

# MONEY, MONEY, MONEY

## LEARNING OUTCOMES

Having completed this badge members will be able to:

- recognise Australian currency and know its value;
- understand that other countries have different currencies;
- prepare a budget based on a child's allowance;
- demonstrate how to be thrifty;
- demonstrate how to keep money secure.



## BADGE REQUIREMENTS

1. Investigate Australian currency notes and coins, and explain their monetary value.
2. Choose foreign currencies which members can research –  
**7–8s** two currencies  
**9–10s** four currencies
3. From an 'imaginary' allowance, ask members to draw up a weekly budget.
4. Learn why it is important to be thrifty.
5. Investigate ways to keep money safe.

ADVENTURERS  
SUNBEAMS

money, money,  
money



CATEGORY

The World  
and Me

TIME FRAME

Three to four  
weeks

AIM

To teach  
members  
how to  
manage  
money wisely  
and about  
currencies.





# Teaching ideas

## 1. Investigate Australian currency notes and coins, and explain their monetary value.

Using actual notes and coins allow members to make a list of:

- the colour of the note or coin;
- the people featured;
- the animals featured;
- any other special features.

Show members the watermarks and security features on the notes. Facts can be downloaded from [www.dfat.gov.au/facts/currency.html](http://www.dfat.gov.au/facts/currency.html)

Pictures or 'play money' of the Australian currency could be used as an alternative to real notes and coins.

### Australian currency includes:

Note/coin	Colour	People/Animals featured		other
		Front	Reverse	
\$100	Green	Singer Dame Nellie Melba	General Sir John Monash	
\$50	Yellow	Aboriginal inventor/ writer David Unaipon	Female politician Edith Cowan	
\$20	Red/ Orange	Royal Flying Doctor Service Reverend John Flynn	Ex-convict businesswoman Mary Reibey	
\$10	Blue	Poet A.B. 'Banjo' Paterson	Poet Dame Mary Gilmore	
\$5	Purple	Her Majesty Queen Elizabeth II	Parliament House Canberra	
\$2	Gold (small)	Aboriginal tribal elder with Southern Cross and native grasses	Queen Elizabeth II	Interrupted milling pattern
\$1	Gold (large)	Five kangaroos	Queen Elizabeth II	Interrupted milling pattern
50c	Silver	Australia's Coat of Arms: six state badges supported by a kangaroo and an emu	Queen Elizabeth II	Sometimes used to celebrate events in Australian history  Dodecagonal  Plain edge
20c	Silver	Platypus	Queen Elizabeth II	Milled edge
10c	Silver	Male lyrebird	Queen Elizabeth II	Milled edge
5c	Silver	Echidna or spiny anteater	Queen Elizabeth II	Milled edge

# Teaching ideas

Using **Handout 1** allow members to make coin rubbings in the appropriate boxes and to make a personalised design for a \$5 note. Members could use their own image together with something or someone special from their group, district or state.

The monetary value of Australian currency is based on 100 cents = \$1.00. Allow members to use coins to make up various money values, for example:

\$1.00	\$2.00	\$5.00
20 x 5c	20 x 10c	5 x \$1
10 x 10c	10 x 20c	2 x \$2 + 1 x \$1
5 x 20c	4 x 50c	1 x \$2 + 3 x \$1
2 x 50c	2 x \$1	10 x 50c
	1 x \$1 + 2 x 50c	

Photocopy on to card and cut out **Leader's Resource 1** – How much? and **Leader's Resource 2** – Coin Images.

Ask members to select one card and from 'coins' (**Leader's Resource 2**) make up the various monetary combinations. You may use 'play money' or real money if you have access to enough.

Leaders will need to check if the combinations are correct.

**7–8s** Match the coin shapes.

**9–10s** Read the combinations.



## 2. Choose foreign currencies Which members can research.

Ask members to bring along any money that they or their parents/carers (with permission) may have collected from other countries.

Observe the money closely. Each note or coin usually exhibits:

- pictures of people who are famous in the particular country, e.g. the President, war hero, or prominent person;
- a famous building or landmark in that country;
- the value of the note or coin written in the foreign language and sometimes English.

Ask members to look at the structure of the coins. Are they similar to Australian coins? Some coins may be varied in shape. Some may be made in two parts using different metals such as bronze and silver.

If no one in your group has any foreign currency, use either pictures or contact a local bank to see if it is possible for the foreign currency teller to visit your group with some foreign money samples to show.



TEACHING  
IDEAS



# Teaching ideas

Ask members to make a list of countries and the name of their currency, e.g.

Country	Currency	Country	Currency
Australia	\$AUD dollar	Thailand	Baht
New Zealand	\$NZD dollar	India	Indian rupee
USA	\$USD dollar	England	Pound £
Japan	Yen – ¥	Bangladesh	Taka – T
Philippines	Philippine peso	Kenya	Shilling
European Union	Euro – €	Myanmar	Kyat (chat)

Ask members to research foreign currencies:

**7–8s** two currencies

**9–10s** four currencies

Use **Handout 2** to record the information. Things to find out:

- country and currency name;
- the number of notes and coins and their values;
- what they look like;
- **9–10s** what the comparative value in Australia would be, e.g. if the research country is Kenya, Australian \$1 = approximately 60/- Kenyan shillings.



## 3. From an 'imaginary' allowance, ask members to draw up a weekly budget.

**Note to leaders:** be aware that not every member will receive pocket money. Some members may have to earn money, whilst others may have no set amount.

Ask members what kind of things they normally spend money on each week. This money may be from pocket money or money given by the parents/carers on a 'needs' basis. Write the members' suggestions onto individual cards.

On a whiteboard or flip chart display two headings, 'Essentials' and 'Luxuries'. Explain what these headings mean. Ask members to place each of their suggestion cards under the two headings. Discuss with members if they consider the two lists are correct. Could some things thought to be 'essential' really be a 'luxury'? Move any cards that would be considered to be in the wrong column.

Leaders need to decide what would be an appropriate 'imaginary allowance' for their group according to the 'Essentials' column, e.g. pocket money of \$10 may be too much or not enough.

Ask members, either individually or in small groups, to draw up a weekly budget. The budget could be drawn up based on daily needs or items required. It doesn't hurt to budget for 'luxuries' as well.

# Teaching ideas



TEACHING  
IDEAS

Day	Item	Cost
Sunday	Church collection	\$1
Monday		
Tuesday	School lunch	\$5
Wednesday		
Thursday	Ice block	\$1
Friday	Excursion (paid by parent)	\$4
Saturday		
	<b>Income</b>	\$10
	<b>Total costs</b>	\$7
	<b>Balance</b>	\$3

Income	\$20
Church collection	\$2
Lunch money (2 days)	\$10
Tuck shop	\$2
Excursion	\$4
<b>Total costs</b>	\$18
<b>Balance</b>	\$2

## 4. Learn why it is important to be thrifty.

Most things that members want cost a lot more than their pocket money (allowance) and so it becomes necessary to save up for these things.

Ask members to name things that they might need to save up for. Display a list of the items named against the cost, the amount saved per week, and how long it will take to actually buy the item.

Item	Cost	Savings	Time	Things to help reduce time/cost
DS	\$200	\$2 per week	100 weeks = 2 years	<ul style="list-style-type: none"> <li>■ earn extra money</li> <li>■ birthday money</li> <li>■ not spend money on luxuries only essentials</li> <li>■ watch for catalogue deals on the item</li> </ul>
Bike	\$150	\$5 per week	30 weeks = 7 months	

Explain to members that if they are wasteful or spend their money on other things their target can get further away or impossible to achieve.

### Group activity (over one or more weeks)

- Make a set of tokens (round discs, scrap paper cut into squares).
- Provide a variety of cheap but useful items for the members to earn. Mark each item with a cost, e.g. small torch = 10 tokens, note book = 6 tokens, packet of markers = 10 tokens, pen = 4 tokens, and so on.
- Allow members to choose an item they would like. Explain that to be able to have the chosen item they must earn the tokens throughout parade time, e.g. wearing full uniform, having clean hands, saying the SAGALA Pledge, saluting correctly, being courteous, displaying sportsmanship, being helpful.
- Congratulate members on reaching their goal when they have earned the appropriate number of tokens. Present them with their item.

Discuss with members why some members received their item before others. (They chose items that didn't cost so much, they earned the tokens quicker, or they focused on the task.)

### What does the word 'thrifty' mean?

- Know how much money you have to work with.
- Be economical with that money.
- Be prepared to wait while you save enough money.



# Teaching ideas

- Choose the item that fits your income/budget.
- Buy an alternative brand if necessary to get a better deal.

## scenario

Discuss with members what thrifty means by using this scenario. Match it with key points above.

Jim wants a new game for his DS but it costs \$40. Mum says to save his money (\$2 per week) and he will be able to buy it in 20 weeks (around five months). Every week he saves his money.

One day Jim looks in the catalogue from the letterbox. He sees that the game he so badly wants is for sale for just \$25.

Together with Mum, Jim counts the money in his money box. He only has \$20. Jim asks his Mum if she could lend him the extra \$5 so he can buy the game while it is on 'special'.

Mum agrees because she knows he has been truly saving his money. They go together to the store to buy Jim's game.

For the next two weeks Jim pays his mother the \$2 he would have put in his money box and, on the third week he gives her \$1.

Mum congratulates Jim on being 'thrifty'.

Jim plays happily with his new game. He plans to save his money weekly as he is sure that there will be other things he might need in the future.



## 5. Investigate ways to keep money safe.

### At home

Ask members how we should keep money safe at home.

Money should be kept in a special place where there is no temptation for others to help themselves.

Members should know that they do not take any money from a parents'/carers' purse or wallet without permission.

Pocket money or home savings should be kept in a secure container or money box in the bedroom. It is best that this is kept private, even from friends who come to your home to play.

### Make a money box

A money box can be made from any container with a lid. Decorate the container and place a slit in the lid through which coins will fit. Suitable containers include: ice cream carton, small cylindrical snack container, chocolate box, small instant pancake mix bottle.

### At school

Ask members if their school has rules about taking money to school.

Members should only have money at school when absolutely necessary.

Lunch money should be placed in the envelope or paper bag used for ordering at home and folded or sealed securely. If a school does not use a paper bag, lunch money should be carried in the zipper pocket in school trousers, pants, skirt or dress. Always place the lunch order as soon as possible on arrival at school.

# Teaching ideas



## Tuck shop/canteen activity

Set up a simple 'tuck shop' in your meeting room, with a suggested list of things to buy. Nothing should cost more than 50c - \$1. Provide each member with a paper bag on which they can place their order. On the bag they should write their name, patrol, the item they wish to order and the cost. The money should be placed in the bag and folded securely. The orders can be deposited at the 'tuck shop'. At an appropriate time in the Parade members can go to the tuck shop to pick up their order.

Leaders could show a variety of uniforms with zipper pockets for members to observe.

Money for the tuck shop (canteen) at recess/play lunch and lunchtime should also be kept in the uniform zipper pocket. A zipper pocket prevents money falling out when playing in the school yard.

It is not wise to have money in a school bag or port which is usually left unattended in a school corridor or coat room.

## In the community street-wise

Ask members if they know what a 'bag snatcher' is?

Unfortunately there are people who steal from others. Handbags and wallets are prime targets. We need to be watchful of where we carry money. Bags strapped to the front of the body are most secure. Show members a variety of bags which would be suitable.

## Banking

Ask members if they own or their parents own a bank account.

Most banking involves use of electronic systems and plastic cards with personal identification numbers (PIN) or codes. [If you have some 'plastic' money cards (Eftpos, credit card) show members. Do not reveal your PIN.] Some members may have their own card. Discuss where this is kept and how members use their card.

The PIN and codes are there to protect your money in the bank. You should never tell another person what your PIN is.

ATM's make banking easy but they are also targeted by thieves. You should always cover the keypad area with your hand so that no-one can see the code being entered.

Show members pictures of an ATM, or if a local bank is situated nearby take members to see one being used. Advise members of areas on the ATM which are used by thieves to place skimming devices that can photograph, copy or record identification details. Members are not too young to notice that there may be unusual changes to machines that they or their families may use. If they see unusual things on the machines a report to the bank should be made.

## Internet banking

This may not be relevant for Adventurers and Sunbeams but leaders may be affected in this area of keeping money safe. Internet banking needs to be carefully monitored as thieves are constantly finding new ways of hacking into other people's computers.

Some members may have experienced buying things over the internet.





# Teaching ideas

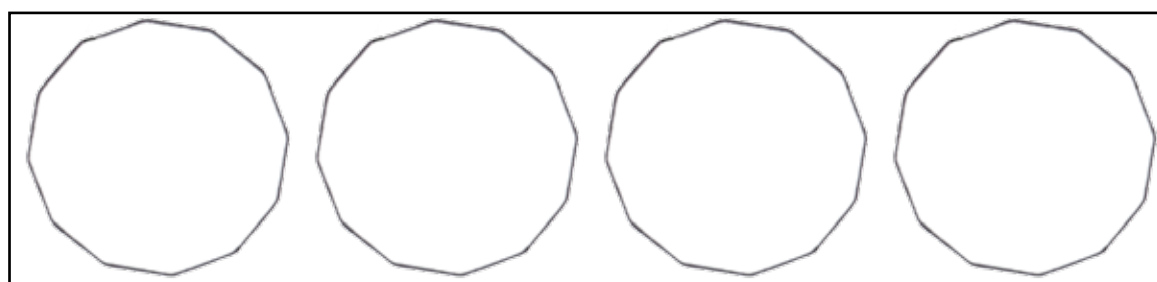
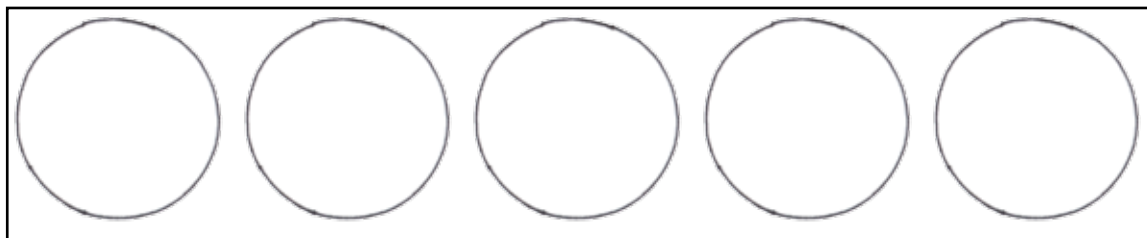
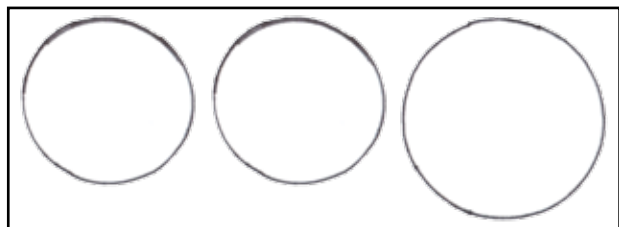
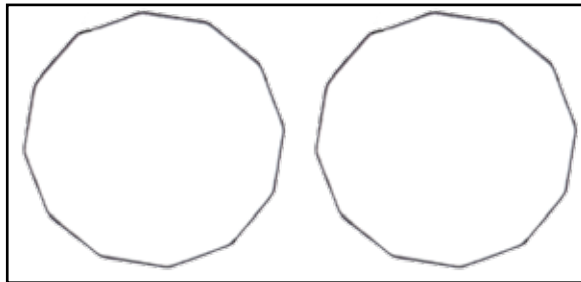
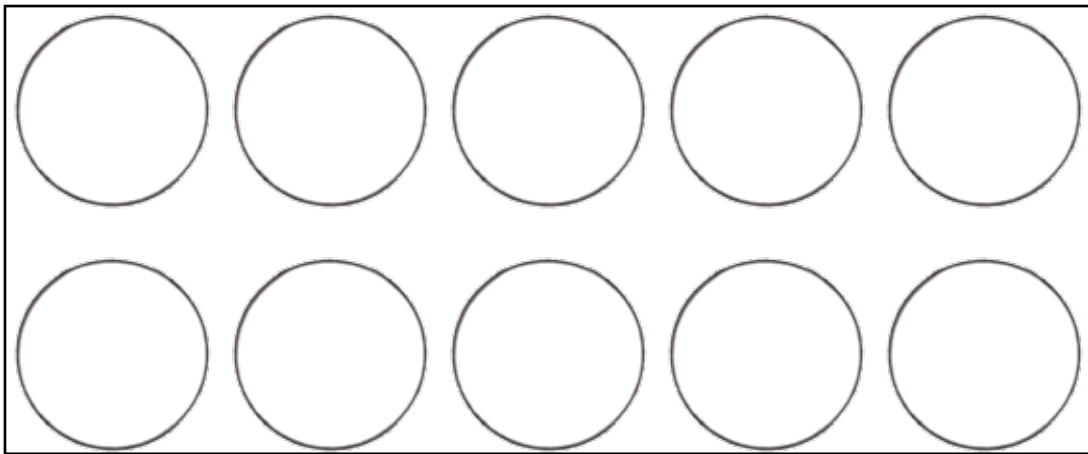
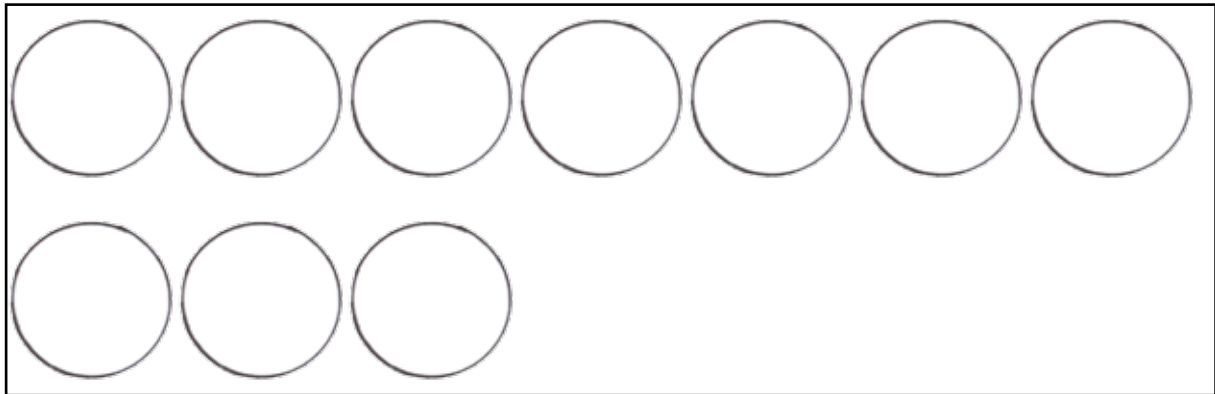
Points to discuss include parental permission; buying from reputable companies; not disclosing bank account information; exact costs including postage, delivering; details for follow up-contact number, courier company, product and order number; keeping records; secure-site indicators, padlock or key icon on payment screens.

**All bank accounts should be checked weekly to make sure that no unauthorised transactions have been made by other people.**

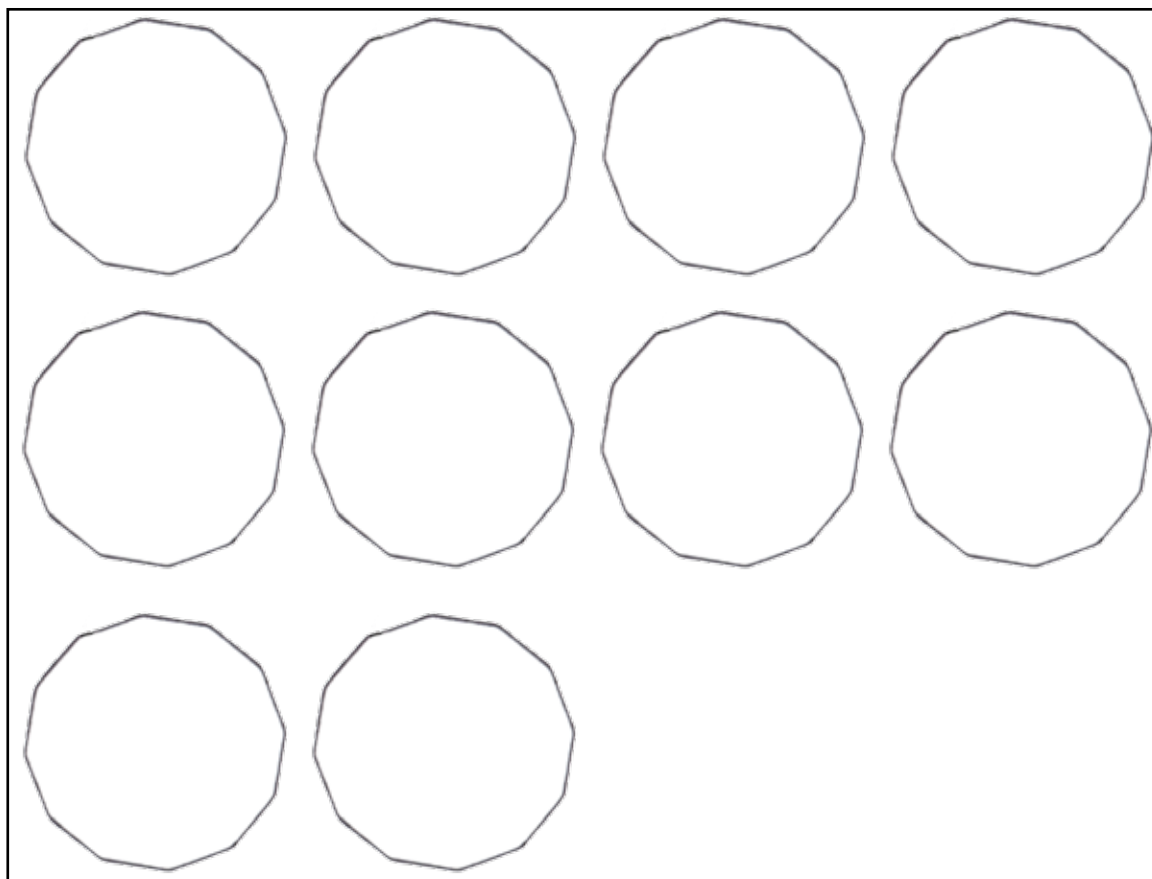
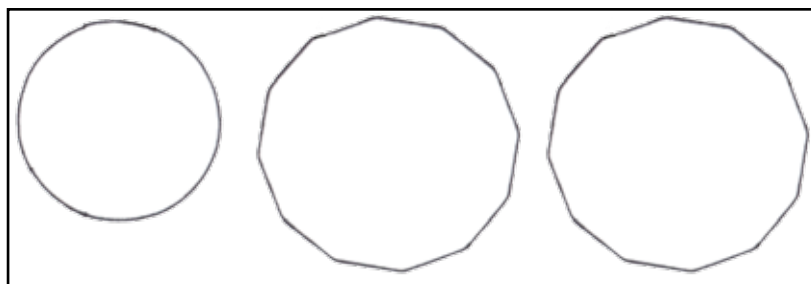
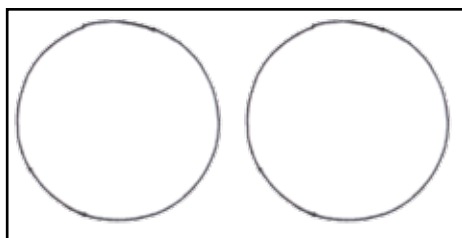
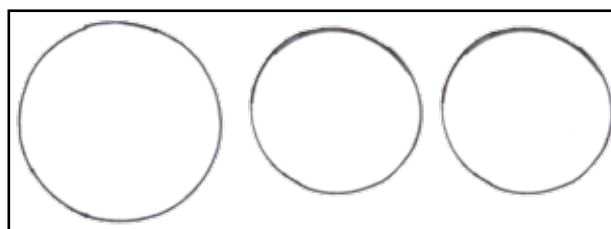
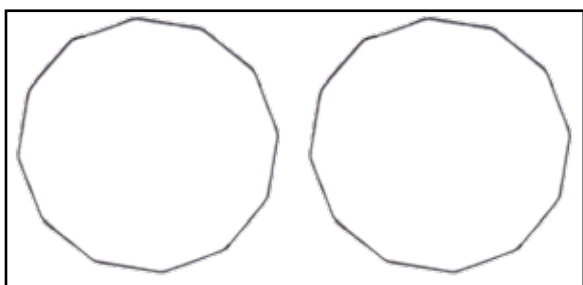
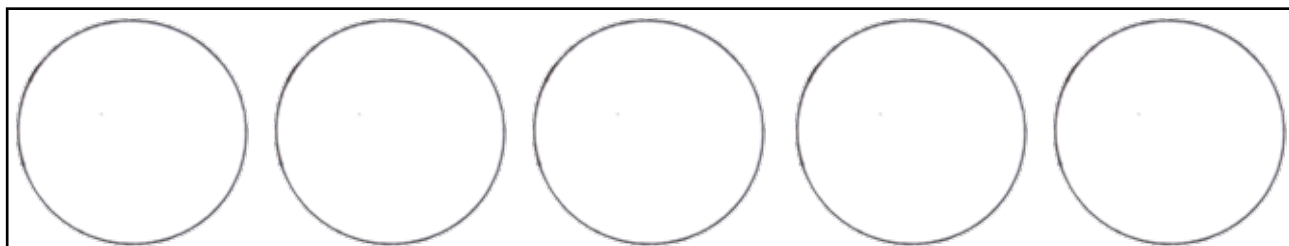


# Leader's Resource 1

**How Much? 7-8s instructions:** Members match the coins to the shapes and count how much money they have.



# Leader's Resource 1 (cont.)



# Leader's Resource 1 (cont.)

<p>How much?</p> <p><b>9-10s Instruction</b> Cut sheet into sections – members make the correct combination of coins and count how much money they have.</p>	<b>20 x 10c</b>	<b>5 x \$1</b>
<b>10 x 10 c</b>	<b>10 x 20 c</b>	<b>2x \$2 + 1 x \$1</b>
<b>5 x 20c</b>	<b>4 x 50c</b>	<b>1 x \$2 + 3 x \$1</b>
<b>2 x 50 c</b>	<b>2 x \$1</b>	<b>10 x 50c</b>
<b>20 x 5c</b>	<b>1 x \$1 + 2 x 50 c</b>	

# Leader's Resource 2

'Play money' (copy as much as required for each member to have a complete set.)



# Handout 1

## Adventurers/sunbeams

Make rubbings of the coins using crayon or lead pencil.

obverse	Reverse	obverse	Reverse
5c	5c	50c	50c
10c	10c	\$1	\$1
20c	20c	\$2	\$2

Design your personal \$5 note

<div>5</div> <div>Five Dollars</div>
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# Handout 2

## Adventurers/sunbeams

### Foreign currency information sheet

7-8s two currencies

9-10s four currencies



Country	Currency name
How many notes do they have in their currency?	How many different coins do they use?
Paste a picture or draw the likeness of at least one note and one coin	9 - 10s What is the equivalent amount to one Australian dollar?  A\$1 =





# Devotional ideas



1. **Title:** Using Talent  
**Bible:** Matthew 25:14-29  
**Thought:** Using our God-given gifts  
**Supplies:** A Bible, foreign money

Read or paraphrase the Bible verses to the group. The master rewarded the first two workers who had put the money to good work and made a profit. The master was annoyed with the third worker who did nothing with what he had, calling him lazy and wicked. The master took the last talent away from this worker and gave it to the one who had made the most money.

Jesus uses this parable to teach us to use our resources and skills wisely. The master in the story represents God and the workers represent us. The talents in the story were a form of money. God has given us talents too. Our talents are the special gifts that God has given each one of us and He expects each one of us to use these gifts, and use them wisely.

Show members the foreign money. Foreign money is quite valuable and, if we took it to the country where it came from we could use it for some purpose, buy something with it, but in Australia it is worthless, we keep it as a souvenir not for spending. Just like the 'talent' God has given us. We need to develop our talents and use them at the right time and they will grow, develop and be a credit to us and God.

Create small bookmarks with the verse printed on it and a rubbing of the coin at the top. If you use cardboard for the bookmark you can create the rubbing with tracing paper and paste it on.



DEVOTIONAL  
IDEAS

*You're a good and faithful servant. I left you in charge of a little, but now I'll put you in charge of much more.*





# Devotional ideas



**2. Title:** Valuable words

**Bible:** Psalm 119:127

**Thought:** God's words are valuable because they show us the way to live

**Supplies:** A Bible

Play a 'command' game, such as Traffic Lights.

Read the Bible verse. God's laws and commands help us in so many ways; they are powerful enough to change our life, that's why the Bible says that the words are so valuable.

Ask members what word might be substituted today for the word 'gold'. Ask members what are some of God's commands and ways that can show they value them. Do God's commands help us to know what to do?

Pray thanking God for His commands and His guiding words.

# Devotional ideas



**3. Title:** Do the right thing

**Bible:** Luke 16:10

**Thought:** Being trustworthy, even when no one is watching

**Supplies:** A Bible, a banking bag containing some money

Ask members what they would do if they were walking by the teacher's desk at school and saw a dollar on the floor? Pick it up and give it to your teacher, or would look around to make sure no one was watching then slip it into your pocket? Show members the banking bag and ask what they would do if you were walking home and found a bag like this one – and when you looked inside, you discovered that it contained a lot of money? Would you tell your parents and report your find to the police, or would you say, 'Wow! This must be my lucky day?' Tell members the following stories about people who found a large amount of money and chose to do the right thing.

Hector Rodriguez is a 15 year old high school student. One day, Hector found a bag of money containing \$120 on top of the Coke machine. He took it to his teacher and together they went to the principal. When asked why he turned in the money instead of keeping it, Hector said that he was concerned that the employee who left the bag would get in trouble if he lost this money.

Eddie McLaughlin was walking home one evening when he found a bag on the sidewalk outside a store. He picked up the bag, looked inside, and saw that it contained a large amount of money. There was over \$4,000 in the bag. Eddie called the police and told them about the money. The manager of the store had dropped the bag while closing up, and without a doubt, he was happy that it was Eddie McLaughlin who found the money.

Driving home from work one night, Jason Baxter crossed a well lit intersection and saw what he thought was a book lying in the road. He stopped and picked it up. It turned out to be an appointment book with zippered pockets. In the first pocket, Jason found six dollars and a driver's license. When he opened the second pocket, there was more than \$9,000 in cash. He called the police and reported his find. When asked why he turned the money in, he answered, 'It was just the right thing to do.' When we hear stories like these, it may make us stop and ask ourselves, 'What would I have done if I had found all of that money?' To find the answer to that question, ask yourself, 'What would I do if I found a dollar on the floor beside my teacher's desk?' You see, honesty is not a question of how much money is involved; it is a matter of doing the right thing.

Read the Bible verse.

If we make sure that we are honest in the small things, then we can be sure that we will be honest in the big things. If people know that they can trust us in small things, they will know that they can trust us in the big things too.

Dear Father, help us to remember what Jesus taught about honesty – and help us to be honest in every situation – big or small. Amen.



DEVOTIONAL  
IDEAS



# Devotional ideas

**4. Title:** Little Cents

**Bible:** 1 Peter 3:8

**Thought:** Things happen when we all work together

**Supplies:** A Bible, some small denomination coins e.g. five cents, put some in your pocket or out of sight

Show members the smallest value coin that you have and ask what can be bought with that coin. Add another coin to it and repeat the question. Not much can be bought for just five cents. Ask members what can be done with such a small amount of money. Should it be thrown away if it won't buy anything? Take some more money from your pocket. Tell members now you have enough money to buy something. Relate these coins to a packet of lollies or chocolate or even a small toy, i.e. I now have 20c so I can buy a Freddo Frog. When the small amounts of coins are put together they can then be used to buy something. They add up.

Like small coins and small amounts of money we can work together to do things. For example: can one person play Duck, Duck, Goose – no we need a group of people; can one person be a choir; no we need a group. Its wonderful what the group can do; the game will be great fun; the choir will sound beautiful.

Read 1 Peter 3:8 and explain unity of spirit means working towards a goal together, having care and concern for others means that we can honour God and do what He would want us to do. You may care to give member a cent to remind them that they are part of the whole work of the Christian Church.

# Devotional ideas



5. Title: Spend Wisely

Bible: Isaiah 55:2

Thought: Spend your money wisely

Supplies Bible

Some people spend all their money right away because they have no self control. They have no discipline or patience. They don't save money because they convince themselves that they need to buy particular items and they want to have them now. Some people borrow money to buy things that they cannot afford and really don't need. Borrowing money from banks and others places can become a very big problem if people are not in a position to pay back that money.

This is not good. God wants us to use what we have, including money wisely. God has given us things to use and He has given us the ability to earn money so He wants us to use these things carefully.

God also wants us to look after other people. It would be wrong for parents to spend all their money on themselves and forget about their children's needs. It would also be wrong for us to spend all our money on ourselves and forget about those people in need and the church.

God wants you to control your spending because if we work and save our money for a better item or something that we need then we will gain satisfaction and a sense of accomplishment, and we will be following Gods Instructions. Read Isaiah 55:2.

To help members save money you may like to make a money box with them from milk carton or bottles, paper maché or similar as in **Badge Requirement 5**.



DEVOTIONAL  
IDEAS