

LIFESKILLS' ACTIVITY: Discuss the merits or otherwise of developing their own currency as opposed to using a commercially prepared and sponsored currency such as the Mutual (if available).

LANGUAGE: Contravene, counterfeit, crime, currency, denominations, exchange rate, float, fraud, fraudulent, icons, identities.

RESOURCE: Float Section: sample currencies.

FINANCIAL LITERACY DIMENSIONS	QUALITY TEACHING (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Understand that their own school currency would have distinguishing features (local icons & identities) that would emphasise ownership. Understand that their own currency would require features that would protect it against counterfeiting, eg: unusual paper colours, textures and thicknesses. Understand that the student regulators (parliamentarians / directors) need to monitor the inflation rate of their own currency. Consider paper money alternatives. Understand that money includes more than notes and coins, eg, it can be cheques, a balance in a bankbook. 	<p>Intellectual Quality</p> <p>Problematic Knowledge</p> <ul style="list-style-type: none"> debate the choice of the most appropriate medium/s of exchange (money), as it is open to many conflicting interpretations. <p>Significance</p> <p>Through the microsociey the students will experience real life occurrences, eg,</p> <ul style="list-style-type: none"> finance/banking trade business social skills <p>Metalanguage</p> <ul style="list-style-type: none"> The language of banking. 	<p>Towards English WS3.9</p> <p>realise that the text used on their paper currency will need to be concise, eg: school of origin, currency denomination school icons, conditions.</p> <p>Towards English TS3.1 & TS3.2</p> <p>In the school parliament, students debate which type of currency to develop.</p> <p>If the decision is to design & copy their currency, a design competition can be held for the various denominations of notes. English WS3.12 & Using Computers.</p> <p>Towards English RS 3.6 & WS3.9</p> <p>If the decision is to devise a sponsored currency, students need to research and write to businesses or financial institutions soliciting sponsorship of the currency.</p> <p>Towards English WS3.12 & Using Computers.</p> <p>Students design various notes for the currency or work with a commercial graphic artist.</p>	<p>Towards Maths NS4.3</p> <p>explore the relative value of their own school currency to the Australian dollar (ratio), eg: 1 Milperra Public School, Milpidollar, is equivalent to 0.5 of an Australian cent.</p> <p>compare the value of their own currency to any other known student training currencies eg: \$AU1=M100 (Mutuals)=200 (Milpidollars)</p> <p>Towards Maths NS3.2, NS3.3</p> <p>If the school parliament elects to have a sponsored currency that is designed totally or partially by a commercial graphic artist, students need to be aware of the cost in real dollars that the employment of such a person will take from the microsociey or the sponsorship, eg, cost per hour to calculate graphic artist's fee and then to subtract this fee from the microsociey's real money budget.</p>	<p>Towards: Sc&Tech PS S3.5</p> <p>investigate and test different materials for their suitability (durability, waterproof) as a medium of exchange (currency) Eg: types of paper (glossy, matt), thickness</p>	<p>Towards HSIE-CCS3.1</p> <p>explore and explain the significance of particular people, places and events that have contributed to the local/regional/national identity and heritage that are to appear on their currency.</p> <p>explain the significance of images on Australian dollars.</p> <p>consider the significance of the contributions of our indigenous people.</p> <p>Towards HSIE-SSS3.8</p> <p>ensure that their currency cannot be mistaken for the Australian Dollar and be in contravention of the Crimes (Currency) Act 1981-section 19.</p> <p>Towards HSIE 3.1</p> <p>Students research and explain the significance of particular local people (indigenous & non-indigenous), places and events that contributed to the local/regional identity and heritage. This information will contribute to the images used on the currency.</p>



LIFESKILLS' ACTIVITY (cont): Discuss the merits or otherwise of developing their own currency as opposed to using a commercially prepared and sponsored currency such as the Mutual (if available).

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RESOURCE: Float Section: sample currencies.

FLOAT - THE CURRENCY

FINANCIAL LITERACY DIMENSIONS	QUALITY TEACHING (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Responsibility</p> <ul style="list-style-type: none"> Realise that their own school currency is only recognised as a unit of exchange within the confines of their own school, and would not necessarily be accepted by other schools and retailers in local shopping centres. <p>Enterprise</p> <ul style="list-style-type: none"> If the micro-society proceeds with a sponsored currency, students need to initiate support from community groups, business or a financial institute. 					