

**LIFESKILLS' ACTIVITY:** Collect and present collectables to the recycling centre.

**LANGUAGE:** Citizenship, global, personal income, recycling, responsibility.

**RESOURCE:** Earn Section – list of collectables.

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p><b>Competence</b></p> <ul style="list-style-type: none"> <li>record keeping of collectables brought in</li> <li>completion of deposit slips, cheques and bankbook entries</li> <li>calculating value of collectables presented.</li> </ul> <p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>use family networks to collect valued collectables.</li> <li>withhold some collectables until student regulators provide the highest return for their collectables.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>purchase “green” products and respond to incentives for consumer behaviour as encouraged by list of collectables.</li> <li>realise that for the program to operate, it has to be funded by real money.</li> <li>Students can only “reap what they sow”, ie: they can only spend their school currency on items that they have purchased with real money \$AU that they have earned from their enterprise activities.</li> </ul>	<p><b>Significance</b></p> <p>All aspects of the Lifeskills Program provide the students with an insight into the real world particularly in:</p> <ul style="list-style-type: none"> <li>finance and banking</li> <li>trade</li> <li>employment</li> <li>democracy</li> <li>business</li> <li>social skills</li> </ul> <p><b>Deep Knowledge</b></p> <p>Understanding the concept of systems and communities are globally interconnected eg: spectacles collected are for third world vision, purchase of energy efficient whitegoods reduces global warming.</p> <p><b>Metalanguage</b></p> <p>The language of banking, number and measurement.</p>	<p><b>Towards English RS3.5</b></p> <p>Students read the Collectables List to identify which items they are able to gather in their household/ local environment.</p> <p>Students read product labels and identify product icons to determine the appropriateness of the product and whether the product meets the criteria of the collectables' list.</p>	<p><b>Towards Maths WM3.5</b></p> <p>Realise the importance of fractions, decimals and percentages as they calculate the correctness of their earnings for the collectables they have presented at the recycling centre and for the level of interest paid on their savings in their Lifeskills' bank account.</p> <p><b>Towards Maths WMS3.4</b></p> <p>Justifies the efficient calculation of the number of an unknown number of recyclables by weighing the mass of the items, against a formula.</p> <p>Eg: 3 ring pulls = 1g, thus 100g of ring pulls = 300 ring pulls.</p> <p><b>Towards Maths WM2.1</b></p> <p>At home and at school, students develop appropriate mathematical strategies to calculate the money they will earn from the collectables that they gather and present.</p> <p><b>Towards Maths NS2.3, NS3.2, NS3.3</b></p> <p>At the Lifeskills Office at school, students cash in their collectables and deposit their earnings (as cheques) into their bankbook.</p>	<p><b>Towards S&amp;Tech ES S3.6</b></p> <p>Investigate how Lifeskills responds to issues of global warming through its list of collectables, eg: recycling aluminium cans and ring pulls, requires less energy than processing the metal from bauxite.</p> <p>Example 2: purchasing whitegoods and bathroom products with a high energy and water saving efficiency level, benefits the global community through the reduction of global warming.</p>	<p><b>Towards HSIE SSS3.7</b></p> <p>Understand that the price of commodities can vary dramatically over time, eg: price paid for aluminium cans, can vary over time and the society may choose to withhold cans from the public recycler until prices are up. There is little point in recycling a year's collection of ring pulls for Ronald McDonald House if the price paid for aluminium is at an all time low. Students need to decide when the time is right to “sell!”</p> <p><b>Towards HSIE SSS3.8</b></p> <p>Appreciate that people from third world countries can benefit from our collectables eg: glasses, brass.</p> <p><b>Towards HSIE-ENS3.5</b></p> <p>Through their “microsociety collectables”, seek out and reward those student initiatives that benefit the environment not only locally, but globally, eg: paying students for reduction in domestic energy consumption, or paying them for their parents' purchase of energy efficient whitegoods.</p>

**LIFESKILLS' ACTIVITY:** Create and promote a product to sell at the school market day or inter school trade fair.

**LANGUAGE:** Business, businesses, joint, packaging, partnership, price, products, profit, proprietor, value, intellectual property, patents, protectionism.

**RESOURCE:** Money Smart Kids – Di Bates – Ibis Publishing 2005.

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p><b>Competence</b></p> <ul style="list-style-type: none"> <li>consider the market value of their student generated product in both Australian dollars and school currency</li> <li>consider the cost of producing the product and how much they should charge relative to their costs (profit).</li> <li>consider the benefits of working co-operatively with business partners to share the costs, responsibilities and profits from a joint business venture.</li> <li>as a whole class, groups or individuals, design products for a school market or inter school fair.</li> <li>consider safety implications of each product, ie: small parts, nuts etc</li> <li>environmental considerations when developing packaging</li> <li>apply for a development loan from the micro-society's central bank to fund the purchase of materials.</li> <li>complete licensing applications.</li> <li>label products appropriately</li> <li>promote the products through advertising.</li> </ul>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Understanding profit margins, supply and demand.</li> </ul> <p><b>Intellectual Quality</b></p> <p>Problematic Knowledge</p> <ul style="list-style-type: none"> <li>choice of products</li> <li>determining an appropriate profit margin</li> </ul> <p><b>Metalanguage</b></p> <p>Consider the persuasiveness of language used when promoting their products to prospective purchasers.</p>	<p><b>Towards English RS3.5 &amp; 3.6</b></p> <p>When reading to select products to mass produce, students need to consider the safety and age-appropriateness of the products.</p> <p><b>Towards English RS3.6</b></p> <p>Reading procedural texts to make items for sale in the market day.</p> <p><b>Towards English WS3.9,3.11,3.12</b></p> <p>Writing and publishing labels for items, directions for DIY kits to make products.</p> <p><b>Towards English WS3.13</b></p> <p>Complete licence application forms, to convince the authority that their business is viable.</p> <p><b>Towards English WS3.11</b></p> <p>Understand the morphological influence of suffixes eg: advertise, advertising.</p> <p><b>Towards: English TS3.2</b></p> <p>Use effective oral presentation skills and strategies when advertising verbally to a live audience.</p>	<p><b>Towards Maths NS3.2,3.3,2.4(a) 2.4(b),WM2.6</b></p> <p>Students determine the profitability of producing a product, by considering the cost of its component parts against a viable sale price that consumers will be prepared to pay.</p> <p><b>Towards Maths NS2.3,NS3.2, NS3.3,WM 2.6,VA 14.</b></p> <p><b>Communicating &amp; problem solving</b></p> <p>After calculating the cost outlay for creating the product, students involved in the business, debate and determine an appropriate price per item so that a suitable profit can be made.</p>	<p><b>Towards Sc&amp;Tech-UT S3.9</b></p> <p>Select and safely use technology products, eg: globes, electric glue guns, 1.5v motors, battery packs, buzzers etc, from the Lifeskills' technology shop, to create a product or DIY kit for sale at the market day or trade fair.</p> <p><b>Sc &amp; Tech BES3.1</b></p> <p>Use appropriate safety strategies and products when constructing products, eg: protective eyewear when drilling materials, protective gloves when using (low temp) hot glue guns, no cutting in the vicinity of electrical tools.</p> <p><b>Towards Sc&amp;Tech PS3.5</b></p> <p>Consider the need for packaging for their product and if required, investigate the possibilities of using packaging that can be reused or recycled at minimal cost to maximise profit.</p> <p><b>Sc &amp; Tech TS10,TS14</b></p> <p>Students investigate research organisations that develop intellectual property for the benefit of Australia eg: CSIRO</p>	<p><b>HSIE-SSS2.7</b></p> <p>Ensure that the rights and safety of workers are protected in producing the products.</p> <p><b>HSIE SSS2.8</b></p> <p>Students investigate the possibilities of protecting their products from being copied by rival class businesses or schools. How is intellectual property protected in the real world?</p> <p><b>HSIE SSS 2.7</b></p> <p>Students operating businesses recognise their responsibly to consumers buying the products at the market days.</p> <p><b>HSIE SSS 2.7 &amp; 3.7</b></p> <p>Product producers recognise their responsibility to package the product in an environmentally-friendly manner.</p>

**LIFESKILLS' ACTIVITY (cont):** Create and promote a product to sell at the school market day or inter school trade fair.

**LANGUAGE:** Advertise, advertising, advertisement, apply, application, licence (n), license (v), float (n), promote, promotional, brand, logo.

**RESOURCE:** Earn Section – Sample licence application – sample licence

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p><b>Knowledge and Understanding</b></p> <p>Students understand that they will need to conform to market regulations when applying for a business licence eg: not accepting the Australian Dollar as currency, conforming with hygiene standards and labelling etc. Students understand that the language and presentation of advertising:</p> <ul style="list-style-type: none"> <li>is very different from other types of literary and factual texts</li> <li>varies according to the context in which it is presented eg: billboard, product label, newspaper ad.</li> </ul> <p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>consider the saleability of their student generated product.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>consider the need for, and nature of packaging for their product, given the impact of packaging waste and the need to provide for recyclable packaging.</li> <li>Identify that advertising can influence their peers and that advertising should not mislead student consumers</li> </ul>		<p><b>Towards English TS3.3</b></p> <p>Realise that the spoken language of advertising is different to other genres due to the nature of its context.</p> <p><b>Towards English WS3.12</b></p> <p>Present written advertising texts clearly and succinctly, using computer technology where appropriate.</p> <p><b>Towards English WS3.13,3.14</b></p> <ul style="list-style-type: none"> <li>Evaluate and analyse how advertising texts have been structured to achieve their social purpose.</li> </ul>		<p><b>Towards Science-IC3.2</b></p> <p>identify and explain, why and how they targeted different social groups, eg : males, females, infants, senior primary, when promoting their product in the market place.</p> <p><b>Towards Sc &amp; Tech BE S3.1, PS S3.5 &amp; DM S3.8</b></p> <p>Students making saleable products &amp; DIY kits research and create items that reflect consideration of function, aesthetic, safety and sustainability factors.</p> <p><b>Towards Sc &amp; Tech PS S3.5</b></p> <p>When determining the potential success of their products, students could consider: price, volume of sales, ease of production, profit margin, durability, environmental friendliness, risk factors, competition, ease of product duplication by competitors.</p>	<p><b>HSIE SSS2.7</b></p> <p>Students investigate a range of logos present on different products. They then explore the influence of these logos on known products. Students reflect on how “brands” influence consumer behaviour. Students compare similar products from a surf shop to a \$2 shop and explain the difference in price and quality. Students develop an appropriate business name/brand and logo for their products.</p> <p>Assess and stocktake materials that are available for use, for minimal cost, eg: corks, cardboard cylinders, to create the products. Students determine a system of quality control that will minimise the number of defective products</p>



**LIFESKILLS' ACTIVITY:** Seek out and apply for a job from the employment manual that is appropriate for their ability and interest.

**LANGUAGE:** Apply, applicant, application, benefits, boss, bosses, casual, CEO, director, employee, employer, employment, entitlements, experience, history, income, job, pay, paid, permanent, position, promotion, qualities, qualifications, remuneration, resignation, retirement, skills, signature, unemployment, wage.

**RESOURCE:** Earn Section – sample employment manual – job application master.

EARN - THE CURRENCY

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>understand that permanent and casual employees attract different levels of entitlements eg: holiday pay, sick pay.</li> <li>understand that personal details, work experience and interests can be included in a job application.</li> <li>understand that there are limited employment positions available and that there will be competition for positions.</li> </ul> <p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>understand that employment either as a permanent or casual employee is a source of income.</li> </ul> <p><b>Competence</b></p> <ul style="list-style-type: none"> <li>identify the appropriateness of their personal skills for positions that are advertised in the employment manual.</li> </ul>		<p><b>Towards English WS3.13</b></p> <p>Complete employment application forms, to convince the reader that the applicant is the most qualified and appropriate person for the job.</p> <p><b>Towards English WS3.11</b></p> <p>Understand the morphological influence of suffixes &amp; prefixes eg: employ, employer, employee, employment, unemployment</p> <p><b>Towards English RS3.5</b></p> <p>Consider employment opportunities listed in the employment manual. Students will interpret detail from the text to discern the appropriateness of the position for themselves.</p>			<p><b>HSIE SSS3.8</b></p> <p>expect fair and equitable access to employment opportunities. Expect student regulators to work towards improving employment opportunities at all levels of student ability.</p>



**LIFESKILLS' ACTIVITY:** Deposit their earnings in the microsociety's bank and collect interest payments paid on their deposits.

**LANGUAGE:** Savings, interest, percent, percentage, balance, increase, calculate, calculation.

**RESOURCE:** Separate Section - Lifeskills' banking database. Earn Section: deposit & withdrawal slips.

**EARN - THE CURRENCY**

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Students understand that:</li> <li>money comes from a variety of sources.</li> <li>money can be saved and earn interest as another form of income.</li> <li>they will be paid interest on their deposits and that this level of interest will vary according to economic circumstances.</li> <li>they will benefit financially by depositing earnings in the society's bank.</li> <li>non negotiable cheques must be deposited in a bank account.</li> </ul> <p><b>Enterprise</b> Students save hard to increase their interest earnings.</p> <p><b>Competence</b> Students examine and prepare financial records, eg, interest slips.</p> <p><b>Responsibility</b> Students will value savings as a way to store and increase their wealth to meet current or future needs.</p>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Students see the link between saving, earning interest on their savings and increased spending power in microsociety shops, weekly auctions and trade fairs.</li> </ul> <p><b>Deep Understanding</b></p> <ul style="list-style-type: none"> <li>Students demonstrate an understanding of an aspect of banking.</li> </ul> <p><b>Metalanguage</b></p> <ul style="list-style-type: none"> <li>The language of banking and number.</li> </ul>	<p><b>Towards English RS2.6</b></p> <p>Students read the interest rate schedule and interest slip stating interest earned on savings.</p>	<p><b>Towards Maths NS2.3, NS3.4, NS4.3, WM2.6, VA 14</b></p> <p>Students calculate own interest on savings, if saving up for a particular purchase. Students who are employed as Bank Officers calculate and record on interest slips the interest on microsociety members' savings.</p> <p>Bank Officers add the interest to the worker's balance in their account through a banking database and bank book</p>		<p><b>HSIE SSS2.7</b></p> <p>Students identify and use technologies, eg, calculators, computer banking database, involved with monetary exchange.</p>



**LIFESKILLS' ACTIVITY:** Collect inheritance from their siblings' bank accounts when they progress to high school and leave the Lifeskills' micro-society.

**LANGUAGE:** Inherit, inheritance, balance, additional, income, increase, bank account, transfer.

**RESOURCE:** Bankbook, database.

EARN - THE CURRENCY

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p><b>Competence</b> Microsociety bank officers transfer funds to a sibling's bank account.</p> <p><b>Responsibility</b> Students value savings and inheritance as a way to store and build wealth to meet current and future needs.</p>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Students see the link between a family member's assets and the occurrence of inheritance.</li> </ul> <p><b>Deep Understanding</b></p> <ul style="list-style-type: none"> <li>Students demonstrate an understanding of inheritance and an aspect of banking.</li> </ul> <p><b>Metalanguage</b></p> <ul style="list-style-type: none"> <li>The language of banking and number.</li> </ul>		<p><b>Towards Maths</b> <b>NS2.3, WM2.6, VA14</b></p> <p>Microsociety bank officers transfer the balance of the ex-student's account into the sibling's bankbook and up-date their account on the microsociety's banking database.</p>		<p><b>HSIE SSS2.7</b></p> <p>Students identify and use technologies, eg, calculators, computer banking database, involved with monetary exchange.</p>



**LIFESKILLS' ACTIVITY:** Apply for a loan from the Lifeskills' microsociety bank.

**LANGUAGE:** Loan, lend, borrow, borrower, credit, amount, interest rate, per, month, monthly, fifteen, percent, repay, repayments, default.

**RESOURCE:** Loan application, bankbook, database.

EARN - THE CURRENCY

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p><b>Knowledge and Understanding</b></p> <p>Students understand that:</p> <ul style="list-style-type: none"> <li>• money can be borrowed.</li> <li>• borrowers pay interest on a monthly basis on a loan of money.</li> <li>• as financial borrowers, they have a responsibility to repay borrowings (credit).</li> </ul> <p><b>Competence</b></p> <ul style="list-style-type: none"> <li>• Microsociety bank officers accurately complete financial forms and transactions.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Students explore the values associated with participating in a microsociety, eg, the obligation of paying off a loan.</li> </ul>		<p><b>Towards English RS3.5, WS 3.9</b></p> <p>Students read the Loan Application Information and complete the Loan Application.</p> <p><b>Towards: English WS3.11</b></p> <p>Understand the morphological influence of suffixes &amp; prefixes, eg, 're' as in repay, repayments and, 'er' relating to a role or employment, eg borrower, officer, banker</p>	<p><b>Towards Mathematics NS2.3, NS3.4, WM2.6, VA 14</b></p> <p>Students are able to apply to the microsociety's bank for a loan for any financial literacy event with the understanding that the interest on the repayments of the loan is 15% per month. Bank officers transfer the loan to the borrowers account on the database and bankbook. Bank officers calculate monthly repayments with 15% interest rate factored in and on a monthly basis, deduct the repayments from the borrower's account and bankbook.</p>		



**LIFESKILLS' ACTIVITY:** Work in a micro-society owned enterprise for wages.

**LANGUAGE:** Employment Manual, special qualities, criteria, apply, application, duty, duties, duty roster.

**RESOURCE:** Employment Manual, Employment Forms.

**EARN - THE CURRENCY**

<b>FINANCIAL LITERACY DIMENSIONS</b>	<b>AGQTF (examples)</b>	<b>ENGLISH</b>	<b>MATHEMATICS</b>	<b>SCIENCE &amp; TECHNOLOGY</b>	<b>HSIE</b>
<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Students understand that money comes from a variety of sources and one source is employment.</li> <li>Money can be saved and earn interest as another form of income.</li> </ul> <p><b>Competence</b></p> <ul style="list-style-type: none"> <li>Students experience the process of locating and applying for a suitable employment position through the completion of appropriate forms.</li> </ul> <p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>Students acquire employment in the micro-society and earn an income.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Students will value savings as a way to store and increase their wealth to meet current or future needs.</li> </ul>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Students see the link between earning school currency and therefore having that finance to spend in micro-society shops, auctions and trade fairs.</li> </ul>	<p><b>Towards English RS3.5</b></p> <p>Students read The Employment Manual to select employment positions they meet the criteria for.</p> <p><b>Towards English WS3.9,3.11,3.1</b></p> <p>Students complete, in written form, 'Employment Application Forms' to apply for a position of employment.</p> <p><b>Towards English RS3.5</b></p> <p>Students who have applied for positions of employment read the weekly duty roster for employment duty.</p>	<p><b>Towards Maths NS3.2</b></p> <p>Bank Officers write cheques to pay micro-society workers. Workers deposit their cheques into their bank accounts.</p>	<p><b>Towards Sc&amp;Tech UT S3.9</b></p> <p>Students workers choose and use technology appropriate to the employment task, eg appropriate measuring scales, banking database, phone meter, etc</p>	<p><b>Towards HSIE SSS3.7, 3.8</b></p> <p>A manual of employment positions is published for students involved in the micro-society. Employment opportunities range from corporation &amp; banking positions, sales assistants, to more manual positions &amp; from permanent to casual positions.</p>