



# Teacher resource

## **Module 1: Talking about money**

Year 5 and 6 students

Money lessons for life

# Talking about ways to pay

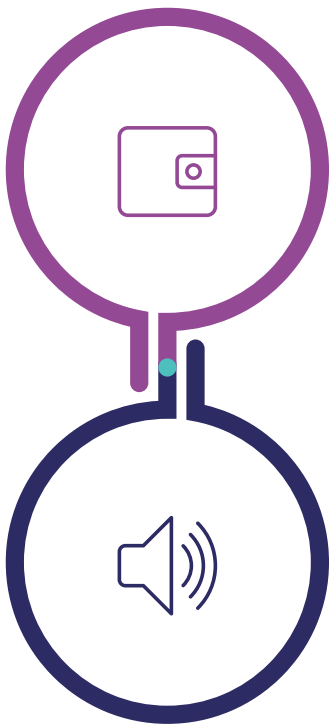
## Introduction

These two activities:

- Are designed to be run between Workshop A and B of the Year 5 and 6 'Talking about money' module.
- Cover understanding different forms of payment, practising money conversations and reflecting on different attitudes towards money.
- Are intended to be easy to use and do not require in-depth knowledge of financial capability.

Teachers can use these resources according to their needs and the needs of their students. The activities are designed to be run sequentially, but do not need to be run on the same day. Although the purpose of these activities is to reinforce learning outcomes between workshops for the Talk Money program, the activities within this resource can be run without having seen a workshop if required.

Should students find the subject matter of these activities troubling and require additional support, we've included a useful care sheet at the end of this resource.



### Activity 1

## How do we pay for things?

### Activity 2

## I've HEARD this before

# Activity 1 - How do we pay for things?

## Curriculum alignment

Framework	Relevant items
<b>Australian Curriculum</b>	<ul style="list-style-type: none"><li>• <b>Mathematics</b> - Use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation (AC9M5N09)</li></ul>
<b>National Consumer Financial Literacy Framework</b>	<p><b>Year 6 - Knowledge and understanding</b></p> <ul style="list-style-type: none"><li>• Students can explain how financial transactions can include using more than notes and coins</li></ul> <p><b>Year 6 - Competence</b></p> <ul style="list-style-type: none"><li>• Students can discuss various payment options for purchasing goods and services such as: cash, debit card, credit card, direct debit and PayPal</li></ul>

## Activity overview

<b>Estimated time:</b>	20-minutes
<b>Materials:</b>	<ul style="list-style-type: none"><li>• <a href="#">Worksheet A - Find-a-Payment</a></li><li>• <a href="#">Worksheet B - Tracking Tool</a></li><li>• Paper and pens</li></ul>
<b>Preparation:</b>	Prepare enough copies of Worksheet A and Worksheet B for each student.
<b>Learning outcomes:</b>	Students can identify different ways of paying for things. Students understand the differences between cash and digital money.

## Learning hook

1. Lead a short, guided reflection about spending money and payment methods.  
Example questions:
  - When was the time you last bought something new?
  - What did you buy?
  - How much did it cost?
  - How did you pay for it?
2. Record their payment method answers on the board, grouping cash payments together and digital payments together.

# Introduction

1. Elicit definitions for physical and digital money.
  - Physical money – also called cash, is money that you can touch and feel. It comes in the forms of notes and coins. When you want to pay for something, you hand physical money (notes and coins) to the person you're buying it from.
  - Digital money – is electronic money and is often harder to see. When you tap, swipe, or click a button in an app, you are spending digital money. This money is stored in your bank account, and even though you can't see money moving, computers are transferring the money from your bank account to someone else's.
2. Provide the names and definitions of the 10 forms of payment listed in Worksheet A that the students have not already mentioned, and explain definition further by using the following suggestions:

## Definitions

Payment method	Suggested explanation
<b>Currency</b>	The official money of a country. It can be either physical (notes and coins) or a digital form of money. <b>FUN FACT:</b> According to the United Nations there are 180 recognised legal currencies in the world.
<b>Coins</b>	A small, round, flat metal item that usually represents a lower monetary value to notes and is used to pay for things. <b>FUN FACT:</b> Most coins have a life span of around 30 -50 years depending upon how many times they are used. Have a look at the dates on the coins in your pocket next time.
<b>Notes</b>	A small paper or plastic item that usually represents a higher monetary value to coins and is used to pay for things. <b>FUN FACT:</b> Paper money isn't really paper. It is a blend of cotton and linen. In Australia our notes are actually made from a strong polymer plastic and last 2½ times longer than a paper note. Australia was also the first country to use polymer banknotes.
<b>Bank transfer</b>	A digital or electronic transfer of money from one bank account to another. <b>FUN FACT:</b> It is estimated that over \$5 trillion is transferred every day around the world.
<b>Credit card</b>	A small plastic card that can be used to buy things with money borrowed from the bank. Any money spent on a credit has to be paid back to the bank. <b>IMPORTANT NOTE:</b> You can at times be charged more money by the bank to use this form of payment.
<b>Debit card</b>	A small plastic card that is used to buy things digitally using your own money from your bank account. Sometimes also referred to as a bankcard. <b>FUN FACT:</b> A bank in the United Kingdom was the first to introduce debit cards in 1987. There are now approximately 35million debit cards in Australia alone.
<b>Direct debit</b>	An automatic digital payment set up to transfer money from your bank account to another bank account for payment of something. This payment method can also be called a subscription. <b>FUN FACT:</b> Direct debit was invented in 1964 in the United Kingdom. It was originally designed to help a company receive payments from ice-cream vendors.

Payment method	Suggested explanation
<b>Buy now pay later</b>	Similar to a credit card, this is a type of payment that makes it possible to buy and receive your things now, and pay them off later in instalments. <b>IMPORTANT NOTE:</b> You can at times be charged more money to use this form of payment.
<b>Gift card</b>	A small plastic card (similar to a debit card) with a set amount of money on it. It is not attached to a bank account but is still worth money. Sometimes these cards can only be used to buy things in certain stores. <b>FUN FACT:</b> Gift cards are the most requested birthday gift in the world (second of all is clothing).
<b>Digital wallet</b>	An online app that securely stores your payment information on your electronic devices. It can be used to pay for things by simply tapping your phone or watch to activate the payment from your bank account. <b>FUN FACT:</b> The first digital cardless transaction took place in a petrol station in 1997.

## Running the activity

- Tell students to practice spotting payments (which can often be invisible). They will have 5 minutes to find as many ways of paying as they can in the find-a-word.
- Distribute and have students complete [Worksheet A: Find-a-Payment](#).
- Share the find-a-word answers with the students.

## Conclusion

- Lead a discussion on the different ways of paying in the find-a-word.
  - When might you or your parents use cash? Why?
  - When might you or your parents use digital payments? Why? How do they make these payments? (E.g. with their phone, watch or card).
  - How do cash payments differ from digital payments?
  - Why is it easier to spend digital money than cash? (E.g. Digital money can be more difficult to track because payment methods don't involve the physical exchange of notes or coins; because it might only need the press of a button; digital payments can be processed any time and any place, whereas you have to go to the shops to spend physical money etc.).
- Provide students with [Worksheet B: Tracking Tool](#) to help them track their physical and digital spending.

# Worksheet A: Find-a-Payment - Answers

Search the word jumble to find the 10 terms in **bold**.

- Bank transfer** - money paid from one account into another account
- Credit card** - a card that lets people borrow money from the bank to pay for things, but you have to give more money to the bank if you don't pay it back quickly
- Direct debit** - automatically moving money from your account to a business on a date that you've agreed to
- Buy now pay later** - lets you buy things now and pay them off later in smaller amounts. Like credit cards, you will have to give more money if you don't pay it back on time
- Coins** - A small, metal form of physical money
- Debit card** - a card that lets you pay for things using money in your bank account
- Notes** - A form of physical money that is usually made of paper or plastic
- Currency** - a word for all different types of money, physical and digital
- Digital wallet** - a place digital money is stored
- Gift card** - a card that you've already paid for with money that can only be spent in a certain shop

H	F	S	K	W	G	Q	D	Q	T	F	W	V	K	A	M	J	I	T	N
U	Q	B	O	E	X	S	O	G	X	A	V	A	Q	I	L	A	G	Z	M
W	W	S	I	<b>D</b>	<b>I</b>	<b>R</b>	<b>E</b>	<b>C</b>	<b>T</b>	<b>D</b>	<b>E</b>	<b>B</b>	<b>I</b>	<b>T</b>	C	C	D	L	R
W	L	L	J	K	W	T	K	Z	A	J	K	V	V	F	Q	D	G	W	T
W	A	U	I	S	B	B	A	E	W	Z	K	U	N	Y	E	O	N	V	I
R	<b>B</b>	<b>U</b>	<b>Y</b>	<b>N</b>	<b>O</b>	<b>W</b>	<b>P</b>	<b>A</b>	<b>Y</b>	<b>L</b>	<b>A</b>	<b>T</b>	<b>E</b>	<b>R</b>	B	Q	V	B	I
P	E	<b>D</b>	<b>I</b>	<b>G</b>	<b>I</b>	<b>T</b>	<b>A</b>	<b>L</b>	<b>W</b>	<b>A</b>	<b>L</b>	<b>L</b>	<b>E</b>	<b>T</b>	J	C	M	E	O
G	K	M	C	Q	G	E	J	P	R	<b>C</b>	<b>O</b>	<b>I</b>	<b>N</b>	<b>S</b>	Y	Y	J	O	O
Z	B	K	N	O	J	<b>D</b>	<b>E</b>	<b>B</b>	<b>I</b>	<b>T</b>	<b>C</b>	<b>A</b>	<b>R</b>	<b>D</b>	J	U	O	N	L
H	P	J	H	G	D	T	M	<b>C</b>	<b>B</b>	<b>S</b>	<b>N</b>	<b>J</b>	<b>A</b>	<b>D</b>	<b>Y</b>	<b>L</b>	<b>Y</b>	<b>U</b>	<b>H</b>
U	K	V	S	O	I	Z	M	<b>U</b>	<b>Y</b>	<b>V</b>	<b>S</b>	<b>J</b>	<b>H</b>	<b>M</b>	<b>H</b>	<b>Y</b>	<b>T</b>	<b>C</b>	<b>Z</b>
V	T	R	V	L	R	C	J	<b>R</b>	<b>T</b>	<b>I</b>	<b>U</b>	<b>F</b>	<b>O</b>	<b>G</b>	<b>I</b>	<b>E</b>	<b>S</b>	<b>X</b>	<b>U</b>
S	F	P	<b>B</b>	<b>A</b>	<b>N</b>	<b>K</b>	<b>T</b>	<b>R</b>	<b>A</b>	<b>N</b>	<b>S</b>	<b>F</b>	<b>E</b>	<b>R</b>	W	I	V	T	Y
K	S	V	W	O	M	N	U	<b>E</b>	<b>P</b>	<b>C</b>	<b>R</b>	<b>E</b>	<b>D</b>	<b>I</b>	<b>T</b>	<b>C</b>	<b>A</b>	<b>R</b>	<b>D</b>
T	R	N	B	L	T	I	N	<b>N</b>	<b>R</b>	<b>Q</b>	<b>M</b>	<b>S</b>	<b>H</b>	<b>W</b>	<b>I</b>	<b>N</b>	<b>T</b>	<b>X</b>	<b>O</b>
F	E	U	Y	X	R	Z	M	<b>C</b>	<b>T</b>	<b>A</b>	<b>Z</b>	<b>Q</b>	<b>M</b>	<b>U</b>	<b>C</b>	<b>O</b>	<b>I</b>	<b>R</b>	<b>P</b>
T	S	M	Q	S	Y	V	V	<b>Y</b>	<b>J</b>	<b>T</b>	<b>R</b>	<b>K</b>	<b>F</b>	<b>G</b>	<b>L</b>	<b>T</b>	<b>Z</b>	<b>I</b>	<b>Y</b>
C	W	S	<b>G</b>	<b>I</b>	<b>F</b>	<b>T</b>	<b>C</b>	<b>A</b>	<b>R</b>	<b>D</b>	R	Z	L	T	S	<b>E</b>	A	A	Z
B	K	T	F	K	A	J	F	F	W	X	B	S	J	W	A	<b>S</b>	O	B	J
L	M	R	K	Z	B	M	A	Y	M	U	S	U	V	T	Q	J	W	P	J

# Worksheet A: Find-a-Payment

Search the word jumble to find the 10 terms in **bold**.

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U	Q	B	O	E	X	S	O	G	X	A	V	A	Q	I	L	A	G	Z	M
W	W	S	I	D	I	R	E	C	T	D	E	B	I	T	C	C	D	L	R
W	L	L	J	K	W	T	K	Z	A	J	K	V	V	F	Q	D	G	W	T
W	A	U	I	S	B	B	A	E	W	Z	K	U	N	Y	E	O	N	V	I
R	B	U	Y	N	O	W	P	A	Y	L	A	T	E	R	B	Q	V	B	I
P	E	D	I	G	I	T	A	L	W	A	L	L	E	T	J	C	M	E	O
G	K	M	C	Q	G	E	J	P	R	C	O	I	N	S	Y	Y	J	O	O
Z	B	K	N	O	J	D	E	B	I	T	C	A	R	D	J	U	O	N	L
H	P	J	H	G	D	T	M	C	B	S	N	J	A	D	Y	L	Y	U	H
U	K	V	S	O	I	Z	M	U	Y	V	S	J	H	M	H	Y	T	C	Z
V	T	R	V	L	R	C	J	R	T	I	U	F	O	G	I	E	S	X	U
S	F	P	B	A	N	K	T	R	A	N	S	F	E	R	W	I	V	T	Y
K	S	V	W	O	M	N	U	E	P	C	R	E	D	I	T	C	A	R	D
T	R	N	B	L	T	I	N	N	R	Q	M	S	H	W	I	N	T	X	O
F	E	U	Y	X	R	Z	M	C	T	A	Z	Q	M	U	C	O	I	R	P
T	S	M	Q	S	Y	V	V	Y	J	T	R	K	F	G	L	T	Z	I	Y
C	W	S	G	I	F	T	C	A	R	D	R	Z	L	T	S	E	A	A	Z
B	K	T	F	K	A	J	F	F	W	X	B	S	J	W	A	S	O	B	J
L	M	R	K	Z	B	M	A	Y	M	U	S	U	V	T	Q	J	W	P	J

# Worksheet B: Tracking Tool

Use this worksheet to track when you spend your money.

## Starting amount

This is the amount of money you start with

Purchase	Money out	The way I paid	New money amount
Write down what you bought.	Write down how much you spent.	Write down the payment method you used.	Calculate how much money you have now.



# Activity 2 - I've HEARD this before

## Curriculum alignment

Framework	Relevant items
<b>Australian Curriculum</b>	<ul style="list-style-type: none"><li>• <b>Health and Physical Education</b> - Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06)</li><li>• <b>English</b> - Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02)</li><li>• <b>English</b> - Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02)</li><li>• <b>General Capability: Personal and Social capability, Social management, Conflict resolution</b> - Practice different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict</li></ul>
<b>National Consumer Financial Literacy Framework</b>	<p><b>Year 6 - Competence</b></p> <ul style="list-style-type: none"><li>• Students can discuss various payment options for purchasing goods and services such as: cash, debit card, credit card, direct debit and PayPal</li></ul>

## Activity overview

<b>Estimated time:</b>	20-minutes
<b>Preparation:</b>	<ul style="list-style-type: none"><li>• Requires completion of Activity 1</li><li>• <a href="#">HEARD Framework sheet</a></li></ul>
<b>Learning outcome:</b>	Students are able to have a constructive conversation around money.

# Learning hook

1. Ask students to form a circle and tell them that they are going to play a game.
  - Explain that they all begin the activity with their heads and eyes down and when the teacher calls “up”, all students must raise their head and point to another student in the circle in an attempt to make eye contact.
  - Once students have made eye contact with another student in the group, they can stop pointing at each other.
  - Students who can’t make eye contact cannot participate in this round but can continue to the next round.
  - Once students have made eye contact, they must call out a payment method (See Activity 1 - How do we pay for things). The first student who calls out a payment method wins. The other student sits down, eliminated from the game.
  - Then the teacher will start the next round by calling “down” for their students’ eyes to look down again, wait a few seconds, then call “up” again. Students still in the game will then choose another student to look and point at. The game then repeats until all students are eliminated leaving one winner.

## Extension points

- To increase difficulty, add an optional rule that students cannot repeat the same payment method twice.
  - Students who are eliminated can still participate in the game by becoming the ‘umpires’.
2. Tell students that making eye contact is a great way to show respect when having a HEARD conversation.

# Introduction

1. Invite students to recall what they learnt in the Ecstra Foundation Talk Money workshop.
2. Ask students if they have had a conversation about money since participating in the workshop.

# Running the lesson

1. Reemphasise the importance of being kind and respectful in our conversations with each other and acknowledge that some students may find it difficult to talk about money.
2. Ask students to remember the HEARD framework.
3. Elicit the meaning of each letter in the HEARD framework.
4. Display the [HEARD Framework sheet](#) on the classroom smart board or screen. Alternatively, write the HEARD framework on the board to give a visual reference and elaborate:
  - **H - Hear, don’t just talk**  
“Really listen to what the other person is saying.”
  - **E - Express your wants and needs**  
“Your needs are things that you have to have to stay alive such as food, while your wants are things you don’t need, but might make you happy such as a hula-hoop. Understanding and explaining the difference helps in money conversations.”
  - **A - Ask questions**  
“To make sure you understand what the other person is saying and make sure they understand you.”
  - **R - Respect the other person**  
“And their opinions and ideas.”
  - **D - Disagree and say “no” if you need to** (remembering to be respectful)  
“Disagreeing can sometimes be difficult, but it’s really important so you don’t get put into a situation you don’t want to be in.”

5. Put students into pairs.
6. Present the following scenario for students:
  - **Student A** (parent):  
You will play the parent. You have given your child a mobile phone as a gift so they can call you after school when they are ready to be picked up. You have given them one rule, the phone is only for calling and texting – no downloading of Apps or games because that costs extra money.
  - **Student B** (child):  
You are a student and do all your homework and chores on time. There is a popular game available to download for \$2 on the new phone. This game helps teach you about perseverance and storytelling. You would like permission to buy the game.

NOTE: Optional, alternative scenarios are provided below if required.

- **Friends** –  
Student A is without phone but wants to borrow Student B’s mobile phone for an overseas call.
  - **Cousins** –  
Student A has bought a thoughtful and expensive gift for their sibling. Their cousin Student B, who hasn’t bought a gift at all, wants to ‘chip-in’ to the gift.
  - **Community** –  
Student A is raising money for their basketball team’s new uniforms and asks Student B for a donation. Student B is saving their pocket money for a new bike and does not want to contribute to the basketball team’s fund.
7. Refer students to the HEARD framework on the board and have them practice the roleplay, with the aim of finding a money solution that works for both people in the role play.

## Conclusion

1. Ask students to discuss with their partner what they noticed about the roleplay using the HEARD framework.
2. Invite students to share with the class how their conversation went.
3. Prompt a class discussion using the following questions:
  - Did using HEARD help in the conversation?
  - Was it difficult to say “no”?
  - Did talking about your feelings towards money help you to be understood?
  - Do you feel like you better understand your partner’s opinion now?

# HEARD Framework

The HEARD framework can help you to talk constructively about money with family and friends.

**H**

Hear, don't  
just talk

**E**

Express  
your wants  
and needs

**A**

Ask  
questions

**R**

Respect the  
other person

**D**

Disagree and  
say "no" if  
you need to  
(remembering  
to be respectful)



Visit [talkmoney.org.au](https://talkmoney.org.au) for more resources

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# Care sheet

There might be instances where a student finds some of the content challenging or the content might highlight certain difficult experiences or situations for the student that could trigger emotional stress. In these situations, there are services that might be able to help.

For further information call Kids Helpline on 1800 55 1800 or Lifeline on 13 11 14. Both are available from anywhere in Australia 24 hours a day (toll free) and provide generalist crisis counselling, information and referral services.

Counselling service	Description	Contact
<b>Kids Helpline</b>	Provides confidential telephone and online counselling services to young people aged 5-25 years old for any reason.	1800 551 800 Live chat at <a href="http://kidshelpline.com.au">kidshelpline.com.au</a> Open 24/7 - 365 days
<b>Lifeline</b>	A generalist and crisis telephone counselling, information and referral service, provided by trained volunteers who are supported by professional staff.  Online chat and text services are also available.	13 11 14 <a href="http://www.lifeline.org.au">www.lifeline.org.au</a> Text service: 0477 13 11 14 Mon-Sun: 12pm - 12am (AEST)  Online chat service: Mon-Sun: 7pm - 12am (AEST)  *Text and online chat services not available 24/7

## Additional resources

Resource	Description	Link
<b>MoneySmart</b>	The Australian Securities and Investments Commission (ASIC) has developed over 50 teacher resources available for free.	<a href="http://moneysmart.gov.au">moneysmart.gov.au</a>

# Student care sheet



If you are facing issues and need help, you can free call Kids Helpline on **1800 55 1800** or chat to them anytime on their website at: [kidshelpline.com.au](https://www.kidshelpline.com.au)



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