ul style="list-style-type: none"> • What would the financial consequence for this borrower be after two years if they did not pay back any of the loan? How much would the debt now be worth, i.e. how much would they now owe after two years? • What might the lender have done before it got to this situation? • Why might a moneylender put in the clause of paying interest weekly or fortnightly? How does this affect the compounding interest? What might a moneylender do if the loan is not paid back? <p><i>Simple interest</i></p> <ul style="list-style-type: none"> • The teacher explains to the students that for simple interest, interest is charged annually, and therefore does not 'compound' every month. • If the interest rate is 19.5 percent of \$4,000 how much interest would this be for one year? (Answer, $\\$4,000 \times 0.195 = \\780) • By reading from the chart in Template 9, how much is the interest after 12 months, for a compounding interest? (Answer, $\\$4,852 - \\$4,000 = \\$852$) If you are borrowing money, which is the cheapest, simple interest or compound? 	<p>Simple Interest is paid only on the original principle.</p>
<p>Good and bad debt, and the consequences</p> <p>3. The teacher asks students to consider all the things a family might want to borrow money for and have students make a list of their ideas.</p> <ul style="list-style-type: none"> • The teacher and students talk about a range of loan advertisement extracts from Template 10: Advertisement Extracts from the Web. Students consider who might access these loans and why. <ul style="list-style-type: none"> • What do you think the loans might be for in each of the advertisements? Which loans do you think will have very high interest rates? Why? • Which loans sound a bit dodgy to you? Why? • Which loans do you think might support good debt, and which ones bad debt? • Which loans do you think might have lots of hidden charges? • The Consumer Council of Fiji provides information to borrowers to help them avoid signing up for bad debt. Have students look through the advice that they are currently providing to families. Students take notes when they think it would be 'good advice' to share with others, including their family. (FLO 3) See Template 11: Consumer Council of Fiji. • Have students consider the financial risks of missing a mortgage payment. See Template 12: Unfair Law – Consumer Council of Fiji. 	<p>Credit <i>Identify some financial consequences of obtaining credit</i></p> <p>Credit <i>Identify some consequences of getting into debt</i></p> <p>Bad debt is debt that you cannot afford to pay back. Loans that have very high interest rates are often a result of a bad budgeting and debt decisions.</p> <p>Financial risks <i>Give examples of ways to manage and minimise risks to individuals, families and communities, e.g. seek investment advice from reliable persons</i></p>

<ul style="list-style-type: none"> • Template 13: Loan checklist – things to remember, sets out ideas of how to reduce credit risk and distinguish between good and bad debt. The teacher shares those that are appropriate to students at this stage of their learning. Students create their own poster of good ideas to check for before taking out a loan. (FLO 3) • Who would be the best person/s to seek reliable financial advice from in your community? <i>Good financial decisions bring about the most benefits relative to the risks</i> 	<p>Find examples of additional charges, fees, and regulation covering loan agreements in the newspaper and/or on the internet.</p> <p>The Consumer Council of Fiji has free Debt Management and Consumer Credit Advisory Services available for those who need assistance with debt management.</p>
<p>Reflection and Discussion</p> <p><i>Financial concepts use terms and language that are specific to the discipline of money and finance</i></p> <ol style="list-style-type: none"> 1. Where does the money come from that people borrow? 2. How is simple interest calculated? How is compound interest calculated? 3. Who lends money in Fiji? How and why do their interest rates and charges vary? 4. Why might someone borrow money at a very high interest rate? Who do you think this lender might be? What might be the consequence for the borrower? 5. How would you describe bad debt? How would you describe good debt? What is the consequence of bad debt? 6. What is the biggest loan that families normally have? How might a family's income influence that debt? 7. What other choice does a family's have for housing if they do not want to go into debt to buy a house? 	<p>Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically.</p> <p><i>Financial planning Give examples of how financial planning can help you achieve your personal and/or family goals.</i></p>
<p>Assessment Activities</p> <p>Mathematics</p> <ol style="list-style-type: none"> 1. Check students' abilities to understand and solve mathematical problems and interpret numbers. <p>English</p> <ol style="list-style-type: none"> 2. Check students' understanding of the terms used. Check students' abilities to interpret and tell stories from financial information. Assess students on the correct use of vocabulary, sentences, and pronunciation. <p>Social science</p> <ol style="list-style-type: none"> 3. Look for: <ul style="list-style-type: none"> • understanding of the role and responsibilities of households/families to earn and manage income. • positive attitudes towards earning, spending, saving and sharing income. • positive attitudes towards taking on and managing household debt • an awareness of the consequences of debt. 	

Linking Financial Education to the home

- Students show their parents how they could prepare a Statement of Financial Position for their family.
- Students share with their family their ideas for a loan checklist to help families avoid bad debt.

Template 1: Extracts from Class 3 / 4 and Class 5 / 6 resources

Extract Class 3 / 4

- The teacher reintroduces the character Ranjeet to the class and reminds students of the following information about them:
 - Ranjeet is eight years old
 - Ranjeet's mum believes that Ranjeet will only learn financial things if he practices now.
 - Ranjeet receives a weekly allowance of \$10.00 for helping around home and from that money he is expected to pay for some of his expenses, give to church and to keep a little for himself to spend or save.
 - Ranjeet has a Money Box where he keeps cash and he also has a Savings Account at the bank.
 - Ranjeet's mother has taught him to prepare a cash budget and has explained that this shows he has financial goals.
 - Ranjeet wants to share his budget with the class.
- The teacher reintroduces the character Avinesh to the class. The teacher shares the following background information:
 - Avinesh is not very good with money and his mother is worried.
 - Avinesh receives a weekly allowance but does not help around the house to earn the money.
 - Avinesh's mother decides to record what her son does with his money over three weeks. She writes down the information in a cash book.

Extract Class 5 / 6

Two years later

- Avinesh hasn't been keen to carry on keeping financial records of his income and spending, but his mum still gives him the same amount of pocket money to spend.
- Ranjeet's mum has increased his allowance by one dollar per year for the last two years to encourage him to save up for things that he wants. By giving Ranjeet pocket money, she likes to teach him better money habits and financial understandings such as managing money, earning an income, saving money, spending money, and making his savings grow.

Template 2: Ranjeet and Avinesh are now 12

Ranjeet's Story (31st March, 2012)

Ranjeet's mum has given him good financial advice since he was little and he is now skilled at planning his spending in a budget and keeping his weekly cash book. Ranjeet thinks that these financial tools help him to achieve his financial goals, and it makes him feel confident and happy about himself. Ranjeet has been learning about debt at school and is becoming curious about the debt his family has. Ranjeet wants to know more about that debt and its cost, as he knows that too much debt can be a financial risk for the family. He wants to be financially competent and responsible when he grows up.

Ranjeet prepares questions to find out about his parents' assets and liabilities so that he can calculate the family's net worth, and the amount of repayments his family pay from household income each month for household debt.

In answering the questions, his mother tells Ranjeet that the household contents, for example, the furniture and other household items are insured for \$10,000 and the house mortgage is for 20 years paying interest of 9.5 percent to the bank. His mother also explains that they paid \$100,000 for the house, and had saved \$80,000 for the deposit. His mum does not tell him how much the family pay each month for the mortgage.

Ranjeet asks you to help him record the family's assets and liabilities in a Statement of Financial Position that he learned about in the activity Tomu's New Bike, Class 5 / 6 Financial Education Resources.

Avinesh is also curious about his parents' debt as he sometimes hears his Mother say that we cannot really afford the petrol for the boat, and the extra treats he asks for at the supermarket. He does not really understand why his friend Ranjeet seems to have lots of treats and holidays and he does not. Avinesh is curious to know how much the house and boat are worth, and he notices that they have some nice furniture compared to his friends.

After learning about debt at school, he is also curious about the debt his family has and at first his parents are reluctant to give him the information he needs. Avinesh explains to them that he would learn from talking about this information and that it would help him make better financial decisions as he gets older. Again, Avinesh asks his mum how much the boat and household items are insured for. She says it is \$2,000 for the boat and \$5,000 for the furniture. The house cost \$80,000 and the mortgage is \$60,000. Avinesh's mum says that the mortgage interest rate is 9.5 percent and has to be paid off by 25 years. She adds that the boat was bought using a 2 year personal loan and \$2000 of the furniture is on hire purchase for 2 years, both with an interest rate of 19.5 percent. All debt payments are monthly.

Avinesh also asks you to prepare a Statement of Financial Position.

Template 3: Saving and Lending



Template 4: Statement of Financial Position

Ranjeet's family's Statement of financial position as at 31st March 2012		
	\$	\$ total
Assets		
House		
Household items		
<i>Total Assets</i>		
Less Liabilities		
Loan - Mortgage		
<i>Total Liabilities</i>		
Net worth		

Avinesh's family's Statement of Financial Position as at 31st March 2012		
	\$	\$ total
Assets		
Boat		
Household items		
House		
<i>Total Assets</i>		
Less Liabilities		
Personal loan		
Hire purchase		
Loan - Mortgage		
<i>Total Liabilities</i>		
Net worth		

Template 5: Answers to Statement of Financial Position

Ranjeet's family's Statement of financial position as at 31st March 2012		
	\$	\$ total
Assets		
House	100,000	
Household items	10,000	
<i>Total Assets</i>		110,000
Less Liabilities		
Loan - Mortgage	20,000	
<i>Total Liabilities</i>		20,000
Net worth		90,000

Avinesh's family's Statement of financial position as at 31st March 2012		
	\$	\$ total
Assets		
Boat	2,000	
Household items	5,000	
House	80,000	
<i>Total Assets</i>		87,000
Less Liabilities		
Personal loan	2,000	
Hire purchase	2,000	
Loan - Mortgage	60,000	
<i>Total Liabilities</i>		64,000
Net worth:		23,000

Template 6: Loan Contract and Cost of Debt

Loan contract with lenders	Ranjeet's family mortgage	Avinesh's family mortgage	Avinesh's family Hire purchase plus personal loan
Interest rate - mortgage			
Interest rate – other loans			
Loan amount			
Term of loan			

Total repayment of debt plus interest for Avinesh's and Ranjeet's household		
Number of months/payments	Monthly payment \$	Total payment including interest \$
Ranjeet's household:		
240 payments		
Avinesh's household:		
24 payments		
300 payments		

Template 7: Mortgage Calculations and Cost of Debt (Answer)

Ranjeet's family – mortgage

Mortgage amount: \$
 Mortgage term: years or months Interest rate: % per year
 Mortgage start date:
 Monthly Payments: \$

Avinesh's family – Personal loan and hire purchase

Mortgage amount: \$
 Mortgage term: years or months Interest rate: % per year
 Mortgage start date:
 Monthly Payments: \$

Avinesh's family – mortgage

Mortgage amount: \$
 Mortgage term: years or months Interest rate: % per year
 Mortgage start date:
 Monthly Payments: \$

The Cost of Debt - Answer

Total repayment of debt plus interest for Avinesh's and Ranjeet's household

Number of months	Monthly payment \$	Total payment including interest \$
Ranjeet's household:		
240 payments	186.43	44,743.20
Avinesh's household:		
24 payments	202.61	13,372.08
300 payments	524.22	209,688.00

Template 8: Mortgage Repayment Comparison

What is the cost of extending a home loan over a longer period of time?

Family A	
Amount borrowed	\$60,000
Type	Fixed
Interest rate	9.5%
Frequency of payments	Monthly
Term of loan	10 years
Monthly payments	\$776 per month
Total paid (principal plus interest)	\$82,718
Interest paid	\$22,718

Family B	
Amount borrowed	\$60,000
Type	Fixed
Interest rate	9.5%
Frequency of payments	Monthly
Term of loan	20 years
Monthly payments	\$559 per month
Total paid (principal plus interest)	\$100,753
Interest paid	\$40,753

If Family A increased their monthly payment to \$971.00, they would save \$10,448 over the term of the loan.

If Family B increased their monthly payment to \$700.00, they would save \$33,473 over the term of the loan.

Template 9: Compound Interest Example

Principal \$4,000. Interest rate 19.5 percent per annum, calculated monthly.

Year 1 Month ending	Principal at start	Monthly interest compounding	Principal and compound interest
Year 1, January	4,000	65	4,065
Year 1, February	4,065	66	4,131
Year 1, March	4,131	67	4,198
Year 1, April	4,198	68	4,266
Year 1, May	4,266	69	4,336
Year 1, June	4,336	70	4,406
Year 1, July	4,406	72	4,478
Year 1, August	4,478	73	4,551
Year 1, September	4,551	74	4,625
Year 1, October	4,625	75	4,700
Year 1, November	4,700	76	4,776
Year 1, December	4,776	78	4,854

Year 2 Month ending	Principal at start	Monthly interest compounding	Principal and compound interest
Year 2, January	4,854	79	4,933
Year 2, February	4,933	80	5,013
Year 2, March	5,013	81	5,094
Year 2, April	5,094	83	5,177
Year 2, May	5,177	84	5,261
Year 2, June	5,261	85	5,347
Year 2, July	5,347	87	5,433
Year 2, August	5,433	88	5,522
Year 2, September	5,522	90	5,611
Year 2, October	5,611	91	5,703
Year 2, November	5,703	93	5,795
Year 2, December	5,795	94	5,889

Interest figures are rounded up if the decimal is 0.5 or higher, and rounded down if the decimal is 0.4 or lower.

Template 10: Loan Examples and Conditions

<p><u>Unsecured loan (Money lender)</u> Any amount typically above \$20 – up to \$15,000. 20- 25% interest per fortnight Repayment is in full at the end of fortnight or end of week (depending on your pay cycle) Some lenders require an individual to hand over their debit card and in some instances the PIN number for the card.</p>	<p><u>Residential loans- (owner occupied)</u> Maximum repayment 25 years. Client must be over 21 years of age. 20% deposit. Interest rates:</p> <ul style="list-style-type: none"> • 6 months fixed- 5.25%, variable interest applies thereafter • 1 year fixed- 5.5% variable interest applies thereafter • 2 years fixed interest- 5.75%, variable interest applies thereafter • Variable interest is 6.95%
<p><u>Secured personal loan (Bank)</u> Borrowing- any amount Repayment- Between 1 – 5 years Interest rate 15%</p>	<p><u>Unsecured personal loan (Bank)</u> Maximum borrowings of \$3000 Must be an existing customer of the bank. Repayment is over one year term. Interest rate 15%</p>
<p><u>In- Store Credit Card</u> Pre-approved spending limit Purchases only from the company’s chain of outlets 2.1% monthly interest on purchases 3.25% monthly interest on outstanding amount Spending range from \$200 to \$5,000 for individuals. Option of higher maximum limit on presentation of pay slip and ID.</p>	<p><u>Car Finance (Bank A- new cars only)</u> Interest rate of 13.5% Restricted for personal purposes only. Applicant must be over 21 years of age. Vehicle must not be more than 10 years old. Minimum loan is \$5000. Maximum available is 75% for vehicle less than 3 years old (25% contribution) and 55% for vehicles more than 3 years, but less than 10 years old (45% contribution).</p>
<p><u>Car Finance (Credit Institution)</u> Restricted for personal purposes only. Applicant must be over 21 year of age. Amount lent dependent on ability to repay. 80% of the vehicle cost loaned if able to demonstrate ability to repay. Maximum of 5 years on a new vehicle. Vehicle is used for security, Customer must make insurance arrangements separately.</p>	<p><u>Credit Card A (Bank)</u> 19.5% interest per annum. Government levy of 2% per month. Finance charges for non-payment of monthly outstanding. Maximum limits range from \$1000 to \$15000. \$50 joining fee. \$50 per annum for the benefit of having a card.</p>

Template 11: The Consumer Council of Fiji

Consumer Council of Fiji
www.consumersfiji.org



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20th December 2011 Press Release

'Read Before You Sign'

To enable consumers to make informed and wise decisions, the Consumer Council of Fiji has launched "Read Before You Sign' campaign' today. Through this campaign, the Council would be educating and advising consumers to fully understand the cost of borrowing before taking loan. The aim is to empower consumers of their rights and responsibilities before accessing goods and services on credit. This campaign also urges consumers to demand for pre-disclosure before buying goods on credit.

Many consumers have suffered by losing their entire lives savings simply because they failed to read, analyse and understand their credit contract before signing it. It was too late for many when they realised what had happened. Consumers' ignorance and irresponsible attitude is also a contributing factor to their credit sorrows which leaves them with a bad credit history.

An assessment of complaints lodged with the Council on credit services shows that many consumers do not understand their rights and responsibilities when borrowing credit or taking goods on credit. Despite this, they blindly sign the contracts.

Thus, the need for this campaign is now more than ever especially during such festive season when consumers access goods on credit due to tempting advertisements where consumers can take white goods home without paying a cent under "Zero Deposit".

The campaign launched under Council's AusAID funded project hopes to promote and encourage a holistic change in the way consumers borrow and manage their money. The Council will be heavily focusing on this in the coming weeks.

Premila Kumar
Chief Executive

Accessed from: <http://www.consumersfiji.org/>

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Full contact details for the Consumer Council of Fiji are referenced on page 99.

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Regulate hire purchase sector: Council

Thursday, December 29, 2011



The Consumer Council of Fiji is calling on the Commerce Commission to look into the hire purchase sector.

Chief Executive, Premila Kumar told FBC News this is a sector which should be regulated as a large number of people buy goods on hire purchase.

She says the Consumer Credit Act is another area which should be looked at.

Kumar says they are working on a report with recommendations on what changes should be brought in.

"We are looking at the consumer credit act what protection is there for the consumers looking at the practice is the protection what is being proposed in the consumer credit act sufficient or its not sufficient - so if it's not sufficient what changes are required so we looking at this sector in totality and we are compiling a report which will have recommendation as to what changes are require".

She says they have received complaints that certain companies charge up to 50% interest on credit terms.

The Commerce Commission is expected to comment later.

Source: Radio Fiji One
NA DOMOIVITI
NA VOQA NI VEI YANUYANU

Accessed from: <http://www.consumersfiji.org/>

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Think twice before taking a loan for school needs

11/01/2012 13:19

The Consumer Council would like to advise all consumers to be very cautious if they are thinking of taking a bank loan to meet the demands of new school year.

With so many flashy and attractive promotions on various types of loans currently advertised by financial institutions, many consumers would be tempted to take one. However the first question consumers should ask themselves is if they really need to take a loan? Loans come at high costs and consumers need to seriously consider whether they can afford the repayment and high interest rates while at the same time maintaining essential payments like utility bills, rent, food, etc. Consumers who take loans and fail to meet their payment obligations have more to lose as their hard-earned money is lost in penalties and other costs, not forgetting the dent on their credit status.

Real-life cases handled by the Consumer Council reveals that many defaulters end up in an everlasting debt cycle where some unfortunate consumers ultimately end up losing their homes and other items taken as collateral for their loans.

One can easily be trapped in such a situation if one is not careful. You may take a loan if you are in **genuine** need and have a solid repayment plan. Many consumers often take loan without analysing how the debt will be repaid. Consumers need to seriously consider their income levels and other essential costs. And those who have taken loans need to ensure their jobs are secured or that they work hard to gain higher-paying employment.

Consumers must be fully aware of the consequences of taking secured and unsecured loans. A secured loan is always attached with goods, property or investment that will be taken away shall the borrower fail to repay the borrowed amount. An unsecured loan is usually offered as "personal loans" in small amounts but at a high interest rate.

Consumers must always take into account the interest rate that comes with any type of loan. They must be mindful of the duration of the loan because the more time taken to repay the loan means more money is paid as interest.

Taking loan on a mortgaged property is a not a good idea. In fact every effort should be made to clear the home loan rather than taking more loans against your home loan. The Council is aware of a case where a home loan of \$115,000 has ballooned into a loan of \$300,000 because of irresponsible lending where the consumer was offered loans for holiday, renovation etc. The consumer, a single breadwinner is now in a very difficult situation as he struggles to pay off the loan being a single earner.

The Council therefore advises consumers to consider loan option carefully.

Premila Kumar
Chief Executive

Accessed from: <http://www.consumersfiji.org/>

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April 11, 2011 PRESS RELEASE www.consumersfiji.org

Council to critically examine hire purchase market in Fiji

The Consumer Council of Fiji is in the process of conducting a comprehensive survey to establish the problems faced by the consumers when buying goods and services on hire purchase (HP). This is because of the large number of complaints received on HP. In the past four years, Council has received 225 complaints on HP. This does not include complaints registered with other authorities or those that are never officially lodged because of consumers' lack of awareness.

HP has consistently featured in the top ten most recurring complaints received with the Council annually. Consumers use HP to buy major items such as cars, furniture, computers, electrical goods etc. Shops selling goods on HP make it look easy and affordable- consumers make a small deposit (in most cases just a dollar), take home the item and continue paying monthly instalments.

An assessment of complaints received by the Council shows that majority of the credit problems are because consumers lack understanding of their when borrowing from credit providers. Lack of understanding of the implications of credit contracts, over committing to credits and unable to make repayments and unaware of their protection under the Consumer Credit Act 1999 and Regulations 2009 (law covering HP in Fiji) are some of

the common problems faced by the consumers. Other issues are where some HP companies in Fiji are not aware of their responsibilities under the Consumer Credit Act which causes dispute.

The Council under its AUSAID project "*Consumer Financial Protection & Building Credit Competency for Vulnerable Groups*" will look at strengths, weaknesses and deficiencies in the HP provisions of the Consumer Credit Act and suggest ways to improve consumers' ability to obtain a credit facility in a just and fair manner.

Council will also develop resource materials to educate consumers relying on HP to build their assets. The resource materials will include case studies to highlight consumer problem and protection available under the Consumer Credit Act. Some of the particular aspects the Council will look at in relation to HP are:

- To see if credit providers are transparent while providing accurate and full information as part of good faith disclosure under the laws;
- The penalty provision for late payment and how the consumer is protected from unfair foreclosure or seizure of properties; and

We will target consumers in both urban and rural areas however particular attention will be given to those in villages, squatter settlements and outer island communities. There will also be workshops and seminars designed for specific target groups such as women who manage household income.

Council has received AUD 150,000 (approx F\$273,930) which will be used in empowering consumers with knowledge on credit such as HP, loans and mortgage and with that of other complex financial products and services so that consumers are able to make informed choices while accessing these products. Currently, the first phase of the project, which includes reviewing the Consumer Credit Act 1999 and Regulations 2009 and developing resource materials on this in simple language-, is being undertaken. Council expects to start its massive awareness campaign on credit competency in the next few months

Premila Kumar
Chief Executive

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July 6, 2012.

Council Launched Debt Management and Consumer Advisory Services

The Consumer Council of Fiji under the AusAID project titled “Consumer Financial Protection and Building Credit Competency for Vulnerable Groups” has launched its first ever pilot program on Debt Management and Consumer Credit Advisory Services on 13th September 2011 at JJs on the Park. It is envisaged that this new service offered by the Council will empower consumers to borrow and manage debt wisely. Consumers are also made aware of how the Consumer Credit Act protects them when they purchase home loans, car loans, or other goods on hire purchase.

The aim of this initiative is to assist consumers who are in debt by giving advice on their current financial problems, help them to reorganize their finances so that they are in a better position to pay their debts without sinking deeper into financial crises.

The Council, for instance, draws up a workable budget which ensures loan accounts and other priorities do not fall into arrears. Although the service had a slow start, it picked up in 2012 with constant advocacy. The majority of those who knocked the Council’s door for assistance came to learn about the free program through newspaper articles and radio programs. There are many who only seek advice and this is effectively dealt with at the Council.

Since it is a pilot project, this service will only be available to the consumers residing in the central division.

There are a number of consumers out there who are still sitting back and not discussing their problems with anyone. This attitude pushes them deeper into debt as they fail to access any form of remedy to effectively manage debt. At the end of the day, the Council’s Debt Management program helps the borrowers to manage their debts. The Council urges other consumers, struggling with debt situations, to come forward and seek professional advice from it.

**Premila Kumar
Chief Executive**

Accessed from: <http://www.consumersfiji.org/>

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Template 12: Unfair Law – Consumer Council of Fiji

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Call for review of law

Tevita Vuibau
Tuesday, December 13, 2011

THE Consumer Council of Fiji has called for a review of what it calls unfair mortgage sale laws.

The call came as the council ran a workshop to educate referees of the small claims tribunal on consumer protection laws.

Council chief executive Premila Kumar said the system in Fiji put the consumer at a disadvantage.

"Currently the system in Fiji is under the consumer credit act if you miss one month payment on a home loan or mortgage, the bank has the right to demand the full amount of the home loan," explained Mrs Kumar.

"So for instance if the one month payment is \$3000 and I default on that payment, and the full home loan is \$300,000, how will I possibly be able to pay off the loan, and that is why you see a lot of homes going to auction," said Kumar.

She said in order for consumers to prove they were facing genuine hardship, they would have to go to the courts who in turn would go to the banks to report their findings.

Mrs Kumar explained there was a difference in the way the law operated in other countries.

"In other countries like Australia and New Zealand, the system is the other way around, the banks must go to the courts to prove they had given the consumer every opportunity to pay off the mortgage and only then can the house be auctioned off," said Mrs Kumar.

Mrs Kumar said while it wasn't always the case that banks took advantage of the acceleration clause, it was still time for a review of the laws.

"The decisions regarding the mortgagee laws should not just be subjective but governed by proper laws," said Mrs Kumar.

[+ Enlarge this image](#)



An aerial view of a Suva suburb. The Consumer Council of Fiji has called for a review of mortgage sales law in the country. Picture: Fiji Times File

Accessed from: <http://www.fijitimes.com.fj>

Permission to publish this article in the Class 7/8 Teachers' Manual for the Fiji Financial Education Curriculum Development Project has been granted by Fred Wesley, Editor In Chief, Fiji Times Ltd (4th June, 2012)

117 Victoria Parade, Suva, GPO Box 1167, Suva, Fiji

Phone: (679) 330 4111 **Fax:** (679) 330 2011 **Website:** www.fijitimes.com.fj

Template 13: Loan checklist – Things to remember

People have choices; no one is forced to take on debt

1. Does the loan advertisement seem too good to be true?

- Read the fine print.
- Check out the person/s behind the loan.
- Get references from others who have borrowed money from the same place.

2. Is what I want to buy or pay for a necessity or a nicety?

- If it is a want then I may want to consider saving up for it.
- If it is a want for someone else then I may want to consider the fact that I cannot afford to give it now.
- If I cannot afford it then it should be socially acceptable not to buy it.

3. Do I have other choices and or can I substitute?

- Go without the 'nicety'.
- Go without a necessity,
- Substitute with something else that I already have or will cost less. For example, bike to work instead of buying a car, or catch local transport.
- Reduce current spending until I get financially sorted.
- Find more work that pays an income.
- Seek help to budget my income.

4. Have I read the 'fine print' in the loan document?

- Will this be a legal contract? Do I understand the law around loan contracts?
- What will I lose if I cannot pay it back? My house? My car and furniture? My land?
- Will I have insurance in case of a disaster, natural or otherwise?
- Will I be taken to court? Can I go to jail?
- Will I be beaten up?

5. Do I still want to borrow money?

- How much deposit do I need to pay for the item? E.g., house deposit. If I cannot afford a deposit then can I afford the loan?
- How much will I be paying fortnightly? Can I afford this? How much risk is there of not being able to meet payments? Is my job secure, does my health allow me to continue at work, etc.?
- How much interest am I paying on the loan?

6. Am I borrowing from a reputable banker/financial organisation, moneylender who charge a fair interest rate?

- Who else can I ask about borrowing money from the organisation?
- Should I see a lawyer to help me read the fine print and make the decision?
- Should I seek financial budgeting help before making the decision?

Template 14: Teachers' Background Information

RESERVE BANK OF FIJI ECONOMIC FOCUS

Importance of Non - Bank Financial Institutions in Fiji

A commercial bank is usually the financial institution we deal with most often. People deposit and withdraw money everyday from the banks. However, they are not the only financial institutions that exist in our country. There are others, which are called Non-Bank Financial Institutions (NBFIs). When purchasing insurance from an insurance company, taking out an instalment loan on your new car from a finance company, buying a share of common stock with the help of a broker, or contributing to the pension fund with FNPF, you are dealing with NBFIs.

In our economy, NBFIs also play an important role in mobilizing financial savings. However, such institutions differ from commercial banks in that they are not authorized to accept demand deposits from the public that can be withdrawn by cheques. Overtime, this sector has grown tremendously, reflecting developments in the financial system and the process of financial innovation witnessed in the late 1980s and early 1990s.

In Fiji, NBFIs include credit institutions, insurance companies as well as the Fiji National Provident Fund. Collectively, NBFIs account for 63 percent of the total financial systems assets. Currently, there are 3 **licensed** credit institutions (LCIs) namely: Merchant Finance Limited, Credit Corporation (Fiji) Limited and Home Finance Company Limited. Non-licensed NBFIs include the Fiji Development Bank (FDB), Housing Authority (HA) and Unit Trust of Fiji (UTOF). There are 9 insurance companies¹ and 1 Fiji National Provident Fund. Basically, the LCIs operate to provide a range of services. While some are in the business of mostly financing purchases of machinery, equipment and vehicles, others engage mainly in providing mortgage lending for housing and other loans for personal purposes. Looking at the Non-Licensed NBFIs, the primary functions of these institutions vary, with FDB and HA⁶

focusing solely on lending and UTOF being an investment vehicle for its unit holders.

Similarly, insurance companies exist to provide protection against the occurrence of certain catastrophic events that could lead to large financial losses. Apart from accepting premiums to cover for such events, the dues paid by policyholders have also contributed to employment and income for the people of this nation. Relative to total assets of the financial system, the insurance industry accounts for around 9 percent.

The largest single NBFIs in the financial system as measured by asset size is the FNPF. It administers a superannuation fund to which employers and employees contribute, thus ensuring that workers have money when they retire at the age of 60. The FNPF accounts for more than \$2.8 billion or 42 percent of total financial system's assets and helps finance major projects and other business activities.

Apart from their principal activities, such institutions also buy or invest in shares with other stakeholders in the economy. This may range from investing in RBF Notes, Fiji Government bonds and other domestic securities that are currently available in the market. This is important as it ensures that NBFIs have a strong asset base to support its day-to-day operations as well as meet any obligations that may fall due.

The overall performance of the NBFIs has been satisfactory over the last 5 years. This is reflected in their profitability, as well as the expansion of their loan portfolio and asset base over the years. Through innovation, such institutions now compete more directly with banks by providing bank-like services to their customers. Finally, it is these NBFIs and other financial institutions that make the financial system work. Together, they mobilize and allocate savings to companies and individuals who want to borrow for investment purposes. Hence, through their services, NBFIs contribute towards overall economic activity and growth

⁶ Colonial Heath Care (Fiji) Ltd., Dominion Insurance Co. Ltd., FijiCare Insurance Co. Ltd., New India Assurance Co. Ltd., Sun Insurance Co. Ltd., Queensland Insurance (Fiji) Ltd., Tower Insurance (Fiji) Ltd., Colonial Fiji Life Ltd., Life Insurance Corporation of India.

ENTREPRENEURSHIP – A COMMUNITY NEWSPAPER

Class 7 / 8

Lesson Overview

In this activity, students will investigate what it means to be entrepreneurial. Students will investigate local entrepreneurs; people who are engaged in social and economic entrepreneurship. Students will question and identify the enterprising skills and attributes that entrepreneurial people have.

After students identify the skills and attributes people use to be entrepreneurial, they will assess their own attributes and apply these to the design and creation of their own youth newspaper for their local community. Students will keep an account of costs and sales revenue, and determine the financial and social success of their enterprise.

Students will recognise that entrepreneurship is at the heart of creating income, wealth and well-being for their community.

Resources

- Template 1: Rubbish to Riches
- Template 2: Entrepreneur follows his passion to create 'lost art'
- Template 3: Enterprising Skills and Abilities
- Template 4: Enterprising Skills and Abilities in Sports
- Template 5: Enterprising Attributes – Self assessment
- Template 6: List of Materials
- Template 7: Budget Projections for Newspaper
- Template 8: Cash Book for Newspaper
- Template 9: Receipts

Financial Learning Outcomes

Students will be able to:

- Give examples of how entrepreneurs contribute to family and community well-being (FLO 1)
- Identify enterprising skills and attributes that will contribute to family and community income and well-being (FLO 2)
- Plan and manage an 'entrepreneurial' undertaking. (FLO 3)

Vocabulary

Business entrepreneurs, social entrepreneurs, Resources, Skills and attributes, Profit, Financial risk, Financial goals, Financial planning, Community well-being [Financial concepts use terms and language that are specific to the discipline of money and finance](#)

Cross Curriculum Links

Social Science: Resources and Economic Activities – Class 8

Concept ideas: Through entrepreneurship, people use a range of resources to create goods and services, People exchange both resources and finished goods and services. Entrepreneurs bring together resources to create goods and services.

English

Written Language

Newspaper articles

Mathematics

Estimation

Solving problems

Teaching and Learning Sequence

Entrepreneurs in our community

1. The teacher gives examples of and reads articles and stories about local entrepreneurs and entrepreneurial activity. Two articles are included, one in Template 1: Rubbish to Riches, and another in Template 2: Entrepreneur follows his passion to rescue 'lost art' Further examples of entrepreneurship are in the stories titled Local Market, The Value of Money, and A Fishing Trip. See stories section of this resource. Asks students who they know who are entrepreneurs, and who would like to be an entrepreneur. How many of your entrepreneurs create an income for their family and community? (FLO 1) [Communal values shape the critical thinking people engage in when setting financial goals](#)
- The teacher asks students to identify any special skills and attributes that these entrepreneurial people might have in common. Words/phrases such as imagination, can do, perseverance, relate to others, etc. are recorded in the lesson Scrapbook under the heading Entrepreneurs. What is special about an entrepreneur's 'human resource'? Students create a first definition of what they think an entrepreneur is. [Personal financial goals reflect personal and communal values](#)
 - The teacher asks what other resources entrepreneurs need and use to make their finished goods and or services. Students record these resources under the headings of Land, Labour and Capital. NB: Land includes all natural things, Capital includes tools and machinery, buildings, etc., and other labour includes the people entrepreneurs employ. Students identify and record examples from the articles and stories to illustrate the different types of resources. For example, the boat is a capital resource.
 - The teacher explains the focus for this learning. Students will:
 - investigate what it means to be an entrepreneur, and how these people use their imagination, ideas and resources to provide goods and services to their community
 - investigate and assess enterprising skills and attributes

Teaching notes and ideas, and learning outcomes

The teacher maintains a Financial vocabulary wall chart and a lesson Scrapbook. New financial ideas are added to the Scrapbook and financial vocabulary is added to the Financial vocabulary wall.

Assess students' prior knowledge of what entrepreneurs do.

Assess students' prior understanding of enterprising attributes.

Entrepreneur
An entrepreneur is a person who organises and takes on the risk of managing an enterprise, usually a business.

Social entrepreneur
A social entrepreneur is a person who organises and takes on the risk of managing an enterprise for the benefit of a community on a not for profit basis.

Income
Explain how income contributes to personal, family and community well-being

Financial risk: Identify types of financial risks to individuals, families and communities e.g. traditional obligations, failed businesses and/or investments

<ul style="list-style-type: none"> • be entrepreneurial and create a youth newspaper for their school community • Students identify and investigate what other local entrepreneurs do in their community. Students set up an interview opportunity to ask a local entrepreneur a series of questions that will enable them to find out what the entrepreneur does, the risks they take, the resources they use, the skills they apply, and the special attributes that enable them to act independently to achieve an outcome. They also investigate how their activity benefits others, by what they buy off others, who they employ as workers, and how their income as entrepreneurs contributes to family and community well-being. (FLO 1) • Students present their findings to the class and add additional descriptions to their Scrapbook profile of an entrepreneur. 	
<p>Enterprising skills and abilities</p> <p>2. The teacher introduces students to Template 3: Enterprising Skills and Abilities. Include these in the classroom Scrapbook. The teacher explains that in the Social Science curriculum students are required to develop a range of life skills and abilities (attributes). These are the sub-headings in the left hand side column of Template 3. These headings are recorded in the classroom Scrapbook. Student ideas are recorded from the following teacher/student discussions:</p> <ul style="list-style-type: none"> • What might each of these attributes mean for the students when they are engaged in the Social Sciences? • Which of these life skills and abilities are practised when people engage in team sports? In business? Do you have examples to justify your answers? • How do entrepreneurial people apply these attributes to contribute economically and socially to their community? Do any of the people in your articles and stories have these attributes? • Why are these attributes practised in the wider community? • How are risks managed by applying these attributes? (FLO 2) <i>People need financial knowledge, skills and values to be empowered to make informed financial decisions</i> • As students look at the next level of headings in detail, they explore where they might have applied a particular attribute. For example, through participating in a sports team. Here the risk of not applying these attributes is that the game might be lost, too many injuries occur, etc. Students record their ideas in Template 4: Enterprising Skills and Abilities in Sports. 	<p><i>Financial risk</i> <i>Identify types of financial risks to individuals, families and communities e.g. traditional obligations, failed businesses and/or investments</i></p> <p>Managing risks People can manage risks by applying their personal skills and abilities to perceived risks, problems and challenges. This application is about managing human resources. The application of enterprising skills and abilities is a risk management strategy.</p> <p>The teacher provides feedback to students on their ability to apply these skills and attitudes during any lesson. For example, if a student comes up with a good idea, compliment the student on their 'creative thinking', or if a student helps a fellow student solve a problem, compliment them on their</p>

<ul style="list-style-type: none"> • For example, Critical and creative thinking, Generate and create new ideas and opportunities, a sports team might study how a competitor plays to look for a new 'game play' opportunity. The team then creates new 'game play' ideas of how they can exploit this opportunity • For example, 9. Negotiate and influence within a team. The coach and or the captain might set a fitness standard and then negotiate with players as to whom will play the game and who will be the reserves. New standards will encourage students to get fit • Use these examples to show how they these attributes can be illustrated through sports. Include the best examples in the classroom Scrapbook • Students undertake a self-assessment on how they judge their skills and abilities. Students establish goals for skills and abilities they wish to develop further in the youth newspaper activity. Template 5: Enterprising Attributes – Self assessment. (FLO 2) • The teacher explains that in the next section of this activity, students will apply these skills and abilities as an entrepreneur, by thinking and acting in this way when they establish their youth newspaper. Application and understanding of these attributes will guide student steps as they establish their youth newspaper. 	<p>problem solving skills. Through your use of the language, students will become very familiar with the language and ideas contained in the skills and attitude set.</p>
<p>Creating a youth newspaper – young entrepreneurs!</p> <ol style="list-style-type: none"> 3. The teacher and students discuss how many weeks they think they will need to plan, write and organise their youth newspaper for their local community. Students decide on a publishing date. The teacher and students establish a large template (around the classroom wall) for a daily/weekly timeline until the day of publishing. The teacher tells the students that their timeline will be added to as they plan and organise, and gain more information. The timeline will be reviewed daily/weekly. (FLO 3) People bring different values, knowledge and personal judgments to financial decisions • The teacher organises a local newspaper executive to talk with the students about publishing their youth newspaper. Students record all relevant information that will help them with their plan. Students also study a local newspaper and look at the range of features and content. Students discuss what they like about this paper, what they do not like and what they would like to see in their youth newspaper. Students might like to investigate further what people their own age would like to see in a newspaper. 	<p>Using appropriate language, the teacher provides feedback to students on their ability to apply these skills and attitudes during the lesson.</p>

- Supported by the above skills and attitudes to be applied to an undertaking, students begin questioning and planning. For example:
 - *Critical and Creative thinking: Generate and create new ideas and opportunities.* Is there an opportunity to sell a youth newspaper in our school and local community? If we write one, what ideas do we have for our newspaper? Opportunities and ideas are recorded
 - *Values exploration: Match personal values, aspirations and abilities to an undertaking.* What values will we need to see this enterprise through? Who has those values and the writing skills in the class? Who has an interest, knowledge and skill in the different topics we will write about in our paper? Who has the financial skills? Who has typing skills, computer skills for desktop publishing? Who has the leadership skills, etc. Students create a Jobs Vacant list and ask students to apply for the available jobs, requiring students to list the values, skills and knowledge they have that will enable them to do the job
 - *Social and co-operative interaction: Being fair and responsible.* What rules do we need in place to ensure that being fair and responsible is considered in our classroom interactions and decision making?
- The teacher and students continue to explore these attributes as they are required during the planning process.
- The time line is updated regularly with tasks to be done.
- As the event draws nearer the students complete the following tasks:
 - Set a price for their newspaper
 - Ask local entrepreneurs/business people to advertise in their paper
 - Work out how you will physically sell and distribute the paper
 - Prepare promotional posters
 - Invite their local newspaper reporter to write an article about your newspaper
- The newspaper is published. (FLO 3)
- After the newspaper is sold students compare their budget with their cash book records and draw conclusions about their financial success, or otherwise.
- Students assess how well they applied the skills and attitudes from the Social Sciences to this undertaking.

<ul style="list-style-type: none"> • How successful was the newspaper in informing the community about youth activities in your community? • Students define the role of an entrepreneur and explain how they create income and work for themselves and others in their community. 	
<p>Organising the financial side of the newspaper</p> <p>4. The teacher explains the financial side of running a newspaper. Students consider and estimate the potential income from selling their newspaper. The price might be fixed or it might be a coin donation. This money will be used to cover the costs of producing the newspaper. Students establish and record their financial goal for publishing and selling a newspaper. <i>Achieving a financial goal requires commitment, knowledge and skill</i></p> <ul style="list-style-type: none"> • Students brainstorm what they might have to spend money on to write and publish a newspaper, for example paper, photocopying. Students consider what they can source as a donation to reduce their expenditure, for example, reduced photocopy charges, or earn as extra income, for example, sell advertising space in a local entrepreneur. <i>People need financial knowledge, skills and values to be empowered to make informed financial decisions</i> • The teacher explains Template 7: List of Materials and Template 8: Budget Projections for Newspaper. As planning progresses, students add to the materials list. (NB. the teacher may want to reproduce these Templates on a flip chart so all the class can see the financial records) Students will estimate quantities and cost for materials. <i>Financial tools assist people to think critically, helping them bring together financial knowledge and values to make an informed decision</i> • Students will be regularly evaluate costs against their financial goal and estimated limited income. This list will change as will the draft budget as new information and new financial decisions are made. Students will create a final budget, Template 8, when all information is available and all decisions are made. (FLO 3) <i>Financial opportunities have benefits and risks, and people explore these before making decisions</i> • When financial transactions are made they are entered into a cash book, Template 9: Cash Book for Newspaper, and receipts are glued onto the sheet provided, Template 10: Paste all receipts from purchases here. • Students may ask local businesses if they can donate some of the material goods on the List of materials. The budget in these cases will record a \$0 value. 	<p><i>People use financial tools to help them make financial decisions and achieve financial goals</i></p> <p><i>The budget records planned income and expenditure. Planned expenditure should not exceed planned income. Planning should factor in financial risk.</i></p> <p><i>Financial planning Give examples of how financial planning can help you achieve your personal and/or family goals</i></p> <p><i>Money Demonstrate an understanding of the use of coins and notes in financial transactions up to the value of \$100</i></p> <p><i>Financial risk Give examples of ways you can manage and minimise risks to individuals and families e.g. keep within financial means</i></p> <p><i>Spending and budgeting Write a budget for an activity or event, and keep records of the financial transactions Spending and budgeting: Give examples of how to prioritise needs and wants</i></p>

<ul style="list-style-type: none"> • The teacher and students identify all the risks of students handling money. Together they put in place strategies to manage that risk. For example, they need to keep copies of all receipts, update their cash book, and have money locked away in a safe place. • After the newspaper is sold students compare their budget with their records in their cash book and draw conclusions about their financial success, or otherwise. (FLO 2) • Students consider how they were entrepreneurs – starting a new initiative and seeing it through for the benefit of the community. What role do financial tools, knowledge and skill play in the success of entrepreneurs? (FLO 3) 	<p>Money <i>Demonstrate an understanding of the use of coins and notes for financial transactions up to the value of \$100</i></p>
<p>Reflection and Discussion</p> <ol style="list-style-type: none"> 1. How does an entrepreneur contribute to society if they run a business? 2. How does a social entrepreneur contribute to their community and society? How does a social entrepreneur differ from that of a business entrepreneur? 3. What are some of the skills and abilities (attributes) sports people need to be successful as a team? Why might you conclude that sports people within a team are enterprising? 4. Explain why a newspaper in your community might face financial risks? 5. How might this impact on families and their community? 	<p>Encourage students to answer using correct vocabulary, sentences, and pronunciation. Encourage students to arrange their ideas and facts logically.</p> <p>Financial risk <i>Identify types of financial risks to individuals, families and communities, e.g. traditional obligations, failed businesses and / or investments</i></p>
<p>Assessment Activities</p> <p>Mathematics</p> <ol style="list-style-type: none"> 1. Estimation: The teacher compares students’ budget estimates against actual outcomes. 2. Solving problems: The teacher checks out how well students solved the money side of creating a youth newspaper. <p>English</p> <ol style="list-style-type: none"> 3. The teacher assesses students’ contributions to the youth newspaper. <p>Social science</p> <ol style="list-style-type: none"> 4. The teacher assesses how well students applied the Social Science skills and abilities to using resources and creating economic activity. 	
<p>Linking Financial Education to the home</p> <ul style="list-style-type: none"> • Students explain the processes and decision making they engaged in as they created their youth newspaper. • Students encourage their families through advertising to purchase and share the paper with other family members. 	

- Students suggest to their families how they can be more entrepreneurial in their community.

Template 1: Rubbish to Riches

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Rubbish to riches

Tevita Vuibau
Wednesday, January 18, 2012

WOMEN in Nausori are finding a new use for discarded rubbish lying by the roadsides around the country.

Learning their art in a workshop organised by the Embassy of the Republic of Indonesia in collaboration with the Ministry of Social Welfare, they have begun to turn the trash into treasures, manufacturing purses, table mats, pillows and even small handbags for sale to tourists and locals.

The workshop was held for the first time yesterday for the Nausori Women's Catholic League with an Indonesian Catholic nun, Sister Anna, instructing the participants.

Minister for Social Welfare, Women and Poverty Alleviation Dr Jiko Luveni said the workshop was empowering women economically.

She said the women not only gained knowledge for a source of income from the workshop but also helped reduce the amount of litter in the country.

"In a project like this onem, where they use waste and plastics which are harmful to the environment and turning them into something useful, that is something that the ministry is supporting," said Dr Luveni.

She said the ministry was also thankful to the Indonesian High Commission for allowing Sister Ana to teach the women the skill.

Indonesian Ambassador Chandra Salim said the project was turning waste material into something useful.

He said the women were using discarded snack packets to weave their products, which had the ability to last 20 years because of their durability.

"The women here are very special and you can see from the quality of their weaving that the products are very easily marketable," said Mr Salim.

He said although it was the first time for the women to produce such products from waste materials, in time the quality would get better.

Mr Salim exolained the quality of the work was very important as this would decide if the product was marketable or not.

Theresa loane, of Lakena, Nausori, who was weaving mats and other products, said the workshop had given her a means of earning income for herself.

"I'm a widow and a single mother and I like to depend on myself so through this I am able to earn some money for myself and learn new skills in making mats and other things," said Ms loane.

Another worksop participant, Nunia George Vanini, explained the fruits of the women's labour were sold by Sister Ana to resorts such as Sonaisali Resort outside Nadi.

She said some products sold for \$20 each.

Template 2: 'Entrepreneur follows his passion to rescue 'lost art'

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Entrepreneur follows his passion to rescue 'lost art'

Serelisoni Moceica

Tuesday, December 20, 2011

surf shop owner Ian Muller said it was passion that made him change from being an aircraft engineer to what he is today.

The owner of the Viti Surf Shop received the Best Business Practice Award at the FDB Small Business Excellence awards night last Thursday.

"It is worthwhile that FDB acknowledges small businesses like us. We are a big part of the country's economy," the business entrepreneur said.

Mr Muller began his business in 1995 from scratch.

"It's taken a lot of effort to get the business up," he said.

The love of surfing for the Namoli man was all a part of his love for the ocean and Mr Muller said he was "just continuing a lost art in Fiji".

Explaining what he meant by lost art, he said: "I did research and found that in the late 1800s and early 1900s, Fijian women and children in Vuna, Taveuni and Naselai, Rewa participated in an activity called the vakasisisi which was very similar to surfing."

Mr Muller said because of this, the ethnic Fijians would be naturals at the sport once they developed an interest in the sport and gave it a try.

Viti Surf Shop is located in the tourist town of Nadi.

The surf shop entrepreneur also received The Fiji Times-sponsored commendation award for the Tourism Category.

[+ Enlarge this image](#)



Ian Muller with his wife Debbie Muller with their awards at the FDB Small Business Awards night last Thursday.

Picture: ATU RASEA

Accessed from: <http://www.fijitimes.com.fj>

Permission to publish the articles on pages 147 and 148 in the Class 7/8 Teachers' Manual for the Fiji Financial Education Curriculum Development Project has been granted by Fred Wesley, Editor In Chief, Fiji Times Ltd (4th June, 2012)
117 Victoria Parade, Suva, GPO Box 1167, Suva, Fiji

Phone: (679) 330 4111 **Fax:** (679) 330 2011 **Website:** www.fijitimes.com.fj

Template 3: Enterprising Skills and Abilities

Enterprising Attributes	What this might mean for students in this activity
Critical and creative thinking	
1. Generate and create new ideas and opportunities.	Think up ideas for your newspaper. Create the opportunity to communicate with other youth through your paper
2. Identify and manage new risks	Identify the risks of creating and selling your youth newspaper. How can you manage those risks?
3. Think up creative processes	How can you make this youth newspaper happen? What steps and processes will you need to take?
4. Identify, prevent and solve problems	Look ahead, identifying what could go wrong. Can you prevent, and or solve the problem?
5. Monitor and evaluate	Check your processes and decisions all the time and make changes if you need to.
Values and capability exploration	
6. Use initiative and drive while respecting others	What needs to be done? Do it. Persevere when things get tough, and support and value others as you work. As a team, respect each member and show determination.
7. Match personal values, goals and abilities to an undertaking	Apply your own values, skills and abilities to get things done and achieve your goals.
Social and co-operative interaction	
8. Work with others and in a team	Listen to others, encourage team members to take part. Share the responsibilities.
9. Negotiate and influence within a team	Be persuasive, back your ideas, resolve issues, and reach agreement with others.
10. Being fair and responsible	Own your own actions, while considering what is right for others.
Decision making skills	
11. Plan and organise	Make a plan after consulting with others and organise the next steps.
12. Identify, bring together and manage resources	Sort out what resources are needed for creating and selling a newspaper. Get them and use them in the best way possible.
13. Be flexible and manage changes	Resolve new situations, accept new ideas, get over change and move on to the next decision.
Communication	
14. Collect, organise and analyse information	Get the necessary information and sort it to make sense of it.
15. Communicate and receive ideas and information	Take in and share ideas from a range of sources.

Template 4: Enterprising Skills and Abilities in Sport

Enterprising Attributes	What this might mean for students in a sports team
Critical and creative thinking	
1. Generate and create new ideas and opportunities.	
2. Identify and manage new risks	
3. Think up creative processes	
4. Identify, prevent and solve problems	
5. Monitor and evaluate	
Values and capability exploration	
6. Use initiative and drive while respecting others	
7. Match personal values, goals and abilities to an undertaking	
Social and co-operative interaction	
8. Work with others and in a team	
9. Negotiate and influence within a team	
10. Being fair and responsible	
Decision making skills	
11. Plan and organise	
12. Identify, bring together and manage resources	
13. Be flexible and manage changes	
Communication	
14. Collect, organise and analyse information	
15. Communicate and receive ideas and information	

Template 5: Enterprising Attributes – Self assessment

Enterprising Attributes	Self Assessment 
Critical and creative thinking	
1. Generate and create new ideas and opportunities.	
2. Identify and manage new risks	
3. Think up creative processes	
4. Identify, prevent and solve problems	
5. Monitor and evaluate	
Values and capability exploration	
6. Use initiative and drive while respecting others	
7. Match personal values, goals and abilities to an undertaking	
Social and co-operative interaction	
8. Work with others and in a team	
9. Negotiate and influence within a team	
10. Being fair and responsible	
Decision making skills	
11. Plan and organise	
12. Identify, bring together and manage resources	
13. Be flexible and manage changes	
Communication	
14. Collect, organise and analyse information	

Template 9: Receipt

WALLETS AND MONEY MATHS PRACTISE

Class 7 / 8

Lesson Overview

In the first part of this lesson, students will make their own wallets out of local materials to reflect their local culture. Students will each borrow \$20.00 and pay interest in classroom currency to buy the resources they need to make their wallets.

In the second part of this lesson, students will use their classroom money to practice money maths including counting money to the value of \$100, calculating change, simple and compound interest rates and payments for Fiji goods in other countries' currencies.

Students will recognise that people need financial knowledge, skills and values to make sound financial decisions.

Resources

- A range of local material resources including fabric, needles and cotton, zips, art supplies, etc.
- Calculator
- Template 1: Price List for Materials
- Template 2: Budget to Make Wallets
- Template 3: Cash Book for Wallets
- Template 4: Calculating Compound Interest
- Template 5: FJD Exchange Rate with other Countries.
- Template 6: Money Worksheets - Interest and Exchange Rate Problems
- Template 7: Interest and Exchange Rate Problems – Answers

Financial Learning Outcomes

Students will be able to:

- Use notes and coins to the value of \$100.00 in financial transactions (FLO 1)
- Calculate and explain simple and compound interest payments on amounts up to \$100 (FLO 2)
- Calculate the value of Fijian money in terms of other countries' currencies (FLO 3)
- Consider how tax impacts on personal and government income and spending (FLO 4)

Vocabulary

Money, Credit, Interest rate, Simple interest, Compound interest, Exchange rate, VAT, Tax, Government income, Government spending [Financial concepts use terms and language that are specific to the discipline of money and finance](#)

Cross Curriculum Links

Mathematics:

- Multiplication and division of decimals
- Problem solving
- Reasonableness of results
- Percentages

Teaching and Learning Sequence

Wallets – Reflecting local culture

1. The teacher explains that
 - tourists are often attracted by locally made authentic wallets and bags, along with other culturally identifiable items
 - in the first part of this lesson each student is going to make their own wallet to keep their Fijian specimen currency safe
 - students will use local materials and combine them in such a way as to 'attract tourist buyers' to their new products,
 - they will simulate the real world by purchasing their resources
- The students will buy their resources for making their wallets from the classroom resource shop. Each student will borrow \$20 to purchase or hire materials. Before taking their order to the shop, students will prepare a budget. The interest charge on their credit is calculated at 5% simple interest and this is to be paid at the time of purchasing materials. Before students can buy, they will have to stock their shop and establish display prices.
- The teacher and students brainstorm a range of local resources they could use for their wallets and sell through their classroom resource shop. Students discuss how they could gather the required resources to sell back to themselves. The teacher/students gather resources for their classroom resource shop.
- The students discuss and compare how their resource use decisions might differ if the resources they use for their wallets are free versus paying a price for them.
 - Why is it that people waste resources or do not gain the best value from their use if they are free?
 - What price should be on each of the resources? How much does each person have to spend?
 - How might the price value change peoples' decisions? Do we have the right prices to send the right messages to ourselves when we are making our purchasing decisions? For example, are the expensive dyes to be used too cheap for students in the classroom resource shop – to the point where they could be wasted?
- Together, the teacher and students create their price list by completing Template 1: Price List for Materials.
 - The teacher explains that this is a process that any shop owner must do, that is, set prices *People bring different values, knowledge and personal judgments to financial decisions*
- Before deciding on the materials for the wallets, students discuss and list a range of criteria that will make their wallets fit for the purpose. For example:
 - Wallets must use materials that reflect local culture

Teaching notes and ideas, and learning outcomes

The teacher maintains a Financial vocabulary wall chart and a lesson Scrapbook. New financial ideas are added to the Scrapbook and financial vocabulary is added to the Financial vocabulary wall.

Credit
Identify some financial consequences when obtaining credit

Identify some consequences of getting into debt

NB: The teacher may wish to break this activity up into parts. For example, begin by having students create their wallets, Section 1. Have students complete section 2. When the other money topics are covered in other activities, students then complete the appropriate section. In the meantime, it is a students' responsibility to keep their money safe.

<ul style="list-style-type: none"> • Wallets must be fit for the purpose, i.e., there must be a secure place to hold their notes and coins • The wallets are made within a given time limit <p>The criteria might also include how well the wallet meets a tourist’s requirement for a wallet. The teacher explains that a payment in classroom currency will be made to each student depending upon what they think this wallet might sell for in the market place.</p> <ul style="list-style-type: none"> • Materials are set out in the classroom resource shop and students study the price list as written in Template 1: Price List for Materials. Students study Template 2: Budget to Make Wallet then each person is given the \$20.00 loan. Each student checks their money and the teacher revises key points on how to fill in a budget. Shopkeepers are organised to take money and give change. (FLO 1) <i>Financially competent people make financial decisions from a range of choices</i> • Students buy and hire their resources and pay their interest bill. All transactions are entered into their cash book, Template 3: Cash Book for Wallets. Students check that the balance recorded in their cash book is the same amount as the cash they now have in hand. (FLO 1) <i>Financially competent people exercise financial responsibility</i> • When each wallet is completed, students decide which wallets best meets the criteria above. The students and teacher decide on what they would pay for the wallet. This amount is paid to students. • Students are now loaned the balance up to \$100 to complete their money maths practise activities. Students check the money they are given and record it in their cash book. (FLO 1) <i>Financially competent people are financially empowered people</i> • The teacher reminds students that they need to take care of their classroom currency. If any money is lost from their wallet during the practice sessions then it is recorded as a loss in their cash book. The teacher and students brainstorm a range of values and ideas that will help them keep their money safe during money maths practise. <i>Financial knowledge, skills and values are gained through real life experiences and in contexts that are real to students; Financial knowledge, skills and values are gained when students apply these and experience the consequences of their actions</i> 	<p>Teacher note: The principle of price matters is easily tested in the classroom. Compare resource use with no prices versus resource use with prices. E.g. have students make a thank you card with all resources free. See how resources are wasted and not used to their best advantage!</p> <p>When paying students, give them a range of notes and coins to test their money mathematics skills.</p>
<p>Money maths practise – Counting money</p> <ol style="list-style-type: none"> 2. The teacher asks students to work in pairs to arrange their money in different amounts based on a sum up to the value of \$100.00. For example, “Make up two different amounts of \$50.00 so you have \$100.00. Make up two different amounts of \$40.00 so you have \$80.00. Make two separate amounts so there is \$16.00 in one set and \$23.00 in the other. What is the 	<p>Managing money <i>Demonstrate an understanding of the use of coins and notes for financial transactions up to the value of \$100</i></p>

total of the two amounts? (Illustrated below)



Have students display their sums such as that illustrated and have another student check the maths before they move on to the next question.

- Bankers can be on hand (students in the classroom) who are able to exchange money so that it is in a different form, e.g. Exchange \$20 for a \$10, \$5, and 5 one dollar coins.
- Once students gain confidence in recognising all the notes and coins, ask students to demonstrate a sum with their different arrangements of notes and coins. For example $\$62 + \$35 = \$97$. Students might demonstrate it in a table with this combination of notes and with no coins.



Or, students might present this answer. Have other students check their answers.



- Continue making up money problems for students to practice. (FLO 1)
- Student put their money into their wallets and keep it safe until the next set of money practise maths. The teacher explains that they can earn interest if they save it in the classroom bank at 5 percent. [People use financial tools to help them make financial decisions to achieve financial goals](#)

Giving change

- The teacher gives students a range of shopping scenarios where they have to calculate how much change they would get. For example, the teacher tells students groceries this week cost \$72.50. How much change will they get if they give the shop keeper two 50 dollar bills? Have students display their money problem solving using tables such as those illustrated. [People use financial tools to help them make financial decisions to achieve financial goals](#)

Money given	Price of Groceries	Change – 1 example
	\$72.50	

- Change the amount of money students are giving to the shopkeeper and change the price.
- Students work in pairs to play ‘shops’ in the classroom resources shop using a set of classroom currency.
 - Students take it in turns to be the shopkeeper and the customer
 - Before a new transaction, the ‘shopkeeper’ can give the person, e.g. a wallet of notes to practice with. After checking the change for each transaction, the money is returned safely inside the shop cash register (a desk or container)

Money maths practise – Calculating interest on savings

3. The teacher questions students on their knowledge of earning interest on savings. Why might we save? Why do banks pay us interest? Where does the money come from for the banks to be able to pay interest? How can we calculate the interest on our savings?
 - The teacher explains that students will be using calculators to calculate the interest on savings, using both simple and compound interest calculations. The teacher explains and illustrates how these calculations are made. (FLO 2)
 - *Simple interest* Using the example of \$250.00 saved and a simple interest rate of 6 percent annually, students
 - multiple 250 by 6 percent, using the percent button on the calculator, or
 - move the decimal point of 6.00 two places to the left (0.06) to remove the ‘percent’ label and multiple by \$250 saved. Check that answers are the same for each method (FLO 2)

Money Explain the concepts of simple and compound interest

We need to check that we still have the right amount of money in our wallets.

If I save for one year	At a simple interest rate	The interest I receive is:
\$250	6 percent	
\$150	5 percent	
\$450	10 percent	
\$500	2.5 percent	

- The teacher makes up more simple interest calculations including asking the addition question, i.e., what might be the total amount saved at the end of the year? (Principal plus interest). (FLO 2) [People use financial tools to help them make financial decisions to achieve financial goals](#)
- *Compound interest* Reusing the example of \$250.00 saved and a 6 percent interest per annum, paid quarterly, i.e. compound interest, students:
 - calculate interest received per quarter by dividing the annual rate by 4. Before calculating the next quarter's interest rate add the interest received to the original savings of \$250.00. This is best calculated by filling in the answers as you go into cells in a table, as illustrated below
- The following table has five columns labelled A to E. Then it has 5 rows, labelled 1 to 5. The interest rate of 6 has been divided by 4 to obtain a quarterly interest rate and this is entered into the appropriate cell.
- Have students calculate the interest for Qtr 1 and enter it into the correct cell in Template 4: Calculating Compound Interest. To obtain the amount saved you add this to the \$250. This is repeated for each of the quarters (FLO 2)

Answers to \$250 saved, Compounded Quarterly				
A	B	C	D	E
1		Amount saved	Interest rate per quarter	Interest per quarter
2	Qtr 1	250.00	1.5%	3.75
3	Qtr 2	253.75	1.5%	3.81
4	Qtr 3	257.56	1.5%	3.86
5	Qtr 4	261.42	1.5%	3.92

The following table displays the formula you will use.

Formula used to Calculate Compounding Interest				
A	B	C	D	E
1		Amount saved	Interest rate per quarter	Interest per quarter
2	Qtr 1	250	0.015	=C2*D2
3	Qtr 2	=C3+E3	0.015	=C3*D3
4	Qtr 3	=C4+E4	0.015	=C4*D4
5	Qtr 4	=C5+E5	0.015	=C5*D5

Have students write in the formulas for each of the blank cells, using the row and cell labels to demonstrate how they got their answers.

[People use financial tools to help them make financial decisions to achieve financial goals](#)

<ul style="list-style-type: none"> The teacher asks students explain the difference between simple and compound interest. If you are saving, which is the best contract to be paid interest on, simple or compound? Why? Students write a simple definition of each of the two types of interest. (FLO 2) Financial concepts use terms and language that are specific to the discipline of money and finance 	
<p>Money maths practise – Calculating the cost of debt</p> <p>4. Students calculate the cost of a hire purchase agreement to buy a washing machine. Sale price \$1,000. Deposit of 20 percent paid. Monthly payments for two years are \$40.50 per month</p> <ul style="list-style-type: none"> How much was paid for the deposit for the washing machine? How much was paid in total for the washing machine, including interest rate charges? How much was the interest charge for the hire purchase? <p>A money lender gives you this deal. He will lend you \$1,000 for one year. He tells you that your fortnightly payment is \$50.</p> <ul style="list-style-type: none"> How much will you have paid after one year? He tells you the interest rate is 30 percent. Do you believe him? Why is your real rate of interest much higher? (He is still charging you interest on money that you have paid off during the year) What do you think the real rate of interest might be closer to? 20 percent? 30 percent? Or, 50 percent? 	<p>Money Give examples of when interest is incurred, e.g. hire purchase, money lenders</p>
<p>Money maths practise - Calculating foreign currency</p> <p>5. The teacher questions students on how overseas tourists pay for their purchases in Fiji. Can they use their currency? Does it exchange at the same face value, e.g. AUD1 = FJD1? Where can we find out the exchange values of different countries' currencies? (Reserve Bank of Fiji website) (FLO 3) Financial concepts use terms and language that are specific to the discipline of money and finance</p> <ul style="list-style-type: none"> The teacher explains that an American tourist has come into your shop where you sell bags and wallets. The tourist wants to buy one of your bags and matching wallet but only has American dollars, and you want the sale! The sale is worth FJD 85. <ul style="list-style-type: none"> How much would you accept in USD knowing that you can take the American dollars to the bank and get that money in Fijian dollars? The bank tells you the exchange rate is FJD1.00 =USD 0.57, (i.e., One Fijian dollar = American 0.75 cents, or FJD 100 = USD 57.00). See Template 5: FJD Exchange Rate with other Countries People use financial tools to help them make financial decisions to achieve financial goals 	<p>Managing money Demonstrate ability to recognise and calculate the value of Fiji's currency in relation to other currencies</p> <p>Abbreviations FJD Fiji Dollar AUD Australian Dollar NZD New Zealand Dollar USD United States Dollar.</p>



Exchange Rate

per F\$1	8 February	1 month Ago
USD	0.5734	0.5532
EUR	0.4328	0.4326
AUD	0.5310	0.5389
NZD	0.6861	0.7077
JPY	44.03	42.69

Extract:
<http://www.reservebank.gov.fj/>

Students complete the table and illustrate the calculation using the two currencies, as above.

Display Price FJD	FJD1.00 = USD 0.57	Display Price in USD
85.00	Multiply by 0.57	
15.50	Multiply by 0.57	
45.75	Multiply by 0.57	
188.68	Multiply by 0.57	

- Other tourists are from Australia and the exchange rate is FJD 1.00 = AUD 0.53 (One Fijian dollar = 53 Australian cents). What would the price be in Australian dollars? See Template 5: FJD Exchange Rate with other Countries. Students complete the table:

Display Price FJD	FJD1.00 = AUD 0.53	Display Price in AUD
85.00	Multiply by.....	
15.50	Multiply by	
45.75	Multiply by	
\$188.68	Multiply by	

- Other tourists are from New Zealand and the exchange rate is FJD 1.00 = NZD 0.69 (One Fijian dollar = 69 New Zealand cents). What would you charge them in New Zealand dollars? See Template 5: FJD Exchange Rate with other Countries. Students complete the table:

Display Price FJD	FJD1.00 = NZD 0.69	Display Price in NZD
85.00	Multiply by.....	
15.50	Multiply by	
45.75	Multiply by	
188.68	Multiply by	

- Students draw a picture of the notes and coins used for the sale of the bag and wallet in each of the four currencies, USD, AUD, NZD and FJD. (FLO 3)
- Students check their notes and coins in their wallet to see if any has been lost in the money maths practice. Return these to the classroom bank.

Calculating VAT on spending

6. The teacher questions students about their prior knowledge of VAT:

- What does the abbreviation VAT stand for?
- How much is this tax? On which goods and services is it paid on?
- Why do we pay it and who is it paid to?
- How does VAT increase the government's income and spending? How does it affect our income and spending?
- How is this and other taxes used in our country?
- What other taxes do people pay? How do these taxes impact on their take home pay and spending?

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

- Students calculate the VAT on the following goods. The teacher explains that shopkeepers have to add 15 percent on to the price they want to charge, and after selling the goods pay this money to Fiji's Government.
- The table below has items net of VAT, and students calculate how much tax a shopkeeper has to add to the price, and the value of the display price.

Pre-tax price	VAT rate	Tax	Display Price
Pair of canvers \$40	15%	$0.15 \times 40 = 6$	\$46
MP3 Player valued at \$60	15%		
Sweater \$50	15%		
Phone credit \$50	15%		
Pair of jeans \$85	15%		

- Students can also calculate how much tax they are paying on the goods and services they buy. They know that shopkeepers have added 15 percent to the display price. We know that the:
 - pre-tax price $\times 1.15$ = the display price, or,
 - display price $\div 1.15$ = pre-tax price, and
 - tax = display price minus pre-tax price

Money
Compare the different taxes and VAT, and their impact on spending and income.

Pre-tax price	VAT rate	Tax	Display Price
Pair of canvers \$40	15%	$0.15 \times \$40 = \6	\$46
MP3 valued at \$60	15%		
Sweater \$50	15%		
Phone credit \$50	15%		
Pair of jeans \$85	15%		

People use financial tools to help them make financial decisions to achieve financial goals

Reflection and Discussion

1. Did you borrow enough money to purchase all the resources you wanted to make your wallet? Alternatively, did you have to make a choice between a need and want? Give an example.
2. What are the advantages of credit and what are the risks?
3. Who issues each country's notes and coins?
4. Why do you think the value of currencies is different, and why might they change in value on a daily basis?
5. Why is it important to have good money maths skills?

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

Assessment Activities

1. Create pictures of the value of transactions in more than one currency, e.g., FJD and NZD.

Mathematics:

2. Students provide an example of when they used each of the following in this activity:
 - financial knowledge
 - financial skills
 - financial tools
 - financial values

Linking Financial Education to the home

- Students help their parents by checking financial transactions, verifying transaction receipts, against money paid and change.

- Students discuss with their family what they have learned about other countries' currencies and the value of these in relation to FJDs.
- Students share with parents their personal financial portfolio and invite their parents to add comments about how well they are demonstrating financial capability on a daily basis.

Template 1: Price List for Materials

The teacher and students complete the list of items and prices.

Item and quantity	Price
Dried flowers	5 for \$1 Classroom Currency
Leaves	\$2 Classroom Currency per piece
Paper	\$1 Classroom Currency per piece
Coloured Paper	\$2 Classroom Currency per piece
String	\$2 Classroom Currency per length
Pebbles (small)	5 for \$1 Classroom Currency
Shells	5 for \$1 Classroom Currency
Ribbon	\$1 Classroom Currency per length (30 cm)
Rubber Bands	2 for \$1 Classroom Currency
Ribbon	\$1 Classroom Currency per length (30 cm)
Material	\$5 Classroom Currency for 30 cm
Cotton	\$1 Classroom Currency for 30 cm

Item and quantity	



Hire Pool	
Glue and Glue Sticks	\$1 Classroom Currency for use
Scissors	\$2 Classroom Currency each for use
Sellotape	\$1 Classroom Currency for use
Stapler	\$1 Classroom Currency for use
Table	\$5 Classroom Currency for use
TOTAL	

Template 4: Calculating Compound Interest

Answers to \$250 saved, Compounded Quarterly				
A	B	C	D	E
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2	Qtr 1	250.00	1.5%	3.75
3	Qtr 2	253.75	1.5%	3.81
4	Qtr 3	257.56	1.5%	3.86
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Formula used to Calculate Compounding Interest				
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3	Qtr 2	=C2+E2	0.015	=C3*D3
4	Qtr 3	=C3+E3	0.015	=C4*D4
5	Qtr 4	=C4+E4	0.015	=C5*D5

Template 5: FJD Exchange Rate with Other Countries

As at February 9th, 2012 (<http://www.reservebank.gov.fj/>)

FJD 100	USD 57
	
FJD 100	AUD 0.54
	
FJD 100	NZD 0.69
	

Template 6: Interest and Exchange Rate Problems

If I borrow the following amounts and an interest indicated, how much will I pay in interest? How much will I pay in total, i.e., interest plus principal.

If I borrow	At an interest rate	The interest I pay is:	Total amount repaid \$
\$55	10 percent		
\$100	5 percent		
\$65	10 percent		
\$80	20 percent		

If I borrow the following amounts and an interest indicated, how much will I pay in interest? How much will I pay in total, i.e., interest plus principal.

If I borrow	At an interest rate	The interest I pay is:	Total amount repaid \$
\$40	10 percent		
\$85	5 percent		
\$90	10 percent		
\$100	5 percent		

If an Australian wanted to buy a good that has a Fijian display price, how much would they pay in Australian dollars?

Display Price FJD	FJD 1.00 = AUD 0.53	Display Price in AUD
60	Multiply by 0.53	
80	Multiply by 0.53	
55	Multiply by 0.53	
100	Multiply by 0.53	

If a New Zealander wanted to buy a good that has a Fijian display price, how much would they pay in New Zealand dollars?

Display Price FJD	FJD 1.00 = NZD 0.64	Display Price in NZD
60	Multiply by 0.64	
80	Multiply by 0.64	
55	Multiply by 0.64	
100	Multiply by 0.64	

Template 7: Interest and Exchange Rate Problems - Answers

If I borrow the following amounts and an interest indicated, how much will I pay in interest?
How much will I pay in total, i.e., interest plus principal.

If I borrow	At an interest rate	The interest I pay is:	Total amount repaid \$
\$55	10 percent	\$5.50	\$60.50
\$100	5 percent	\$5.00	\$105.00
\$65	10 percent	\$6.50	\$71.50
\$80	20 percent	\$16.00	\$96.00

If I borrow the following amounts and an interest indicated, how much will I pay in interest?
How much will I pay in total, i.e., interest plus principal.

If I borrow	At an interest rate	The interest I pay is:	Total amount repaid \$
\$40	10 percent	\$4.00	\$44.00
\$85	5 percent	\$4.25	\$89.25
\$90	10 percent	\$9.00	\$99.00
\$75	5 percent	\$3.75	\$78.75

If an Australian wanted to buy a good that has a Fijian display price, how much would they pay in Australian dollars?

Display Price FJD	FJD 1.00 = AUD 0.53	Display Price in AUD
60	Multiply by 0.53	31.80
80	Multiply by 0.53	42.40
55	Multiply by 0.53	29.15
100	Multiply by 0.53	53.00

If a New Zealander wanted to buy a good that has a Fijian display price, how much would they pay in New Zealand dollars?

Display Price FJD	FJD 1.00 = NZD 0.64	Display Price in NZD
60	Multiply by 0.64	38.40
80	Multiply by 0.64	51.20
55	Multiply by 0.64	35.20
100	Multiply by 0.64	64.00

GLOSSARY OF TERMS

Account	Money that is kept in a bank or other financial institution such as a Credit Union and it can earn interest
Affordable	Having enough money to pay for the goods or services you decide to buy
Asset	Something that is owned by a person or business and has economic value i.e. it can be sold at a price
ATM	Automatic Teller Machine (ATM) to withdraw money. Sometimes referred to as a cash machine, or a 'hole in the wall' cash machine
Balance	The running total from taking account of money in and money out
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
Bankrupt	When a person or business is not able to pay back all the money they owe.
Barter	People swap goods and services for what they need
Borrower	Someone who needs money on credit and pays interest. The money is paid back later
Budget	A plan showing where your income will come from and how it will be spent
Building society	A financial organisation, similar to a bank where you can save your money or borrow money.
Capital	The money you have that can be put into property, businesses and other investments
Choices	Options you have before making a decision
Consumer	A person who buys a good or service from a producer, e.g. shop
Consequences	What happens because of a decision you make
Costs	Expenses involved in setting up or running an activity or business
Credit card	A plastic card used instead of notes and coins to buy things. The money has to be paid back, and if unpaid on time with interest
Debit card	Money taken out of an account. Can be a plastic card to use in an ATM or Eftpos machine
Debt/Credit	What you owe other people or organisations
Decision	Selecting a choice
Deposit	Money put into a bank, or 'money in' recorded in a Cash Book
Earn/earnings	To get income in return for work
Employee	Someone who works for an organisation, business or other person and is paid for their work
Employment	Offering your labour to provide a service and getting paid for it
Expenditure/expenses	Money going out to buy goods or services
Financial behaviour	The way we make financial decisions. Social, emotional and

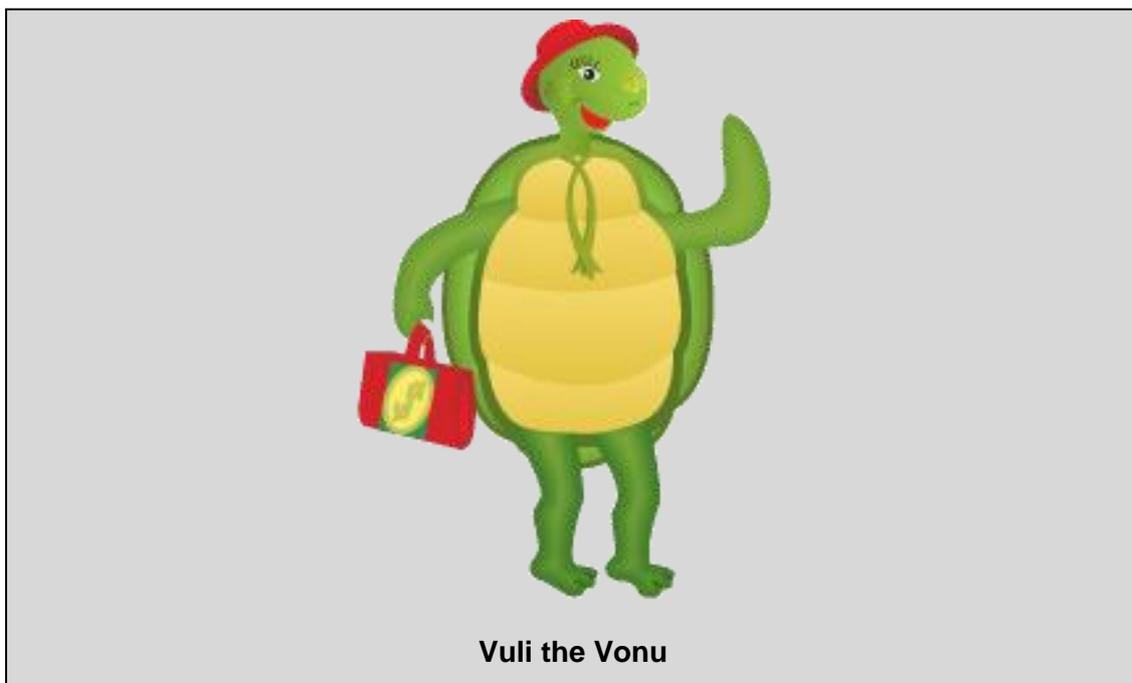
	economic considerations affect the decisions we make
Financial capability	Being able to manage your money well
Financial decision	Any decision we make that can be understood in terms of money
Financial personality	Different people relate to money differently and they will make a different financial decision in the same circumstance
Financial risk	The uncertainty of losing your money
Financial transaction	Money exchanged for goods
Fraud	A crime where people have tricked or lied to others to get money
Hire Purchase	A way of getting the good and paying for it over time
Income	Money you earn from work or other sources
Insurance	Where you pay money to a company so they will pay you for the cost if something if it is lost, stolen or damaged in the future
Interdependence	People rely on others to make some of the things they need or want, swapping or selling what is their surplus to get it
Interest	Money you earn from saving or investing or the extra money you pay for borrowing money
Interest rate	The amount you earn on savings or pay for credit. Usually given as a percentage
Labour	The work that people do for an income
Layby	Paying off the purchase before taking the goods home
Liability	A debt that is owed by an individual or business and has to be paid off, including normally interest
Loan	Money that you borrow and have to pay back
Money	What you use to pay for goods and services
Need	Things that a person has to have to survive
Mortgage	A loan from a building society or a bank when someone wants to buy a house or flat
Net Worth	Difference between assets and liabilities measure in money values
Notes and coins	What we call money
Price	The amount of money paid for buying a good or service
Producer	A person or persons who produce a good or service for customers
Profit & Loss	Money made or lost by a person or business
Redress	Getting compensation or reimbursement for something that is wrong
Receipt	Written evidence of a transaction made
Rent	An amount paid to an owner of property or land so you can live or work on the property
Saving	Money you put in the bank for use at a later time
Self sufficiency	When the land and sea gives people the food, clothing and shelter they need

Spending	What is paid for goods or services
Tax	An amount paid to Government, at a rate calculated on income, land or other assets the Government wishes to tax
Trade-off	What you are prepared to give up to get what you want (opportunity cost)
Transaction	An agreement between two people where something of value is exchanged between them. For example, money for an ice-cream
VAT	A sales tax paid at the point of sale to Government, at 15 percent
Want	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

FINANCIAL EDUCATION STORIES

Financial Education Stories



What do you want to be when you grow up?

Emele's Story

By Adele O'Leary

Emele is not at school today. It is the school holidays so she is spending the day with her Bubu (grandmother). Everyone else in Emele's family is at work. Her Bubu is chatting to Emele as they sweep leaves in Emele's garden. "Emele," says Bubu, "what do you want to be when you grow up?"

Emele looks thoughtful and she is quiet for a long time. She finally answers "Bubu, I want to be a rugby player when I grow up but Tata (father) said that most rugby players are men and you have to be really, really good to earn money. I don't know what I want to be now." Bubu smiles. "Emele you are very good at rugby so keep playing in your spare time but Tata is right. I think you need to think about different career opportunities."

Emele sits in the shade and starts to wonder ...

Emele's Tata works as a taxi driver. He picks up a lot of tourists at Savusavu Airport and drives them to beach resorts. Emele's Tata sometimes works in the evenings instead of during the days. Business is better at night so he can earn more money but he does miss out on spending time with Emele and her family. Emele's Tata has been a taxi driver for 15 years. He likes his job because he can chat with tourists and share all of the great places in Savusavu. Emele wonders if she could be a taxi driver too but decides that she wouldn't enjoy sitting in a vehicle for long hours without exercising.

Emele's Nana (mother) has two jobs. She makes sulu to sell to tourists and she is a cleaner at a holiday resort. Emele's Nana loves making sulu. She tie-dyes the fabric using bright colours. Emele's Nana doesn't earn enough money from making and selling sulus so that is why she has a second job. Some of the shops in Savusavu sell sulus for cheaper prices because they have imported them. Emele's Nana feels sad and frustrated when she sees cheaper sulus in shops but she also feels proud of her sulu because they are handcrafted in Savusavu. Emele wonders if she could help her Nana make and sell sulus when she grows up. She soon realises that they wouldn't make enough money.

Emele's older sister, Liliana, has left school and she wants to study business, hospitality and tourism at the Fiji National University. She has a waitressing job at a restaurant in Savusavu and saves most of her wages towards her university education.

What do you want to be when you grow up? Emele's Story

One day Liliana wants to run a wedding planning business in Savusavu for overseas couples who want a Fijian wedding in a traditional Fijian setting. Nobody offers this service yet and Liliana is very excited about her business idea. Emele wonders if she could be a wedding planner alongside her sister but weddings don't excite her the way that they excite Liliana.

Emele's Tata Levu (uncle) operates a diving business and takes tourists out to 'Dreadlocks' and Barracuda Point in his own glass bottom boat. His business is very successful and he employs two other workers so that he doesn't have to run all of the tours. Emele's Tata Levu offers the cheapest diving tours in Savusavu and he includes lunch within the package deal. Emele wonders if she could be a tour operator for her Tata Levu but suddenly remembers that she gets seasick.

Emele is confused. What will she be when she leaves school? Is there anything that gives her the same happiness as rugby? Emele's Bubu interrupts her thinking. "Lako mai Emele. Come inside and have some pawpaw."

Bubu can sense Emele's worries and reassures her. "Emele, you will find a job that is just right for you. You need to think about what you are good at, what makes you happy, and then try and work out what work opportunities will suit you."

Emele does some more thinking about her future while she eats the pawpaw and then some more thinking later in the day when she is preparing dinner. That night she has a long conversation with her Tata and Nana about what she could be when she grows up and goes off to bed to think some more.

The next day Emele greets her Bubu with a huge smile and sparkling eyes. "Bubu, I have thought of lots of things that I can be when I grow up. I'm really good at sports, I love being outside, I am good at welcoming people and I am very proud of my island. I could be a trekking guide and take tourists to our ancestral villages, or I could be a recreational coordinator at a holiday resort, or I could be a manager of a fitness studio, or I could operate my very own business offering tourists bicycle tours."

Emele's Bubu gives her a big hug. "Well done Emele, you have thought of some great work opportunities that suit your skills and personality. I am so proud of you. I wonder which option you will take."

A Fishing Trip

By Mrs Roshni Kumar (Drasa Avenue School), Ms Mereia Turuva (Holy Family Primary School) and Mr Isoa Nadakuitavuki (Education Officer, Eastern District)

Unaisi was really excited because the Primary Schools' Chow Games were drawing nearer. She was chosen as one of the athletes to represent the Macuata Team in the under ten, 100 metres dash. However her father Mr Vana was really worried because he did not have enough cash to foot his daughter's travelling expenses. He drew up a budget and he needs about \$150.00.

That evening he sat down with his family to discuss means and possible ways to meet his daughter's expenses. Suddenly his wife piped up "Why don't we all go fishing and sell our catch at the local market?" They all agreed to the idea. They prepared their fishing gear, bought \$40.00 worth of fuel and \$15.00 of food in advance.

It was a cool dark Friday evening and they were all filled with excitement as Mr Vana steered the boat into the open sea. They started fishing as soon as they reached "Cakau balavu," their intended fishing spot. They waited in anticipation as the seagulls hovered above them from time to time. "Oh! How long do I have to wait Tata?" asked Unaisi impatiently. "I think all the fish are sleeping." He continued, "You may need to be patient my daughter. It takes time for the fish to smell our bait in the mean time we just need to wait and pr....." Mr Vana could not finish his speech as his line gave a mighty jerk. Unaisi yelled as her reel flew from her hand onto the boat as a one metre "saqa" (trevally) pulled her fishing line. Water splashed on both sides of the boat as they pulled in fish of different species of various sizes and colours. Big fish, small fish, long fish, round fish and thin. By 3.00 a.m. the boat was full to the brim and that was when they decided to pull up their anchor and head back to shore.

They reached the market at 5.00 a.m. and it was already thronged with a hive of activity. Mr and Mrs Vana unloaded the fish onto the jetty while Unaisi went looking for a carrier, but before she could find one the jetty was filled with their customers. By 8.00 a.m. there was nothing but bait leftover in the boat. "Oh, what a marvelous way to earn money!" cried Mr Vana. "I am hungry and sleepy", said Unaisi. "I think we should call it a day", said Mrs Vana.

On their way home, they bought two loaves of bread, a quarter pound of butter and a bottle of jam for \$5.00. That evening, they sat as a family to count their money which came to \$580.00. Unaisi jumped and danced around their bure with joy. “Yes! Yes! We have done it! Thank you Nana and Tata, I love you both.” We have now achieved our budget, goal.

“I can pay for Unaisi’s trip which is \$150.00, refund our fishing expenses which was \$60.00 set aside \$100.00 for our groceries and we can bank the rest of our money for rainy days”, said Mr Vana.

“Yes Tata!” cried Unaisi, “but promise me another fishing trip next week when I return from Suva?”

“This is only the beginning my daughter, in fact we need to buy a new stove.” Mrs Vana smiled.

My First Visit to the City

My First Visit to the City

By Mr William Daurewa (Suva Primary School)

Aunty Lolo surprised us all by paying us a visit on a clear and sunny Saturday morning. She had heard from some of our relatives that I was in Suva on my first visit to the city. She had brought with her some fresh bread and she insisted that I have my very first taste of scrambled eggs and toast for breakfast. This was a far cry from the usual lemon leaves and yams which was a common sight in all the households back in the village. Breakfast was truly filling since I really enjoyed scrambled eggs and toast. Aunty Lolo was a hive of activity when she started to preview the many exciting places to visit that day. I was so eager to go that I even forgot to excuse myself from the table. I just got up and rushed off to the showers.

My first ride in an airconditioned car was one I would cherish for a long while. Travelling in comfort and totally oblivious to the hot sunny weather outside was spectacular. Our first stop was the service station. What a busy place indeed. The hustle and bustle of the many cars that came for a re-fill was thrilling to see. I was quite interested to know where the fuel came from so I asked Aunty Lolo. She told me that there were huge reserve tanks beneath the service station that housed the fuels. This was then drawn up through special pumps which are then fed to the cars.

We were served by a young Indo-Fijian man who wore a name tag that read Anuresh. He was very friendly despite the oversized shirt he wore. We thanked him for his service and off we went.

The long ride from Nasinu to Suva was one with a lot of curiosity, wonder and fascination. I was constantly briefed on our locations and the various landmarks that we drove past. One of the many fascinations of being in the city was the huge number of cars that sped past on the roads. I asked Aunty Lolo how much would a decent car cost. She replied that all cars are affordable provided you work for it. Nevertheless, she said that a standard sized car would cost a mere \$9000.

As we approached Suva city, I was overawed by the sheer size of the high rise buildings, the large fleet of buses, the swarm of people busy with their usual shopping errands and not to mention the enormous tourist liner that dwarfed the other fishing vessels berthed at the harbour. Our sightseeing activity was slowed down with meandering traffic and finding a decent parking slot was a hassle. Finally we managed to secure a spot next to Village 6 cinemas. There was an attendant there who handed us a ticket in return for a

a levy of \$1:50.

Aunty Lolo took us to a clothes shop which read “Jacks of Fiji”. Here she made me choose whatever I wanted and said that she would pay for it. I was quite reluctant at first, but after some persuasion from my cousins, I went out and got myself some t/Shirts, and a couple of surf shorts. What intrigued me even more was how Aunty Lolo made the payment using her special payment card.

Having done that, we made our way along the busy streets to one of the tallest buildings in the heart of Suva, known as Tappoo’s City. Here I took my first ride on an escalator. It was a thrilling and an exciting experience. Advancing up the building levels was like a dream walking to the moon. The department stores were a different class from the previous shops we went to. The goods on display were well arranged and eye-catching and the prices matched the good’s quality. I really admired a rugby jersey on sale and Aunty Lolo did not hesitate to take out her special payment card and bought the jersey for me. I was over the moon at the purchase of my rugby jersey. We descended to the ground floor and walked out of the building. We had lunch at MHCC and it was a lovely sight to see the many delicacies that were on offer. I had chicken soup, which cost Aunty Lolo \$5:00. And with the many people who were eating there, Aunty Lolo mentioned that the meals were tasty, and affordable to all those who came to eat there. After enjoying a hefty meal, we left MHCC to go to the Suva Market.

It was surprising to see the many Chinese vendors busy selling their fresh farm produce together with the Indo-Fijian ladies. At the far end, we could see the Fijian ladies busy at work trying to sell off their seafood delicacies together with some of their traditional handiworks. I noticed that ladies were sound asleep amidst the hustle and bustle of enthusiastic shoppers going about their errands. I was told by Aunty Lolo that some of these vendors had to leave their villages very early in the morning just to reach the city in time to sell their produce. So come noon time, it was time to catch some shuteye, before embarking on their return trips back to the highlands. We bought some fresh fruits and vegetables, some meat from the butchers, some bread from the bakery and then it was off to the park for some ice-cream.

As we sat there enjoying our ice-cream, I wondered if I could also live in the city and enjoy the comforts and opportunities. As Aunty Lolo mentioned, the key to all this is hard work, an excellent education and sound management qualities from financial education. With that in mind, a new direction emerged in to my life. What began as a first trip from my remote village to the city has provided a pathway and incentive for a new goal in life.

The Value of Money?

By Shaleni Rai Tauniu (Yat Sen Primary School)

Jone is from Navua. He has come to Suva with his father for the holidays. Jone and his dad went to town to buy some farming tools. While in town, Jone met his friend Mark and his dad. Mark asked his dad for 50c to purchase a packet of cassava chips. Jone wanted a packet of chips too but he knew he was forbidden to ask his father for money to buy junk food. Apparently, Mark asks his father all the time and usually receives what he asks for.

Mark noticed that Jone wanted to eat chips so he dared him to ask his father for 50c. Under pressure from his friend, Jone got the courage to ask his father for 50c. Sadly, Jone's father refused to give him 50c. He went on to say to Jone, "Do you understand the value of money?". The shopkeeper serving Jone's dad intervened and said, "You cannot make a 10 year old understand the value of money, Mr Kami." Mr Kami thought otherwise because he knows he has brought up Jone to understand the importance of money.

Mr Kami then turns and asks Jone, "What do you usually do with a packet of tomato seeds at home?" "Well, first I prepare my garden. I dig up my soil to make it soft and crumbly, then I choose a spot for my seedlings." said Jone.

"What do you do with the seeds, Jone?" reminded his father. Jone said "I cut open the seed packet and then spread the seeds evenly on a patch of soil. Then I cover the seeds with the soil and water my garden daily." "That's right my son!" said Mr Kami. "And then?"

"Once the tomato seedlings are ready, I plant them in rows and water them daily. I weed my garden occasionally," said Jone. Jone's face lit up with excitement, with a broad smile on his face, Jone continued, "When my tomato plants start bearing fruits, I am ready to pick them. I wake up very early and work till late in the afternoon to make sure I have picked all the ripe and semi ripe tomatoes to take to the market the next day."

"What happens at the market, Jone?" interrupts Mr Kami.

"I make reasonable heaps to sell at \$1 a heap." replied Jone. "How many heaps do you usually sell in a day?" his father asks.

Innocently, Jone said, "About 8-10 heaps Dad." "Wow! You make 8-10 dollars everyday!" exclaimed Mr Kami. "Yes" said his father with a bright smile. "That is what a 50c coin does. The money multiplies, then you make a profit."

So Mr Kami reaches into his pocket and pulls out a dollar coin. “It’s yours”, said his father. “You can buy anything you want.” Jone received the money with a big smile on his face. His friend was surprised that Jone got more than what he had asked for. But Jone did not buy the packet of chips because he understood the value of money, through hard work. Mark, his friend, was shocked that Jone did not spend his money on chips. Jone explained to him that money is valuable and that if money is properly cared for it will grow.

Local Market

By Ms Kalesi Sauqaqa (Jasper Williams Primary School), Mrs Harietta Turagaiviu (Nadi Airport School) and Mrs Reshma Kumar (Nadi Muslim School)

Sweat was dripping down Maria's neck. She wiped it quickly and yelled, "Totolo, Totolo Seru!" Seru ran like a cheetah towards his only means of transport, his neighbour, Ratu's canoe. As soon as Ratu saw Seru climbing the "Brown Waga" (the canoe) he smiled, showing his tobacco stained teeth. Seru said, "Bula (hello) Captain!" to Ratu and tried to squeeze in the middle of all the mats his mother had put in.

Seru was too excited because it was the first time he would be leaving his island Beqa to visit Sigatoka town. His other twelve brothers and sisters had already accompanied their mum to the market during her market delivery days so now it was his turn.

He could not keep himself steady because he was so excited. He kept on questioning Ratu, "Ratu, does Sigatoka have giant slaters with tyres? Will I meet the King of Fiji? Are there bigger bures than our Turaga's (chief)? Ratu just smiled and he told Seru to have patience.

After a few hours, they arrived at the jetty. Seru was very excited to see a lot of new things. He noticed something moving so he asked Maria, "Nana, look at that running drum!" His Nana growled at him and said, "That's not a running drum, it's a truck. Now come and help me."

Then Seru helped his mother to carry the mats to the Sigatoka market. As soon as he had put the last mat down near vendor Ramu, Seru moved closer to his mother to see what she was doing. He noticed Ramu giving some notes to his mother. After vendor Ramu left, he asked, "Nana, we gave Ramu so many paper mats but why did he give you only three pieces of paper money?"

Maria smiled and said, "My boy, our mats are worth these three notes but we don't say three notes. It is \$300." Seru was shocked. He replied, "Oh \$300! We can buy clothes for everyone at the village, even a ball for Tevita, a shirt for Mike and a pair of shoes for Lulu...."

At that his mother interrupted him and said "Son, \$300 is big money but not enough to buy so many things." Seru was a bit disappointed. "Mum, we can ask Ramu to give us more so that we can have enough to buy all the things we want."

Maria explained clearly about the role of Ramu as a Retailer. He buys mats from the women of their village and sells them to other people. She further said that they were the Producers and people buying from them were consumers.

“Producers! Nana what did I produce?” exclaimed Seru. “Son, our family make mats so we produce mats,” explained Maria. Seru nodded and said, “I know when I grow up, I will produce a cow.”

Maria laughed and said, “No Seru. You can produce butter from your cow’s milk, okay son! Let’s get back to the canoe.”

As they were walking, Seru heard a boy calling, “ice cream, ice cream...\$1 a cone!” Seru quickly grabbed his mother’s hand and dragged her towards the ice cream seller. “Nana, why is the boy giving away the ice cream? Is it his birthday? asked Seru. “The ice cream seller shouted “\$1 a cone”. That means if you give him a saqamoli (\$1 coin), then you will receive your ice cream,” answered Maria. Seru was given a \$2 note to buy his ice cream. He received the ice cream cone with a \$1 coin as change. Surprised, he went to his mother and said “Mum, I got this ice cream and some money too.” Maria, holding Seru closely to her, explained, “Son, you took more than enough money for the value of one cone of ice cream. What you get back is the change.”

Seru, satisfied with his mother’s explanation, ate his ice cream while looking at the saqamoli (\$1 coin).

“Now I understand Nana. I will try my best to be an effective producer later on, have kind consumers and be careful with the value of money.” Maria took hold of her grandson’s hand and said, “Make our way quickly to the boat or else Ratu will leave us behind.” They left the shores on their way back to Vatulele Island. It was a fantastic day for them.

Ali's Birthday

By Fazim Sheik Tahsheen (Nadi Airport School)

It was Ali's birthday. On the morning of June 12th, Ali woke up happy and excited expecting something on his birthday. He was really happy.

Down in the kitchen Ali's mother scrambled to find something to give to her 12 year old son. Life has been hard since the death of Ali's father a year ago. Ali's mother had struggled since to make ends meet. It's really hard for a roti parcel seller to make enough money to run a family.

But today she could not find anything to give to her son. She perspired as she hunted around the whole house to find something for Ali. But she could not find anything.

She opened her purse and found only \$3 in it. She had to buy some supplies with it but she would have to forego this. She could not and would not break Ali's heart with no gift on his birthday. She thought Ali could use that \$3 to enjoy a ferris wheel ride at Bula Festival. Ali always liked rides and in the past often went with his father. Ali's mother became happy thinking that this would be the best gift for Ali.

Then a distant voice was heard. Ali came down to the kitchen. Mother was happy to see him. She wished him well and gave him hugs and kisses. Then she handed Ali \$3 and explained to him this was for him to enjoy at Bula Festival, on rides and food. Ali was overwhelmed as he loved going to Bula Festival. He was thrilled with his gift as he was planning to go to the Bula Festival. He hugged his mother and said, "this is the best birthday ever".

Tears rolled down her cheeks to see Ali so happy. All the pain that was in her heart for a year just vanished seeing Ali's happiness.

After breakfast, Ali got ready to go to the Bula Festival with some of his friends. They would travel in the neighbour's car. Ali said goodbye to his mother. His face was still beaming with happiness.

When Ali left, his mother thought about the supplies she had to buy with the money, but she couldn't do much.

Meanwhile Ali reached town and straight away went to the Bula Festival with his friends. The neighbour had instructed them that he would pick them up after an hour. So they began their tour.

First came the 'gambling sheds'. Ali's friends quickly tried to play it so that they could win some more money. Irfan signalled to Ali, "Hey! come on You play too." But Ali did not want to use his birthday gift on gambling. Initially Ali's friends started losing their money at gambling. So they moved on.

Next came the ice-cream parlour with snow-cones and lollies. Ali's friends quickly bought various items and started enjoying them. Then they realised that Ali did not buy anything. Sameer said, " Hey Ali, buy an ice-cream."

Ali looked at the different coloured ice-creams and his heart longed for a taste of cool chocolate ice-cream, but he did not give in. He replied, "No! Thanks. I will buy later."

By now Ali's friends were a bit disgruntled with Ali's behaviour. They thought he was showing off to be wise and showing off to be an adult, as he was not indulging in the fun activities they were doing. They decided to test him a little.

Next came the food stalls with BBQ's, fried rice, chop suey and many other varieties of food. As usual Ali's friends bought the food and started to tease Ali.

Irfan said, "Mmm! What a lovely BBQ. I have never tasted anything better." Sameer said, "Wow! This meat is so soft. It just slides down my throat." At that moment, Ali's mouth was filled with water. He put his hand inside his pocket. His fingers touched the notes in his pocket but he did not take them out. His friends tried their best but could not break Ali's determination.

Next came the "Bargain Box" shop which sells second hand items. Ali's friends looked at each other but no one wanted to go in. But to everyone's surprise Ali went in. He came out with a parcel in his hand and it was wrapped. They could not see what it was. They were confused, while Ali looked delighted.

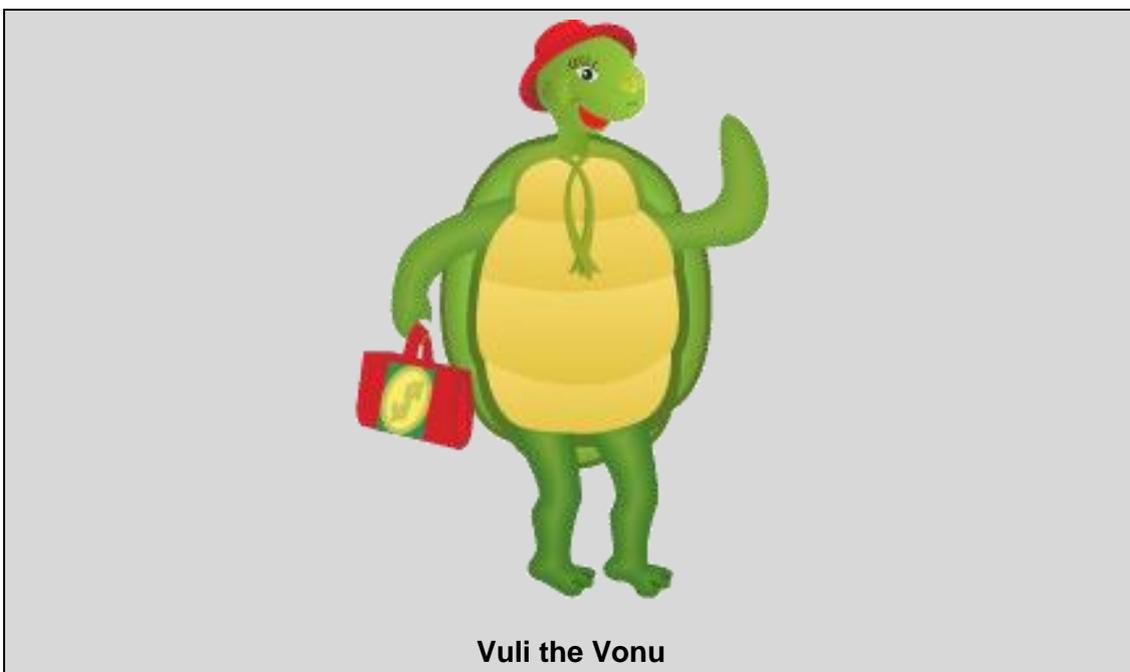
They reached home and Ali raced to his mother and handed her the parcel. His mother surprised as ever opened the parcel.

To her surprise, there were "tongs" in the parcel. She asked Ali, " What is this?" Ali smiled and replied, " this is for you mother. Your hands get burned while making all those Rotis. Now you will use the tongs to make rotis so your hands don't get burned"

Tears rolled as Ali's mother was overwhelmed by Ali's action. Ali continued, "All I wanted for my birthday was to help you in any way and that I did today."

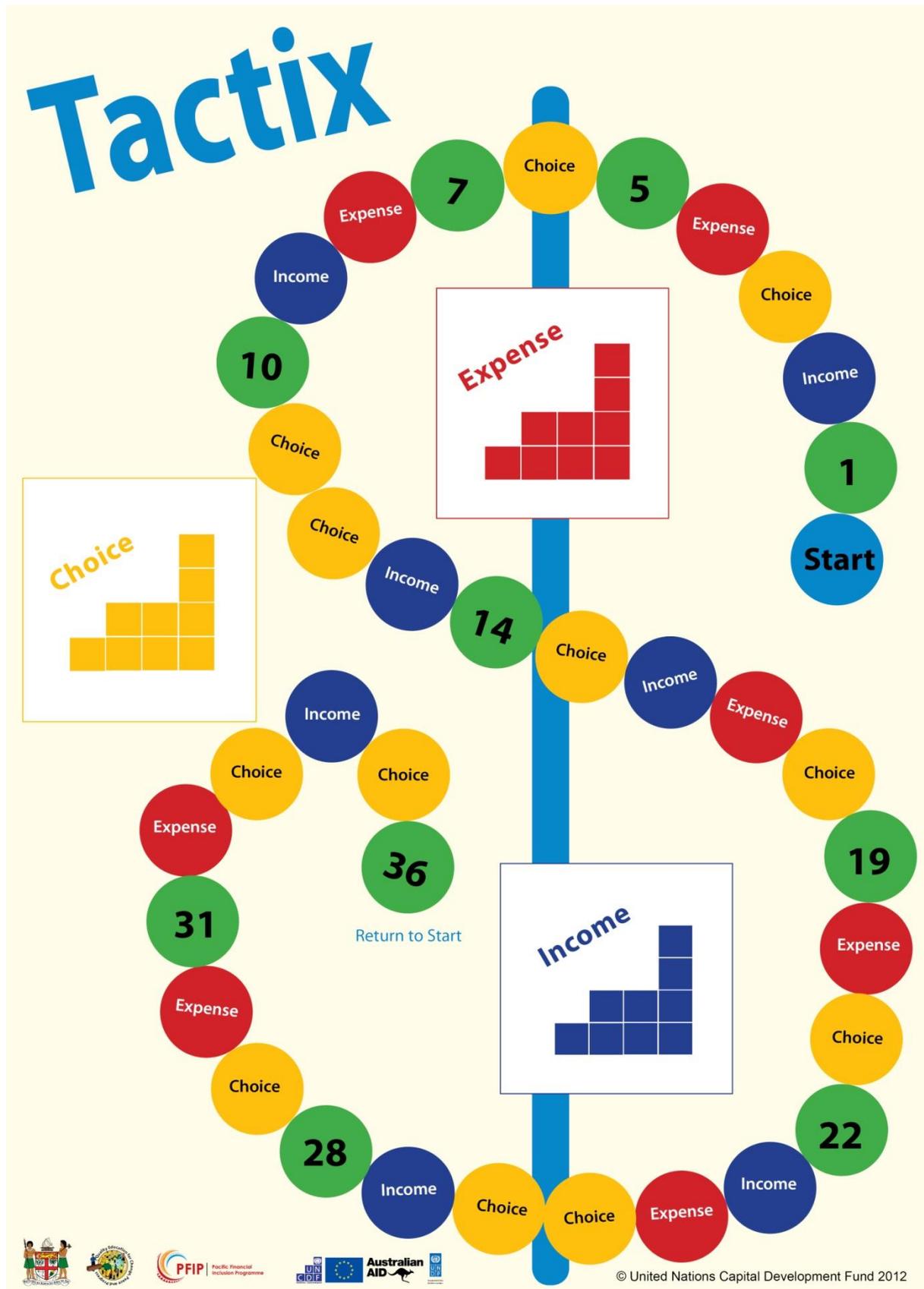
Financial Education Games

Financial Education Games



Tactix- Lesson Plan	Financial Ideas	Vocabulary
<p>The Tactix board game challenges students to make wise choices when earning, spending and saving money. They must balance earning money with purchasing items and enjoying fun activities with their friends. There are four levels to the game that provide the classroom teacher with a stepping stone approach to learning for their students. Students will learn to keep a financial record of their income and expenditure for a month using a cashbook. At the conclusion of the game they complete a cash statement of their transactions and compare this with the balance in their cashbook.</p> <p>Through the game cards students have opportunities to earn income, will incur expenses and make choices between earning income and spending; spending and saving.</p> <p>Evaluation of student learning is via the summative self/ peer assessment rubric. Students keep their recording sheets from games played over the duration of the financial education learning (cash books and cash statements), and assess their personal progress and the progress of their peers. Teachers are encouraged to circulate as students are playing the game and make anecdotal notes of their observations.</p>	<p>Income and Money Management TACTIX</p> <ol style="list-style-type: none"> 1. There are different ways to acquire money, including earning it through work. 2. Income can be earned from activities other than work. 3. Earning (income) levels vary for different jobs. 4. There are different ways to keep track of money spent. 5. A cashbook is a good place to begin with financial record keeping. 6. Items that are essential for our health and well-being are termed 'needs'. Non- essential items are termed 'wants'. 7. What you decide to spend your money on today has consequences now and in the future. 8. The more income you earn, the greater the potential for spending, saving and investing. 9. Debt is what is owed. 10. Bad debt is when you have to pay for consumer spending. <p>Financial Planning and Wealth</p> <ol style="list-style-type: none"> 1. Financial risk is the possibility of events occurring that have a negative financial effect. 2. Keeping accurate personal financial records is one way of managing financial risk. 	<p>Cashbook Transactions Income Expenditure Risks Rewards Choices Consequences Savings Spending Potential Surplus Deficit Needs Wants Credit Debt</p>
Learning Outcomes	Assessment	
<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand and use sums of money in calculations. 2. Be able to differentiate between needs and wants. 3. Use money management tools accurately to track earning, spending and savings. 4. Be able to calculate simple interest. 5. Understand what debt is. 6. Be able to describe what financial risk is. 7. Be able to give examples of how financial decisions we make today have consequences now and in the future. 	<ol style="list-style-type: none"> 1. Students complete the self-assessment rubric for Learning Outcomes at the start and completion of trial period. Compare success over time. 2. Over a number of games, assess student's accuracy in recording money transactions in the personal cashbook. Students record the date each game is played on their cashbooks. Check progress over time. 3. Over a number of games, assess student's accuracy in completing a cash statement. Students record the date each game is played on their cash statement. Check progress in accuracy of computation and calculation of surplus/ (deficit) financial position. 	

Mathematics Links	Reflective Questions and Discussion
<p>Number:</p> <ol style="list-style-type: none"> 1. Add and subtract money up to \$100. 2. Making sensible estimates and check if the answers to problems are reasonable. 3. Computing mentally using appropriate algorithms. 	<ol style="list-style-type: none"> 1. What are the benefits we gain from keeping track of our income and spending? 2. What risks did you encounter in the game? 3. What effect did these risks have on the balance in your cashbook? 4. What were the rewards you encountered in the game? 5. What effect did these rewards have on the balance in your cashbook? 6. Why is it important to have a balance between earning, saving, spending and enjoying time with friends and family? 7. Should we always receive financial rewards for jobs we do and/or help we give to others?



Game Board

Assessment Rubric

Assessment Rubric – Tactix						
Success Criteria	Novice	Basic	Proficient	Advanced	Self	Peer
I understand and can use sums of money in calculations with accuracy.	Not yet able to keep an accurate record of money earned and spent.	Sometimes able to keep an accurate record of money earned and spent.	Recording of money earned and spent is generally accurate.	Recording of money earned and spent is consistently accurate.		
I can differentiate between needs and wants.	Unable to differentiate between needs and wants.	Can give some examples of needs and wants.	Can give accurate examples of needs and wants.	Can consistently give accurate examples of needs and wants.		
I can record money transactions accurately in a cashbook.	Not yet able to record money transactions accurately in a cashbook.	Sometimes able to record money transactions accurately in a cashbook.	Generally records money transactions accurately in a cashbook.	Consistently records money transactions accurately in a cashbook.		
I can complete a cash statement recording a surplus/ (deficit) for a determined period	Not yet able to accurately complete a cash statement.	Sometimes able to accurately complete a cash statement.	Generally able to accurately complete a cash statement.	Consistently able to accurately complete a cash statement.		
I can calculate simple interest.	Not yet able to calculate simple interest.	Sometimes able to calculate simple interest.	Generally able to calculate simple interest.	Consistently able to calculate simple interest.		
I can give examples of good and bad debt.	Not yet able to differentiate between good and bad debt.	Can give some examples of good and bad debt.	Generally able to give examples of good and bad debt.	Consistently able to give examples of good and bad debt.		
I can describe what financial risk is.	Not able to give examples of financial risk.	Able to give some examples of financial risk.	Generally able to give examples of financial risk.	Consistently able to give examples of financial risk.		

Game Rules: Tactix

No of players: 2 to 4

Level One: Players use one dice, income, expense and choice cards, but no transaction sheets.

Level Two: Players use one dice, transaction sheets, and income, expense and choice cards.

Level Three: Players use two dice, income, expense and choice cards, but no transaction sheets.

The numbers on the dice can be used in any order to the benefit of the player. (see explanation below)

Level Four: Players use two dice, transaction sheets and income, expense and choice cards.

The numbers on the dice can be used in any order to the benefit of the player. (see explanation below)

Income, Expense and Choice cards are shuffled and placed on the matching card squares on the board.

For game play at levels two and four, players select a monthly transaction sheet (June **or** July, **or** August **or** September). All players use the same month selected e.g. all players use June.

Game Play: Level 1

1. The teacher sets a time limit for the game e.g. 45 minutes.
2. Players receive \$100 each as an Opening Balance in the Cash Book.
3. Each player rolls the dice and advances the number of squares on the board indicated on the dice. If a player lands on an income, expense or choice square, they pick up a card from the top of the corresponding pile.
4. The income or expense is recorded in the personal cash book and the card returned to the bottom of the corresponding pile. The transaction should be detailed in the cash book as indicated in the brackets:

Income: pocket money, interest or other income.

Expenditure: food, sport, entertainment, clothing, books, miscellaneous e.g.

Detail	Income	Expenditure	Balance
Opening Balance	\$100.00		\$100.00
Income	\$8.00		\$108.00
Food		\$8.00	\$100.00

If a player picks up a choice card with a spending or saving option, and decides to save their money (rather than spend it), nothing is recorded in the cashbook.

5. Each player then repeats steps 3 and 4 above.
6. Play continues with each player taking turns rolling the dice and recording risks and rewards in the cash book.

N.B Purchase and fun tokens

Having a balance in life is important. In the Tactix game options for purchasing items and having fun with friends have a \$ cost attached, but players also collect tokens as an encouragement to buy items they need or want, and to have fun with their friends and family. These tokens are worth \$5 each. **Players must collect 5 purchase and 5 fun tokens** before they can finish the game. Tokens are not recorded on the cashbook (as they are collected). They are recorded on the cash statement at the conclusion of the game.

Players who collect all ten tokens receive a bonus token payment of \$50
 (\$5 x 10 tokens = \$50)

Players who do not collect all ten tokens receive a bonus of \$5 for each token collected, but also a penalty of \$5 for each token they failed to collect e.g.:

Player collects	Bonus received is	Penalty incurred is	Total received
3 purchase tokens and 4 fun tokens	$7 \times \$5 = \35	$3 \times \$5 = \15	$\$35 - \$15 = \$20$
2 purchase tokens and 2 fun tokens	$4 \times \$5 = \20	$6 \times \$5 = \30	$\$20 - \$30 = -\$10$

The winner is the player with the highest balance in their cashbook at the end of the game time.

Game Play: Level 2

1. Each player records the **first transaction** for the month in their personal cash book e.g.

Date	Detail	Income	Expenditure	Balance
1 June	Opening Balance	\$50.00		\$50.00

2. Each player rolls the dice and advances the number of squares on the board indicated on the dice. If a player lands on an income, expense or choice square, they pick up a card from the top of the corresponding pile. The income or expense is recorded in the personal cash book and the card returned to the bottom of the corresponding pile. The transaction should be detailed in the cash book as indicated in the brackets e.g.:

Date	Detail	Income	Expenditure	Balance
1 June	Opening Balance	\$50.00		\$50.00
1 June	Sport		\$5.00	\$45.00

3. Each player records the **second transaction** for the month in their personal cash book.

Date	Detail	Income	Expenditure	Balance
1 June	Opening Balance	\$50.00		\$50.00
1 June	Sport		\$5.00	\$45.00
2 June	Income	\$15.00		\$60.00
3 June	Interest	\$5.00		\$65.00

4. Each player then throws the dice and records income and expenditure in their cashbook (as in step 2).
5. Play continues with each player recording the next transaction for the month, followed by a throw of the dice.
6. When all transactions for the month are completed, players record their balance (savings) as the last transaction in their personal cash book.

Players then complete the Income and Expenditure Statement (carefully recording their bonus and penalty token amounts. The winner is the player with the biggest surplus in their account at the close of the month's transactions (they must have accurate accounting in the personal cashbook). The Income and Expenditure Statement provides a cross check of the players recording throughout the game.

Game Play: Level 3

When players become proficient at Level 1 and 2, replace the roll of **one** dice with a roll of **two** dice. The numbers on the dice can be used in any order to the benefit of the player i.e., if a player rolled a 4 and a 3, the players counter is moved forward 7 squares. Both numbers rolled are used in the manner which best benefits the player e.g. if a move of 4 and then 3

produced an expense card and an income card, but a move of 3 and 4 produced two income cards the player would move forward 3 squares followed by 4 squares. This way they can avoid the risks of expenses. The transactions are recorded in the cash book separately (as two transactions).

If a player rolls doubles, they can choose to use the numbers or roll again. The player must use the numbers rolled on the second turn (even if they are doubles).

At level 3, students use two dice, the income, expense and choice cards, but not the monthly transaction sheets. Each player receives \$100.00 Opening Balance in their Cash Book.

Game play is as for level one, but students can use the numbers on the dice to avoid expenses and earn income, and/or have choices (between earning, spending and/or saving) as detailed above.

Game Play- Level 4

At level 4, students use two dice, the income, expense and choice cards, and the monthly transaction sheets.

Game play is as for level two, but students can use the numbers on the dice to avoid expenses and earn income, and/or have choices (between earning, spending and/or saving).

Introducing the Income and Expenditure Statement

The teacher will need to use personal judgement as to when to introduce the income and expenditure statement. This financial record is a cross- check for students that their recording in the personal cash book is correct. The surplus or deficit recorded in the income and expenditure statement should match the final balance recorded in the cash book.

If the game is played without use of the cash statement, students will need to calculate their bonus and penalty token amounts and record these as separate transactions on the cash book at the end of the game.

The winner at all four levels of the game is the player with the highest balance recorded in the cash book (with accurate recording).

Personal Income and Expenditure Statement - Exemplar

Record player's name

Record month here

Personal statement for _____ For the period of _____

Income	\$	\$
Pocket money	A	
Interest	B	
Other income	C	
Token Bonus Payment	D	
Total Income		$A + B + C + D$

Total income

Expenditure

Food	C	
Sport	D	
Entertainment	E	
Clothing	F	
Books	G	
Miscellaneous	H	
Token Penalty Payment	I	
Total Expenditure		$C + D + E + F + G + H + I$
Surplus / (Deficit)		_____

Total expenditure

Surplus/deficit for period: Total income minus Total expenditure

Personal Income and Expenditure Statement:

How much have I earned and spent?

Statement for: _____

For Period: _____

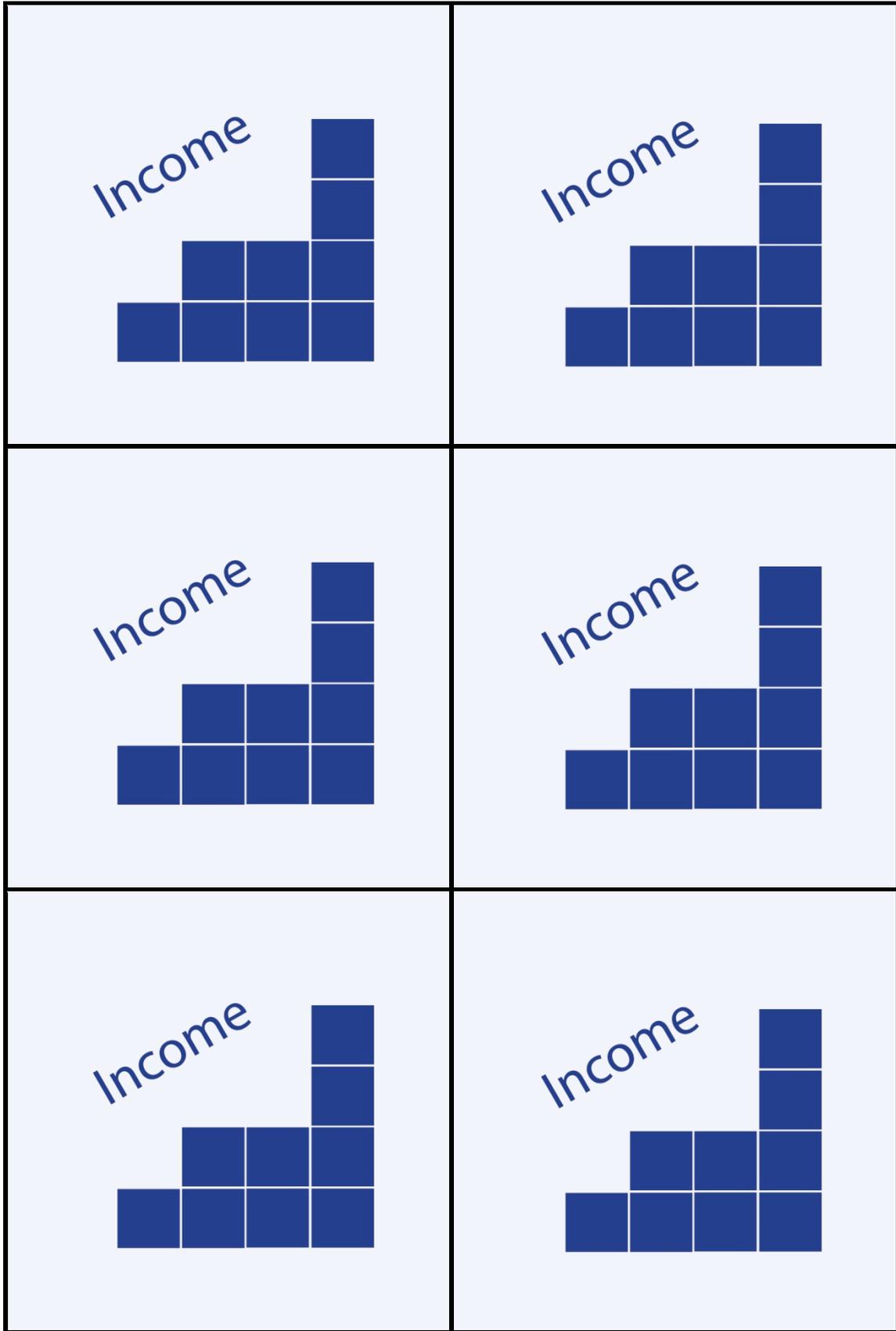
Income	\$	Total \$
Opening Balance		
Pocket money		
Interest		
Other Income		
Token Bonus Payment		
Total Income		
Expenditure		
Food		
Sports		
Entertainment		
Clothing		
Books		
Miscellaneous		
Token Penalty Payment		
Total Expenditure		
Surplus / (Deficit)		

Date	Your personal transactions for June 'Tactix'	tick when recorded
1 June	Record your opening balance in your cashbook (Opening Balance)	
2 June	Today you received your weekly pocket money of \$10 for completing all your jobs, and you record this in your cashbook. (Pocket money)	
4 June	Get your face painted at the bazaar. \$3 (Miscellaneous)	
5 June	Purchase some hair ties. \$3 (Clothing)	
7 June	Buy your sister a colouring book on sale. \$2 (Books)	
9 June	Pocket money day again. \$10 (Pocket money)	
11 June	Pay entry to the oratory competition. \$3 (Entertainment)	
13 June	Buy fruit juice. \$2 (Food)	
16 June	Pocket money day. \$10 (Pocket money)	
18 June	Buy an eraser. \$1 (Books)	
21 June	Buy your cat a toy from the pet shop. \$6 (Miscellaneous)	
23 June	Pocket money day. \$10 (Pocket money)	
24 June	Pay \$3 entry to the spinning top competition. (Entertainment)	
26 June	Treat yourself to an ice block. \$2 (Food)	
30 June	Pocket money day. \$10 (Pocket money)	
30 June	If no player has collected all 10 tokens, continue play (see rules)	
30 June	You earn 10% interest on the balance of your savings. Record this amount in your cashbook. (Interest)	
30 June	Record the total of your bonus and/or penalty tokens in your cashbook and take your surplus cash and deposit it at the bank. (Savings)	

Date	Your personal transactions for July 'Tactix'	tick when recorded
1 July	Record your opening balance in your cashbook. (Opening Balance)	
2 July	Today you received your weekly pocket money of \$10 for completing all your jobs, and you record this in your cashbook. (Pocket money)	
4 July	You pay your share of the hot chips for your friend's sleepover. \$2 (Food)	
6 July	Purchase some stationery from the local book shop. \$4 (Books)	
7 July	Buy an ice-cream. \$3 (Food)	
9 July	Pocket money day. \$10 (Pocket money)	
10 July	Pay entry to the soccer game. \$2 (Sport)	
13 July	Hire a video. \$3 (Entertainment)	
16 July	Pocket money day. \$10 (Pocket money)	
18 July	Treat yourself to a bun at the school canteen. \$2 (Food)	
21 July	Buy a second hand book. \$5 (Books)	
23 July	Pocket money day. \$10 (Pocket money)	
25 July	Treat yourself to a chocolate bar. \$3 (Food)	
27 July	You contribute to the cost of a present for a friend's birthday. \$5 (Miscellaneous)	
29 July	Pay bus fare to the beach. \$2 (Entertainment)	
30 July	Pocket money day. \$10 (Pocket money)	
30 July	If no player has collected all 10 tokens, continue play (see rules)	
30 July	You earn 10% interest on the balance of your savings. Record this in your cashbook. (Interest)	
30 July	Record the total of your bonus and/or penalty tokens in your cashbook.	
31 July	Take your surplus cash and deposit it at the bank (Savings)	

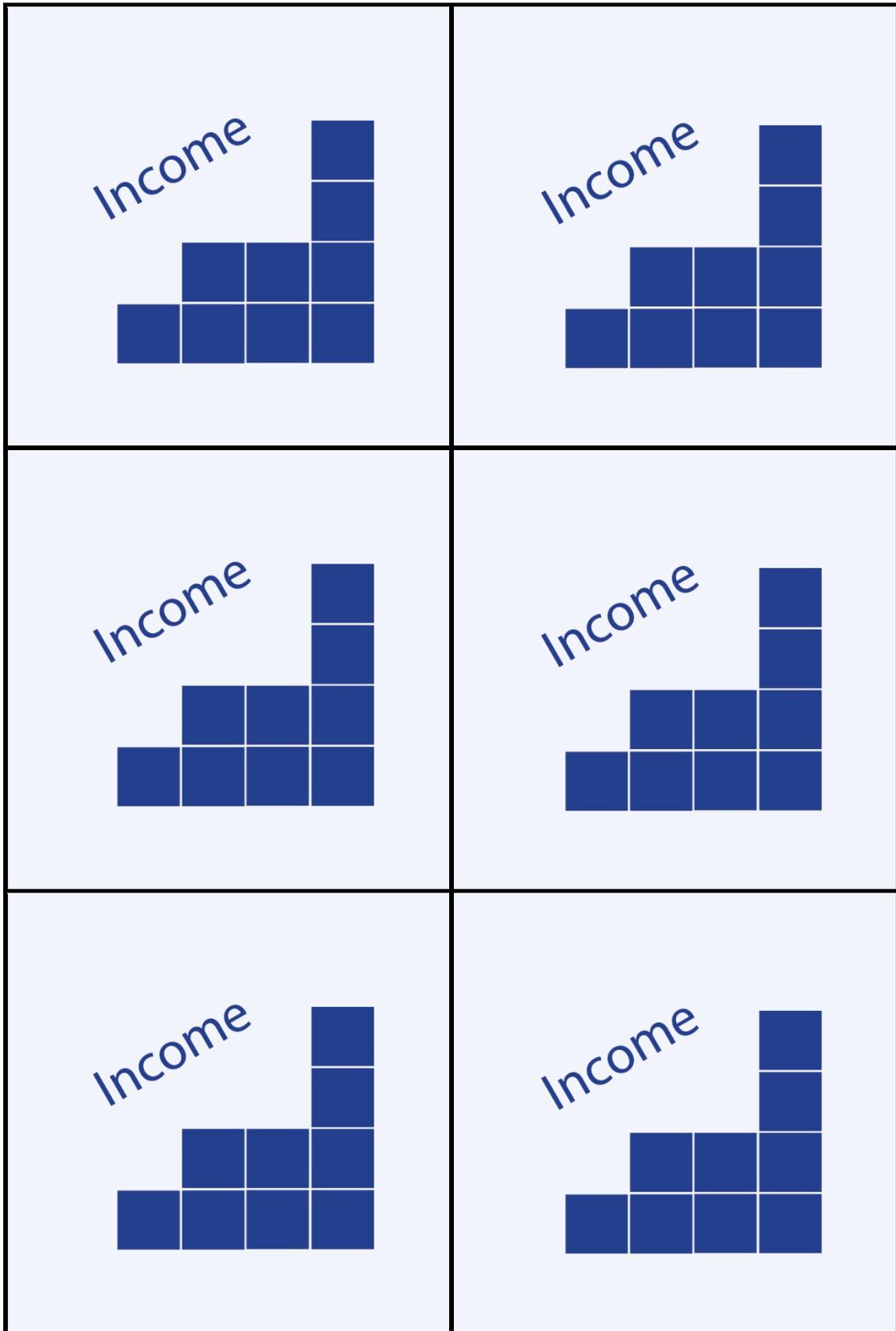
Date	Your personal transactions for August 'Tactix'	tick when recorded
1 August	Record your opening balance in your cashbook. (Opening Balance)	
2 August	Today you received your weekly pocket money of \$10 for completing all your jobs, and you record this in your cashbook. (Pocket money)	
3 August	Treat yourself to a sausage at the fundraiser. \$2 (Food)	
5 August	Purchase a magazine at the bookshop. \$4 (Books)	
9 August	Pocket money day. \$10 (Pocket money)	
11 August	Visit the games arcade and spend. \$5 (Entertainment)	
13 August	Go to the movies. \$5 (Entertainment)	
16 August	Pocket money day. \$10 (Pocket money)	
17 August	You treat yourself and a friend to donuts. \$5 (Food)	
21 August	Buy new strings for your tennis racquet. \$6 (Sport)	
23 August	Pocket money day. \$10 (Pocket money)	
25 August	Purchase some hair clips. \$3 (Clothing)	
27 August	You pay your share of the cost of pizza to take to a friend's birthday. \$4 (Food)	
30 August	Pocket money day. \$10 (Pocket money)	
30 August	If no player has collected all 10 tokens, continue play (see rules).	
30 August	You earn 10% interest on the balance of your savings. Record this amount in your cashbook. (Interest)	
30 August	Record the total of your bonus and/or penalty tokens in your cashbook.	
31 August	Take your surplus cash and deposit it at the bank (Savings)	

Date	Your personal transactions for September 'Tactix'	tick when recorded
1 Sept	Record your opening balance in your cashbook. (Opening Balance)	
2 Sept	Today you received your weekly pocket money of \$10 for completing all your jobs, and you record this in your cashbook. (Pocket money)	
4 Sept	Purchase a raffle ticket. \$2 (Miscellaneous)	
6 Sept	Purchase a beanie. \$4 (Clothing)	
8 Sept	Buy a notebook on sale. \$2 (Books)	
9 Sept	Pocket money day. \$10 (Wages)	
12 Sept	Pay entry to the talent quest competition. \$4 (Entertainment)	
16 Sept	Pocket money day. \$10 (Pocket money)	
18 Sept	Pay this month's sport fees. \$4 (Sport)	
20 Sept	Buy your dog a bone. \$3 (Miscellaneous)	
23 Sept	Pocket money day. \$10 (Pocket money)	
25 Sept	Enter the kite competition. \$2 (Entertainment)	
27 Sept	Buy some hot chips. \$3 (Food)	
30 Sept	Pocket money day. \$10 (Pocket money)	
30 Sept	If no player has collected all 10 tokens, continue play (see rules).	
30 Sept	You earn 10% interest on the balance of your savings. Record this amount in your cashbook. (Interest)	
30 Sept	Record the total of your bonus and/or penalty tokens in your cashbook. (Savings)	
30 Sept	Take your surplus cash and deposit it at the bank. (Savings)	

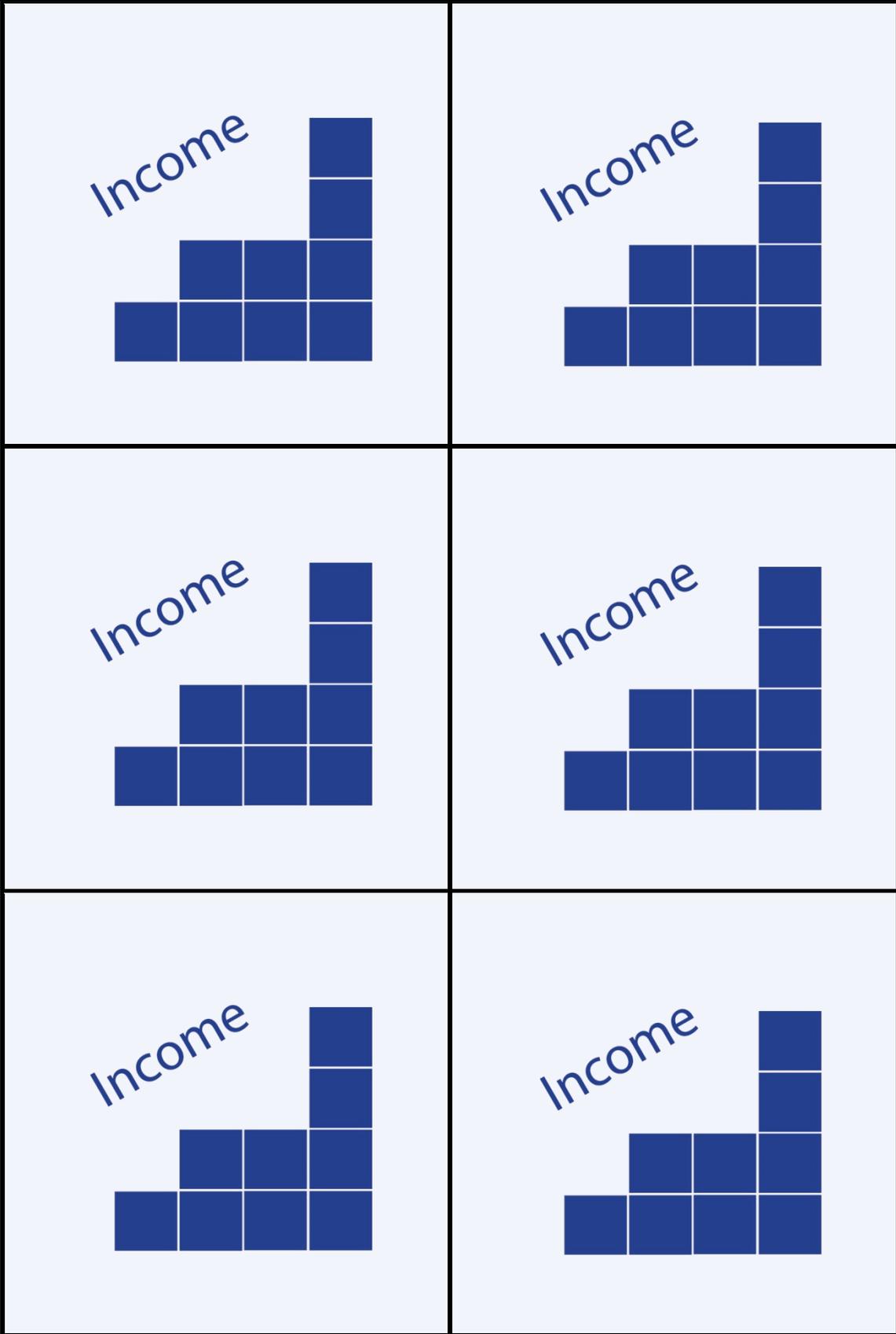


Reward Ca Income Cards

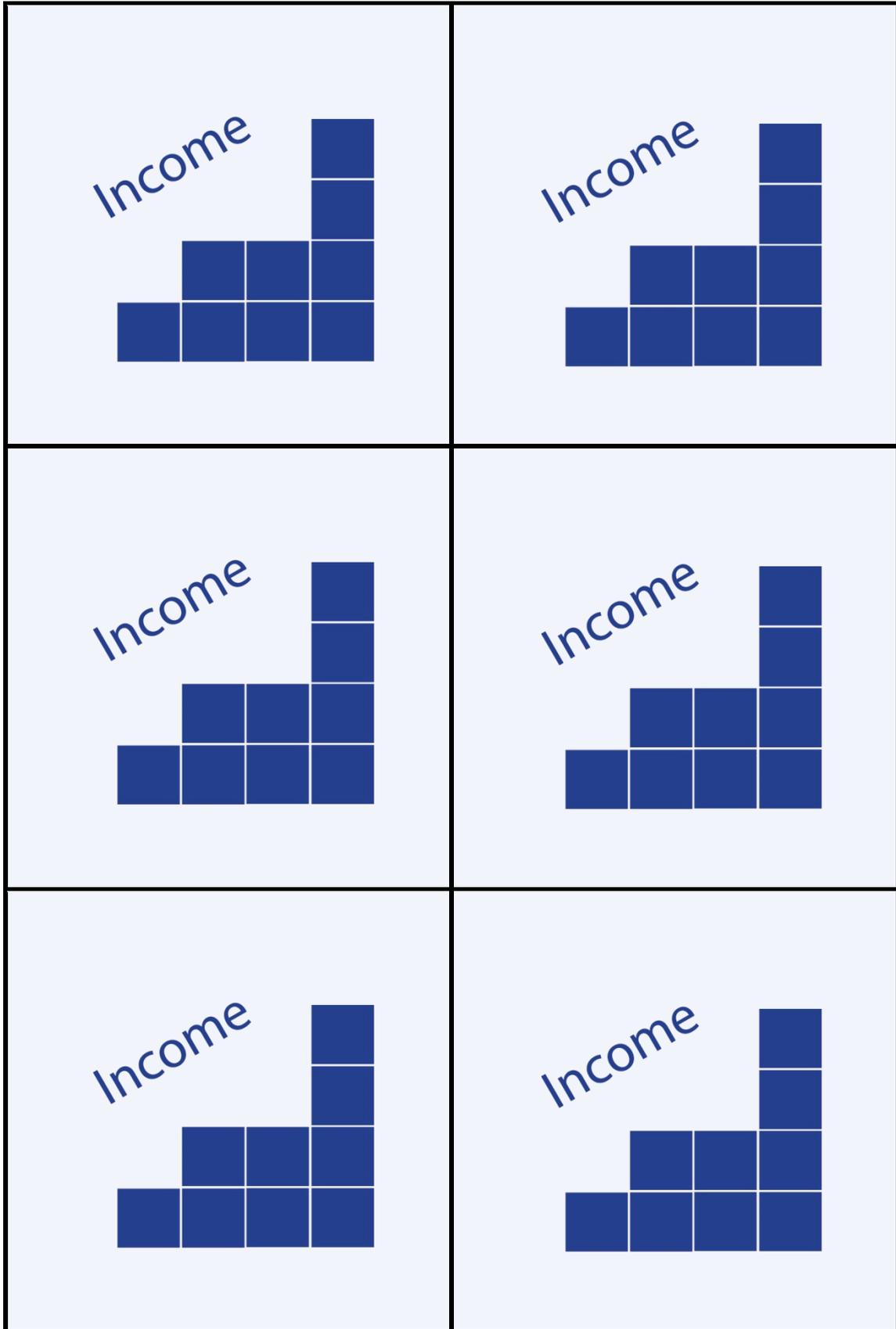
<p>You cut the next-door neighbours' lawn. They give you \$10. (Income)</p>	<p>You receive \$20 from your Aunty for your birthday. (Income)</p>
<p>Dad gives you \$10 for bathing the family pets. (Income)</p>	<p>You surprise your Grandparents by trimming their hedge. They give you \$10. (Income)</p>
<p>Emosi gives you \$10 for helping plant tomatoes in his garden. (Income)</p>	<p>You help your parents out by looking after your sick sister while they run an important errand. They are really pleased with your efforts.</p>



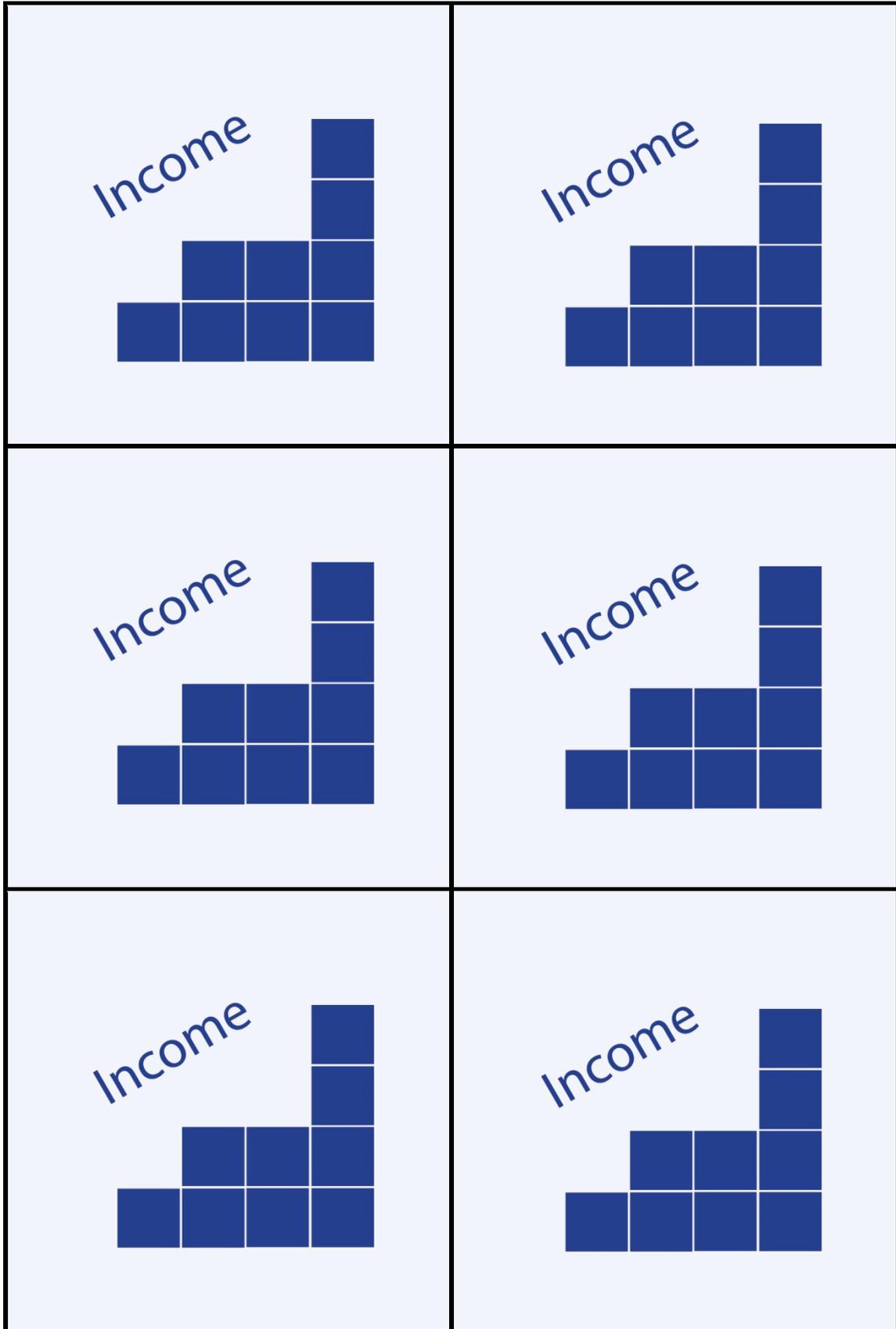
<p>You spot a burglar trying to break into a neighbours' house. You call the police and he's arrested. They give you a \$10 reward. (Income)</p>	<p>You sweep the house all week. Mum gives you \$5 as a reward. (Income)</p>
<p>You help your blind cousin with his chores. Your aunty shouts you to the movies.</p>	<p>You help your neighbour collect driftwood for the fire. He gives you \$8. (Income)</p>
<p>Your brother pays you 10% interest on the \$50 you loaned him. (Interest)</p>	<p>Your cousin pays you 10% interest on the \$40 you loaned her. (Interest)</p>



<p>You win \$20 in the school raffle. (Income)</p>	<p>You receive a \$20 cash voucher for winning the debating competition in your school district. (Income)</p>
<p>Your friend pays you 10% interest on the \$30 you loaned him. (Interest)</p>	<p>You help out at the flood relief centre. They are really impressed with your caring manner.</p>
<p>Your older brother gives you \$5 for helping him file some important papers. (Income)</p>	<p>You help your elderly neighbour with the ironing all week. She gives you \$5. (Income)</p>

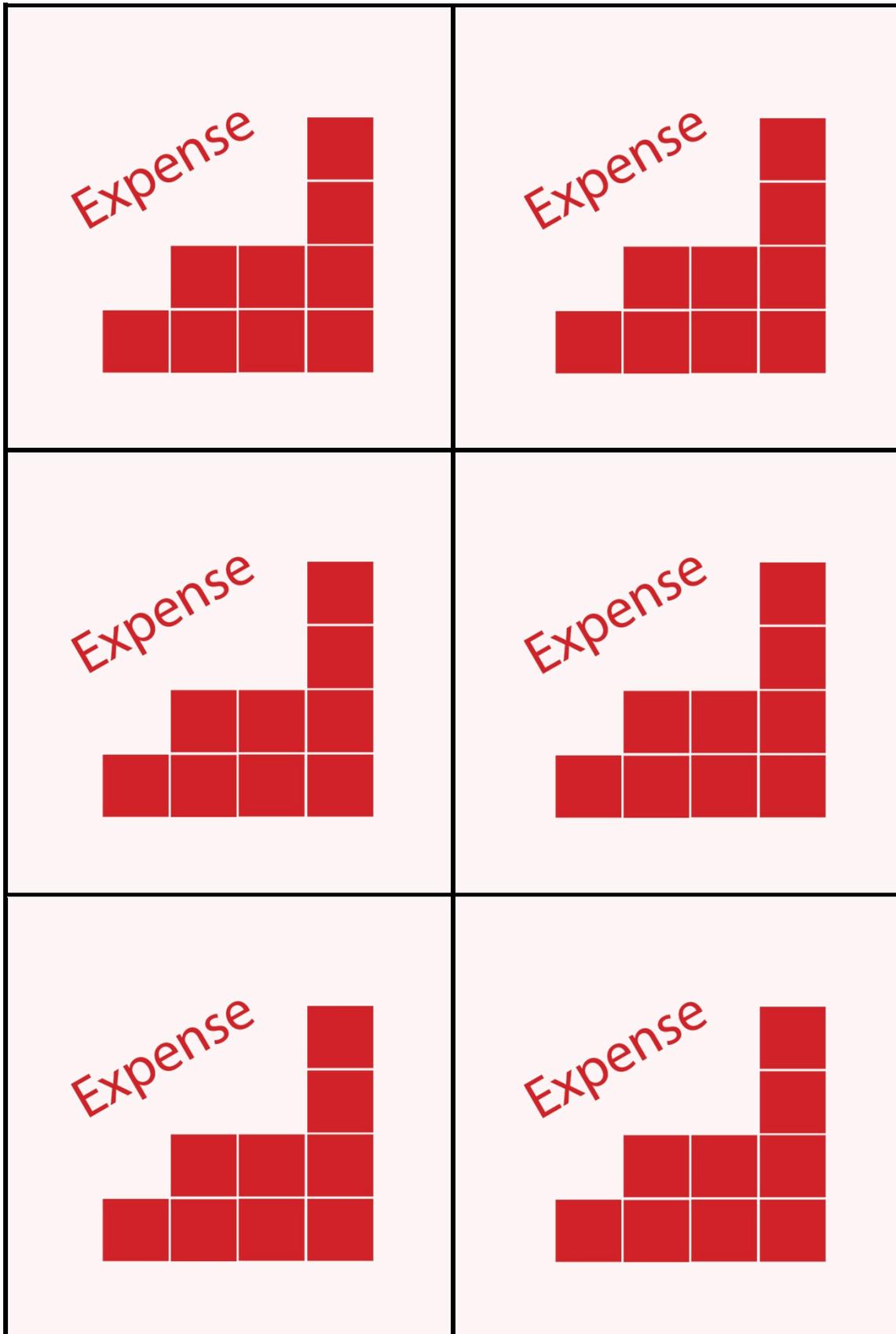


<p>Collect one bonus purchase token</p>	<p>Collect one bonus fun token</p>
<p>You win \$10 in the drawing competition. (Income)</p>	<p>Collect two bonus purchase tokens</p>
<p>You help your neighbour prune the trees and dispose of the clippings. He gives you \$10. (Income)</p>	<p>You polish the family car. Mum is so impressed that she takes you and a friend to the beach in the weekend.</p>

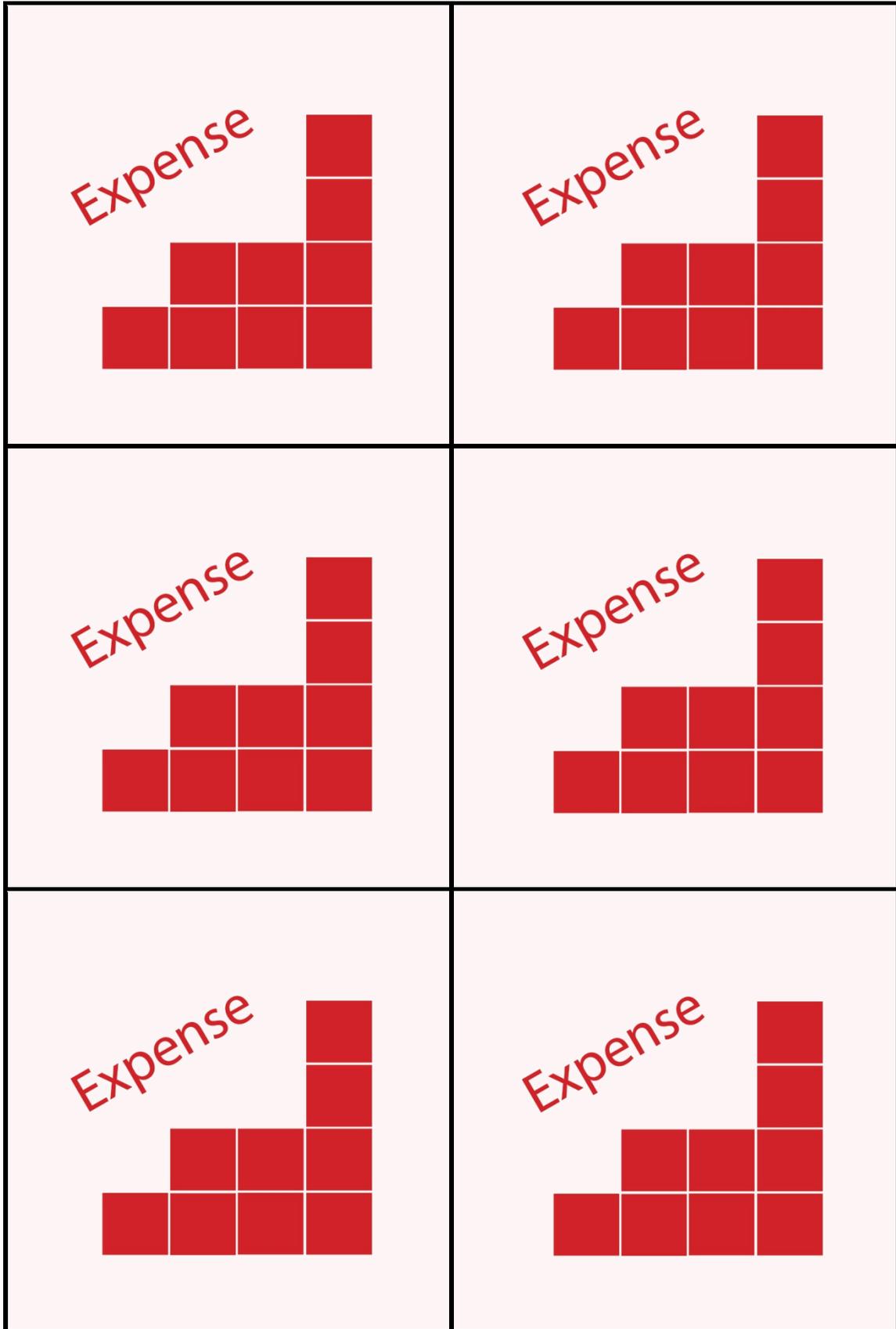


<p>You receive \$10 from your Uncle via mobile phone transfer as a special treat. (Income)</p>	<p>You find \$10 in the street. You hand it in to the police and your honesty is repaid as you get to keep the \$10. (Income)</p>
<p>Collect two bonus fun tokens.</p>	<p>You earn \$10 selling empty bottles to the recycler. (Income)</p>
<p>You sold vegetables from your garden at the market and earned \$15. (Income)</p>	<p>You help clean up the debris from the fire at a local shop. The firemen attending really appreciate your help.</p>

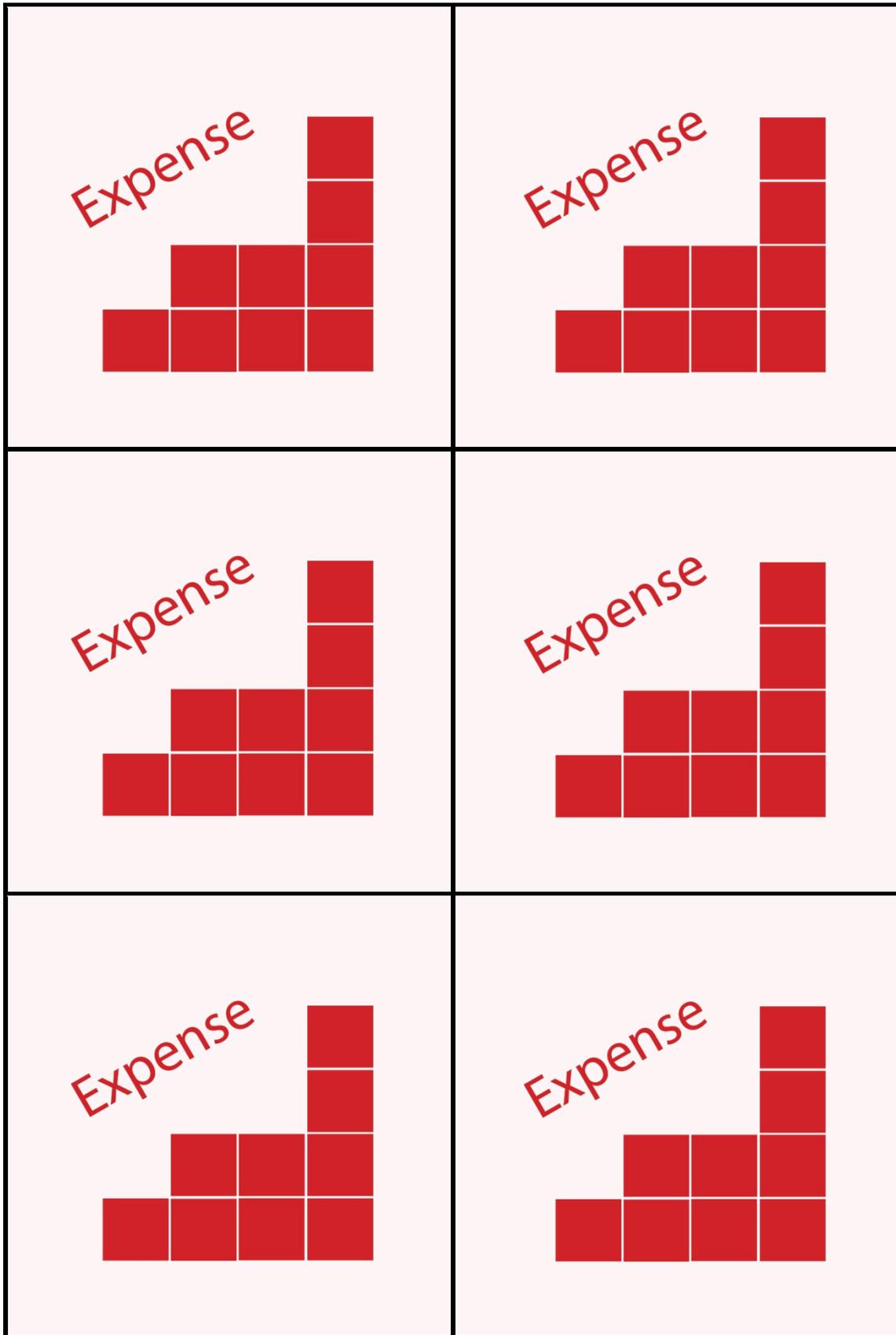
Expense Cards



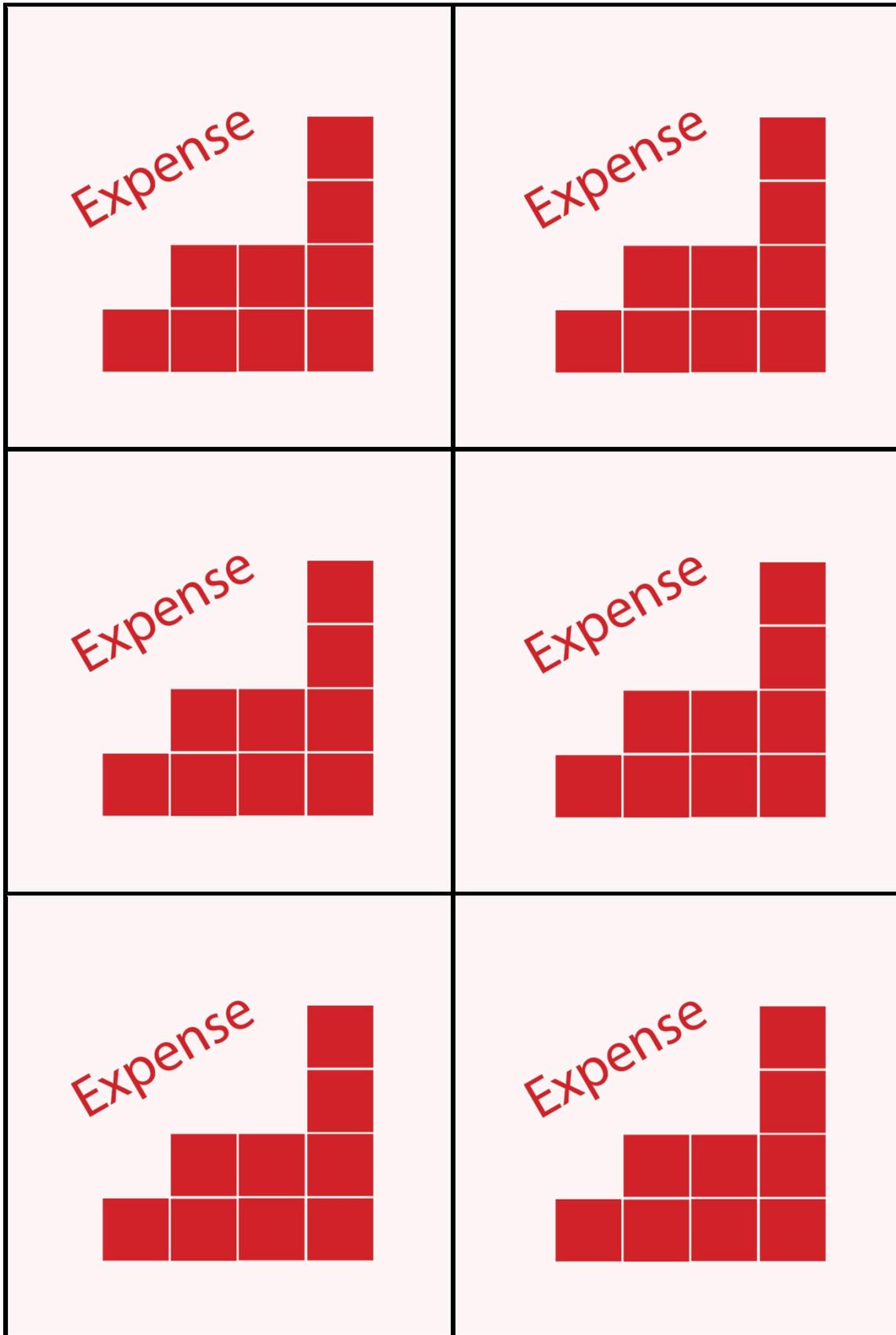
<p>Return one fun token.</p>	<p>Return one purchase token.</p>
<p>Return one purchase token.</p>	<p>You run out of credit on your cell phone and pay \$10 to top up. (Entertainment)</p>
<p>You drop your friend's MP3 player and pay \$10 towards repair. (Miscellaneous)</p>	<p>You lose a \$10 note from your back pocket while playing a game. (Sport)</p>



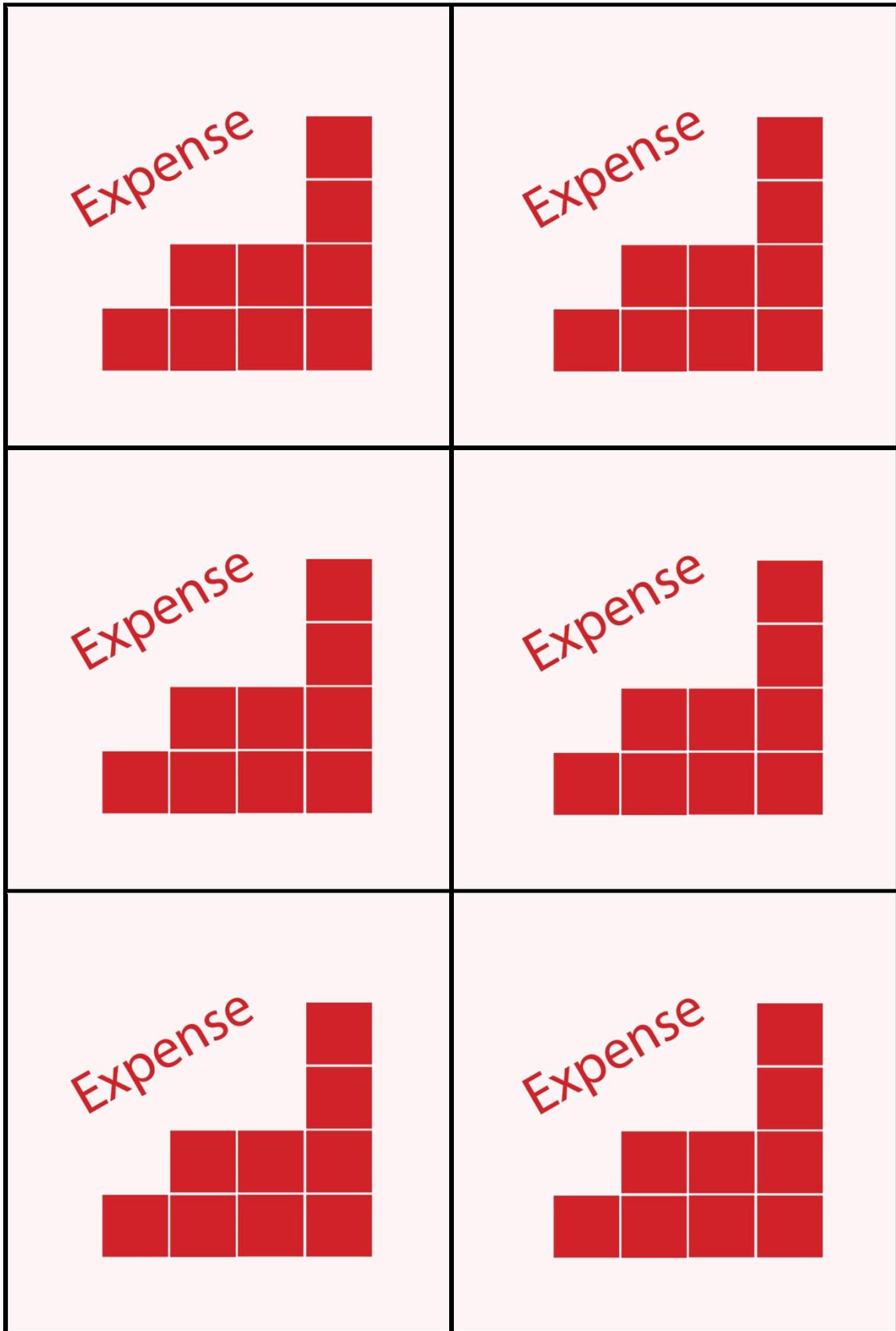
<p>You break Mum's vase chasing your brother around the house. You pay \$6 towards your share of replacement costs. (Miscellaneous)</p>	<p>You're late home from visiting a friend and miss dinner. You pay \$6 for takeaway dinner. (Food)</p>
<p>You knock over the dog's food bowl. You pay \$6 to buy a new can at the food store. (Food)</p>	<p>You eat the ice-cream your Mum has been saving for your sister, who has tonsillitis. You pay \$6 for a replacement tub. (Food)</p>
<p>You use Dad's batteries for your MP3 Player. You apologise and give him \$6 for a new set. (Entertainment)</p>	<p>You knock over a young child in the playground and he drops his ice-cream. You apologise and give him \$4 to buy him a new one. (Food)</p>



<p>You want to buy some sweets at the concert. Mum says you have to pay the \$4 from your savings. (Food)</p>	<p>You drop your brother's cell phone and lose the SIM card. You pay \$15 for a replacement. (Miscellaneous)</p>
<p>Return one purchase token.</p>	<p>You doodle on the cover of your school book and have to pay \$5 towards replacement. (Books)</p>
<p>You spill your drink on Mum's magazine and pay \$6 for a new one. (Books)</p>	<p>You pay \$5 towards your soccer fees. (Sport)</p>

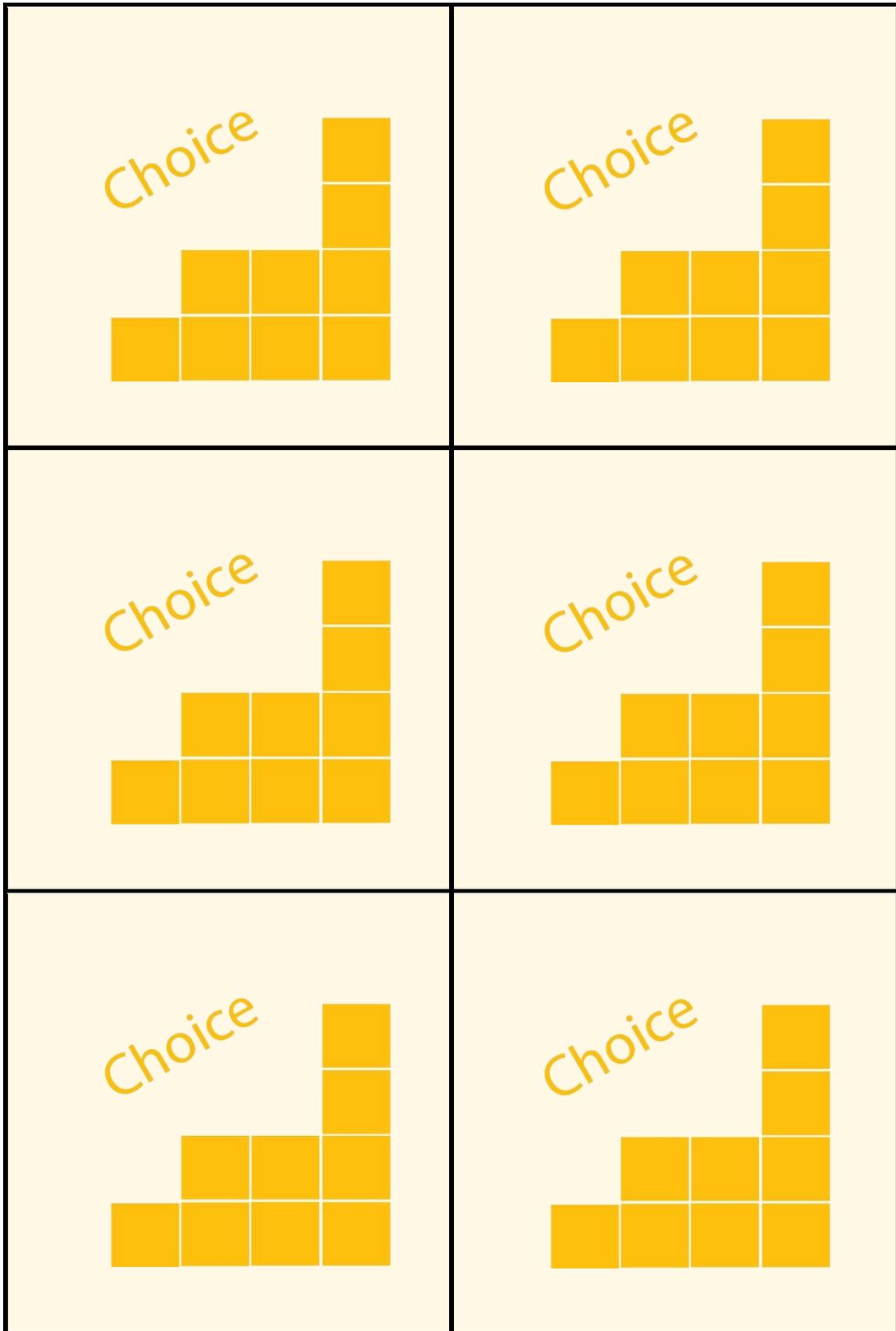


<p>Your library books are overdue. Pay \$3 in fines. (Books)</p>	<p>You forget to put the sports equipment away and some tennis balls are stolen. You contribute \$5 towards replacement costs. (Sport)</p>
<p>You lose your ticket to the soccer tournament and pay \$5 to Mum towards the cost of a replacement one. (Sport)</p>	<p>You tear the knee in your new jeans and contribute \$8 towards repairs. (Clothing)</p>
<p>You see a pair of trainers at the shoe shop that you can't resist. Mum says you have to contribute \$20 towards the purchase. (Clothing)</p>	<p>You puncture the tyre on your bike. You pay \$6 for the repair. (Miscellaneous)</p>

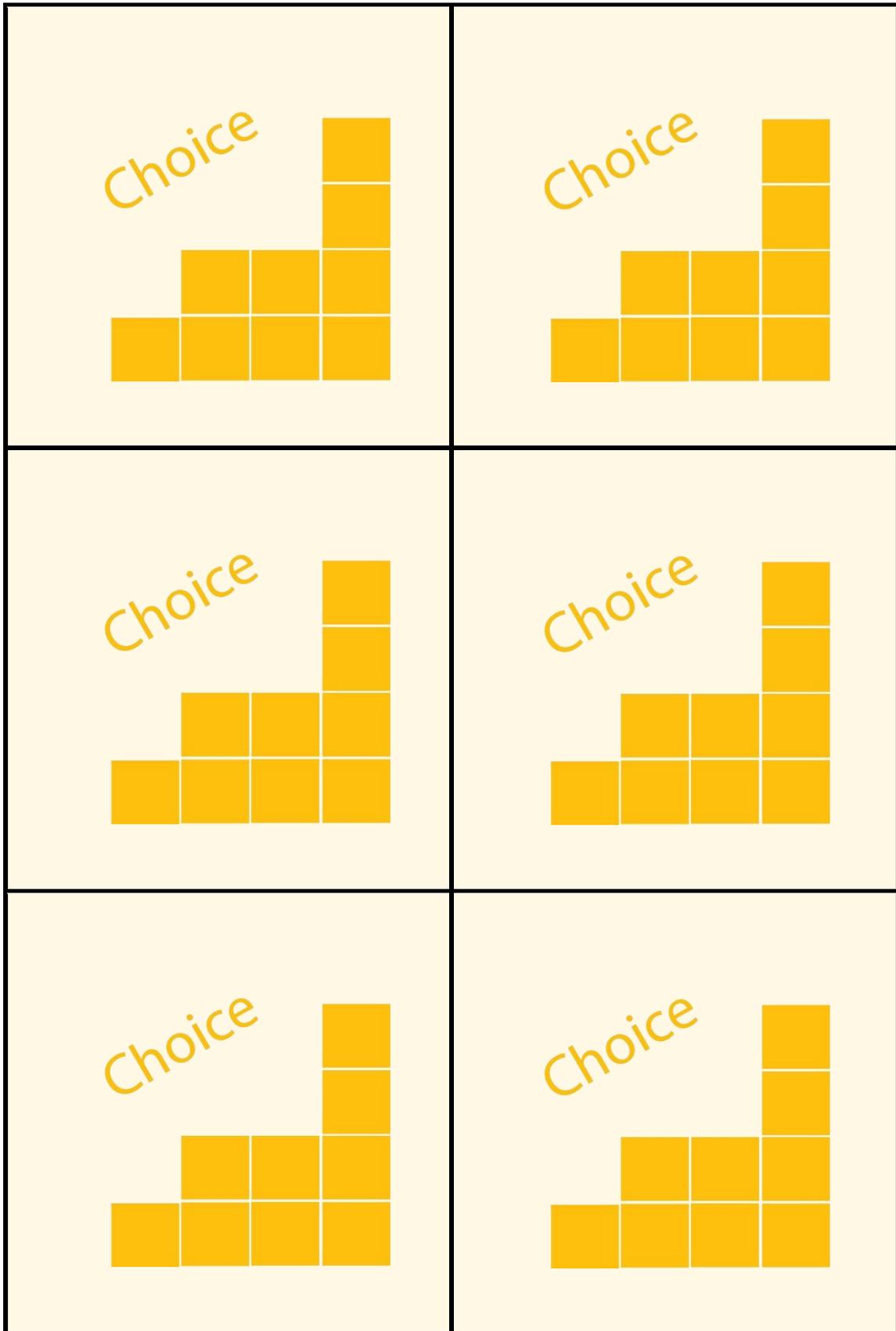


<p>You rent two movies for your friends sleep-over. The rental cost is \$6. (Entertainment)</p>	<p>You leave your sport bag at the Zone Athletics games. You contribute \$10 towards replacement cost. (Clothing)</p>
<p>Return one fun token.</p>	<p>Return one purchase token.</p>
<p>You purchase balloons for your birthday party costing \$5. (Entertainment)</p>	<p>Your older brother, Filipe is driving to the car show. You want to go too and contribute \$5 towards petrol costs. (Miscellaneous)</p>

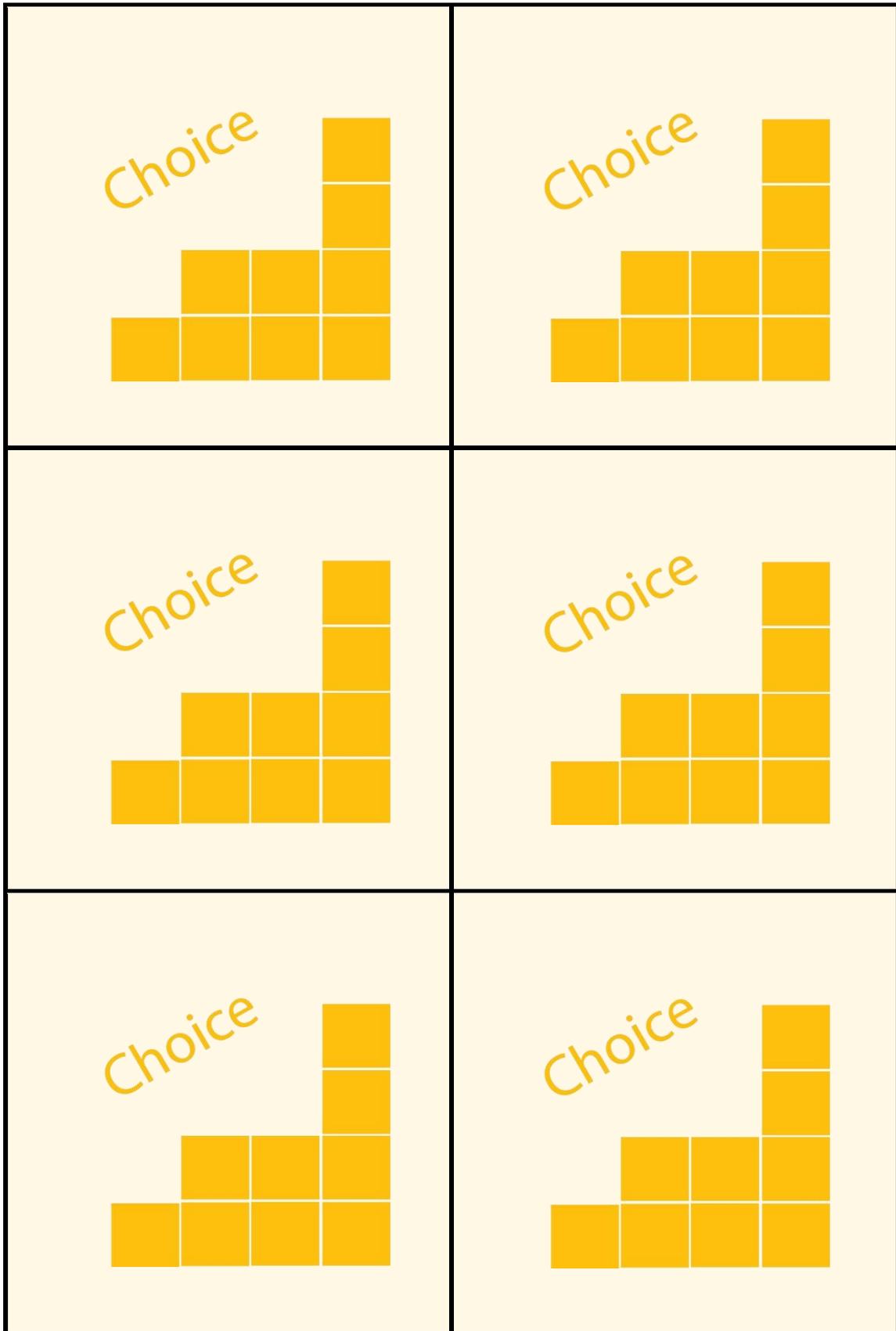
Choice Cards



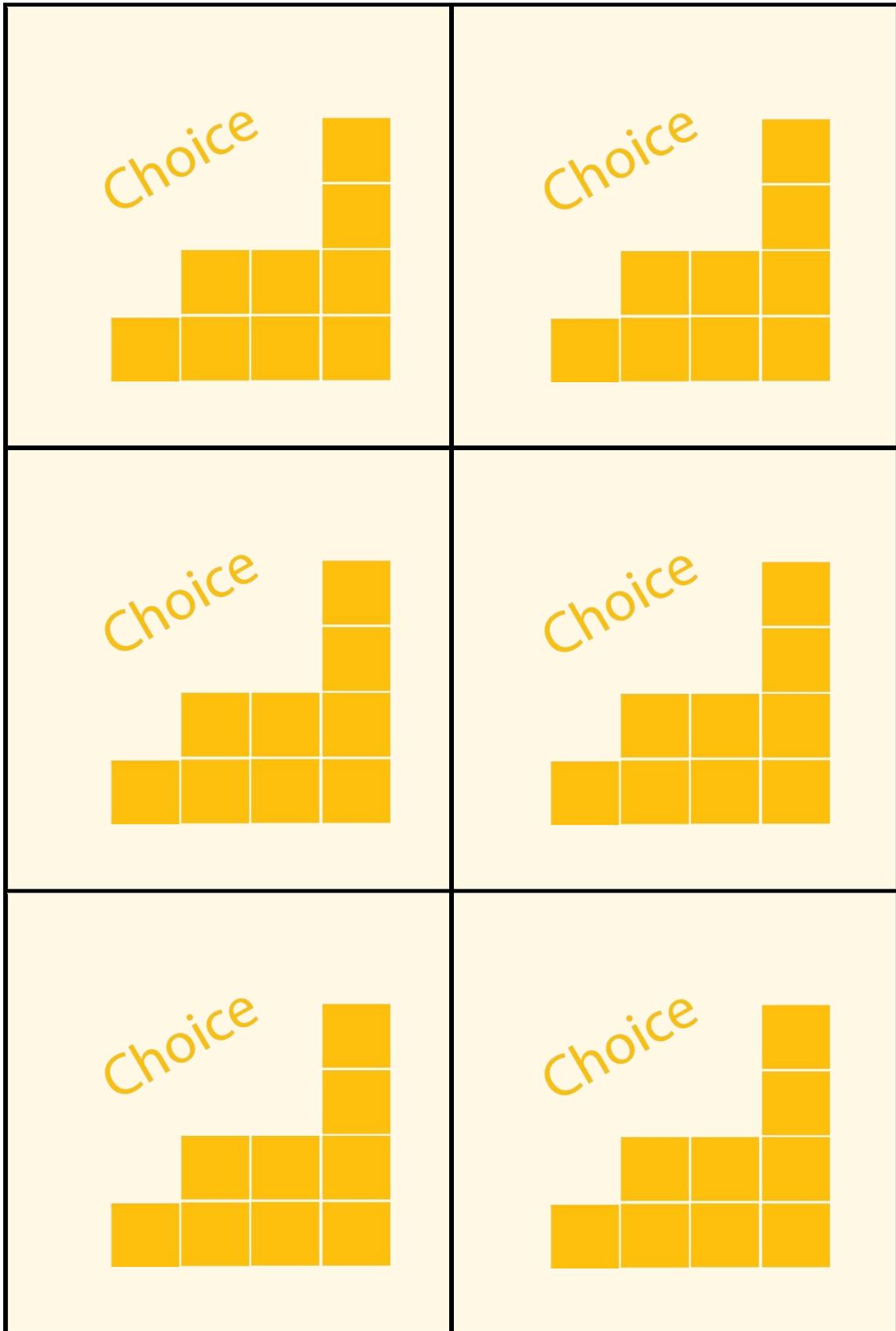
<p>Your friends invite you to the movies. It will cost you \$10 and you'll collect two fun tokens. (Entertainment)</p> <p>OR</p> <p>You can help Aunty by babysitting your cousin for the evening. She'll give you \$10 as a thank you. (Income)</p>	<p>Your friends have organised a soccer tournament. Your share of entry will be \$6 and you'll collect one fun token. (Sport)</p> <p>OR</p> <p>You can help the teams out by umpiring. They'll give you \$8. (Income)</p>
<p>You see a brand new pair of jeans on sale for \$20. If you buy these you'll pay \$20 and get four purchase tokens. (Clothing)</p> <p>OR</p> <p>You can save your money.</p>	<p>You can hire 3 movies you've wanted to see for ages for \$8 and collect one fun token. (Entertainment)</p> <p>OR</p> <p>You can save your money.</p>
<p>You can buy a fish and chip meal for \$10 and collect two purchase tokens. (Food)</p> <p>OR</p> <p>You can save your money and have lunch at home.</p>	<p>You can get 1000 texts for \$10 and collect two purchase tokens. (Entertainment)</p> <p>OR</p> <p>You can save your money.</p>



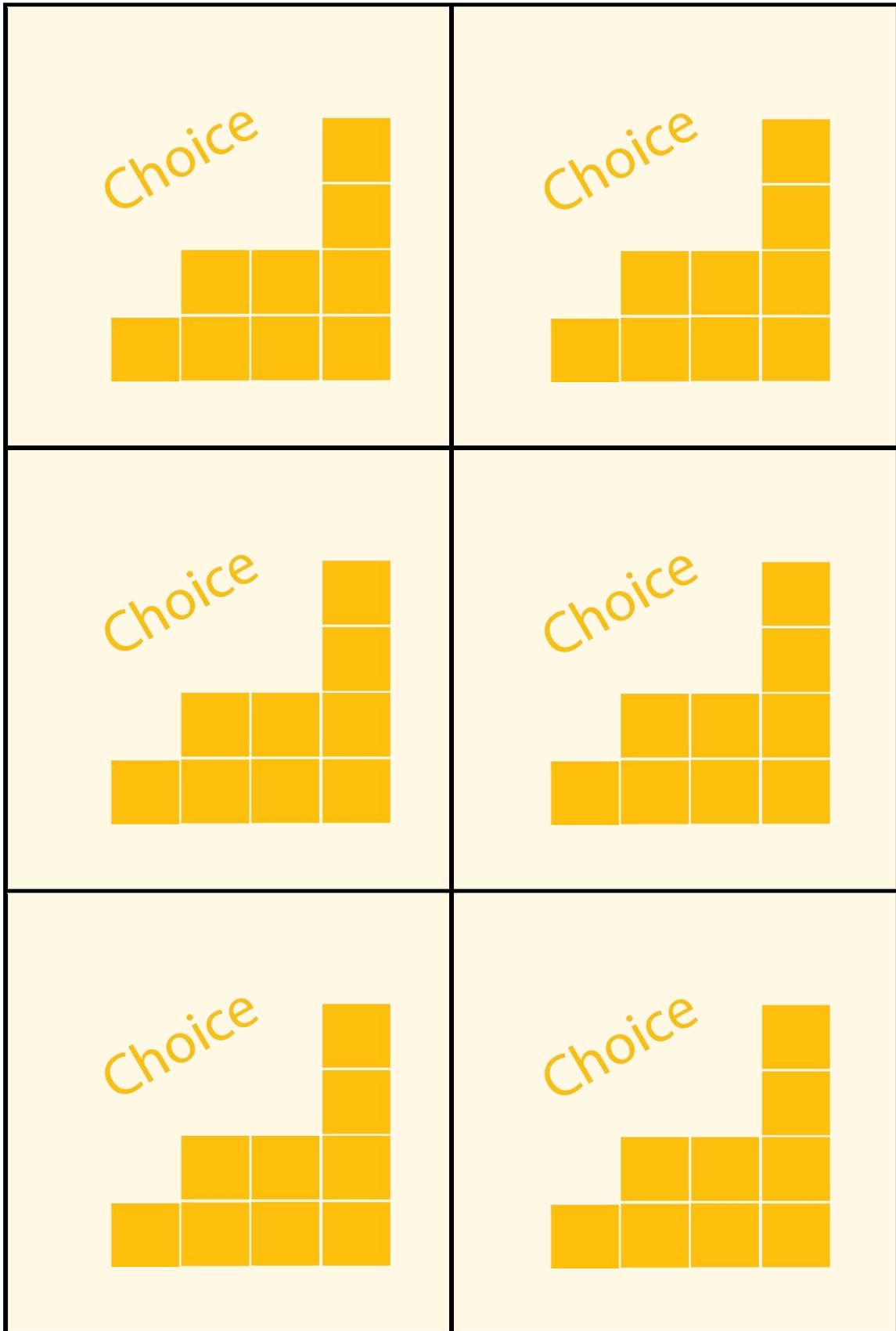
<p>You can help Dad over the holiday break and earn \$15. (Income)</p> <p>OR</p> <p>You can spend \$10 of your savings on treats and collect two purchase tokens. (Food)</p>	<p>You can help your elderly neighbour to clean up his yard and earn \$10. (Income)</p> <p>OR</p> <p>You can spend \$15 of your savings on jewellery and collect two purchase tokens. (Miscellaneous)</p>
<p>Your friends want you to join them at the beach. The bus fares are \$6 and you'll collect one fun token. (Entertainment)</p> <p>OR</p> <p>You can earn \$7 helping your Uncle at the market. (Income)</p>	<p>Your friends want you to play a game of soccer at the park. You'll need to contribute \$5 towards lunch, but you'll get one purchase token. (Food)</p> <p>OR</p> <p>You can save your money.</p>
<p>Your friends want you to go to the movies. Your share of the taxi fare will be \$5 and you'll collect one fun token. (Miscellaneous)</p> <p>OR</p> <p>You can earn \$10 helping Aunty with chores.</p>	<p>You can earn \$10 stacking shelves at the local store. (Income)</p> <p>OR</p> <p>You can buy some new flip flops for \$10 and get two purchase tokens. (Clothing)</p>



<p>You can earn \$10 helping clean up after the floods. (Income)</p> <p>OR</p> <p>You can buy a magazine you've been waiting ages for costing \$8 and get one purchase token. (Books)</p>	<p>You can bank the \$20 you receive from Tata for your birthday. (Income)</p> <p>OR</p> <p>You can spend the \$20 at the games arcade with friends and receive two fun tokens. (Entertainment)</p>
<p>You can bank the \$10 prize money you receive in the school raffle (Income)</p> <p>OR</p> <p>You can spend the \$10 on treats at the movies and get two purchase tokens. (Entertainment)</p>	<p>You can bank the \$20 prize money you won in the colouring competition. (Income)</p> <p>OR</p> <p>You can spend the \$20 on plants for Nana's new garden and get three purchase tokens. (Miscellaneous)</p>
<p>You can bank the \$10 pocket money your neighbour gives you for helping after the cyclone. (Income)</p> <p>OR</p> <p>You can spend the \$10 on food at the market and get one purchase token. (Food)</p>	<p>You can bank the \$15 prize money you won in the school district oratory competition. (Income)</p> <p>OR</p> <p>You can spend the \$15 on flowers to cheer up Mum after her operation and get three purchase tokens. (Miscellaneous)</p>



<p>Your Bubu wants you to help out at her women's savings group meeting. She'll give you \$10. (Income)</p> <p>OR</p> <p>You can spend the day at the music festival, spend \$10 on food and get one fun token. (Food)</p>	<p>You receive \$5 via mobile phone transfer. (Income)</p> <p>OR</p> <p>You can purchase some new books at the sale for \$5 and earn one purchase token. (Books)</p>
<p>The local pastor needs help weeding the church gardens. He'll give you \$10. (Income)</p> <p>OR</p> <p>You can spend \$10 to help Mum pay the washing machine repairs and get two purchase tokens. (Miscellaneous)</p>	<p>You can help your blind elder do his shopping. He'll give you \$5 as a thank you. (Income)</p> <p>OR</p> <p>You can spend \$8 at the festival and get one fun token. (Entertainment)</p>
<p>You can help your neighbour care for her daughter while her husband is in hospital. She'll give you \$10 as a thank you. (Income)</p> <p>OR</p> <p>You can spend \$5 on a ball for your dog and get one purchase token. (Miscellaneous)</p>	<p>You can hose down the driveway for your Tata Levu. He'll give you \$5 as a thank you. (Income)</p> <p>OR</p> <p>You can spend \$10 on a birthday present for your sister and get two purchase tokens. (Miscellaneous)</p>



<p>You can bank the \$15 you receive for second prize at the flower show. (Income)</p> <p>OR</p> <p>You can spend \$10 on a present for Mum on Mothers' Day and earn two purchase tokens. (Miscellaneous)</p>	<p>You can bank the \$10 you receive from your Aunty for your birthday (Income)</p> <p>OR</p> <p>You can spend \$10 on magazines and receive one purchase token. (Books)</p>
<p>You can help out at the school canteen and earn \$5. (Income)</p> <p>OR</p> <p>You can spend \$5 and get your face painted at the bazaar and get one fun token. (Entertainment)</p>	<p>You can help set out the chairs for the school assembly and earn \$5. (Income)</p> <p>OR</p> <p>You can spend \$5 on a bubble blower for fun with friends and get one fun token. (Entertainment)</p>
<p>You can help Aaja and Aaji move house and receive \$5 as a thank you. (Income)</p> <p>OR</p> <p>You can spend \$5 on a vase for Mum and get one purchase token . (Miscellaneous)</p>	<p>You can collect driftwood from the beach and stack this ready for firewood and receive \$10. (Income)</p> <p>OR</p> <p>You can spend \$10 at the market on treats. And get one purchase token. (Food)</p>

Goal 300 – Lesson Plan	Financial Ideas	Vocabulary
<p>Goal 300 is a financial game designed to focus students’ minds on how they too can achieve a financial goal. It reminds them that a financial goal is achieved through earning income, and making sensible spending and saving choices. Students learn that they have financial choices, face financial risks and experience consequences from their financial decisions.</p> <p>In Goal 300, each player is trying to achieve their financial goal of saving \$300.</p> <p>Students keep playing the game and recording their financial transactions in a cash book until they have achieved their financial goal of saving \$300.</p>	<p><u>Income and Money Management</u></p> <ol style="list-style-type: none"> 1. Income can be earned through work and enterprise. 2. Earning income contributes to personal and family well-being. <p><u>Financial Planning</u></p> <ol style="list-style-type: none"> 1. Financial planning helps you achieve your personal and or family goals. 2. Financial planning helps you to identify your long term financial goals. 3. To achieve a financial goal income must be earned and at least some of it needs to be saved. <p style="text-align: right;">Lesson Plan</p>	<p>Goal Cashbook Transactions Income Expenditure Risks Rewards Savings Spending Surplus Deficit Needs Wants</p>
Learning Outcomes	Assessment	
<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand and use a personal cash book to keep a tally of income and spending. 2. Use numeracy skills of adding and subtracting to keep an accurate record of their financial transactions. 	<ol style="list-style-type: none"> 1. Students complete a personal cashbook using correct terms, layout and numeracy skills. 2. Over a number of games, assess student’s accuracy in recording money transactions in the cashbook. 3. Students explain/tell the story of their financial journey to achieve their personal financial goal. 4. Students communicate their their ideas and responses using correct financial terms. 	
Mathematics Links	Reflective Questions and Discussion	
<p>Number:</p> <ol style="list-style-type: none"> 1. Add and subtract money up to \$300. 	<ol style="list-style-type: none"> 1. What risks did you encounter in the game and what effect did they have on meeting your savings goal? 2. What were the rewards you encountered in the game and what effect did they have on meeting your savings goal? 	

Goal 300

Earn \$10 for helping Aaji with chores	Pay \$20 vet fees for your sick dog	Day off	J	Earn \$30 for sale of fruit at market	Save \$10 by not going to the movies
Donate \$20 to the flood relief fund			Earn \$20 helping out at the art festival		
Pay \$15 for bike tyre repairs			No fish caught tonight. Pay \$10 for petrol cost		
Receive \$20 from Nana for birthday			Save \$15 from your pocket money		
Pay \$25 to replace lost jacket			J	Day off	Save \$20 by giving up treats
Day off			Earn \$40 from a fundraising activity		Pay \$15 for doctors visit
Sell your bike. Earn \$40			Lose \$10 from pocket during sport		Earn \$20 at the roadside market
Lost family bus tickets. Pay \$15	Earn \$30 from garage sale	Lost school book. Pay school \$10	J	Pay \$15 for replacement goldfish	Day off
					Earn \$15 for doing odd jobs

START



Dice 1 and 2	Dice 3 and 4	Dice 5 and 6
Receive bonus interest pay of 5% from the bank.	Donate \$5 to help a local charity pay for their sick children's Christmas party.	Help out at the Community Shelter after the floods. Receive a certificate of appreciation from the Divisional Officer.



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Cash Book

Game Rules: Goal 300

No of players: Up to 4

Materials: Game board, dice, counters, cash book for each player, calculators (optional)

Game Rules

In the Goal 300 Game each player aims to help pay for a family holiday in Brisbane by raising \$300.

Players begin the game at 'Start' and move around the board in an anti-clockwise direction using their coloured counter. Each player has a cash book in which to record their transactions.

The squares on the board contain a range of activities, spending and earning options. A number of the squares have enterprising activities that you and your family could do to help earn money for the trip. Many times you will be successful in your enterprise and raise funds towards your holiday goal. From time to time you will be unsuccessful in your enterprise and will make a loss rather than earn money e.g.: You go fishing with the aim of catching fish to sell at market. Unfortunately, on this occasion the fish aren't biting, and you have to pay money toward the cost of petrol for the boat. This results in a loss of \$10.

From time to time you will land on a 'day off' square. You can choose whether to take the day off, or throw the dice again to see if there is a better alternative choice. You may encounter situations where you come across a needier cause than your holiday and you can decide whether to gift money to the cause.

As you move around the game you will make many financial decisions and these will have consequences on your ability to reach your savings goal.

On the board there are three white Junction squares They are located at the junction of the ladder and the letter G. When you land on a junction square you have the choice of which direction on the board to take (this may help you to avoid financial risks (expenditure) and seek rewards (income). If a player lands on a junction square, they must roll the dice and record the matching transaction shown in the box at the bottom of the game (in the cashbook).

1. If you roll a 1 or 2, you will receive 5% bonus interest on your balance in the cash book.

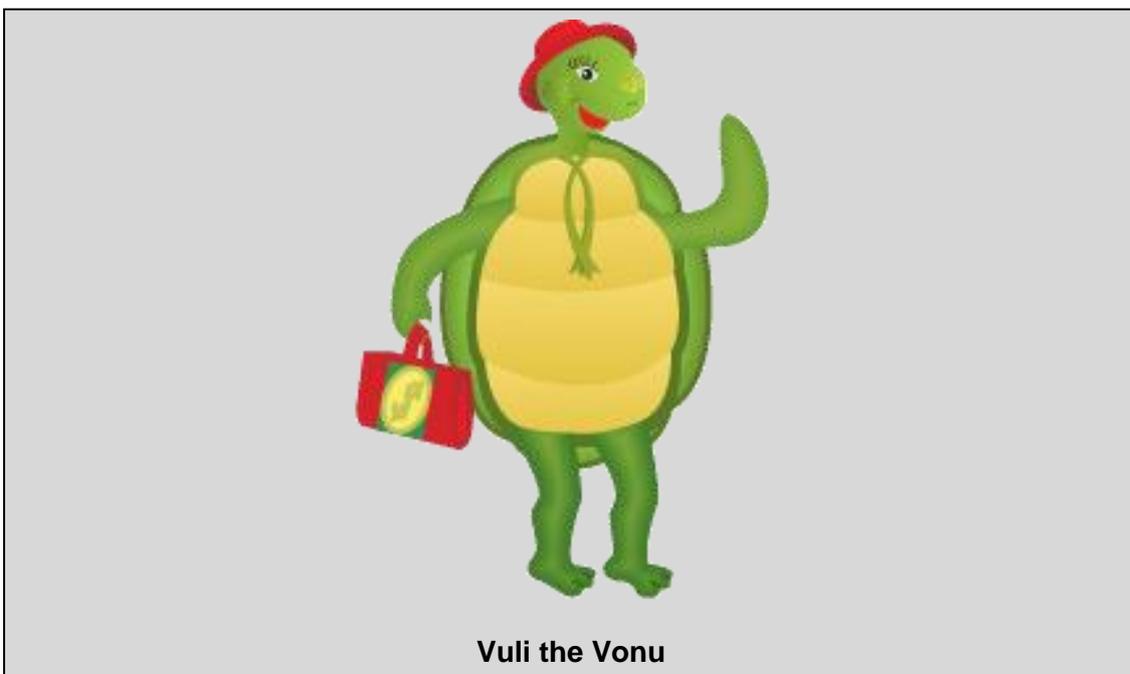
2. If you roll a 3 or 4, you will donate \$15 to help a local charity.
3. If you roll a 5 or 6 you will help out at the Community Shelter after the floods. You will receive a certificate of appreciation, but no cash payment.

If you roll a six at any time during the game, you get to roll the dice again. If the second roll is a negative consequence in the game, you can choose to take the choice from your first roll only (and record this in the cash book). If the second roll turns up two positive consequences, you can take both (and record these as two transactions in the cash book).

The winner of the game is the first player to reach their savings goal of \$300. Players check that their recording in the cash book is accurate.

Appendices

Appendices



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				
If I borrow money to pay for something I only do so if I know that I can repay it.				
I think about what my financial personality is and how this affects my financial behaviour.				
I don't let my financial behaviour prevent me from achieving my financial goals.				
I earn some money regularly e.g. pocket money.				
I save some money regularly				
I share some of my money regularly with family etc.				
When I have money I think carefully about what I will do with it.				
I buy things I need before I buy things I want.				

Statements				
When I want to buy something I save up for it.				
When I buy something I check the price.				
When I buy something I compare prices.				
I think about saving more than spending my money.				
When I have money I think about saving and sharing it, more than spending it.				
When I buy something I look for things that are 'value for my money' e.g., on sale.				
When I borrow something e.g. a pencil, I return it.				
When I buy things I check the receipt from the shop.				
I keep my money safe e.g. in a money box or bank account.				
When I want to buy something expensive, I ask my family to help me pay for it.				
I enjoy helping out others, and I don't expect to get paid for doing this.				
I save for things I will need in the future.				
When I have money I think about others who may need it more than I do.				



















