

## **Guide: Module 1 - Earning**

### **Introduction**

Earning money gives people more choices in life. This module introduces your child to ways they can make money and what it means to be paid an hourly rate.

### **Learning Outcomes**

In this module your child will learn:

- An introduction to the concept of earning.
- How earning money gives them choices.
- Jobs they can do to make money.
- What it means to be paid an hourly rate.

### **Key Words**

Earnings - the money made from doing a job  
Hourly rate - the amount of money paid per hour of work

### **Key Skills:**

- Use of a calculator
- +, -, x, ÷ of whole numbers and decimals

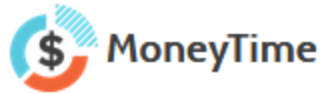
**Time:** 45 to 50 minutes for your child to view the tutorial video, complete the module and familiarise themselves with the bank accounts and the Earn, Spend and Invest tabs.

### **Teaching Points**

- The '/' symbol is used instead of the division symbol or it can mean 'per' as in \$/hour.  
Earnings = hours x \$/hour.
- Variance in hourly rates.

### **Activities:**

- Discuss how much money your child currently earns for doing jobs. Can they work this out as an hourly rate?
- Brainstorm different ways your child can earn money.



## **Guide: Module 2 - Saving**

### **Introduction**

Money in a bank account is relatively safe but there is an additional benefit – it can earn interest! This module introduces your child to the importance of saving and the differences between Checking accounts and Savings accounts.

### **Learning Outcomes**

In this module your child will learn:

1. How to save for something they want.
2. How they can earn interest by putting money into a Savings account.
3. Why banks pay interest.
4. The difference between Checking and Savings accounts.

### **Key Words:**

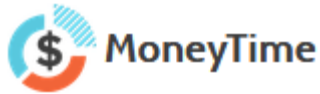
Deposit	- putting money put into a bank account
Withdrawal	- taking money out of a bank account
Profit	- a financial gain
Lender	- person who lends the money
Borrower	- person who borrows the money
Interest	- money paid by the borrower as a reward to the lender
Per annum	- per year
Checking account	- bank account for day to day transactions
Savings account	- bank account that earns interest on deposits

### **Teaching Points**

- Your child is required to round an answer to the nearest whole number.
- Get your child to click on their Checking account menu tab to open their Checking account statement. Get them to transfer some of their funds into their Savings account and see how this transfer shows up on the statements for both their Checking and Savings accounts.

### **Activities**

- Explore different types of bank account online. Banks tend to have different names for their bank accounts. In MoneyTime we use Checking and Savings Accounts but banks may have different names for these.
- Explore which banks offer accounts for minors (less than 18 years old).



## **Guide: Module 3 - Interest**

### **Introduction**

Earning interest is an easy way that everyone can make money. This module introduces simple and compound interest and explains the benefit of starting to save early.

### **Learning Outcomes**

In this module your child will learn:

1. The difference between simple and compound interest.
2. How to calculate simple and compound interest using an online calculator.
3. The benefits of starting to save early.

### **Key Words:**

- Principal - the total amount deposited
- Simple interest - interest earned on the principal
- Compound interest - interest earned on the principal and any previous interest earned

### **Key Skills:**

- Interpretation of a line graph.
- Identifying advantages and disadvantages of different savings strategies.
- How to use an online calculator to determine interest earned.
- An introduction to percentages.

### **Module Note**

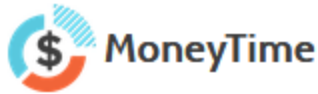
This module may challenge less mathematically able children and therefore may take longer than the prescribed 15-20 minutes.

### **Teaching Points:**

- This module uses simple percentages (5%, 10%). You may wish to use this opportunity to teach/ revise percentages.
- This module introduces your child to using special calculators. The Simple interest and Compound interest calculators calculate interest only. The Savings calculator calculates interest and principal.
- Get your child to open their Savings account statement by clicking the Savings account tab. They will see their savings balance has earned some interest. They need to have completed the quiz and post test for this module first. Encourage your child to transfer some of the money in their Checking account into their Savings account so they can earn interest.

## **Activities**

- Get your child to search banks on the internet to discover what interest they are paying on Checking and Savings accounts.
- Get them to search for banking interest rates in other countries. Discuss why these might be different to those of your country.
- See if they can find a savings calculator online to see how much they can achieve by saving and how quickly they can reach their goals.
- Tell your child they have just been given \$1,000 by their grandmother on the condition they bank it for one year. Using their research skills find out which bank which will give them the most money by the end of the year.



## **Guide: Module 4 - Career Choice**

### **Introduction**

Choosing a career they will enjoy is probably the second most important choice a student will make (after choosing a life partner!). This module starts them thinking about what is important when choosing a career.

### **Module Note**

Career choice for your child is a long way off but we want to introduce the concept here to harness the power of positive thinking. If your child starts early with a mindset of seeking qualifications and jobs that match their interests, they are more likely to make decisions that result in successful and enjoyable careers. Also, jobs are the first way your child realistically has to earn money so this topic needs to be completed before we start talking about how they can spend or invest money.

### **Learning Outcomes**

In this module your child will learn:

1. Things about jobs that might motivate them.
2. What jobs they might be interested in as a career.
3. How qualifications and experience can get them a higher paying job.

### **Key Words**

Career - a type of work you do for a long time  
Salary - where paid for 52 weeks a year regardless of number of hours done  
Tertiary Qualification - a qualification you study for after you leave school

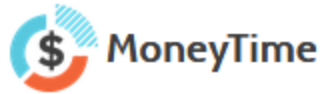
### **Teaching Points**

- Explain the difference between median and average.
- Explain how to interpret simple bar graphs.
- Get your child to click their “Earn” tab and identify the qualifications required for each job in MoneyTime. They should notice that as the cost of the qualification goes up, the resulting earnings are disproportionately greater.

### **Activities**

- Discuss what jobs older siblings or friends do at high school.
- Discuss what you (their parents) do for a living.
- Discuss the different jobs in the “What sort of things are you interested in?” activity. Your child might not recognise jobs such as optometrist or cost estimator or human resources. They might research these online.

- Use <https://www.careeronestop.org/getmyfuture/toolkit/interest-assessment.aspx> to explore what jobs your child might be interested in doing.
- Discuss why it is normal for most people to have different jobs during their career (looking for better pay, more flexible hours, career advancement, more enjoyable work environment, people they like to work with).
- Brainstorm 5 jobs of the future.



## **Guide: Module 5 - Resume**

### **Introduction**

Preparing a resume is usually the first step towards securing a meaningful job. Your child will have fun thinking about their strengths and the things they like about themselves.

### **Learning Outcomes**

In this module your child will learn:

1. The meaning of employer and employee.
2. What a resume is and what to put in it.
3. The difference between a qualification and an achievement.
4. How to write their own resume.

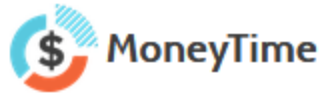
### **Key Words**

Employer	- the person who pays someone for doing work
Employee	- the person who gets paid for doing the work
Resume	- information about yourself you give to an employer
Qualification	- a reward for completing a course/ test or exam that shows you have skills and knowledge in that subject.
Achievements	- certificates, awards or prizes for doing something well
Previous experience	- the type of work you have done before
Reference	- a person who would recommend you for a job

### **Teaching Points**

### **Activities**

- Have your child share the thing they are most proud of in their resume.
- Discuss the different examples of tertiary education like Trade Schools or University.
- Discuss the role of a reference and who best to choose.



## **Guide: Module 5P - Resume**

### **Parent Module**

In this module your child completes a resume for you, their parent. At the end of the module your child will be emailed a copy of the completed resume.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

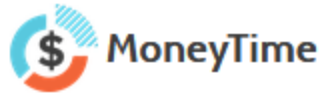
The module provides:

- A revision opportunity for the resume module.
- An opportunity to interact with an adult on a shared project (strengthening bonds).

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.





## **Module 6: Job application**

### **Introduction**

Writing a good cover letter is an important part of a job application. As well as learning the job hunting process this module is a good opportunity for your child to practice their reasoning (why they should get the job!)

### **Achievement Objectives**

In this module your child will learn:

1. How to apply for a job.
2. Where to find jobs.
3. What a job description is.
4. How to write a cover letter.

### **New Words**

Job vacancy	- a job position that needs to be filled
Job description	- describes the tasks the employee will be doing
Job application	- information sent to the employer when applying for a job
Job interview	- an interview with the employer
Candidate	- a person applying for a job
Cover letter	- reasons why the candidate should get the job

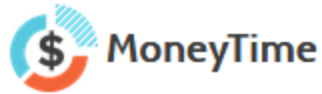
### **Teaching Points**

- The correct sequence of events to gain employment.
- The formal layout of a letter.
- The importance of careful editing the completed letter and resume.
- Discuss the concept of resilience as they may find it takes several requests before they gain employment.

### **Activities**

- Search for jobs online using an online jobs board. What qualifications are required for certain jobs?
- Get your child to write a job description for a chore at home then write a cover letter for the job.
- With your child select three sensible job opportunities then create a mindmap which outlines the key skills required.
- Get your child to practise being an applicant going up to an employer (you) and 'cold calling' for a specific job. Then swap roles.

- Discuss the sort of questions they might be asked in a job interview. There are plenty of websites that discuss this online.
- Conduct a job interview using the questions agreed upon in the discussion, taking turns as the job applicant and the employer.
- Get your child to contact people who work in a job they are interested in. Ask for the good and bad things about the job and what they recommend to do to get this type of job.



## **Guide: Module 6P - Job application**

### **Parent Module**

With your help, your child writes a job description for your dream job then writes the cover letter as if you are applying for that job. At the end of the module your child will be emailed a copy of the completed job description and cover letter.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

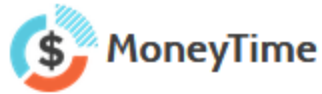
### **Learning Outcomes**

The module provides:

- A revision opportunity for the job application module.
- An opportunity to interact with an adult on a shared project (strengthening bonds).

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.



## **Guide: Module 7 - Pay and Tax**

### **Introduction**

It's great to be paid for doing a job, whether it's via wages or salary. However, it's important for your child to realise that some of this goes as income tax. We discuss why income tax is necessary and how it is calculated.

### **Achievement Objectives**

In this module your child will learn:

1. The difference between wages and salaries.
2. What income tax is and how to calculate it.
3. What PAYG is.

### **New Words**

Percentage	- out of 100
Wages	- pay at an hourly rate
Salary	- pay at an annual rate
Income tax	- a portion of pay paid to the government
Tax rate	- the ratio of the money paid to IRS vs the money kept by the employee
IRS	- government department that collects taxes
PAYG	- Pay As You Go. income tax paid as you earn
Per annum	- amount per year

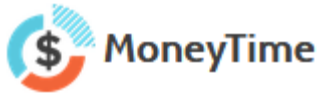
### **Teaching Points**

- Changing percentages into decimals.
- Multiplying decimals.
- Discuss how, in MoneyTime, the pay for their current job (seen above their avatar on the dashboard) is going into their Checking account (click Checking account tab to view statement).
- Which occupations are paid as a wage and which are paid by salary.
- The advantages and disadvantages of being paid a wage over a salary.
- How to solve mathematical problems.

### **Activities**

- Discuss the difference between a wage and a salary. What are the advantages and disadvantages of each?
- Discuss the fairness of income tax.
- Discuss what else the government spends tax on.

- Use your government's tax calculator to show the effective tax rate across multiple tax levels.
- Get your child to search online for income tax rates in other countries .
- Use a PAYG calculator online to work out deductions on weekly earnings.
- Research how Kings and Queens and governments have raised taxes in different ways over time.
- Discuss the difference between income tax and sales tax.
- Ask your child if they think tax is paid on investments they have in the bank (yes, tax is payable on interest earned).



## **Guide: Module 8 - Smart Spending**

### **Introduction**

This module explores four ways your child can get the best value when spending their hard earned money. Buying cheap is not always the answer! It also discusses the pressure they might experience from peers or advertising to buy things.

### **Learning Outcomes**

In this module your child will learn:

1. Four ways to buy things cheaper.
2. Why they should consider paying more for good quality.
3. The impacts peer pressure and advertising have on buying a product.
4. Ways they can spend their money wisely.

### **Key Words**

Sale	- when a shop reduces prices on their goods or services
Second hand	- not new
Peer pressure	- when people your age try to get you to do something
Advertising	- a paid message to encourage spending
Paypal	- a service for making payments safely online
Credit card	- a card which allows you to make payments using short term loans from the Bank (discussed further in module 11 on "Paying")

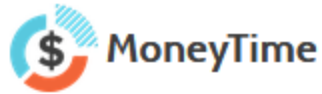
### **Teaching Points**

- The different ways you can purchase a product.
- The advantages and disadvantages of buying a product online.
- The influence of peer pressure on buying certain goods.
- Get your child to click on their "Dashboard" tab then click on their avatar to see their wardrobe. Ask them to show you what they have purchased for their avatar. Then discuss how much money they have in their Checking account. Next click the "Invest" tab and talk about the minimum amount of money they will need in their Checking account to invest in Property when it is unlocked as they complete the next module (module 9, the minimum is \$5,000). Will they have the minimum amount required? If not, a wise spending decision will be to NOT spend money on anything else this session.

### **Activities**

- Get your child to search online for stores having sales.
- Dig up some newspapers and get your child to search stores having a sale.

- Ask your child to give examples of when they have been able to buy the same, or similar, product cheaper.
- Pick a product and ask your child which shops they would go to to compare prices.
- Ask them what products they have purchased online? How easy was it? Are they satisfied with what they got?
- Ask if they have had a bad experience shopping online
- Discuss the meaning of the quote “The bitterness of poor quality remains long after the sweetness of low cost”.
- Ask your child if they have experienced the bitterness of poor quality.
- Discuss things your child has purchased second hand. Did they work/ last?
- Discuss peer pressure. What are some of the things your child has felt pressured to do? (the pressure may have been explicit or perceived).
- Discuss advertising. Has your child seen an advertisement and thought to themselves “I’ve just got to have that!”?
- Calculate the cost of some items when they have a certain percentage discount applied.



## **Guide: Module 8P - Smart Spending**

### **Parent Module**

In this module your child practices making good spending decisions with you. It is a refined version of the Smart Spending module where your child, with your help, explores 4 ways they might go about buying the best pair of shoes they can for \$70 or less.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

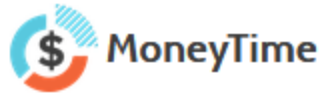
The module provides:

- A revision opportunity for the Smart Spending module.
- An opportunity to interact with an adult on a shared project (strengthening bonds).
- Experience researching online shopping sites.
- Experience researching used goods shopping sites (e.g. eBay)

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.





## **Guide: Module 9 - Budgeting**

### **Introduction**

Budgets are the most powerful tool your child has available to control their spending. This module shows your child how to create a budget and explains what they should do if their expenses are greater than their income.

### **Learning Outcomes**

In this module your child will learn:

1. What disposable income is.
2. The difference between needs and wants.
3. How to create their own budget.
4. Understand the difference between a deficit and a surplus.

### **Key Words**

Income	- money coming in
Expenses	- money going out
Budget	- a tool for planning income and expenses
Disposable income	- earnings after income tax is deducted
Budget balances	- income equals expenses
Budget surplus	- income is greater than expenses
Budget deficit	- income is less than expenses
Need	- an expense you have no or little choice in paying
Want	- an expense you choose to incur

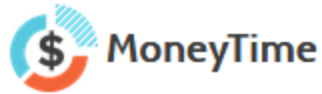
### **Module Notes**

1. This module may challenge less mathematically able children and therefore may take longer than the prescribed 20 minutes.
2. Module 14 on Loan repayments includes material on budgets and provides reinforcement/revision for this module.
3. This module includes a simple household budget which mentions mortgages. Mortgages are covered in module 16 but you may wish to introduce your child to them here.

### **Activities**

- Discuss the difference between needs and wants. You may disagree with some MoneyTime's ideas on this.
- Ask your child to create their own personal budget.
- Discuss how they might deal with the urge to spend on wants.

- Discuss how a deficit or surplus balance is shown on an account (in red, in brackets, with a minus sign).
- Ask your child to create a budget for their family using an online budgeting tool.
- Do a budgeting exercise for a family holiday.
- Create a realistic budget for running a community sausage sizzle.



## **Guide: Module 9P - Budgeting**

### **Parent Module**

In this module your child completes a household budget with you.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

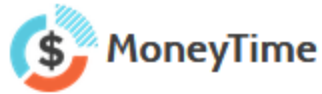
### **Learning Outcomes**

The module provides:

- A revision opportunity for the Budgeting module.
- An opportunity to interact with an adult on a shared project (strengthening bonds).
- An exercise to determine the income, tax and discretionary income for the earners in your household
- An exercise to determine the total needs of the household (mortgage/ rent, electricity, insurance, phones and broadband, health and education).
- An exercise to determine the total wants of the household (groceries, car/gas, clothes, holidays, presents, entertainment).
- The opportunity to revise wants so their household budget ends balanced or in surplus.

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.



## **Guide: Module 10 - Banking**

### **Introduction**

Your child will be getting a bank account soon, if they haven't got one already. This module teaches them how money gets in and out of their accounts and how they can keep track of it.

### **Achievement Objectives**

In this module your child will learn:

1. How to set up a bank account.
2. How to make deposits and withdrawals from their account.
3. How payments can be made electronically.

### **New Words**

Bank account	- the bank's record of how much money a customer has deposited with, or withdrawn from, the bank.
Bank balance	- the amount of money that currently is in an account.
Bank statement	- the account balance and a summary of transactions.
Bank transaction	- when money comes in or goes out of an account.
Bank teller	- a person who works behind the counter at a bank.
Youth account	- bank account for persons under 19 years of age.
Deposit form	- bank form used when making deposits
Withdrawals form	- bank form used when making withdrawals
Receipt	- document evidencing payment
ATM	- Automated Teller Machine
Debit card	- card used to access funds electronically
Electronic Payment	- payment made over the internet using a computer or smartphone

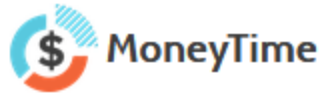
### **Teaching Points**

- Your child may not have a bank account, have used a debit card or experienced electronic transfers. This module introduces them to these concepts.
- Get them to click on their Checking account menu tab to open their Checking account statement. Discuss how the balance, income and expenses are shown on the statement.

### **Activities**

- Discuss your child's bank account (if they have one) and what they can do with it.
- Organise a trip to a bank and an ATM machine.
- Discuss the pros and cons of paying via debit card (No need to withdraw cash, no loose change, can cancel card if lost or stolen vs no ATM withdrawal fee, very easy to spend too much)

- Discuss the importance of checking their receipts with their statement as banks can make a mistake.
- Discuss emerging payment options: contactless credit cards (paywave), digital wallet (tap and go smartphones)
- Explore youth bank accounts. Discuss the top ranked bank accounts for your child and the interest rates on youth accounts.



## **Guide: Module 10P - Mobile Wallets**

### **Parent Module**

In this module you and your child get to download a mobile wallet onto your child's phone so they can gain some practical experience in making payments with their phone.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

The module provides the following experiences::

- Downloading a financial app
- Loading money into a mobile wallet
- Checking the balance in a mobile wallet
- Using a mobile wallet to make payments

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.

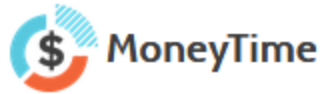
### **Important note:**

If you feel uncertain about loading money onto your child's mobile phone, you can be sure that any money you pay into the wallet is safe.

A password is needed to access the wallet, so it can't be accessed if the phone is lost or stolen.

As a parent you can select the places where the wallet can be used.

You can also put maximums on the amount of money that can be spent per day.



## **Guide: Module 11 - Paying**

### **Introduction**

Your child is used to paying for things with cash and many have their own debit card. This module introduces other ways of making payments that they need to know about - a really good one for them to discuss with you!

### **Achievement Objectives**

In this module your child will learn more ways they can make payments:

1. Automatic payments
2. Direct debits
3. Credit cards
4. Checks

### **New Words**

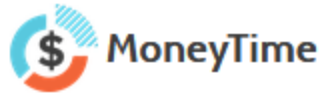
Automatic Payment	- payment made by the bank from your account of the same amount on a regular basis
Direct Debit	- payment to an organisation by the bank for the amount you owe them on a regular basis
Credit Card	- card allowing you to make payments using short term loans from the bank
Statement	- form from the bank telling you how much you have spent, deposited and your balance.
Invoice	- a document which states how much you paid for an item
PIN number	- numeric password required to use an debit or credit card
Check	- printed form that tells the bank who you want to pay and how much

### **Activities**

- Discuss with your child the different options banks give you to pay for goods.
- Show your child your credit card and debit card.
- Discuss features these cards have to protect your money being taken by someone else (the chip or magnetic stripe identifies your account, the PIN number confirms you are the owner of the account)
- Discuss some sensible rules to follow if you have an debit card (Keep it in a wallet/ or phone wallet, never disclose PIN to anyone, write PIN down in a safe place only you know in case you forget it)
- Think of some payments and ask your child if they should be Automatic Payments or Direct Debits.

- Reinforce the concept of checking purchases on statements (your child should query the bank regarding purchases they don't recognise).
- Ask your child why they think credit card companies offer loyalty points schemes. (It's to encourage people to use their credit cards more. The more they use them, the more likely they are to miss paying off the full balance and have to pay interest).
- Discuss the differences between banking today and when you were a child.
- Get your child to create a poster which explains the key findings from this module. When completed, ask them to use it to explain this module to their family.





## **Guide: Module 12 - Borrowing**

### **Introduction**

People borrow money when they need something straight away but don't have sufficient cash to pay for it. Borrowing puts the borrower into debt but this is ok if the money has been borrowed for a good reason and they have the ability to repay it.

### **Achievement Objectives**

In this module your child will learn:

1. How borrowing works.
2. About making repayments.
3. The difference between good debt and bad debt.
4. About different types of loans.

### **New Words**

Repayments	- money paid at regular intervals to repay a loan.
Term	- the period the borrower has to repay the loan.
Principal	- the amount of money borrowed.
Loan	- when money is borrowed from someone.
Debt	- when money is owed to someone.
Lender	- person who lends you money
Borrower	- person who borrows money
Expenses	- day to day items you spend money on

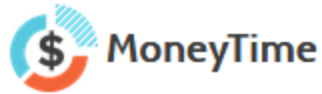
### **Teaching Points**

- Calculations using percentages and decimals.
- The concept of integers or negative numbers.

### **Activities**

- Discuss with your child if you have a loan. What is it for? (House, car, boat, TV?). Do they think it is good debt or bad debt?
- Explore examples of good and bad debt. Is taking out a loan to pay for a wedding good debt or bad debt? You could argue it improves your chances in the long term but technically speaking it's bad debt because what's left over once all the food and beverage is gone? What about paying for hospital care? Drama lessons? A piano? We say borrowing to buy a car is bad debt, but what if a car is the only realistic way to get to work?
- Talk about the fact that almost everybody goes into debt at sometime in their life, and that's perfectly fine as long as it's good debt.

- Identify some advantages and disadvantages of making either a secured loan or an unsecured loan.
- Explore the differences in rates of interest between banks and other lending institutions.
- Discuss the term “Loan Shark”. (A loan shark is a person or body who offers loans at extremely high interest rates, usually without holding relevant authorization from the local financial regulator i.e. illegally).
- Discuss how countries borrow money and research which country has the most debt. Use the following link <http://www.usdebtclock.org/> to discuss USA’s level of debt.



## **Guide: Module 13 - Loans**

### **Introduction**

There are a number of different loan options if we need to borrow money. This module explores the impact that providing loan security has on the interest rate charged.

### **Achievement Objectives**

In this module your child will learn about :

1. Secured and unsecured loans
2. Other types of loan and their interest rates
3. The advantages and disadvantages of adjusting the term on a loan.

### **New Words**

Collateral	- an item offered to guarantee the repayment of a loan.
Secured loan	- a loan where the item offered as collateral can be sold by the lender if the borrower defaults on the loan repayments.
Unsecured loan	- a loan where no collateral is offered to guarantee repayment.
Default	- when the borrower fails to make repayments on a loan.
Mortgage	- when the collateral offered on a loan is a property.
Overdraft	- where the bank lets you withdraw more money than you have from your bank account.
Credit card	- creates an unsecured loan from the bank every time it is used to make a payment.

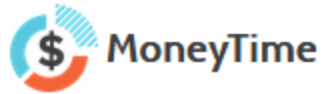
### **Teaching Points**

- The interest rates provided in this module are indicative only as they change according to economic conditions and the market positioning of the lender. The idea is to give your child a feel for what is low interest and what is high interest.
- Get your child to click on the Investment tab then on CDs. Discuss the difference between the interest rate the bank offers to borrow money at (3%) and what it charges for lending (mortgages 5-6%, secured loans 14%, credit cards 21%). This is how banks make their profits.

### **Activities**

- Get your child to use an online loan payment calculator to calculate various loan scenarios. Note the loan periods are in months so they will need to work out the term in months first.

- Discuss why houses are considered good collateral by banks (they usually hold their value and it is unusual for them to be damaged to the point their value decreases below that of the outstanding balance. Nor can they be stolen). The bank can be confident the outstanding balance of the loan will be covered by selling the house.
- Compare the value of a house as security with that of a car. The car can be stolen or damaged to the point where its value is less than the outstanding balance.



## **Guide: Module 14 - Loan Repayments**

### **Introduction**

Borrowing money can get people into strife but it's usually ok if the borrower can afford the repayments. This module shows your child how to factor loan repayments into a budget and what to do if they can't afford them.

### **Achievement Objectives**

In this module your child will learn:

1. How to calculate loan repayments.
2. How to include loan repayments in a budget.
3. How extending the loan term decreases monthly payments but increases total interest payable.

### **New Words**

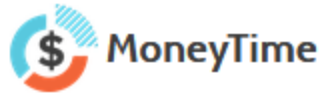
Repayments - paying back a loan with regular payments of principal and interest.

### **Teaching Points**

This module includes some straight forward addition and subtraction activities.

### **Activities**

- Give your child various principals, interest rates and terms in order to calculate repayments using the online calculator at <http://www.thecalculatorsite.com/finance/calculators/loancalculator.php>
- Discuss the importance of prioritising wants. If your child can only afford one, what will it be?
- Introduce the concept of bankruptcy (when an organisation or person is unable to pay their debts).



## **Guide: Module 14P - Loan repayments**

### **Parent Module**

In this module your child works with you to see if they can afford a loan to buy a tractor!

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

The module provides:

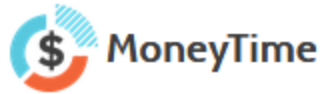
- A revision opportunity for the Loan Repayments module.
- An opportunity to interact with an adult on a shared project (strengthening bonds).

Your child will:

- Work out the deposit amount required
- Use a loan calculator to determine how long it will take to save the deposit
- Use a mortgage repayments calculator to work out the monthly repayments
- Include the repayments in a farm budget to see if they can afford them
- Reduce the repayments so their budget ends in a surplus

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.



## **Guide: Module 15 - Rent or Buy**

### **Introduction**

Most people would rather buy their own house than rent one. This module introduces your child to the cost of houses and uses budgets to help them figure out whether they can afford to buy or rent.

### **Associated Modules**

Module 9: Budgets

Module 11: Payments

Module 12: Borrowing

Module 13: Loans

Module 14: Loan repayments

### **Achievement Objectives**

In this module your child will learn:

1. What property is
2. How property prices differ depending what part of the country they are in
3. How to work out whether to rent or buy the property they live in

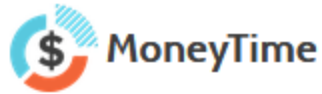
### **New Words**

Property	- a piece of land, often with a building on it.
Real estate	- a piece of land with a building on it.
Residential property	- a piece of land with a house on it.
Rooming	- where several people in a rental property share the rent
Room mate	- someone who helps pay the rent in a rental property

### **Teaching Points**

### **Activities**

- Get your child to discuss other things that that make their region a desirable place to live (e.g good facilities, strong sports teams, easy access to the outdoors, good farmland).



## **Guide: Module 16 - Mortgages**

### **Introduction**

Getting sufficient money together to buy a property is increasingly difficult as house prices continue to outstrip earnings growth. If your child learns the basics of property finance now it will improve their chances of being able to own their own property in the future.

### **Achievement Objectives**

In this module your child will learn:

1. About saving a down payment before they can buy a property.
2. How to use a budget and online mortgage calculator to work out mortgage repayments.
3. How to compromise when buying a property.

### **New Words**

Surplus - money left over at the end of your budget  
Compromise - settling for something less than you want.

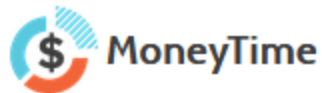
### **Teaching Points**

- This module includes calculations using simple percentages

### **Activities**

- Discuss the options a borrower has if they cannot afford the mortgage repayments required to buy the property they want:
  - i) Save more money for the down payment (this will prolong the time before they can buy a property)
  - ii) Reduce the monthly payments by increasing the term of the loan (this will mean paying more interest in total)
  - iii) Find a cheaper property (trade-off between affordability and a property they like)
  - iv) Make larger repayments affordable more by reducing what they spend on wants (Ok to a point but life still has to be enjoyable!)
  - v) Earn more money so they can afford bigger monthly repayments (their earning potential should increase as they get older).
  - vi) Find a lender that charges lower interest (0.5% lower interest rate can make a significant difference to the amount of interest paid and the time required to pay off the mortgage).
- Get your child to use an online mortgage calculator to work out the repayments required for various loan amounts, interest rates and terms. Explore how changing just one of these variables can affect the repayments required.





## **Guide: Module 16P - Mortgages**

### **Parent Module**

In this module your child works with you to see if they can afford a loan to buy a beach house!

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

The module provides:

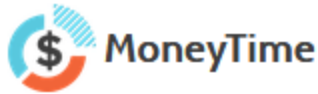
- A revision opportunity for the Mortgages module.
- An opportunity to interact with an adult on a shared project (strengthening bonds).

Your child will:

- Calculate the loan repayments
- Include the loan repayments in a budget
- Decrease the loan payments so they can afford them.

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.



## **Guide: Module 17 - Buying property**

### **Introduction**

Buying a property is the biggest purchase many people make in their lives. This module introduces your child to the process. If they learn the basics now they can approach the opportunity with more confidence as adults.

### **Achievement Objectives**

In this module your child will learn:

1. Where to get a mortgage from.
2. How to find a property.
3. How to buy a property.

### **New Words**

Mortgage broker	- a business that finds the best mortgage for a purchaser
Commission	- payment to a Mortgage Broker or Real Estate Agency for their services
Real Estate Agency	- a company that sells property on behalf of the property owner
Real Estate Agent	- a person that sells property for a real estate company
Purchaser	- a person buying a property
Negotiation	- the bargaining between a property owner's real estate agent and the purchaser
Auction	- the process where a property is sold to the highest bidder
Bid	- offer made in an auction

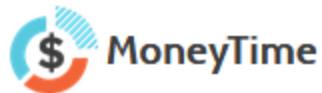
### **Teaching Points**

- The module does not introduce fixed and variable mortgage rates as this may lead to confusion at this learning level.

### **Activities**

- Get your child to visit an online real estate directory (not an individual real estate company) and have a go at finding properties in a certain area. E.g three bedroom house. How much do they cost? Which ones do they like and why?
- This module talks about commissions paid to mortgage brokers and real estate agencies. A mortgage broker only gets paid if the borrower gets their mortgage from the bank the broker recommends. A real estate agency only gets paid if they sell the property. The brokers and agents can do a lot of work and not get paid anything. Is this fair?

- Get your child to visit an online interest or investment site to see what interest rates are currently being charged by the various banks and institutions for lending money in your country. Are these historically high or low? (They are historically low compared to 20% mortgages in the late 1980s).
- Local auction. Get some other families together. Get each child to bring a second hand item. Give them play money (or match sticks) to bid with. Children can pool their resources if desired. A fun activity for all!
- Take your child to an auction for a car or a house so they can watch the process for themselves.



## **Guide: Module 17P - Buying property**

### **Parent Module**

In this module your child works with you to find a house they'd like to buy for \$500,000 or less.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

The module provides:

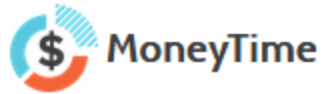
- A revision opportunity for the Buying Property module.
- An opportunity to interact with an adult on a shared project (strengthening bonds).

Your child will:

- Explore the average property prices in different regions in your country
- Use an online real estate directory to find 3 houses they like for under \$500,000
- Rank the 3 houses based on bedrooms, kitchen, bathroom, living area, garage, lawn and garden.

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.



## **Guide: Module 18 - Rental Property**

### **Introduction**

This module introduces your child to the basics of earning money via owning a rental property.

### **Achievement Objectives**

In this module your child will learn:

1. What rental property is.
2. How rental properties can make them money.
3. How to calculate the return for a rental property.

### **New Words**

Landlord	- a person who owns a rental property
Tenant	- a person who pays rent to live in another person's property
Rental property	- property tenants pay rent to live in
Rental income	- income from rent paid by tenants
Rental expenses	- costs incurred by a landlord to own and maintain their rental property
Rental return	- the profit from rental income less rental expenses
Insurance	- protection in case of damage to the property
Property tax	- money paid by landowners to their local council for local services
Repairs & Maintenance-	money paid by landowners to repair and replace items on their property.
Capital gain	- the difference between what a property is bought and sold for

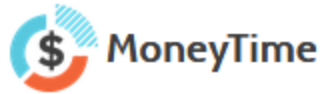
### **Teaching Points**

- The module has a very brief introduction to insurance. Insurance is covered in more detail in module 28.

### **Activities**

- Ask your child to search online to see if they can find the median rent in the area they live. How does this compare to other regions in your country?
- Ask your child to name your local council/ municipality. What are some of the parks the council looks after? Where does your local drinking water come from? What day of the week does your trash get picked up? Does the council put on any local events? The mayor heads the council. Who is your mayor?
- Visit your local council's website to see what they spend your rates on.

- Identify different items people purchase to rent out. For example cars, art, suits. Get your child to calculate costs to purchase an item, the expenses that they would face and the income they would receive for renting the item.
- Provide your child figures to practice turning weekly income into monthly income and annual income.
- Provide your child figures to practice calculating the return on a rental property (Monthly income less mortgage repayments, property tax, insurance, repairs and maintenance).
- Provide your child figures to practice calculating capital gain (a property's selling price less the price it was purchased for).
- Use the game of Monopoly to explain some of the key principles in this module.



## **Guide: Module 19 - CDs**

### **Introduction**

This module introduces your child to investing as a way of creating wealth without having to be paid to do something. CDs (Certificates of Deposit) are introduced as a better investment than Savings accounts because they pay higher interest.

### **Achievement Objectives**

In this module your child will learn:

1. What an investment is
2. What a CD is
3. The difference between a Savings account and a CD
4. How to calculate the rate of return on an investment

### **New Words**

Investment	- something you put money into that makes you money
Fixed interest investment	- an investment for a fixed period of time that pays interest
CD	- a single bank deposit for a fixed period of time that pays interest
Lump sum	- a single payment
Return on investment	- the profit from an investment, comprising interest and capital gain
Rate of return	- the annual return of an investment, expressed as a percentage of the amount invested

### **Teaching Points**

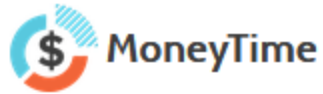
- This module contains simple addition, subtraction and division of 3 digit numerals. It also includes converting decimals to a percentage.
- The symbol “/” is used as the division sign. Check your child understands the difference between that and “per” as in “/annum”.
- This module introduces “rate of return” and “return on investment”. Both might be a bit tricky for your child to understand but are revised and repeated in the next three modules so by the end of module 22 your child should have them sorted. You may wish to spend time reviewing them.
- Get your child to go to their “Investments” tab and click “CD”.  
Ask your child what the term, minimum deposit and return is for CDs.  
If they have made a CD, what happened to it at the end of the term? (Principal and interest paid into their Checking account as separate amounts).  
What was the income on their investment? (the interest paid).  
Did they make a capital gain? (No, the principal repaid was the same amount they invested).

What was the return on their investment? (it's a little bit higher than 4% due to the interest compounding over 4 years).

### **Activities**

- Get your child to visit the website of banks or financial planners to see the interest rates different lending institutions are offering.
- Get your child to search online for interest rates offered elsewhere in the world. If you know why you can explain why they are different.





## **Guide: Module 19P - CDs**

### **Parent Module**

In this module your child works with you to explore the different CD interest rates currently offered in your state or country.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

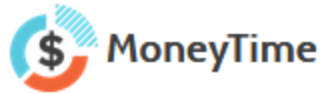
### **Learning Outcomes**

The module provides:

- A revision opportunity for the CDs module.
- An opportunity to interact with an adult on a shared project (strengthening bonds).
- An introduction to banks offering different interest rates on CDs
- An insight into why CDs with a higher minimum deposit pay a higher interest rate

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.



## **Guide: Module 20 - Property Investment**

### **Introduction**

Rental property ownership is a common form of investment. This module builds on Module 18: Rental Property and explains why rental property is a medium return, medium risk investment.

### **Achievement Objectives**

In this module your child will learn about:

1. The different levels of risk in investments
2. Risk vs return
3. Calculating the rate of return on an investment property

### **New Words**

Risk	- Risk is the possibility of losing money on an investment.
Capital loss	- When a property is sold for less than what it was purchased for.

### **Teaching Points**

- This module contains simple addition and subtraction. The multiplication and division examples require a calculator. It also includes converting decimals to a percentage.
- Get your child to go to their “Investments” tab and click “Property”.  
Ask your child what the term (they can invest for as long as they like), minimum deposit (\$5,000) and average return (6%) is for CDs.  
If they have invested in property, has the property made a 6% return every year? (6% will be the average)  
Most likely their property value will have gone down in one or more years. This emulates real life. There is always the risk of property investments going down but if they stay invested in property they can expect a 6% average return over time.  
In calculating the return, MoneyTime combines income and capital gain each year.  
If they have sold some their property, where did the money go? (paid into their Checking account).

### **Activities**

- Explore the concept of risk vs return. Does the return match the risk in the following situations?

Action

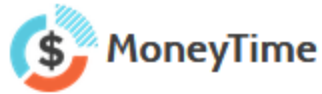
Practice really hard to make a sports team  
Ask someone can you borrow a pencil  
Ask someone if you can be their friend  
Ask parents if you can have a sleepover  
Go sky diving

Risk

Don't make the team  
They say no  
Hurt/ embarrassed  
They say no  
You die

Return

Make the team  
Get the pencil  
Become great friends  
Enjoy a sleepover  
Experience flying like  
a bird



## **Guide: Module 20P - Property Investment**

### **Parent Module**

In this module your child works with you to work out the rate of return on an investment property.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

The module provides:

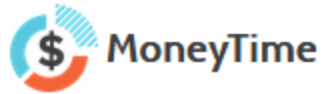
- A revision opportunity for the Property Investment module.
- An opportunity to interact with their parent on a shared project (strengthening bonds).
- An insight into the benefits of having tenants pay off a mortgage.

Your child will calculate:

- The collateral required
- The amount required to borrow
- The repayments required using MoneyTime's mortgage repayments calculator
- The monthly rental income
- The monthly rental expenses
- The monthly rental return
- The annual rental return
- The rate of return

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.



## **Guide: Module 21 - Stocks**

### **Introduction**

Owning stocks is a common form of investment. This module introduces your child to the basics of earning money via owning stocks.

### **Achievement Objectives**

In this module your child will learn:

1. What stocks are
2. How stocks can earn them money
3. How to calculate the rate of return for stocks

### **New Words**

Stock	- part ownership of a company
Stockholder	- person or legal entity who owns stocks in a company
Stock Exchange	- place where stocks are bought and sold
Stock trading	- the process of buying and selling stocks
Stock broker	- a person who trades stocks for customers
Dividends	- payment of a company's profits to stock holders

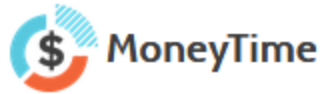
### **Teaching Points**

- This module introduces cents expressed in terms of dollars (50 cents = \$0.50)
- Get your child to go to their "Investments" tab and click "stocks".  
Ask your child what the term (they can invest for as long as they like), minimum deposit (\$10,000) and average return (8%) is for stocks.  
If they have invested in stocks, have the stocks made an 8% return every year? (8% will be the average).  
Most likely the stocks will have gone down in value in one or more years. This emulates real life. There is always the risk of stock investments going down but if your child stays invested in stocks they can expect an 8% average return over time.  
For calculating the return, MoneyTime combines income from dividends and capital gain each year.  
Has your child sold some of their stocks? Where did the money go? (paid into their Checking account).

### **Activities**

- Visit your country's stock exchange website
- Explore the Price, Change and Value of different stocks.

- Can your child find some stock price charts that demonstrate how the stock price has performed? Doing this for several different companies will show them that stock price movements are unique to each company.



## **Guide: Module 22 - Collectibles**

### **Introduction**

Collectibles are investments in rare items that (hopefully) will increase in value over time. The items include art, coins, stamps, antiques and cars. Collectibles are a fun, high risk/high return investment, this module emphasises the risk side.

### **Achievement Objectives**

In this module your child will learn:

1. What collectibles are
2. How collectibles can earn them money
3. How to calculate the rate of return for collectibles

### **New Words**

Diversification	- Spreading the risk of stock investment by investing in a number of different stocks
Collectables	- rare items investors think will go up in value

### **Teaching Points**

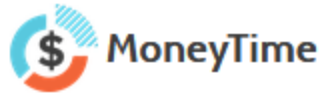
- Remind the your child that “/stock” means “per stock”.
- Get your child to go to their “Investments” tab and click “Collectibles”.  
Ask your child what the term (they can invest for as long as they like), minimum deposit (\$30,000) and average return (15%) is for collectibles.  
If they have invested in collectibles, have they made a 15% return every year? (15% will be the average).  
Most likely their collectibles will have gone down in value in one or more years.  
This emulates real life. There is always the risk of collectible values going down but if your child stays invested in collectibles they can expect a 15% average return over time.  
For calculating the return, MoneyTime only allows for capital gain each year i.e there is no regular income component.  
If your child has sold some of their collectibles, where did the money go? (paid into their Checking account).

### **Activities**

- Ask your child to put together a list of things they'd like to collect. Discuss with them whether those things will be rare and desirable in the future.
- Here's a 2 minute [video](#) on how to make money from collectibles.

- Explore some more obscure collectibles [here](#)
- Auction. Get some families together, everyone is to bring some second hand items. Pretend they are collectibles. Discuss why they might go up in value in the future. Give the children play money (or match sticks) to bid with. They can pool their resources if desired. A fun activity for everyone!





## **Guide: Module 23 - Business Basics**

### **Introduction**

Businesses make the world go round. They produce most of the products and many of the services we enjoy in the world today. This module introduces different types of business and the jobs your child might expect to do if they work in one.

### **Achievement Objectives**

In this module your child will learn:

1. What a business is
2. The difference between manufacturers, retailers and services
3. What jobs need to be done in a business

### **New Words**

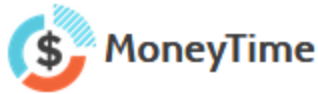
A business	- an organisation in which people make, buy or sell things.
Good	- a manufactured item you can see and touch
Service	- something one person does for another
Manufacturer	- a person or organisation that <i>makes</i> goods to sell to other manufacturers or to end users
Retailer	- a person or organisation that <i>buys</i> goods to sell directly to end users
Owner-operator	- a person who owns and works in a business
Technician	- a person who creates/ makes a product or service
Marketing	- informing customers about a product or service
Sales	- convincing a customer to pay money for a product or service
Profit	- when a business earns more money than it spends
Loss	- when a business spends more money than it earns
Accounts	- a company's record of the money it earns and spends
Accountant	- the person who prepares the accounts
Human resources manager	- a person who specialises in managing employees

### **Teaching Points**

#### **Activities**

- Ask your child if they have family members who work in a business. Can your child describe the family member's job? If not, encourage your child to ask the family members

- Have your child conduct a job interview on you. They, as interviewer, ask you, the employee, 5 questions about what you like doing to determine which of the 5 jobs you might be good at in a business (technician, marketing, sales, accounts, managing employees). Take turns as the interviewer and employee.



## **Guide: Module 24 - Marketing**

### **Introduction**

Marketing is telling customers about your product or service. Your child will learn some simple tips on the best way to do this, then for fun they get to market your (home) school!

### **Achievement Objectives**

In this module your child will learn:

1. The importance of a target market
2. What the message to their target market should be
3. How to convince customers their business is great

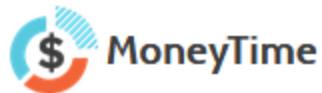
### **New Words**

Customer	- someone who buys a product or service from a business.
Target market	- the people who are most likely to be interested in buying your product or service.
Marketing message	- what you want to tell your customers
Points of difference	- the things that make your business different from your competitors
Credibility	- things about you that convince customers you are telling the truth

### **Teaching Points**

#### **Activities**

- Think of some businesses and get your child to brainstorm target markets for them. Write the target markets on the board then get your child to explain which ones they think are the most important ones.
- Who are the competitors for these businesses? What makes these businesses different? Ask your child to explain which point of difference they think is the most important.
- Ask your child why they think their (home) school, club, cubs/brownies group is great. What can they do to prove these things to customers (prospective parents)?
- What should the marketing message be for their school/ club? (The name of your school, what type of school you are, where you are located, what makes the school different, why it is a great school, with proof!) Get your child to design an advertisement incorporating this marketing message.



## **Guide: Module 24P - Marketing**

### **Parent Module**

In this module your child will work with you to market a school fair. Homeschoolers can market a community fair.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

The module provides:

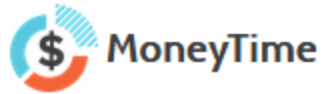
- A revision opportunity for the Marketing module.

Your child will:

- Identify the target market (local families) then prepare a marketing message which includes a point of difference and a way of demonstrating credibility.

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.



## **Guide: Module 25 - Promotion, Selling, Price**

### **Introduction**

Promotion is how you get your marketing message to your customers. Advertising is a common way to get it to *new* customers; loyalty programs are a good way to get it to *repeat* customers. Then you've got to set the price and make the sale!

### **Associated Modules**

Module 24 - Marketing

### **Achievement Objectives**

In this module your child will learn:

1. Some different ways to promote a product
2. Some basic rules for selling
3. How to set the selling price

### **New Words**

Promotion	- getting your marketing message out to customers
Advertising	- when you pay to get your message delivered
Repeat customer	- when a customer buys from you more than once.
Loyalty cards	- cards that offer bonuses or discounts as rewards to repeat customers
Sale	- when you sell something to a customer
Salesperson	- person in the business who makes sales
Breakeven price	- is the selling price at which you neither make money nor lose money.

### **Teaching Points**

- Converting dollars to cents (\$0.50 = 50 cents)

### **Activities**

- Get your child to design a loyalty card for a cafe, movie theatre, bookshop or car wash
- Explore the fact loyalty cards are migrating to smart phones  
<https://stampme.com/customer-benefits-of-a-loyalty-app/>

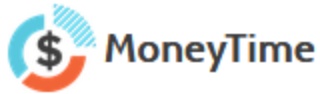
- Exercise: 20 minutes (5 mins explanation, 5 mins as buyer, 5 mins as seller, 5 mins debrief and announce winner).

As the seller, you write down on a piece of paper 10 different animals/ objects on it. Your child as the buyer has to identify all the animals/ objects by asking you questions about them. E.g. for a rabbit: " Do you have long ears? Do you have a fluffy tail? Do you have big front teeth?" If the seller asks "Do you have a rabbit?" and the answer is:

a) "Yes", move onto the next question.

b) "No". Keep questioning.  
Swap as buyer and seller.

- Ask your child to determine the breakeven price for a chocolate cake, a hand woven bracelet, a bag of horse manure (= the cost of the bag, or \$0 if the bag is a giveaway).



## **Guide: Module 26 - Profit and Loss**

### **Introduction**

A business's profit is the reward for the effort given and the risk taken by its employees and owners. This module explains how to prepare a simple profit and loss statement and what profit a business might expect as an acceptable return on investment.

### **Achievement Objectives**

In this module your child will learn:

1. How to work out the profit or loss for a business
2. What tax businesses have to pay
3. How to calculate the return on investment for a business

### **New Words**

Income	- the money coming into a business
Expenses	- the money going out of a business
Profit	- the money a business makes when its income is greater than its expenses.

Profit and Loss statement - a summary of a business's income less its expenses

Cost of Goods Sold	- the cost of making the goods
Gross Profit	- the income less the cost of goods sold
Net Profit	- the gross profit less all other expenses

### **Teaching Points**

- Get your child to go to their "Investments" tab and click "Business".  
Ask your child what the term (they can invest for as long as they like), minimum investment (\$20,000) and average return (12%) is for business.  
If they have invested in business, has the business made a 12% return every year? (12% will be the average)  
Most likely their business value will have gone down in one or more years. This emulates real life. There is always the risk of business investments going down but if they stay invested in business they can expect a 12% average return over time.  
To calculate the return, MoneyTime combines income and capital gain each year.  
Ask your child if they have sold some of their business. If so, where did the money go? (paid into their Checking account).

### **Activities**

- Talk your child through this profit and loss statement for a company that sells 10,000 brooms a year at \$25/ broom. The brooms cost \$12 to make.

Income	\$250,000
Less Cost of Goods Sold	<u>\$120,000</u>
Gross Profit	\$130,000

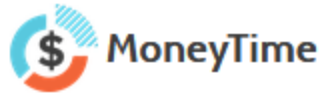
Less Expenses	
Rent	\$30,000
Wages (2 employees)	<u>\$120,000</u>
Total expenses	<u>\$150,000</u>

Net Loss (\$20,000)

What can the company do to improve its profitability? (Sell more brooms, put up it's prices, reduce the cost of goods sold, find a cheaper place to rent, reduce the staff numbers or wages).

- Search online news sites to see if you can find a business that hasn't made a profit. Even large, well established businesses. Explain that businesses are a high risk investment.





## **Guide: Module 26P - Profit and Loss**

### **Parent Module**

In this module your child will work with you to estimate the expected profit for selling student photos at a school fair. Homeschoolers can use a community fair.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

The module provides:

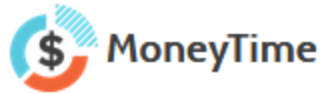
- A revision opportunity for the Profit and Loss module.
- An opportunity to interact with an adult on a shared project (strengthening bonds).

Your child will:

- Calculate the breakeven price
- Set the selling price
- Calculate expected income
- Calculate the Cost of Goods Sold
- Calculate the Gross Profit
- Calculate the Net Profit
- Calculate the Tax payable of the stall if it was a business
- Calculate the Net Profit After Tax

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.



## **Guide: Module 27 - Warranties and Cash**

### **Introduction**

This module teaches your child what to do if the product they have purchased doesn't work like it should or stops working altogether. It also talks about the ways they can keep their cash safe, both at home and overseas (if they are lucky enough to travel!).

### **Achievement Objectives**

In this module your child will learn:

1. How guarantees and warranties work
2. How to keep their cash safe
3. What to do when they are travelling

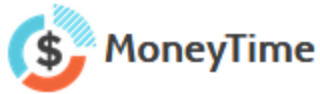
### **New Words**

Guarantee/Warranty	- an agreement from the retailer/ manufacturer they will repair, replace or refund a product if something goes wrong with it.
Defect	- a fault or a problem with a product
Warranty period	- the time a warranty lasts for
Proof of purchase	- an invoice or receipt proving where the product was purchased
Safe	- a strong metal box with a combination lock on the door.

### **Teaching Points**

### **Activities**

- Tell your child about a time you had to make a claim on a guarantee or warranty. What was the product? What happened to it? How easy was it to get it repaired/ replaced/ refunded?
- Ask if your child has ever had some money stolen. Where from? How would they prevent that happening again?
- Explore the safest and least safest countries in the world.  
<http://www.theweek.co.uk/64495/the-safest-and-most-dangerous-countries-in-the-world>  
Why are some countries safer than others? If a country is safe does that mean all the people in it are good? If a country is not safe does it mean all the people in it are bad?



## **Guide: Module 28 - Insurance**

### **Introduction**

Insurance helps protect us financially if things go wrong. This module explains how insurance works, in particular House and Contents, Car, and Health insurance.

### **Achievement Objectives**

In this module your child will learn:

1. What insurance is
2. What things they can insure
3. How insurance works

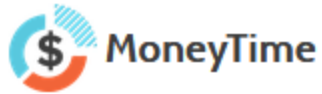
### **New Words**

Insurance	- paying a company money each month and they promise to pay money to you if something goes wrong.
Liability insurance	- covers the damage to someone else's car if the accident was your fault
Contents insurance	- covers everything inside your home
Premium	- the money you pay each month (or year) to the insurance company
Deductible	- the amount of each insurance claim you pay
Claim	- request to insurance company for reimbursement.

### **Teaching Points**

### **Activities**

- Discuss why being truthful about insurance claims is important (honesty should be a non negotiable value, you break the law if you are untruthful and could be charged with fraud, insurance companies won't insure you in the future).
- Get your child to look up the value of some cars online. This is how much they would have to pay if they crashed into one, wrote it off and weren't insured.
- Discuss some of the other types of insurance (Life, Income protection, Loss of profits, Travel).
- Your child will think it will never happen to them. Get them to research online the number of cars stolen in your region/ country over the last year.
- Discuss why it's good to have health insurance if your family can afford it.



## **Guide: Module 28P - Insurance**

### **Parent Module**

In this module your child will work with you to explore the cost of replacing/ fixing things that have been lost, stolen or damaged. They then discuss ways these costs can be covered through warranties/ guarantees and insurance.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

The module provides:

- A revision opportunity for the Insurance module.
- An opportunity for your child to interact with an adult on a shared project (strengthening bonds).

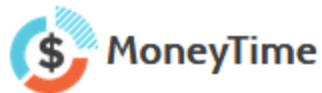
You and your child explore the cost of:

- A leaking watch
- A leaky roof
- TV and smartphones stolen
- Car stolen
- An operation
- A tooth removal

Then how they can get protection against paying for these costs.

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module..



## **Guide: Module 29 - Online Security**

### **Introduction**

This module reinforces your cyber security policies, particularly around spending money on Ecommerce sites and not sharing account/ password/ personal details with strangers.

### **Achievement Objectives**

In this module your child will learn:

1. How to keep their details safe using email
2. How to keep their money safe online

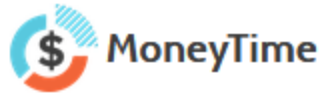
### **New Words**

None

### **Teaching Points**

### **Activities**

- Share with your child if you have had your computer attacked by a virus. What happened to the computer? How hard was it to fix?
- Pull some scam emails out of your junk folder and discuss with your child how to recognise them as spam.



## **Guide: Module 29P - Online Security**

### **Parent Module**

In this module your child works with you to learn how to recognise dangerous emails and fake websites.

### **Participants**

Ideally a parent but can be a grandfather, grandmother, aunt, uncle, family friend or neighbour.

### **Learning Outcomes**

The module provides:

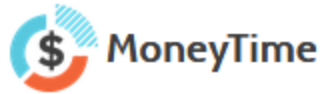
- A revision opportunity for the Online Security module.
- An opportunity for your child to interact with an adult on a shared project (strengthening bonds).

You and your child will explore examples of:

- An email asking them to click on a link or a button
- An email asking them to open an attachment
- A fake website asking for their login details

### **Module optional**

It is not necessary for your child to complete this parent module before progressing to the next student module.



## **Guide: Module 30 - Net Wealth**

### **Introduction**

The final module explains why your child should save to invest and why they should invest to grow their net wealth. It also explains the importance of protecting their net wealth by diversifying their investments.

### **Achievement Objectives**

In this module your child will learn:

1. How to grow their net wealth by investing
2. How to protect their net wealth through diversification

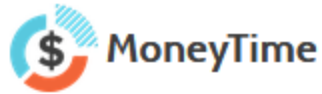
### **New Words**

Re-investing	- investing the money you have made from investments
Diversification	- investing in different things
Charities	- organisations that help others

### **Teaching Points**

### **Activities**

- Discuss how your family has diversified its investments.
- If possible, give your child an example of when the value of one or more of your investments went down but others didn't go down as much, stayed the same, or went up.
- Discuss how events like the global financial crises and the Covid-19 pandemic affected the value of your family's investments. How much in percentage terms did they affect each one? How long did/ will they take to recover?



## **MoneyTime's Top Ten Money Tips**

### **Introduction**

These tips are a summary of the most important learning points in MoneyTime. If your child understands and remembers these they have made a good start on their path to financial security and freedom.

### **Achievement Objectives**

Condensing and reviewing the key ideas taught in MoneyTime.

### **New Words**

None

### **Teaching Points**

Your child can email themselves the top 10 tips then print them out.

### **Activities**

This is a great time to review what your child what they have learnt in MoneyTime.

- Ask your child what they have learnt from doing MoneyTime. Do they understand that the best way to improve their long term financial situation is by saving then investing?
- Do a review of the program by going through the Top Ten Money Tips.
- Visit the MoneyTime leaderboard. Click through to the top ranking child's results to see how they built their net wealth.
- Discuss the net worth of various people around the world. Some people are exceedingly wealthy, others are terribly poor. Why is this? Is it fair? What can be done about it?
- Martin Luther King Jnr won the Nobel Peace Prize for helping create equal rights for black people in America. Sadly he was killed for this cause. One of his famous quotes is: "Somewhere along the way, we must learn that there is nothing greater than to do something for others." Discuss what this means to your child. How much did they donate to charity in MoneyTime? You might like to reward your child for each generosity medal they earned.



- Ask your child what charities they know of. Who do they or their family support? What would happen if no-one gave to charities? (the charities couldn't help other people).

### **That's it!**

Thank you for using MoneyTime. We hope you and your child enjoyed using the program - the fact you got to the end means you did, in which case we'd appreciate it if you could forward our web address to some of your friends ([www.moneytimekids.com](http://www.moneytimekids.com))

If you haven't already done so we'd also be grateful if you could leave us a review:

### **Google Reviews**

<https://g.page/r/CWzxbh45KuxzEAY/review>

### **Facebook Recommendations**

<https://www.facebook.com/MoneyTime-Financial-Education-101050968186073/reviews/>

Thank you!

