



# Getwise Stage 4 Teacher Resources

Teacher's guide and additional classroom activities for  
Year 7 and Year 8 students.

## Introduction

Welcome to the ASB GetWise Primary Teacher Resource Pack.

The ASB GetWise programme is dedicated to the development of financial literacy skills of New Zealand children. It aims to engage students in an interactive and fun learning environment while equipping them with essential money management skills. This is primarily achieved through the delivery of engaging and educational facilitated workshops with reinforcement by teachers either before or after an ASB GetWise visit. Together, our workshops and teacher reinforcement help create an ongoing, meaningful, and behaviour-changing experience.

This pack is tailored primarily to the learning needs of Year 5 and Year 6 students, but it has specific activities suitable for New Entrant students. This pack's activities are intended to build upon and reinforce the key learning outcomes introduced by our programme.

These activities come in a wide variety of formats including:

- Worksheets
- Teacher-led discussions
- Games
- Research assignments

In addition, most activities in this resource pack are constructed in a flexible format, allowing you to customise the way they are delivered and the time you spend on them.

All our Teacher Resource Packs have been developed by a leading panel of education experts with close reference to both the New Zealand Curriculum and the associated Financial Capability Progressions (a document developed by the Ministry of Education that details specific curriculum-based learning outcomes). Each activity contains the relevant links to these resources or you can find the full Financial Capability Progressions document here for your reference:

<https://nzcurriculum.tki.org.nz/Curriculum-resources/Financial-capability/Financial-capability-progressions>

Should you be interested in, or require more foundational material for your class, be sure to take a look at our Stage Two and Three resources designed for Year 3 and 4, and Year 5 and 6 students respectively.

Thank you for your participation in the ASB GetWise programme. With your help, we will equip the next generation with the life-changing capability to make sound financial decisions.

If you require any further information about our programme, please visit the ASB GetWise website:

<http://www.getwise.co.nz>



## Stage Four Summary

### Key Learning

The Stage 4 workshop and supporting teacher resources aim to:

Revise and reinforce the key concepts introduced in the Level 4 workshop

Model financial literate behaviours such as:

- Saving and setting a savings goal
- Selecting the right mobile plan
- Conducting a transaction

Explore opportunities to earn money, and appreciate that different jobs have different incomes.

Recognise that there is no right job, just the right job for you.

Be aware of hidden costs and scams.

Understand that debt accrues interest and must be paid back

### Resource Layout

You will find:

Activities  
Suggested activities to be done before or after the workshop.

Extension Activities  
Additional activities that can be given to students who finish the main activities ahead of time.

Teaching Aids  
Materials required for some activities that can be printed.



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# Activity 1:

## Cash Clever About Different Jobs

| Curriculum Connection<br><i>Financial Capabilities Progressions</i>   | Learning Outcome   | Lesson Focus   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Capability: Manage money and income</li> <li>• Theme: Income and Taxation</li> </ul> | <ul style="list-style-type: none"> <li>• Explain how income contributes to well-being of individuals/whānau/groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand and plan your choices as they can impact your earning</li> </ul> |

### Teacher Checklist

- Do students explore opportunities to earn money, and do they appreciate that different jobs have different incomes?
- Can students recognise that there is no right job, just the right job for you?



## Activity 1: Cash Clever About Different Jobs

### Activity instructions

- A. Direct students to the Career Services: Salary Guide page at:  
<https://www.careers.govt.nz/job-hunting/whats-happening-in-the-job-market/salary-guide/>

Have students fill out the 'Different Jobs, Different Incomes' worksheet.

Inform students that the salary guide looks at median salary and pay rates. A median income for a job is the midway point of all salaries or rates of pay. In other words, half of the people who work those jobs make less than the median salary.

Answers can be found at the end of this pack.

- B. Once the worksheet is completed discuss income and how it is affected by job choice. Discussion points should include:
- Different jobs have different incomes.
  - What the effect of higher or specialised education is on earning capacity and why this might be.  
 Reasons may include:
    - People with higher or specialised education may have skills which are more valuable to employers, and which they are willing to pay more money for.
    - There are fewer people with higher or specialised education, so they may be in high demand from employers, prompting employers to offer more money for their services.
    - People with higher or specialised education may be qualified for more jobs, allowing them to choose jobs with higher possible income.
  - Whether earning an income is the only reason that people work. Students should consider other ways that jobs can contribute to wellbeing including:
    - Being enjoyable.
    - Having flexible hours to allow time for other commitments/hobbies while still providing money to meet basic needs.
    - Being involved in supporting communities.
  - What steps students can take to maximise their earning capacity regardless of what job they have.

### Extension Activity

- C. **Different people, different jobs**  
 Have students research and prepare a presentation for the class about the job that they want to do when they grow up. The presentation should include information about what the job entails, why the job appeals to them, and what qualifications or experience they will need to get the job.
- D. **Careers Showcase**  
 Invite parents to give a presentation to the class, and answer any questions, about the jobs that they do, what they entail, and what they had to do to get there.
- E. Using the EXTENSION ACTIVITY – Career Quest Table
1. Direct students to the link <https://www.careers.govt.nz/tools/careerquest/> (this is a 10-15min survey giving a top 10 list of job ideas based on interests)
  2. Tell students to find their top 3 job ideas and write them in the Career Quest Table on the 'Career Quest' Worksheet.
  3. Then, using the link: <https://www.careers.govt.nz/searchresults?tab=jobs> have the students complete the Career Quest table for each of their job ideas.



# Activity 1: Different Jobs, Different Income Worksheet

## Activity Instructions

At work, not everyone earns the same amount. In fact, different jobs can earn very different incomes. Answer these questions about jobs and income.

Hint: You can find the information you need by going to:

<https://www.careers.govt.nz/job-hunting/whats-happening-in-the-job-market/salary-guide/>

1. Which job category has the highest median pay?

---

2. What is their median pay?

---

3. Who are the lowest median pay earners?

---

4. What is their median pay?

---

Hint: For the following questions you can find the information by going to:

<https://www.careers.govt.nz/jobs-database/>

5. How much can a new Electrical Engineer earn on average?

---

6. If you are a Kitchenhand, what is your average hourly rate of pay?

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# Activity 1b: Career Quest Worksheet

## Activity Instructions

Everybody has different skills and interests. Find your top 3 job ideas using the Career Quest survey link: <https://www.careers.govt.nz/tools/careerquest/> and enter them in the Career Quest Table below.

Complete the table by using the Jobs search link: <https://www.careers.govt.nz/searchresults?tab=jobs>

| Top 3 job ideas | Starting salary range | Job opportunities | Length of training |
|-----------------|-----------------------|-------------------|--------------------|
| 1.              |                       |                   |                    |
| 2.              |                       |                   |                    |
| 3.              |                       |                   |                    |





# Activity 2:

## Cash Clever About Mobiles

| Curriculum Connection<br><i>Financial Capabilities Progressions &amp; New Zealand Curriculum (NZC)</i> | Learning Outcome  | Lesson Focus  |
|--|---|---|
| <ul style="list-style-type: none"> <li>NZC Area: Social studies</li> </ul>                             | <ul style="list-style-type: none"> <li>Understand how people make decisions about access to and use of resources</li> </ul> | <ul style="list-style-type: none"> <li>Being aware of your mobile phone usage patterns can help you find the cheapest phone plan for you</li> </ul> |

| Teacher Checklist  |
|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Can students model sensible financial behaviours such as: Selecting the right mobile phone plan</li> </ul> |



## Activity 2: Cash Clever About Mobiles

### Activity instructions

- A. Remind students that choosing the right mobile phone plan is an effective way to save money. Discuss common mistakes people make when choosing a plan, including:
- Assuming that the best plan for someone else is the best plan for them
  - Failing to read the fine print and terms and conditions
  - Ignoring your individual needs when trying to get the best deal
  - Choosing a plan based on wants rather than needs
  - Making decisions without considering all the options
- B. Have students complete The Mobile Phone Plan for You worksheet. Answers can be found at the end of this pack. Discuss the answers with the class.

### Extension Activity

- C. **Challenge Worksheet**  
Have students complete The Mobile Phone Plan for You (Challenge) worksheet. Discuss the answers with the class, emphasising the fact that it can often be difficult to determine the best plan.
- D. **The Right Plan for You**  
Have students estimate how much they use their phones each month. Students should consider:
- How many SMS messages they send.
  - How many calls they make and how long they talk for.
  - How many different people they call, and what plans they are with.
  - How much (if any) data they use.

Alternatively, have students track their phone usage over a week/month to get accurate information about how they use their phones.

Ask students to research and print out the details of four different phone plans. Have students compare each of the plans with their mobile phone usage to determine what plan is right for them.

- E. **The Right Plan for the Class**  
Run The Right Plan for You activity above, giving students a fictional mobile phone usage profile and discussing the pros and cons of each plan as a class.

As a class calculate how much the fictional phone user would spend a month using each plan. Subtract the cheapest plan from the most expensive to determine how much money is saved simply by choosing a plan that suits a user's phone habits.



# Activity 2: The Mobile Phone Plan for You Worksheet

## Activity instructions

Match each individual with the best mobile phone plan for them!

|  |  |  |
|--|--|--|
|  | <p><b>Wiremu</b></p> <p>Has a few friends he calls quite a bit. He likes listening to streaming music on his phone.</p>  | <p><b>Phon-tech-ics</b><br/>\$60/month</p> <ul style="list-style-type: none"> <li>• Data only plan – no calls or texts</li> <li>• 45GB data</li> </ul>   |
|  | <p><b>Manu</b></p> <p>Loves calling friends from school and relatives in New Zealand and overseas.</p>   | <p><b>Loda-Phones</b><br/>\$25/month</p> <ul style="list-style-type: none"> <li>• Unlimited national calls and texts</li> <li>• 2.5GB data</li> </ul>  |
|  | <p><b>Xiao Ying</b></p> <p>Mainly texts her friends. She also uses an internet messenger program.</p>  | <p><b>In-Phone-action</b><br/>\$30/month</p> <ul style="list-style-type: none"> <li>• Unlimited national calls and texts</li> <li>• Free music streaming</li> <li>• 3GB data</li> </ul>                                    |
|  | <p><b>Charlotte</b></p> <p>Rarely uses her phone. She uses the school wifi when she's not at home and does not make many calls or text.</p>  | <p><b>Communi-Phones</b><br/>\$45/month</p> <ul style="list-style-type: none"> <li>• Unlimited national calls and texts</li> <li>• Free standard international calls to selected countries</li> <li>• 20GB data</li> </ul> |
|  | <p><b>Sarah</b></p> <p>Uses her phone all the time. She plays internet games, calls, texts, listens to streaming music and video.</p>  | <p><b>Phones-R-Us</b><br/>\$20/month</p> <ul style="list-style-type: none"> <li>• 200 free minutes a month</li> <li>• 12c/text &amp; 15c/min for calls</li> <li>• 750MG data</li> </ul>                                    |
|  | <p><b>Robert</b></p> <p>Doesn't use his phone to call or text at all, but he does use it to film videos which he uploads directly to the internet. He also spends a lot of time watching other people's videos on his phone.</p> | <p><b>Eazee Phones</b><br/>\$50/month</p> <ul style="list-style-type: none"> <li>• Unlimited national calls and texts</li> <li>• 25GB data</li> </ul>  |



# Activity 3:

## Cash Clever About Hidden Costs & Scams

| Curriculum Connection<br><i>Financial Capabilities Progressions</i>   | Learning Outcome  | Lesson Focus   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Capability: Manage risk</li> <li>• Theme: Rights and Responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise crimes such as identity theft and scams, and identify ways of avoiding them</li> </ul> | <ul style="list-style-type: none"> <li>• Be on the lookout for hidden costs and scams, and identify the warning signs</li> </ul> |

### Activity Details

Following the discussion, get students to complete the Hidden Costs and A Real Winner? worksheets. Answers can be found at the end of this pack.

### Teacher Checklist

- Can students recognise hidden costs and scams?
- Can students identify ways to prevent hidden costs and scams happening to them?



## Activity 3: Hidden Costs Worksheet

|            | Music Player 1 | Music Player 2 | Music Player 3 |
|------------|----------------|----------------|----------------|
| Cost       | \$180          | \$200          | \$210          |
| Delivery   | \$70           | \$20           | Free!          |
| Headphones | \$20           | \$20           | Free!          |
| Total      |                |                |                |

- Emily had a budget of \$250. She wanted to buy a music player online. Online, she found music players for three prices: One for \$180, one for \$200 and one for \$210. Emily decided to buy the cheapest player.

**Which player did she choose?**

---

- Emily was very pleased with herself until ... the invoice was sent to her and included a \$70 delivery charge!

**How much would she ACTUALLY have to pay?**

---

- Emily then realised that her player didn't come with headphones included, so she would have to spend another \$20 on headphones.

**If she wants headphones, how much will she pay?**

---

**How far over budget is she?**

---

- Emily went back online to check the other deals. The \$200 player had a \$20 delivery charge and headphones for \$20. The \$210 player came with free delivery and headphones included.

**So which was ACTUALLY the best deal in the end?**

---



## Activity 3: A Real Winner? Worksheet



# TEXT IN TO WIN

**Win your dream holiday to Fiji**

Just answer this simple question:

**How many vowels in Fiji?**

Text to 021 555 5555

TEXT COSTS 55C. BY TEXTING IN YOU ENTER THE DRAW TO WIN A HOLIDAY TO VANUATU AND SIGN UP TO THE SHADY QUIZ SERVICE FOR AN \$8.00 JOINING FEE. MEMBERS AGREE TO RECIEVE 10 SMS QUIZ QUESTIONS EACH MONTH AT THE COST OF \$6.00 PER MESSAGE. TO UNSUBSCRIBE TEXT 'STOP' TO 0900 12345

1. Does texting in the correct answer guarantee that you will win the holiday?  
\_\_\_\_\_
2. How much does it cost to SMS your answer to the quiz company?  
\_\_\_\_\_
3. Are there any additional costs when you answer the question?  
\_\_\_\_\_
4. How many messages will you receive each month once you subscribe to the service?  
\_\_\_\_\_
5. How much will each additional message cost?  
\_\_\_\_\_
6. How do you unsubscribe to the quiz service?  
\_\_\_\_\_
7. If you text in to win how much will you lose in the first month?  
\_\_\_\_\_



# Activity 4:

## Get What You Want Plan

| Curriculum Connection<br><i>Financial Capabilities Progressions &amp; New Zealand Curriculum (NZC)</i>   | Learning Outcome  | Lesson Focus   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Capability: Managing money and income</li> <li>• Theme: Spending</li> <li>• NZC Area: Health</li> <li>• NZC Capability: Interpersonal Skills</li> </ul> | <ul style="list-style-type: none"> <li>• Explore spending choices for a given amount of money and recognise that people’s spending choices differ, e.g. food, clothing.</li> <li>• Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these</li> </ul> | <ul style="list-style-type: none"> <li>• Tracking your income and expenses can help you spend your money wisely</li> </ul> |

### Teacher Checklist

- Do students recognise the value of saving?

---

- Can students complete a simple budget?

---

- Can students set a long-term savings goal and attempt to follow it?

---

- Students should be able to explore saving strategies and acknowledge which strategy could or did work for them.

---




## Activity 4: Get What You Want Plan

### Activity Instructions

- A. Students imagine they receive \$10 pocket money for chores that they do around the house. Students construct a simple budget that details how they plan to spend their pocket money each week.

When making the budget students should consider:

- What items they need and what they want
- How much they want to save each week
- Whether there are any large expenses that they need to plan for
- They must be realistic about how much they will spend on 'wants'. It is not realistic that they will save every cent, and spend nothing on treats for themselves

Note: A budget template has been included in this pack.

### Extension Activity

B. **Long-term saving**

Students decide upon a product that they will save for. Teachers may want to place restrictions on the price of the item, or provide students with a catalogue from which they can choose a savings goal.

For the first week of the activity, students record all their expenses, without attempting to save money.

After the first week, students review their list of expenses and identify ways to reduce their expenses. Examples include:

- Bring a packed lunch from home
- Buy treats in bulk from the supermarket rather than from the tuck shop or corner stores
- Have fewer treats
- Leave money at home so that they're not tempted to spend it

Students set a single goal for the week that will allow them to then reduce their expenses and again record their expenses for the week.

Following the second week, students compare their expenses from the first week and their expenses from the second. They determine how much they saved, and how much extra money they saved compared to week 1.

Students repeat this activity weekly, and keep track of their savings. Students can calculate how long it will take to reach their savings goal.

Note: Templates to record long-term savings are included in this resource pack.





# Activity 4: Budget Worksheet

| Income               | Amount | Expenses      | Amount |
|----------------------|--------|---------------|--------|
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
|                      |        |               |        |
| <b>Total:</b>        |        | <b>Total:</b> |        |
| <b>Amount Saved:</b> |        |               |        |



# Activity 4: Budget - with Needs and Wants Worksheet

| Income        | Amount | Expenses     | Amount |
|---------------|--------|--------------|--------|
|               |        | Needs        |        |
|               |        |              |        |
|               |        |              |        |
|               |        |              |        |
|               |        |              |        |
|               |        |              |        |
|               |        |              |        |
|               |        | Needs Total: |        |
|               |        | Wants        |        |
|               |        |              |        |
|               |        |              |        |
|               |        |              |        |
|               |        |              |        |
|               |        |              |        |
|               |        | Wants Total: |        |
| Total:        |        | Total:       |        |
| Amount Saved: |        |              |        |



# Activity 4: Savings Tracker Worksheet

Name: \_\_\_\_\_

Saving Goals: \_\_\_\_\_

Price: \_\_\_\_\_

| Week   | Amount Saved | Amount Remaining |
|--------|--------------|------------------|
| 1      |              |                  |
| 2      |              |                  |
| 3      |              |                  |
| 4      |              |                  |
| 5      |              |                  |
| 6      |              |                  |
| 7      |              |                  |
| 8      |              |                  |
| 9      |              |                  |
| 10     |              |                  |
| 11     |              |                  |
| 12     |              |                  |
| 13     |              |                  |
| 14     |              |                  |
| 15     |              |                  |
| Total: |              |                  |



## Activity 4: My CAT Goal Worksheet

### Clear

My goal is:

### Action

What I will do to achieve this goal?

### Save

Each week I need to save (\$):

### How long?

I will achieve this goal by:

That is \_\_\_\_\_ months/weeks/days (circle the appropriate unit of time)

It is realistic to try to achieve my goal in this time?

Yes       No



# Activity 4: My Cash Savings Tracker Worksheet

Name: \_\_\_\_\_

Saving Goals: \_\_\_\_\_

Price: \_\_\_\_\_

| Week   | Amount Saved |
|--------|--------------|
| 1      |              |
| 2      |              |
| 3      |              |
| 4      |              |
| 5      |              |
| 6      |              |
| 7      |              |
| 8      |              |
| 9      |              |
| 10     |              |
| 11     |              |
| 12     |              |
| 13     |              |
| 14     |              |
| 15     |              |
| Total: |              |



## Activity 5: Definition Revision

Curriculum Connection  
*Financial Capabilities Progressions*

Learning Outcome

Lesson Focus

- Revise and reinforce the key concepts introduced in the Level 4 workshop.

### Activity Details

Have students complete the Crossword Fun Worksheet.

Go through each of the words in the crossword with the class, and ensure that students fully understand what each word means. Answers can be found at the end of this pack, also refer to the Glossary for definitions of words.

### Teacher Checklist

- Do students recognise that families have to budget their expenditure and balance the wants and needs of everyone in the family?



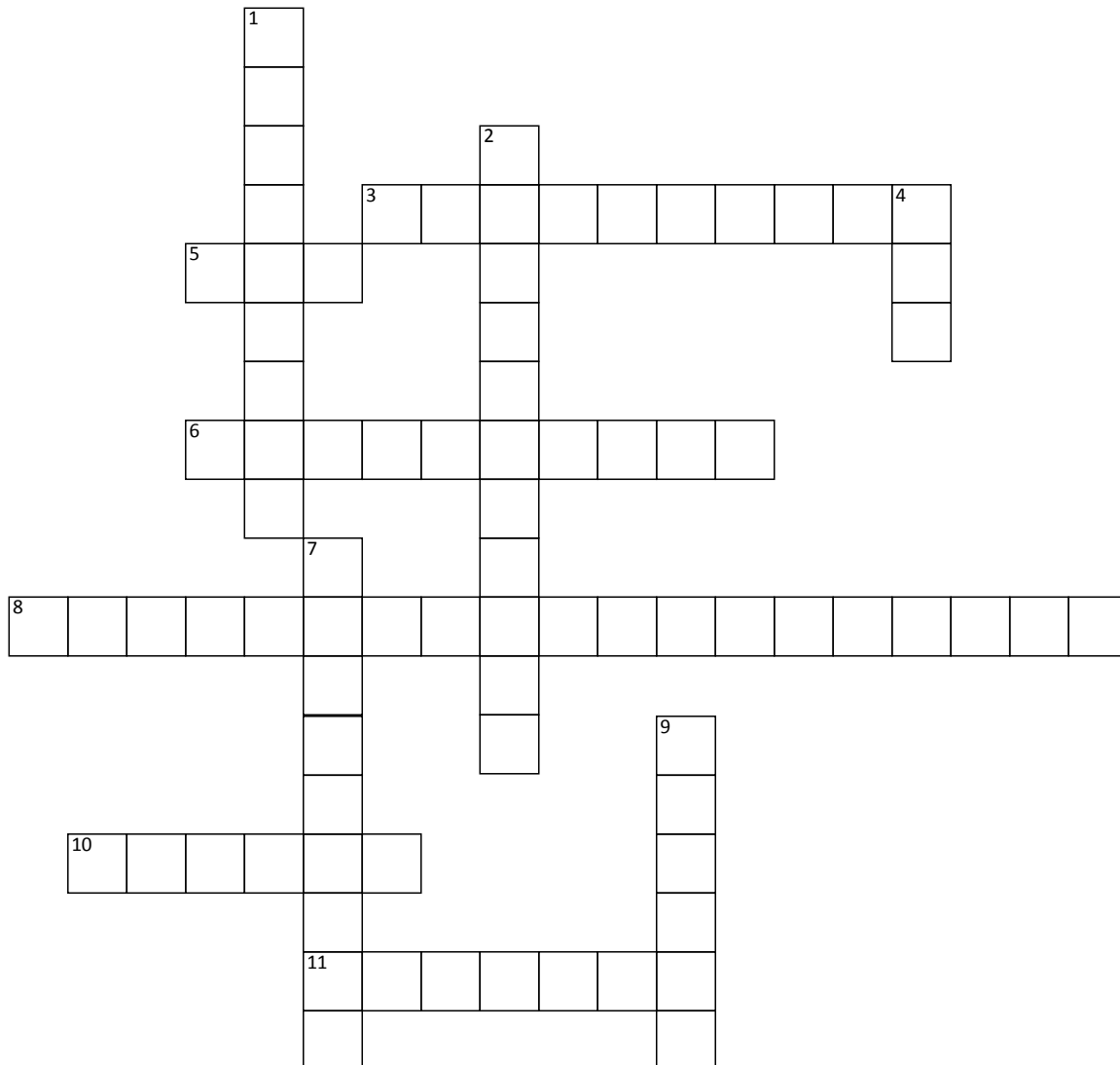
# Activity 5: Crossword Fun Worksheet

## Down

1. A bank card that lets you spend money that you've put in the bank. (5,4)
2. A form of communication that attempts to persuade potential customers to purchase a good or service.
4. Money we pay to the government that comes out of the money we earn.
7. A unique number that is given to NZ citizens which helps the government and Inland Revenue keep track of your earnings. (3,6)
9. A document that details how much money you are spending and how much you are earning. Can be used as a savings plan.

## Across

3. Costs of an item that might not appear on the price tag. (6,4)
5. A computerised device that allows individuals to use a bankcard to access money.
6. A bank card that lets you borrow money from the bank, which you need to pay back. (6,4)
8. Comparing similar items to determine which product is the best product for you. (11,8)
10. Any money that is gained over a period of time from a job or other sources, such as interest or rent received.
11. An expense is what people spend money on. It is the amount paid for a good or service.



# Activity 6:

## Cash Clever About Credit Cards

| Curriculum Connection<br><i>Financial Capabilities Progressions</i>   | Learning Outcome   | Lesson Focus  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Capability: Manage money and income</li> <li>• Theme: Credit and debt</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the responsibilities in borrowing and paying back</li> <li>• Give examples of using credit to buy goods and services</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that when you use credit cards, you are borrowing money that must be paid back, sometimes with interest.</li> </ul> |

### Teacher Checklist

Can students recognise that a credit card is a tool that lets you borrow money from the bank?

Do students realise that debt is money you owe to someone?

Can students articulate that debt incurs interest and that interest is the cost of borrowing money?





## Activity 6: Cash Clever About Credit Cards

### Activity Instructions

This activity can either be run in-class (with access to computers), or as homework.

- A. Ask students to imagine that it's the end of the year and their mum has just bought them an end-of-exams treat on her credit card. However, they have to pay their Mum back for the purchase. Have them choose one item from the following options:
- Music Player: \$250
  - Clothes: \$200
  - Skateboard: \$100
  - Shoes: \$175
- B. Have students calculate how much income/allowance they currently receive, and decide on an amount they are comfortable paying back weekly, fortnightly, or monthly to pay off their Mum's credit card debt.

Direct students to the Debit Calculator page on Sorted.org.nz

<https://sorted.org.nz/tools/debt-calculator>

Have students input the amount of their purchase, a 20% p.a. interest rate that the bank will charge, and the repayment amount that they can afford.

Ask students to record how long it would take to pay back the debt, and how much they're actually spending when they use a credit card.

Let students play with different purchases or different repayment options to determine which option works best for them

Allow students to discuss their repayment options in groups or as a class. Facilitate the discussion of questions like:

- What is the best way to prevent paying more interest?

### Extension Activities

C. **Your Very Own Credit Card**

Have the students research 3 different credit cards and figure out the interest rate they will pay on each. They can fill out the "Paying off my Credit Card Debt" worksheet, calculating the total cost of their present using all 3 credit cards.

Finally, have them figure out how much they save by choosing the card with lowest rates, and the best repayment plan.



# Activity 6: Paying off My Credit Card Debt Worksheet



Amount spent on purchase (\$):

Repayment amount (\$):

Frequency of repayments (select one)

|        |             |         |
|--------|-------------|---------|
| Weekly | Fortnightly | Monthly |
|--------|-------------|---------|

|                | Bank & Name of Credit Card | Interest Rate (%) | Total time it will take to repay | Total amount spent |
|----------------|----------------------------|-------------------|----------------------------------|--------------------|
| Credit Card #1 |                            |                   |                                  |                    |
| Credit Card #2 |                            |                   |                                  |                    |
| Credit Card #3 |                            |                   |                                  |                    |

In order to spend as little as possible on your purchase, which credit card should you use?



# Teaching Aids

## Prop Money

Teachers are reminded of the following legal guidelines around the use of prop money from the Reserve Bank of New Zealand:

If you intend to reproduce images of New Zealand banknotes, the Bank requires you to comply with the following image specifications:

- The scaling must be more than 125% or less than 75% of the real thing
- Image resolution does not exceed 72 dpi
- Only one-sided images are depicted in both print and electronic media.

Further information for teachers can be found at <http://rbnz.govt.nz/notes-and-coins/issuing-or-reproducing>



# Prop Money



## Glossary

| Key Word / Phrase         | Definition   |
|---------------------------|--|
| Advertising               | A form of communication that attempts to persuade potential customers to purchase a good or service.   |
| ATM                       | Automatic teller machine – a computerised device that allows individuals to use a bankcard to access money in their bank accounts without going into a bank. It can also be used to check the balance of a bank account. |
| Bank Statement            | A document issued by the bank detailing how much money you have in your account, and transactions that you have conducted.   |
| Budget                    | A document that details how much money you are spending and how much you are earning. Can be used as a savings plan.   |
| CASH                      | A structure for goals. CASH stands for: Clear, Achievable, Save and How long.  |
| Comparative Shopping      | Comparing similar items to determine which product is the best product for you. In its simplest form, it involves comparing product prices, though it can also be used to compare the properties of different products.  |
| Consumer Responsibilities | What a consumer should always do when conducting a purchase.   |
| Consumer Rights           | What a consumer should always get when conducting a purchase.  |
| Credit Card               | A bank card that lets you borrow money from the bank, which you need to pay back.  |
| Debit                     | Money which is owed to someone else.   |



## Glossary

| Key Word / Phrase | Definition   |
|-------------------|--|
| EFTPOS            | Electronic funds transfer at point of sale – a system that allows you to directly pay for things that you buy with money that you have in the bank using a debit card. At some merchants you can also withdraw cash at the same time as purchasing a product or service. |
| Expense           | An expense is what people spend money on. It is the amount paid for a good or service.   |
| Foreign Currency  | The currency used in a country that is not New Zealand.  |
| Hidden Costs      | Costs of an item that might not appear on the price tag.   |
| Income            | Any money that is gained over a period of time from a job or other sources, such as interest or rent received.   |
| Interest          | The cost of borrowing money. If you save money in the bank you are rewarded with interest. If you borrow money from the bank, you must pay interest.   |
| IRD Number        | A unique number that is given to New Zealand citizens which helps the government, and Inland Revenue keep track of your earnings and tax commitments   |
| Tax               | The money we pay to the government that comes out of the money we earn.  |



# Activity Answers

## Activity 1: Cash Clever About Different Jobs:

1) Information technology (IT) 2) \$105,000 3) Customer service, Manufacturing and operations and Retail 4) \$48,000  
5) \$50K - \$70K per year 6) \$19-20 per hour

## Activity 2: The Mobile Phone Plan for You

Wiremu with Eazee Phones, Manu with Phon-tech-ics, Xiao Ying with Phones-R-Us, Charlotte with Loda-Phones, Rob with Communi-Phones, Sarah with In-Phone-action.

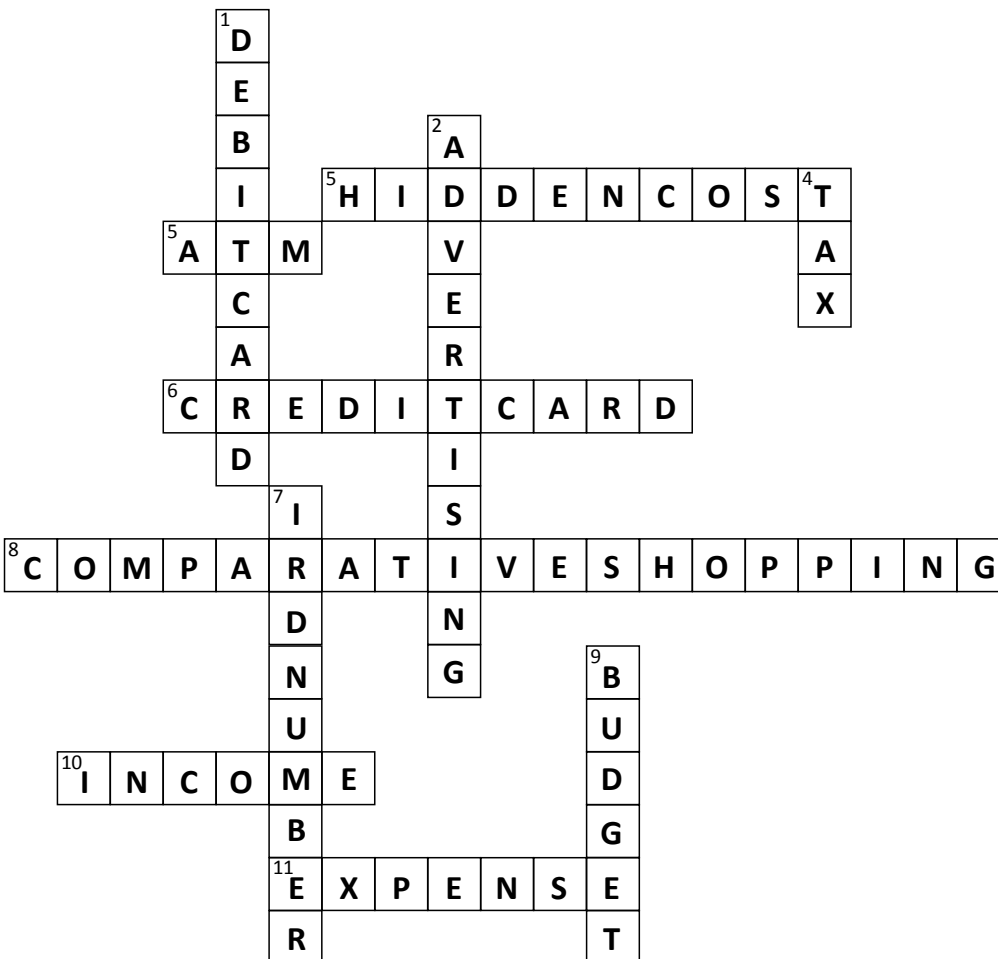
## Activity 3: Hidden Costs

1) \$180, 2) \$250, 3) \$270, 4) \$20, 5) 210.

## Activity 3: A Real Winner

1) No, 2) \$5.50, 3) \$8.00 joining fee, 4) 10, 5) \$6.00, 6) SMS Stop to 0412 345 678, 7) \$73.50

## Activity 5: Crossword Fun



# Curriculum Matrix

## Stage Zero & One Resources

|                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| Financial Capabilities Progression |   |   |   |   |   |
| NZ Curriculum                      |   |   |   |   |   |
| Level                              | 1 | 2 | 3 | 4 | 5 |

## Stage Two Resources

|                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| Financial Capabilities Progression |   |   |   |   |   |
| NZ Curriculum                      |   |   |   |   |   |
| Level                              | 1 | 2 | 3 | 4 | 5 |

## Stage Three Resources

|                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| Financial Capabilities Progression |   |   |   |   |   |
| NZ Curriculum                      |   |   |   |   |   |
| Level                              | 1 | 2 | 3 | 4 | 5 |

## Stage Four Resources

|                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| Financial Capabilities Progression |   |   |   |   |   |
| NZ Curriculum                      |   |   |   |   |   |
| Level                              | 1 | 2 | 3 | 4 | 5 |





| Stage 1 Resources | Progression             | Theme                       | Level | Learning Outcome   | Curriculum Area | Level | Sub Area | Learning Outcome   |
|-------------------|-------------------------|-----------------------------|-------|--|-----------------|-------|----------|--|
| Activity 1        | Manage money and income | Income and Taxation         | 4     | Explain how income contributes to well-being of individuals/whānau/groups.             | -               | -     | -        | -  |
| Activity 2        | -                       | -                           | -     | -  | Social Studies  | -     | -        | Understand how people make decisions about access to and use of resources. |
| Activity 3        | Manage risk             | Rights and Responsibilities | 5     | Recognise crimes such as identity theft and scams, and identify ways of avoiding them. | -               | -     | -        | -  |
| Activity 4        | Manage money and income | Rights and Responsibilities | 5     | Recognise crimes such as identity theft and scams, and identify ways of avoiding them. | -               | -     | -        | -  |
| Activity 5        | -                       | -                           | -     | -  | -               | -     | -        | -  |
| Activity 6        | Manage money and income | Credit and Debit            | 1     | Discuss the responsibilities in borrowing and paying back.                             | -               | -     | -        | -  |
|                   |                         |                             | 2     | Give examples of using credit to buy goods and services.                               | -               | -     | -        | -  |

