

LIFESKILLS' ACTIVITY: Collect, donate and sell income producing collectables, eg: aluminium cans & mobile phones.

LANGUAGE: Money, value, total, deposit, cheque, balance, multiply, add, donation, charity, measure, weigh, mass, gram, kilogram, scales.

RESOURCE: Collectables list.

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Responsibility</p> <ul style="list-style-type: none"> realise that for the program to operate, it has to be funded by real money. <p>Enterprise</p> <ul style="list-style-type: none"> research and make contact with agencies that can be supplied with student-appropriate and accessible collectables. <p>Competence</p> <ul style="list-style-type: none"> record keeping of collectables brought in. completion of deposit slips, cheques and bankbook entries. calculating value of collectables presented. 	<p>Significance</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"> finance and banking trade employment democracy business social skills <p>Deep Knowledge</p> <ul style="list-style-type: none"> Understanding the concept of systems and communities are globally interconnected. <p>Metalanguage</p> <ul style="list-style-type: none"> the language of banking, number and measurement. 	<p>Towards English RS3.5</p> <p>Students read the Collectables List to identify which items they are able to gather in their household/ local environment.</p>	<p>Towards Maths WM 2.1</p> <p>At home, students calculate the money they will earn from the collectables that they gather.</p> <p>Towards Maths NS3.2 & NS3.3</p> <p>At the Lifeskills Office at school, students cash in their collectables and have their earnings deposited into their bankbook, or a cheque written.</p> <p>Towards Maths MS 3.4</p> <p>Collectables that have been brought in and not counted such as corks, aluminium ring pulls, are weighed and the mass equated to a formula to calculate the number of items and allow for payment.</p> <p>Towards Maths MS2.4</p> <p>Students need to match the appropriate technologies of measuring to the item being weighed, eg, small sensitive scales for yabbies, larger unit hanging scales for corks, cans, etc.</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>HSIE SSS 2.7 & 3.7</p> <p>From studying the Collectables List, students realise that their collection of such items:</p> <ul style="list-style-type: none"> stamps - Red Cross corks – The War Veterans spectacles for Third World Vision and Lions Club <p>can be donated to meet human needs.</p> <p>HSIE SSS 3.7</p> <p>From studying the Collectables List, students realise that their collection of such items as:</p> <ul style="list-style-type: none"> aluminium cans mobile phones NORCO Collect-A-Caps Used printer ink cartridges Live yabbies <p>can be used to earn real money to fund the Lifeskills Program.</p> <p>HSIE SSS 3.7</p> <p>Through the school parliament, decisions made when to sell the aluminium cans and the ring pulls to the recyclers when the world price for aluminium is highest in order to make a high return.</p>



LIFESKILLS' ACTIVITY: Purchase and create products that can be sold in the micro-society's shops for a profit.

LANGUAGE: Initial cost price, profit, variety, need, demand, quantity, bulk, supplier, spend, logogram, scales.

RESOURCE: Local shopping centre, junk mail, craft supplies and tools, packaging.

UNDERWRITE - THE CURRENCY

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Competence/ Responsibility</p> <ul style="list-style-type: none"> • selection of appropriate and safe goods for the micro-society's shops. • maintain record of sales for stocktake and for future ordering. <p>Enterprise</p> <ul style="list-style-type: none"> • research items from shops or products that can be student-made to sell in the micro-society's shops 	<p>Significance</p> <ul style="list-style-type: none"> • Understanding profit margins, supply and demand. <p>Intellectual Quality</p> <p>Problematic Knowledge</p> <ul style="list-style-type: none"> • choice of products • determining an appropriate profit margin 	<p>Towards English RS3.5 & 3.6</p> <p>When selecting items, students need to read the safety and age-appropriateness of the goods.</p> <p>Towards English RS3.6</p> <p>Reading procedural texts to make items for sale in the micro-society's shops.</p> <p>Towards English WS3.9,3.11,3.12</p> <p>Writing and publishing labels for items, directions for DIY kits to make products and advertisements promoting products.</p> <p>Towards English WS3.13</p> <p>Using persuasive language in advertisements.</p>	<p>Towards Maths, NS2.4(a), NS2.4 (b), NS3.2, NS3.3 WM 2.6, VA 14, Communicating & problem solving</p> <p>After calculating the cost outlay for stocking the micro-society's shops, students debate and determine an appropriate price per item so that a suitable profit can be made.</p>	<p>Towards Sc & Tech BE S3.1, PS S3.5 & DM S3.8</p> <p>Students making saleable items & DIY kits research and create items that reflect consideration of function, aesthetic, safety and sustainability factors.</p>	<p>HSIE SSS 2.7</p> <p>Student-buyers recognise their responsibility to consumers buying the products for the micro-society's shops.</p> <p>HSIE SSS 2.7 & 3.7</p> <p>Student-buyers and product producers recognise their responsibility to package the product in an environmentally friendly manner.</p>



LIFESKILLS' ACTIVITY: Create mutually financially beneficial relationships with business & community, eg: relationship between Maitland schools and the Mutual Building Society.

LANGUAGE: Partnership, sponsorship, business, generate, income, relationship, appreciation, presentation, corporation, retail.

RESOURCE: A network of businesses & corporations in the local community.

UNDERWRITE - THE CURRENCY

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Enterprise</p> <ul style="list-style-type: none"> Students initiate and maintain support for the micro-society from business and community groups, eg, Chamber of Commerce & Industry, financial institutions, corporations (Stockland, Hunter Water) and local businesses (Breakaway, McDonald Jones Homes, \$2 Only Shops) in the manner of sponsorship, in-kind support, advocacy, promotional material and an avenue for the students to spend their school currency, i.e. if the school currency has real monetary value. Students realise that sponsorship generates income for the micro-society. <p>Responsibility</p> <ul style="list-style-type: none"> Students realise the value and importance of community partnerships. 	<p>Significance</p> <p>All aspects of the Lifeskills Program provides the students with an insight into the real world particularly in:</p> <ul style="list-style-type: none"> finance and banking trade employment democracy business social skills <p>Deep Knowledge</p> <ul style="list-style-type: none"> Understanding the concept of systems and communities are globally interconnected. <p>Metalanguage</p> <ul style="list-style-type: none"> the language of banking and number. 	<p>Towards English WS3.9,3.11,3.12</p> <p>Students write to a variety of businesses in the local community explaining to them the school's micro-society program and inviting interest, involvement and sponsorship. In writing, students invite business leaders to school & inter-school trade fairs.</p> <p>Towards English TS3.1 & TS3.2</p> <p>Selected students & staff who have a confident & thorough knowledge of the micro-society's operation make oral presentations at Chamber of Commerce & Industry meetings and run financial activities, eg, auctions to further nurture a relationship with business leaders. Students liaise with business leaders as to offer opportunities for sponsorship, eg, Golf Days.</p> <p>Towards English WS3.9,3.11,3.12</p> <p>Students write letters of appreciation to businesses for their contributions.</p> <p>Towards English WS3.9,3.11,3.12</p> <p>Apply for financial grants from the business, corporate and financial sector, eg, Hunter Water Grants.</p>	<p>Towards Maths NS2.4(a), NS3.2, NS3.3, WM 2.3, VA 14</p> <p>Students are shown where sponsorship funds have been derived and what fraction or percentage of the total income these funds represent in the school's micro-society, eg:</p> <ul style="list-style-type: none"> supplies for micro-society shops, weekly auction items, technology quest component parts charity donations production line hardware 		<p>HSIE SSS 2.7</p> <p>Students realise that for their micro-society to operate they need to generate real income from a variety of sources.</p>

LIFESKILLS' ACTIVITY: Regulate components of their micro-society so as to ensure its economic health.

LANGUAGE: Stock exchange, fall, rise, price, per, kilogram, world, supply, used mobile phones, used printer ink cartridges, yabbies.

RESOURCE: Newspapers, internet.

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Responsibility</p> <ul style="list-style-type: none"> Students need to value savings of the micro-society so as to meet current and future financial needs. <p>Enterprise</p> <p>Continue to maintain a relationship with the business, corporate & financial sector, eg,</p> <ul style="list-style-type: none"> Recyclers - aluminium Pet Shop - yabbies NORCO – milk lids used mobile phones used printer ink cartridges as a source of income for the school's micro-society. 	<p>Significance</p> <ul style="list-style-type: none"> Students see the inter-dependence between the program and real life business. <p>Deep Knowledge</p> <ul style="list-style-type: none"> Understanding the concept of systems and communities are globally interconnected. 	<p>Towards English TS3.1 & TS3.2</p> <p>In the school parliament, students will debate and decide upon when is the most profitable time to sell the mass of aluminium cans & ring pulls to the recyclers.</p>	<p>Towards Maths WM 2.1, NS3.3 & NS2.4(b)</p> <p>Given the world price of aluminium students calculate the return on the mass of their collected aluminium cans and ring pulls so as to ascertain the return that the micro-society will receive.</p> <p>Towards Maths MS 3.4</p> <p>Students weigh and maintain records of the mass of aluminium cans and ring pulls brought into school each week.</p> <p>Towards Maths NS2.4(b), NS3.2, NS3.3</p> <p>Students calculate the amount of real dollars earned for the school's micro-society each week from information on the amount of real income earning collectables that have been brought into the school and compare this to expenditure to determine economic growth of society.</p>	<p>Towards Sc & Tech LT S3.3</p> <p>Students operating the yabby farm monitor the health of the yabbies, breeding operation to sustain stock and water quality.</p>	<p>Towards HSIE SSS3.8</p> <p>At school parliament, the CEO presents a running budget. Discuss the income of real dollars. Prices for the real income earners can change, e.g, the price paid for used mobile phones can decrease.</p> <p>Equate this to the amount of money that can be spent to fund such aspects of the program as the micro-society's shops, prizes for the weekly auctions. The need to balance income and expenditure – "a balanced budget" can be achieved by:</p> <p>Students regulating prices paid on collectables according to what the real market is paying.</p> <p>Students balancing the budget by regulating wages paid to Lifeskills' employees.</p>



LIFESKILLS' ACTIVITY: Create employment positions that create both employment and income for the society and the individual.

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

RESOURCE: Employment Manual, Employment Forms.

UNDERWRITE - THE CURRENCY

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Students understand that money comes from a variety of sources. Money can be saved and earn interest as another form of income. <p>Competence</p> <ul style="list-style-type: none"> Students examine and prepare financial records, eg, interest slips. <p>Enterprise</p> <ul style="list-style-type: none"> Students save hard to increase their interest earnings. <p>Responsibility</p> <ul style="list-style-type: none"> Students will value savings as a way to store and increase their wealth to meet current or future needs. 	<p>Significance</p> <ul style="list-style-type: none"> Students see the link between saving, earning interest on their savings and increased spending power in micro-society shops, weekly auctions and trade fairs. 	<p>Towards English RS3.5</p> <p>Students read The Employment Manual to select employment positions they meet the criteria for.</p> <p>Towards English WS3.9,3.11,3.12</p> <p>Students complete, in written form, 'Employment Application Forms' to apply for a position of employment.</p> <p>Towards English RS3.5</p> <p>Students who have applied for positions of employment read the weekly duty roster for employment duty.</p>	<p>Towards Maths NS3.2</p> <p>Bank Officers write cheques to pay micro-society workers. Workers deposit their cheques into their bank accounts.</p>	<p>Towards Sc. Tech UT S3.9</p> <p>Students workers choose and use technology appropriate to the employment task, eg appropriate measuring scales, banking database, ph meter, etc</p>	<p>HSIE SSS3.7,3.8</p> <p>A manual of employment positions is published for students involved in the micro-society. Employment opportunities range from corporation & banking positions, sales assistants, to more manual positions & from permanent to casual positions.</p>



LIFESKILLS' ACTIVITY: Invest in the microsociety's bank.

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

RESOURCE: Interest rate schedule, interest slip.

UNDERWRITE - THE CURRENCY

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Students understand that money comes from a variety of sources. Money can be saved and earn interest as another form of income. <p>Competence</p> <ul style="list-style-type: none"> Students examine and prepare financial records, eg, interest slips. <p>Enterprise</p> <ul style="list-style-type: none"> Students save hard to increase their interest earnings. <p>Responsibility</p> <ul style="list-style-type: none"> Students will value savings as a way to store and increase their wealth to meet current or future needs. 	<p>Significance</p> <ul style="list-style-type: none"> Students see the link between saving, earning interest on their savings and increased spending power in microsociety shops, weekly auctions and trade fairs. <p>Deep Understanding</p> <ul style="list-style-type: none"> Students demonstrate an understanding of an aspect of banking. <p>Metalanguage</p> <ul style="list-style-type: none"> The language of banking and number 	<p>Towards English RS2.6</p> <p>Students read the interest rate schedule and interest slip stating interest earned on savings.</p>	<p>Towards Maths NS2.3,NS3.4, NS4.3,WM2.6,VA 14</p> <p>Students calculate own interest on savings, if saving up for a particular purchase.</p> <p>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>HSIE SSS2.7</p> <p>Students identify and use technologies, eg, calculators, computer banking database, involved with monetary exchange.</p>

LIFESKILLS' ACTIVITY: Entering competitions and grants offering prizes and financial rewards.

LANGUAGE: Community grants, submissions, planned activities, budget, funds, cost, per, unit, number, bulk, quantity.

RESOURCE: List of appropriate corporations, the internet, resources to match the activity.

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Competence</p> <ul style="list-style-type: none"> Students & staff research the corporate world for opportunities to apply for grants. <p>Enterprise</p> <ul style="list-style-type: none"> Students & staff use initiative and explore opportunities that can or may contribute to income, eg, writing submissions to apply for community grants from corporations. <p>Responsibility</p> <ul style="list-style-type: none"> Financially supportive corporations/businesses are invited to events to see first hand the educational impact on students from the given funds. 	<p>Significance</p> <ul style="list-style-type: none"> Students see the link between successfully applying for a community grant and the funding of educationally beneficial activities earning real dollars for financial literacy experiences at school or between schools. <p>Intellectual Quality</p> <ul style="list-style-type: none"> Problematic Knowledge choice of activities & resources determining an appropriate amount of funds to request. 	<p>Towards English RS3.6</p> <p>Research on the internet, corporations that offer community grants. Read and assess if the criteria is appropriate for funding experiences under the umbrella of the micro-society program.</p> <p>Towards English TS3.1 & TS3.2</p> <p>In the school parliament, students will debate and decide upon which grants to apply for.</p> <p>Towards English WS3.9</p> <p>Submissions written to corporations offering community grants detailing planned events that meet the given criteria.</p>	<p>Towards Maths NS3.2, NS3.3, VA 14</p> <p>From the planning of the event, costings are gathered and a budget is prepared to fund the planned financial literacy experience.</p>	<p>Towards Sc & Tech BE S3.1</p> <p>At the funded financial literacy experience students participate in a number of technology quests, eg:</p> <ul style="list-style-type: none"> building a model house with lighting or plumbing, building a motorised merry-go-round, building a cubby with a cooling facility, eg a fan or communication facility, eg morse code constructing a water feature which recycles water via a pump. 	<p>HSIE SSS2.7</p> <p>Students see how corporations invest in aspects of the community. At the planned financial literacy events, students see how corporations invest in educational pursuits, eg, working with technology, ie:</p> <ul style="list-style-type: none"> building a model house with lighting or plumbing, building a motorised merry-go-round building a cubby with a cooling facility, eg a fan or communication facility, eg morse code constructing a water feature which recycles water via a pump and learning about business from operating a market stall at a trade fair. <p>Students realise the importance of the image of a brand name and that part of that image is to be seen as a good corporate citizen.</p>



LIFESKILLS' ACTIVITY: Maintain scrutiny of student passbooks and cheques when presented at the bank.

LANGUAGE: Accuracy, fraud, fraudulent, oversight, justice, consequences.

RESOURCE: Microsociety's bank computer database.

UNDERWRITE - THE CURRENCY

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Knowledge & Understanding</p> <ul style="list-style-type: none"> Students understand that they have an obligation to present correct documentation and information to the microsociety's bank. <p>Competence</p> <ul style="list-style-type: none"> Students must accurately complete forms, eg, deposit and withdrawal slips. Bank officers for the microsociety's bank need to complete transactions accurately and check members' documentation. <p>Responsibility</p> <ul style="list-style-type: none"> Students need to care about the impact of their consumer and financial decisions on themselves, others and the microsociety. Students need to explore the values associated with participating in a microsociety, eg, consider issues related to trust and obligation. 	<p>Intellectual Quality</p> <p>Problematic Knowledge</p> <ul style="list-style-type: none"> What are the consequences for those who attempt fraud? 	<p>Towards English RS2.6</p> <p>Microsociety bank officers match the database information to the documentation in the student's bankbook/cheque to check for correctness.</p>	<p>Towards Maths NS3.2, NS3.3, VA14</p> <p>Microsociety bank officers check database transactions, duty rosters for employment and collectables records for accuracy with regard to accounts that appear to be incorrect.</p>		<p>HSIE SSS2.7</p> <p>The microsociety's bank computer database maintains individual student's financial transactions and collectable records are documented on a computer file so as to present a detailed account of transactions.</p>

LIFESKILLS' ACTIVITY: Develop a significant school enterprise that will create income to underwrite the school currency.

Examples developed by schools include: a vegetable garden, bow ties, yabbies, eggs from poultry.

LANGUAGE: Initial cost, outlay, per, price, profit.

RESOURCE: Resources to match the enterprise.

FINANCIAL LITERACY DIMENSIONS	AGQTF (examples)	ENGLISH	MATHEMATICS	SCIENCE & TECHNOLOGY	HSIE
<p>Competence & Responsibility</p> <ul style="list-style-type: none"> selection of appropriate and safe school enterprise. maintain record of sales for stocktake and for future planning/making/growth <p>Enterprise</p> <ul style="list-style-type: none"> seek out products and/or enterprise(s) that can be student-made, farmed or operated to sell for real money to underwrite the school currency. 	<p>Significance</p> <ul style="list-style-type: none"> understanding profit margins, supply and demand. <p>Intellectual Quality</p> <p>Problematic Knowledge</p> <ul style="list-style-type: none"> choice of product for school enterprise determining an appropriate profit margin <p>Substantive Communication</p> <ul style="list-style-type: none"> students debate the appropriateness of products for a school enterprise 	<p>Towards English TS3.1 & TS3.2</p> <p>In the school parliament, students will debate and decide upon the school enterprise.</p> <p>Towards English RS3.5 & 3.6</p> <p>When determining the enterprise, students need to research the safety and age-appropriateness of the goods.</p> <p>Towards English RS 3.6</p> <p>Reading procedural texts to make items or grow & care instructions for vegetables & yabbies for sale.</p> <p>Towards English WS3.9,3.11,3.12</p> <p>Writing and publishing labels for items and advertisements promoting products.</p> <p>Towards English WS3.13</p> <p>Using persuasive language in advertisements.</p>	<p>Towards Maths NS2.4(a), NS2.4(b),NS3.2,NS3.3,WM 2.6,VA 14</p> <p>Communicating & problem solving</p> <p>After considering production costs and ongoing expenses for the product, students debate and determine an appropriate price per item so that a suitable profit can be made.</p>	<p>Towards Sc & Tech BE S3.1,PS S3.5,DMS3.8</p> <p>Students making or growing saleable items research and create items that reflect consideration of function, aesthetic, cultural, safety and sustainability factors.</p>	<p>HSIE SSS 1.7</p> <p>Students & staff determine a school enterprise that will provide goods/service to satisfy needs and wants of students, staff, parents and community members.</p> <p>HSIE SSS 2.7</p> <p>Students recognise their responsibly to consumers buying the products from the school's enterprise.</p> <p>HSIE SSS 2.7 & 3.7</p> <p>Students recognise their responsibility to package the product in an environmentally-friendly manner.</p>