

# MONEY MATTERS

## LEARNING OUTCOMES

Having completed this badge members will be able to:

- create a personal budget and balance sheet;
- explain basic banking procedures;
- explain types of savings accounts and bank fees;
- explain basic taxation;
- experience personal giving.

## BADGE REQUIREMENTS

1. Demonstrate that you understand basic banking procedures.
2. Explain types of savings accounts and bank fees.
3. Demonstrate that you understand what taxation is, why it is important and how tax is paid.
4. Show that you personally give financially to worthy causes.
5. Set personal saving goals and explain how to save money.
6. Create your own budget.





# TEACHING IDEAS

A game has been created for this badge (see **Leaders' Resources 1 – 6**). It is suggested that the game is played twice – first at the beginning of the badge and again, with slight variations at the end of the badge.

## 1. Demonstrate that you understand basic banking procedures.

Electronic banking has made a huge difference in the way people access their banked funds. For many people salaries and allowances are deposited directly into their bank accounts and they access their money through ATM's (automated teller machines), cards (credit, debit), or direct debiting. It's almost possible to have interaction with a banking institution without having to ever enter a bank.

Ask members to share what they know about banking procedures. The following questions may assist the discussion:

- Do you have your own bank account? What type of account is it?
- How is money deposited into your account?
- How do you access your money for spending?
- Who uses internet banking? How does this work, i.e. what banking procedures can you do on the internet?
- What does ATM stand for? What procedures can you complete at an ATM?
- What is the process to deposit or withdraw money using a bank teller?

Or

Members can write and perform their own role play demonstrating how to use an ATM and a bank teller. This could be recorded on film in the style of a training film.

Or

Demonstrate how to use an ATM using a machine and your own account. Include withdrawing and depositing money. You could also mention other functions like printing an account statement, transferring money to other accounts. Be sure not to share your pin code with members.

Or

If you have a computer with internet access the following site provides easy and interactive training in using an ATM.

<http://www.moneymatterstome.co.uk/Interactive-Workshops/ATM.htm>

Copy and distribute **Handout 1**.

Play the *Money Matters* game. See **Leader's Resources 1 - 6**.

## 2. Explain types of savings accounts and bank fees.

Obtain brochures from several different banks that explain the following: various types of savings accounts; what 'term' accounts are; credit and debit cards; bank fees.

Assign each member, or in pairs or other small groups, one of the above topics (for example, types of saving accounts). Members/groups are to prepare a short (two minutes) explanation of their topic to the group.

Alternatively invite someone who works for a bank to address the group to explain the topics.

# Teaching ideas



## 3. Demonstrate that you understand what taxation is, why it is important and how tax is paid.

Provide magazines and other publications representing public services and work, for example, roads, public transport, hospitals, schools. Members are to create a poster featuring services funded by tax payers. Members may work in pairs or other small groups. Posters should be an A<sup>3</sup> page minimum.

Members may need assistance determining these public services; here are some suggestions:

- ABC television
- Allowances, e.g. unemployment, aged, disability
- Australian arts and culture including sports centres
- Australian film industry
- Community projects
- Conservation
- Communication, e.g. telephone, postal service
- Water, drainage and sewerage
- Education
- Emergency services, e.g. fire, SES
- Government
- Hospitals and Medicare
- Housing
- Immigration
- Law and order, including police, courts and prisons
- National security, e.g. defence force, border security
- Public service, i.e. people working for governments
- Public transport
- Roads and bridges

When posters are completed discuss with members how these services are paid for. Briefly explain payroll tax and GST.

### Income tax

Personal Income tax is an amount of money, determined by the government, that employers deduct each pay from their employees. The amount is determined by how much is earned each month. All employees are required to pay this tax on earnings above the threshold, though the threshold is quite low and most often applies to part-time or casual workers. It isn't only wages that are included in tax; other income such as bonuses, rent from properties, interest earned from bank savings or other investments such as long-term deposits and property are also considered earnings and are taxable.

### GST

Goods and Services Tax (GST) applies to many goods and services such as food, international travel and transport, and most things you buy. Some items do not have a GST such as fruit, vegetables, plain milk and bread, some health services and education services, childcare, water and sewerage services, religious services.

Ask members to suggest items they might buy and determine if it carries GST (most items do). You may like to write suggestions on a board or flipchart.

Ask members to collect dockets and sales invoices to check GST.





# Teaching ideas

Explain that the GST is 10% so a DVD that costs \$30 includes GST of about \$3.00.

Members at this age may be starting a casual job and will need to apply for a tax file number and complete a tax return. Have an accountant or knowledgeable person explain these procedures.

Use **Handout 2** to reinforce this teaching.



## 4. Show that you personally give to worthy causes.

**11–13s** at least one month

**14+** at least two months

It's important that members recognise how 'well off' Australia is and, by extension, how 'well off' they are because they live in Australia. Help members to understand that not only is it Christian practice but also part of the Australian way of life that Australians give generously to worthy causes. You may like to refer to fund raising activities that demonstrate Australian's generosity, for example, support of victims of natural disasters such as bush fires, flood, earthquakes and tsunami, the Red Shield Appeal, as well as their support of families at Christmas through Christmas tree giving, and other fund raising days like Daffodil Day (cancer), Jeans for Genes Day (Children's Medical Research Institute), and Legacy Week (widows and orphans of defence force personnel who died whilst on service).

Members are to investigate one worthy cause that they would personally be willing to support financially for at least one month. Members are to obtain some information about the cause and briefly explain it to the group. The explanation should include what the cause is, what it does/who it helps, and how people can support the cause. The cause may be local, state, national or international.

Members must also explain how they will *personally* donate to the cause. The amount of money given is not important; what is important is that the members, not their parents, support the cause. This could require additional work to raise money, or allocating money from their pocket money for the cause, and can be given either regularly over the time or in one lump sum.

To complete the badge requirement members need to explain how they raised their donation and preferably produce a receipt from the organisation or receiving entity (some banks accept donations on behalf of organisations or charities and this will suffice), or members can produce items sold by the cause, for example, Red Nose, daffodil. Members should be encouraged to continue to give, concentrating on the act of giving rather than the amount.



## 5. Create your own budget.

Budgets are essential to achieve financial goals, be they savings goals or paying debts. They also help to track spending and saving. Work with members to create a mock budget. Invite members to create a scenario around which a budget will be created, for example, number of people in the family and their ages, total annual income, rented or mortgaged housing, number of vehicles – are they owned or being paid off? Think about adding the need for a large purchase item during the year, for example, replace television or refrigerator, and/or a holiday destination.

# Teaching ideas

Ask members to suggest items to be included in the budget and list these on a flip chart or board, for example, mortgage/rent, food, electricity, water, land rates, clothing, internet connection, petrol, heating, entertainment, and holiday savings.

Alongside each item add an amount required for each, keeping in mind the number of people in the family. Total the amounts up and then reveal the amount of income the family has to spend in one year.

Assuming the total expected expenses are more than the income, work with members to either reduce the amount of spending or think of realistic ways to increase income.

Discuss how the family can manage or track their budget. Lead members to consider the advantages of a monthly or fortnightly budget. Work with members to create a fortnightly budget for the family, i.e. divide the income and expense items by 12 (monthly) or 24 (fortnightly). Some families may track their budget further by recording their income and expenses on a spreadsheet to identify exactly how much they have spent and earned.

Have members do a little research at home for example, how much their family spends on electricity. Many young people do not realise just how much these expenses are. Discuss the financial justification to save electricity as well as the environmental consequence.

Members are to now create a budget for themselves. They won't have the same items as the above group exercise but the activity will help them to create personal savings goals and learn budgeting skills.

Copy and distribute **Handout 3** for members to complete.

Play the *Money Matters* game again but allow members to create a budget for the game before playing. If you played the game earlier then members should remember some of the finer details, for example, the need to purchase food.



# Leader's Resource 1

## MONEY MATTERS - game

**The aim of the game is to learn the value of money, the seduction of impulse purchases and the need to budget.**

Play the game twice: first at the beginning of the badge and again at the end. The first time it is played DO NOT inform players about how to win nor about the need to purchase 'food'. This is part of the implied learning in the game; it also makes for a fun and interesting surprise at the end, and adds to the discussion following the game.

Be sure to leave time at the conclusion of each game for discussion and to evaluate what members learned. Some discussion questions are included, though you may add others.

### EQUIPMENT

Playing board (**Leader's Resource 2**)

Cards (cut up **Leader's Resource 3**)

Credit cards (**Leader's Resource 4** – if possible print one card for each player on thin cardboard)

Credit/Loan Register (**Leader's Resource 5**)

Food cards (**Leader's Resource 6** – 3 - 6 copies)

Money (either Monopoly money or **Leader's Resource 7** – print 1 page per player plus an additional 3 pages for the Bank, Money from the badge *Make Poverty History* may also be used)

One x dice

Markers – either provide markers, ask players to provide their own marker, or provide plasticine for players to mould into a shape of their choice.

Bank may find a calculator helpful.

### SETTING UP THE GAME

#### BANK

Assign a leader, or two, to serve as the Bank. The Bank will need to keep tally of player's credit, loans and associated fees. Record the names of all players on the Credit/Loan Registers and note player's transactions accordingly, being sure to keep a current tally of credit card balances.

Players are required to make minimum payments on their credit card and/or bank loans BEFORE they complete one full circle of the playing board from the start here 'Pay Day' square. Late fees of \$10 apply per loan and/or credit, i.e. if a player fails to make a minimum repayment on a loan and credit card they are required to pay \$20 to the Bank. The Bank and other leaders or adults are asked NOT to offer reminders to players of this obligation – reminders are incorporated into the playing board, though be sure players are aware of this requirement at the start of the game.

#### CREDIT CARDS

Each credit card begins with a limit of \$500. Players may not exceed this limit except by invitation of the Bank (issued through one of the mystery cards). Players must repay a minimum of 10% of their credit card debit before completing one full circle of the playing board from the start 'Pay Day' square. They may repay more at their own discretion.

Where minimum payments are not paid within the time allowed a late fee of \$10 will apply.

#### INITIAL INCOME

Provide players with a credit card and \$50 in play money in various denominations, for example, 2 x \$5, 2 x \$10, 1 x \$20.

#### LOANS

Players may apply to the Bank for a loan to purchase large items. The Bank will grant loans where players have demonstrated they can repay the loan, for example by regularly repaying debts. Interest on all loans will be 5% on the purchase, for example, a purchase of \$1,500 plus 5% interest (\$75) total of \$1,575.

# Leader's Resource 1 (cont'd)

Repayment is \$157 (round up to \$160).

Minimum repayments on loans must be made before the player completes one full turn of the playing board from the start here 'Pay Day' square. Players may repay more of the loan at their own discretion.

Where minimum payments are not paid within the time allowed a late fee of \$10 will apply.

## PLAY

Explain that credit cards have a starting limit of \$500. To use credit cards players inform the Bank of their purchase and record the amount of the purchase or service on the back of their credit card. The Bank also records the amount on the Credit Card ledger. The Bank may like to initial the player's card as confirmation of the purchase.

To determine who moves first all players roll the dice and the player rolling the lowest number starts the game. Play proceeds in a clockwise direction, beginning from the start here 'Pay Day' square. The player who rolled the lowest number rolls the dice again and moves his/her marker accordingly.

Where players land on spaces with symbols   they are required to take a card from the corresponding deck of cards and comply with the conditions of the card.

When players land on a 'Food' square they may choose to purchase the food item by paying the Bank and keeping the corresponding card provided by the Bank.

Landing on an ATM space requires players to move back two spaces. They DO NOT take any further action, for example, they don't make purchases or pick up cards.

Players must comply with other squares accordingly, for example, paying tax.

Squares with words only are provided simply as reminders for players.

## CARDS

There are two decks of cards: a spending deck  and a  mystery deck. Shuffle each deck separately before playing and then place the decks accordingly on the playing board.

 This deck includes two types of cards – 'spending' and 'bill' cards. 'Spending' cards are goods and services that players may purchase. Players purchase items by retaining the card and either paying cash to the Bank or noting the amount on the reverse of their credit card. Should they choose not to purchase the item they return the card to the bottom of the deck.

Players may apply to the Bank to purchase more expensive items, for example, holidays. Refer to 'LOANS' for further instructions.

'Bill' cards are identified by the red dollar symbol and are for services such as electricity, bank fees and school equipment. Players have no option but must pay for these services. When paid the cards are returned to the bottom of the deck.

 The 'mystery' cards include a variety of items such as tax refunds, inheritance, donation requests. Where income is granted, for example, inheritance, players receive the amount in cash from the Bank. Where a debit is incurred, for example, car accident, players must pay the amount required to the Bank, unless otherwise noted on the card. Where a card indicates a donation players choose to make a donation or not, and choose the amount to pay through the Bank. When the transaction is completed the card is returned to the bottom of the deck.

## PAY DAY

The board contains two 'PAY DAYS' representing a fortnightly pay cycle. The Bank pays players \$200 in cash each time they pass or land on a 'PAY DAY'.

# Leader's Resource 1 (cont'd)

## WINNING

The game concludes when either time allowed ends or all the 'spending' cards are bought.

A winner may be determined by following this scheme:

- Any player who did not purchase food has died and therefore cannot win. (Do NOT inform players of this the first time the game is played – this is a lesson to learn for the next time the game is played.)
- Players remove all cards on the following list because they either perish or do not represent financial investments:
  - holidays, camps, tickets (for example, concerts), health fund, clothing, groceries, sport training and music lessons.
- Add the total amount of remaining purchases and cash balances.
- Add 10% as bank interest for all cash in hand (for example, if a player has \$65 add \$6.50 to the total).
- Add \$10 for every donation made as a tax break.
- Deduct all outstanding loan or credit amounts.

The person with the biggest amount is declared the winner, although the purpose of the game is not winning but learning! So hopefully everyone wins.

### DISCUSSION QUESTIONS – GAME 1

Did you enjoy the game? Why or why not?

What did you learn about the value of money?

What did you learn about credit cards?

Did you make planned purchases or were you an 'impulse buyer'?

What did you learn about loans?

Why is it important to pay off debts quickly?

If we played it again, what would you do differently?

Does this game reflect real life?

What items did you choose to buy? Why did you choose them?

What other expenses could we have to pay for in real life?

What are the pitfalls of credit cards and loans?

## GAME 2

Prior to playing the game a second time, provide players with all the rules and conditions of play and allow them to prepare a budget.

Provide players with a list of all items available for purchase or payment in the game to assist with budget preparation (see **Handout 4**).

In this version, do NOT place the  Mystery cards on the playing board. Instead place the cards face up according to their value. Be sure that players have a copy of **Handout 4**, which they should have used to create a budget. Now when players land on a Mystery card space they may choose from the cards available any item they wish to purchase, paying the Bank and taking the card accordingly. However players may choose to NOT make any purchase.

### DISCUSSION QUESTIONS – GAME 2

Was the game harder or easier to play this time? Explain

What impact did having a budget have on how you played?

Were you able to purchase items that you wanted?

Was this version better, worse or similar to the first time it was played, and why?

Did you stick to your budget? If you made impulse purchases, what caused you to do that? Does this reflect in real life and if so how?

How useful, or not useful, was your budget? Explain.

Discuss the advantages and disadvantages of credit cards and cash. What other options, in terms of access to money/funds, are available to consumers?

# Leader's Resource 3

## Spending Cards

LCD television = \$350 (Consider taking out a bank loan)  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	LCD television = \$350 (Consider taking out a bank loan)  <b>Buy – keep card</b>  <b>Not wanted – return card</b>
Return trip to London = \$700 (Consider taking out a bank loan)  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	Return trip to London = \$700 (Consider taking out a bank loan)  <b>Buy – keep card</b>  <b>Not wanted – return card</b>
Two week USA holiday = \$550 (Consider taking out a bank loan)  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	Two week USA holiday = \$550 (Consider taking out a bank loan)  <b>Buy – keep card</b>  <b>Not wanted – return card</b>
Bus camping trip to Alice Springs = \$300 (Consider taking out a bank loan)  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	Bus camping trip to Alice Springs = \$300 (Consider taking out a bank loan)  <b>Buy – keep card</b>  <b>Not wanted – return card</b>
Computer and accessories = \$150  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	Computer and accessories = \$150  <b>Buy – keep card</b>  <b>Not wanted – return card</b>
Game consol and 10 games = \$150  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	Game consol and 10 games = \$150  <b>Buy – keep card</b>  <b>Not wanted – return card</b>

# Leader's Resource 3 (cont.)

## Spending Cards



# Leader's Resource 3 (contd)

## Spending Cards

DVD player = \$40  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	DVD PLAYER = \$40  <b>Buy – keep card</b>  <b>Not wanted – return card</b>
Tickets to see your favourite artist in concert = \$50  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	Tickets to see your favourite artist in concert = \$50  <b>Buy – keep card</b>  <b>Not wanted – return card</b>
Sport training = \$5  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	Sport training = \$5  <b>Buy – keep card</b>  <b>Not wanted – return card</b>
Music lessons = \$5  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	Music lessons = \$5  <b>Buy – keep card</b>  <b>Not wanted – return card</b>
Dinner at your favourite restaurant = \$15  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	Dinner at your favourite restaurant = \$15  <b>Buy – keep card</b>  <b>Not wanted – return card</b>
Amusement park day pass = \$25  <b>Buy – keep card</b>  <b>Not wanted – return card</b>	Amusement park day pass = \$25  <b>Buy – keep card</b>  <b>Not wanted – return card</b>

# Leader's Resource 3 (cont'd)

## Spending Cards



# Leader's Resource 3 (cont'd)

## Spending Cards

<p>Book by your favourite author = \$10</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>	<p>Book by your favourite author = \$30</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>
<p>Movie tickets = \$5</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>	<p>Movie tickets = \$5</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>
<p>Gold and diamond jewellery = \$300 (Consider taking out a bank loan)</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>	<p>Gold and diamond jewellery = \$300 (Consider taking out a bank loan)</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>
<p>Mobile phone = \$70</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>	<p>Mobile phone = \$70</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>
<p>iPod = \$30</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>	<p>iPod = \$30</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>
<p>Camp Kiah = \$20</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>	<p>Camp Kiah = \$20</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Buy – keep card</b></p> </div> <div style="text-align: center;">  <p><b>Not wanted – return card</b></p> </div> </div>

# Leader's Resource 3 (cont'd)

## Spending Cards



# Leader's Resource 3 (cont'd)

## Spending Cards

New release DVD = \$15  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>	Book by your favourite author = \$30  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>
Camp Kiah = \$20  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>	Camp Kiah = \$20  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>
Clothing = \$35  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>	Clothing = \$35  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>
Clothing = \$35  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>	Clothing = \$35  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>
Health fund = \$25  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>	Health fund = \$25  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>
CD player = \$30  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>	CD player = \$30  <b>Buy – keep card</b>	 <b>Not wanted – return card</b>

# Leader's Resource 3 (cont'd)

## Spending Cards



# Leader's Resource 3 (contd)

## Spending Cards

<p>Christmas gifts for family and friends = \$30</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>	<p>Christmas gifts for family and friends = \$30</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>
<p>Birthday gifts for family = \$15</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>	<p>Birthday gifts for family = \$15</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>
<p>Car = \$1,000 (Consider taking out a bank loan)</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>	<p>Car = \$1,000 (Consider taking out a bank loan)</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>
<p>Car = \$1,000 (Consider taking out a bank loan)</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>	<p>Car = \$1,000 (Consider taking out a bank loan)</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>
<p>CD of your favourite artist/s = \$15</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>	<p>CD of your favourite artist/s = \$15</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>
<p>New release DVD = \$15</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>	<p>New release DVD = \$15</p>  <p><b>Buy – keep card</b></p>  <p><b>Not wanted – return card</b></p>

# Leader's Resource 3 (cont)

## Spending Cards



# Leader's Resource 3 (contd.)

## Spending Cards

Pay insurance = \$35 You MUST pay this bill 	Pay insurance = \$35 You MUST pay this bill 
Water account = \$5 You MUST pay this bill 	Water account = \$5 You MUST pay this bill 
Electricity account = \$5 You MUST pay this bill 	Electricity account = \$5 You MUST pay this bill 
Gas account = \$5 You MUST pay this bill 	Gas account = \$5 You MUST pay this bill 
Gas account = \$5 You MUST pay this bill 	Gas account = \$5 You MUST pay this bill 
Rent = \$10 You MUST pay this bill 	Rent = \$10 You MUST pay this bill 

# Leader's Resource 3 (cont'd)

## Spending Cards



# Leader's Resource 3 (contd.)

## Spending Cards

Rent = \$10 You MUST pay this bill 	Rent = \$10 You MUST pay this bill 
Mobile phone credit = \$5 You MUST pay this bill 	Mobile phone credit = \$5 You MUST pay this bill 
Mobile phone credit = \$5 You MUST pay this bill 	Internet account = \$5 You MUST pay this bill 
Internet account = \$5 You MUST pay this bill 	School equipment = \$5 You MUST pay this bill 
School equipment = \$5 You MUST pay this bill 	School equipment = \$5 You MUST pay this bill 

# Leader's Resource 3 (contd.)

## Spending Cards



# Leader's Resource 3 (contd.)

## Mystery Cards

<p>Tax refund = receive \$40</p> 	<p>Tax refund = receive \$40</p> 
<p>Your granfather dies and leaves you \$75</p> 	<p>You are a casualty in a car accident = receive \$100</p> 
<p>Government assistance = receive \$40</p> 	<p>Government assistance = receive \$40</p> 
<p>You cause a car accident = pay \$150</p> 	<p>You cause a car accident = pay \$150</p> 
<p>Surgery = if you purchased a health fund = no fee; if you don't have a health fund card = pay \$75</p> 	<p>Surgery = if you purchased a health fund = no fee; if you don't have a health fund card = pay \$75</p> 
<p>You may choose to make a donation to a worthy cause. You choose to make a donation or not, and how much it will be. Pay the bank who is receiving all donations to all worthy causes</p>	<p>You inherit \$40 from a great uncle you didn't know you had</p> 

# Leader's Resource 3 (contd)

## Mystery Cards



# Leader's Resource 3 (cont'd)

## Mystery Cards

<p>Go forward 1 square</p> 	<p>Go forward 1 square</p> 
<p>Go backwards 2 squares</p> 	<p>Go backwards 2 squares</p> 
<p>You require more cash. Either use an ATM (miss 1 turn) or use Internet banking and pay the bank \$5 for the service (No money is actually received.)</p> 	<p>You require more cash. Either use an ATM (miss 1 turn) or use Internet banking and pay the bank \$5 for the service (No money is actually received.)</p> 
<p>Debt Collector! Pay all outstanding debts (credit card loans) immediately. If you have no outstanding debts return this card to bottom of the deck</p> 	<p>Debt Collector! Pay all outstanding debts (credit card loans) immediately. If you have no outstanding debts return this card to bottom of the deck</p> 
<p>The bank offers to increase your credit card limit by \$200. Accept this offer by retaining this card and informing the bank. Reject this offer by returning this card to the deck</p> 	<p>The bank offers to increase your credit card limit by \$200. Accept this offer by retaining this card and informing the bank. Reject this offer by returning this card to the deck</p> 
<p>The bank offers to increase your credit card limit by \$200. Accept this offer by retaining this card and informing the bank. Reject this offer by returning this card to the deck</p> 	<p>The bank offers to increase your credit card limit by \$200. Accept this offer by retaining this card and informing the bank. Reject this offer by returning this card to the deck</p> 

# Leader's Resource 3 (cont.)

## Mystery Cards



# Leader's Resource 3 (contd.)

## Mystery Cards

You earn a promotion and your fortnightly salary increases by \$50. Retain this card and inform the bank. Each time you pass 'PAY DAY' you receive \$250



You earn a promotion and your fortnightly salary increases by \$50. Retain this card and inform the bank. Each time you pass 'PAY DAY' you receive \$250



You earn a promotion and your fortnightly salary increases by \$50. Retain this card and inform the bank. Each time you pass 'PAY DAY' you receive \$250



You earn a promotion and your fortnightly salary increases by \$50. Retain this card and inform the bank. Each time you pass 'PAY DAY' you receive \$250



# Leader's Resource 3 (contd)

## Mystery Cards



# Leader's Resource 4









# Leader's Resource 6

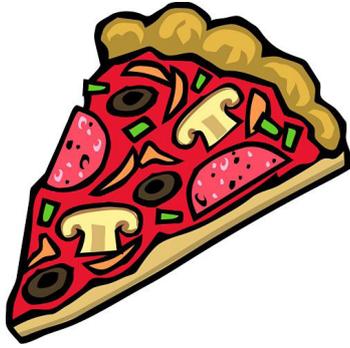
Make several copies of this page (3 per player)



\$10.00



\$25.00



\$5.00



\$10.00



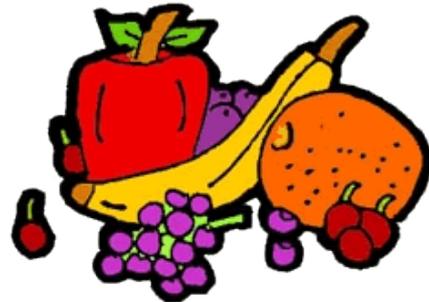
\$5.00



\$10.00



\$20.00



\$20.00

# Leader's Resource 7



# Handout 1

## Guards/Rangers

### Using an ATM

Jacob has placed a bankcard into the ATM machine and entered the code. Complete the following transactions by checking the appropriated box and writing the amount if necessary.

<p>1. First make a deposit of \$398.28 into Jacob's cheque account.</p>	<p>2. Next, make a withdrawal of \$120 from Jacob's cheque account.</p>	<p>3. Finally, check the balance of Jacob's cheque account.</p>
<p><b>PLEASE SELECT</b></p> <p>WITHDRAWAL <input type="checkbox"/></p> <p>DEPOSIT <input type="checkbox"/></p> <p>CHECK BALANCE <input type="checkbox"/></p>	<p><b>PLEASE SELECT</b></p> <p>WITHDRAWAL <input type="checkbox"/></p> <p>DEPOSIT <input type="checkbox"/></p> <p>CHECK BALANCE <input type="checkbox"/></p>	<p><b>PLEASE SELECT</b></p> <p>WITHDRAWAL <input type="checkbox"/></p> <p>DEPOSIT <input type="checkbox"/></p> <p>CHECK BALANCE <input type="checkbox"/></p>
<p><b>CHOOSE ACCOUNT</b></p> <p>SAVINGS <input type="checkbox"/></p> <p>CREDIT CARD <input type="checkbox"/></p> <p>CHEQUE <input type="checkbox"/></p>	<p><b>CHOOSE ACCOUNT</b></p> <p>SAVINGS <input type="checkbox"/></p> <p>CREDIT CARD <input type="checkbox"/></p> <p>CHEQUE <input type="checkbox"/></p>	<p><b>CHOOSE ACCOUNT</b></p> <p>SAVINGS <input type="checkbox"/></p> <p>CREDIT CARD <input type="checkbox"/></p> <p>CHEQUE <input type="checkbox"/></p>
<p><b>ENTER AMOUNT</b></p> <p>\$ _____</p> <p>PRESS IF CORRECT <input type="checkbox"/></p> <p>PRESS TO CHANGE <input type="checkbox"/></p>	<p><b>ENTER AMOUNT</b></p> <p>\$ _____</p> <p>PRESS IF CORRECT <input type="checkbox"/></p> <p>PRESS TO CHANGE <input type="checkbox"/></p>	<p><b>BALANCE</b></p> <p>\$ _____</p> <p>PRESS TO CONTINUE <input type="checkbox"/></p>
<p>PLACE YOUR DEPOSIT IN THE ENVELOP AND PLACE THE ENVELOP IN THE SLOT</p> <p>DONE <input type="checkbox"/></p>	<p>PLEASE TAKE YOUR MONEY</p> <p>DONE <input type="checkbox"/></p>	<p>DO YOU WANT TO MAKE ANOTHER TRANSATION?</p> <p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p>
<p>DO YOU WANT TO MAKE ANOTHER TRANSATION?</p> <p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p>	<p>DO YOU WANT TO MAKE ANOTHER TRANSATION?</p> <p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p>	

# Handout 2 - (11-13s)

## Guards/Rangers

Use the following words to complete the sentences based on what you've learned during this badge.

Automated  
balances  
card  
deposit

goods  
GST  
income  
machine

pin  
services  
transactions  
transfer

ATM stands for A \_\_\_\_\_ Teller M \_\_\_\_\_

To use an ATM requires a \_\_\_\_\_ and a \_\_\_\_\_ .

ATM's allow you to \_\_\_\_\_, withdraw, \_\_\_\_\_ money, and check account \_\_\_\_\_ .

The internet can also be used for these \_\_\_\_\_ .

Tax paid to the government through employers is called \_\_\_\_\_ .

GST stands for \_\_\_\_\_ and \_\_\_\_\_ Tax.

What is the GST percentage?      1%      7%      10%      15%      20%

List six items that are funded by taxes

_____	_____
_____	_____
_____	_____

Name two different credit or debit cards \_\_\_\_\_

Label the ATM (draw a line from each label to the correct part of the machine.)

- Enter card
- Enter pin
- Choose transactions
- Screen
- Money exit
- Deposits



# Handout 2 - (14+)

## Guards/Rangers

Use the following words to complete the sentences based on what you've learned during this badge.

Automated  
balances  
card  
deposit

goods  
GST  
income  
machine

pin  
services  
ten  
transactions  
transfer

ATM stands for A \_\_\_\_\_ Teller M \_\_\_\_\_

To use an ATM requires a \_\_\_\_\_ and a \_\_\_\_\_ .

ATM's allow you to \_\_\_\_\_, withdraw, \_\_\_\_\_ money, and check account \_\_\_\_\_ .

The internet can also be used for these \_\_\_\_\_ .

Tax paid to the government through employers is called \_\_\_\_\_ .

GST stands for \_\_\_\_\_ and \_\_\_\_\_ Tax.

The GST percentage is \_\_\_\_\_ percent.

List six items that are funded by taxes

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What are Term Deposit Accounts used for? \_\_\_\_\_

Name two different credit or debit cards \_\_\_\_\_

Label the ATM (on each line write what each part of the machine is used for.)





# Handout 4

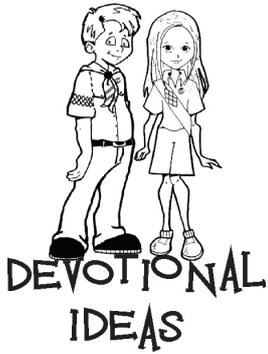
## Guards/Rangers

### Money Matters Game

Players:

Whilst it's important to be careful with purchases this doesn't mean that you shouldn't use money to purchase products and services that you would enjoy and/or which enhance your life. Use this list to think about some of the potential items that you might wish to purchase during the game, if the opportunity arises, and those you would choose not to purchase, to help you create a budget for the game.

Movie tickets	\$ 5.00
Sport training	\$ 5.00
Book by your favourite author	\$ 10.00
Birthday gifts for family	\$ 15.00
CD of your favourite artist/s	\$ 15.00
Dinner at your favourite restaurant	\$ 15.00
New release DVD	\$ 15.00
Camp Kiah	\$ 20.00
Health fund	\$ 25.00
Amusement park day pass	\$ 25.00
CD player	\$ 30.00
Christmas gifts for family and friends	\$ 30.00
iPod	\$ 30.00
Clothing	\$ 35.00
DVD player	\$ 40.00
Tickets to see your favourite artist in concert	\$ 50.00
Mobile phone	\$ 70.00
Game console and games	\$ 150.00
Bus camping trip to Alice Springs	\$ 300.00
Gold and diamond jewellery	\$ 300.00
LCD television	\$ 350.00
Computer and accessories	\$ 350.00
Two week USA holiday	\$ 550.00
Return trip to London	\$ 700.00
Car	\$1,000.00



# Devotional ideas



1. **Title:** Evil money?  
**Bible:** Ecclesiastes 5:10 and 1 Timothy 6:6 - 11  
**Thought:** Loving money is the root of evil, not money itself  
**Supplies:** Bible

This devotion might best be used having played the Money Matters game the first time.

Ask members to discuss the following question: Is money evil? Members should give reasons, and perhaps examples, to support their answer. Consider playing 'devil's advocate' to help members discuss and/or defend their position.

Hopefully members will identify that money itself is not evil. Ask a member to read, the Ecclesiastes 5:10 and 1 Timothy 6:10 and then ask members to identify what Scripture determines is evil (the love of money). Ask members why the Bible would take this position? The verse from Ecclesiastes might help them.

As teenagers members probably don't have a lot of money so ask them to consider these verses in light of their attitude toward possessions. Are they satisfied with what they have or do they always desire more, or the latest model/fashion? Is it wrong to want new things? What guidance do the Scripture verses provide? (It isn't possessions themselves, but the love of possessions that is wrong – a love or desire that drives other things from our thoughts and attention, things like relationships, responsibilities, self development, God.)

Read 1 Timothy 6:6 - 11 and ask to members to identify the good advice these verses offer.

# Devotional ideas



- 2. Title:** The love of money  
**Bible:** Mark 12:41 - 44; 2 Corinthians 9:7  
**Thought:** Choose to be generous  
**Supplies:** Bible, coins of any denomination for each member, or money from game (maybe use copies of real money)

This devotion would best follow **Badge Requirement 4**.

Distribute various amounts of money to each member and ask them to think about what they could buy or do with their money. For some they may not be able to buy anything, others would have enough to buy several items or a few more expensive items.

Read the story of the widow in Mark 12:41 - 44 or have leaders/members act it out. Explain that in Jesus' time there was no age pension and no man – either husband or sons – to assist the widow. She had to find some form of work that was respectable yet manageable so she could live. Explain that the coins she gave to the temple represented 'all she had to live on'.

Ask members to imagine if the coins/notes in their hands were enough to buy them food for a week, a month or more (depending on how much they have) but that once it was gone there was no more money. How might this influence their spending?

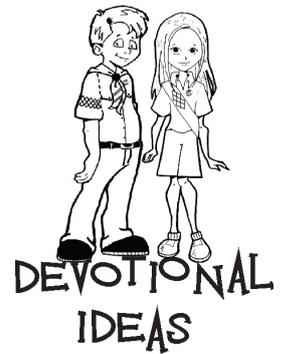
Could they imagine themselves giving all they had to the Church?

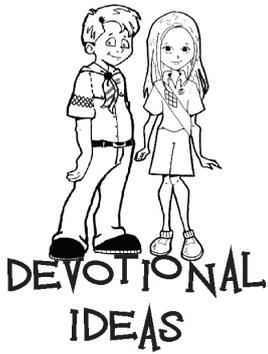
This is what the widow did. Ask member to speculate why she might have done this.

Ask members to compare the widow with the rich people who gave to the temple that day. What did Jesus notice and say about them? (They gave out of their spare change whilst the woman gave out of her 'wealth'). What do members think Jesus is highlighting here? Read 2 Corinthians 9:7 to help them.

It isn't how much we give but the spirit of generosity in which we give that God notices. If we have a lot of money and give very little of it away – giving from our change rather than our wealth – then perhaps we have the wrong attitude toward our money. The 'love' of money is known as the root of evil and a spirit that is not generous, but which keeps its wealth for its self, is perhaps in love with money.

**Badge Requirement 4** encourages members to give personally to worthy causes. To do so happily, demonstrates a heart that is in tune with God.





# Devotional ideas



- 3. Title:** Wealthy wise  
**Bible:** Matthew 25:14 - 28  
**Thought:** Whatever you've got, use it wisely  
**Supplies:** Bible, paper, markers

If you have sufficient numbers, group the members in pairs or other small groups to create three groups. Assign one group \$500, the second group \$200 and the last group \$50 and give each group a large sheet of paper and a marker.

Groups are to create a budget for their money and may choose to do whatever they wish with their allocation. There is no need to provide any further guidance except to allow up to five minutes for this exercise.

Ask each group to share their plans for their allocation.

Read, or ask a member to read, Matthew 25:14 - 18. Help groups to recognise that the exercise they've just done represents the individuals in the parable.

Invite members to suggest what they think is the message of the parable.

Make this point: what we have – whether we have a lot or little – requires that we use it wisely. Probably at this stage of their life members don't have a lot in terms of money, possessions or investments. However it won't be too long and they will be earning a wage, increasing the number and value of their possessions, and beginning to invest in property and savings. Learning to be wise with what they have now will build skills and habits that will benefit them when they are older.

Invite members to suggest what being 'wise with money' means to them. Look for responses that suggest saving money, making value purchases (i.e. buying better quality for the long term rather than items made of cheaper materials that will need to be replaced in a short time), saving toward a purchase instead of using credit, paying debts quickly.

Remind members of Jesus' words which He emphasises by repeating in verses 21 and 23.

# Devotional ideas



- 4. Title:** Free Pass  
**Bible:** Ephesians 2:8 - 9  
**Thought:** Salvation is freely given to us by God  
**Supplies:** Bible; a variety of tickets, for example, rail tickets, concert tickets, library card, bus pass, shopping docket/coupons – buy one get one free

When we get on a bus, for example, a school bus, we have to show our ticket or pass which tells the driver that we are allowed to travel on the bus. If we have a bus pass then the fare has been paid by the government to take us to and from school.

When travelling on the train the ticket has to be put through slot in the barrier gate and the ticket is 'read' and it shows that the fare has been paid to ride on the train. The ticket must be bought at the station before boarding the train and some mornings we have to wait in the line before being served. To see a show at the theatre a ticket can be bought through Ticketek or purchased at the box office. You can't see the show without a ticket.

Some restaurants offer 'two for one' meal deal when a shopping docket/coupon is presented. The coupon must be shown when the meals are ordered.

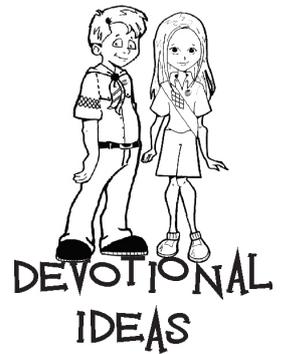
We have to pay for all these things and a ticket shows that we have paid. Some things don't cost very much and we can do them everyday, like riding the bus or train. Others cost heaps and are special outings or trips. Some we have to go through a long process before we get the ticket.

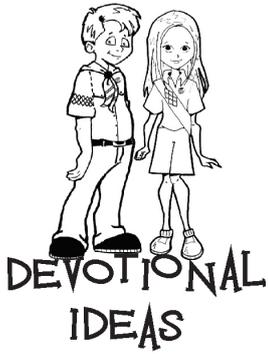
There is one 'ticket' that has been paid for us. Read Ephesians 2:8 - 9.

Jesus' death was like a ticket for us. The ticket allows us to have a relationship with God in this life and, when we die, to live with God forever. The only way to receive the free ticket is to simply ask God for it and believe that you have received it.

Ask members to think if they would like to ask God for a ticket they can speak with a leader at the conclusion of the parade.

Pray thanking God for His free gift, i.e. Jesus, and for loving us so much that He wants a relationship with us.





# Devotional ideas



- 5. Title:** I want it now!  
**Bible:** Philippians 4:11 - 12  
**Thought** True contentment comes from being happy with what you have  
**Supplies:** Bible, a food item that has the word 'instant' on the package, for example, noodles, pudding

Have you ever cooked instant noodles or made an instant pudding? They are really good because they only take a few minutes to make so when you're in a hurry you don't have to wait very long. They must be the quickest meal! Even fast food takes longer than two minutes!

There are a lot of close-to-instant meals that you can buy these day, for example, TV dinners, meals delivered to your door, frozen meals, meals you pop into the microwave or just add water.

Why don't we have time to wait?

People want things now! Instead of waiting, some people buy the plasma TV or latest mobile phone immediately and go into debt. At work some people don't want to wait and work their way to the top, they want to start at the top and get the best money straight away.

Read Philippians 4:11 - 12.

Paul had learned to be content with his circumstances and with the things he had. He knew what it was to have a lot and to have a little.

True contentment comes from being happy with what we have. It may not be the same as everybody else has, and we may want bigger, better or more things but for the time being the secret to being happy is to be content with what we have. There isn't anything wrong with wanting more but the desire to want more – the greed – can cause us to do stupid things, like stealing, or get into debt that we can't manage, e.g. mobile phone account. It's OK to have a certain amount of debt provided you have the means to repay it.

Paul would suggest that we be happy with our life whilst we work toward improving it, working and saving to buy the things we want and in this way we will have less stress and find true happiness.