

MONEY in ACTION

A guide to personal financial management

INTERMEDIATE PHASE GRADE 4-6

This project is a consumer education initiative by the
Financial Services Consumer Education Foundation.



**FINANCIAL SERVICES
CONSUMER EDUCATION**
plan your financial future

This resource is based on the three booklets viz.:

- Make the most of your money;
- Use your money wisely ; and
- Make your money work for you

that was developed by the FSB, Financial Industry Bodies and other interested parties under the Financial Services Consumer Education logo



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Developed by:
The E-Learning Laboratory (Pty) Ltd
Tel: 011 483 1893
Email: davidm@elab.tv
Website: www.elab.tv

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Introduction

Money in Action is a resource for teachers and learners which aims to familiarise them with money in terms of:

- Managing money
- Staying out of debt
- Needs and wants - prioritising spending
- Budgeting
- Saving and contributing

What does the resource consist of?

There are two components to the resource.

This book which provides

- worksheets for activities for each grade in the phase
- tips for teachers in implementing the activities
- guidelines for assessment

A compact disc which

- provides background information to the topic
- provides suggestions for conducting a lesson on the topic
- gives suggestions for activities other than those found in this book
- is used by the teacher as a resource for him/herself as well as for the learners

NB

It is important to remember that the worksheets are **not** the lesson. The ideas for the lessons will come from the CD. The worksheets are to be done once the learners have had one or more lessons on the topic. The worksheet activities may be used as assessment tasks, i.e. if the learners complete them successfully they will have met the relevant assessment standard.



How does the resource fit in with the NCS?

The focus of the programme is on Economic and Management Sciences – often a problem area for teachers of young learners. Both the Learning Outcomes for the Intermediate Phase as well as the Assessment Standards for those Learning Outcomes are addressed.

In addition, as money is part of the Mathematics Learning Area, the Learning Outcomes relating to calculations with money are also addressed and integrated with the activities relating to Economic and Management Sciences. Many of these worksheets have a mathematical basis, but they are set in the context of Economic and Management Sciences.

We hope that this resource will be a welcome addition to your work schedule per grade and make it possible for your learners to achieve the necessary assessment standards.



How do I use the resource?

The resource should be used in conjunction with other resources in your work schedule per grade.

- We suggest that it should be introduced in the second or third term of the year. However, the point at which the resource is introduced will depend on each school's individual work schedule per grade. If your school has allocated weeks in the third and fourth terms to money and money calculations, it would be better to introduce the resource in those two terms.
- Many of the activities in these worksheets are in the form of word problems, or number stories – essential for giving context to mathematical problems. When doing this kind of activity with your class, follow these steps:
 - Go through the instructions with the learners
 - Ensure that they understand what the problem is, e.g. "They want us to say how many there are altogether."
 - Ask if they know how to solve the problem on their own – if not, where can they go for assistance?
 - Ask what basic operations they will need to use to solve the problem
 - Once they have solved the problem, ask learners how they did this. If their answers are incorrect, ask them to see whether they can identify where they went wrong. If they can do so, give them a chance to work it out again.



Language

Before going to the CD to do the activities there, ensure that learners know some of the vocabulary for the topic involved, especially learners whose mother tongue differs from the target language. It is no use talking about debt and budgets unless learners have had these terms explained to them with examples.



How do I use the resource to assess my learners?

The worksheet activities can be done after the lesson and can then be assessed based on the relevant assessment standard.

In addition, there is an assessment guideline at the back of this book to give you ideas of different ways of assessing and recording when using this resource.

Teacher Guide - Grade 4

→ Lesson 1: Needs and Wants

Teacher's Tips:

The purpose of these activities is threefold – to assess learners' ability to distinguish between needs and wants, to assess their ability to deal with word problems and to assess their calculating and estimation skills. Learners should be able to draw up a list of items that meet needs and wants, within the amount specified.

This kind of problem should be set over and over again to give context to mathematical calculations.

Answers:

In the first part of this activity, learners may very well simply circle everything that they want. As they get into the second part, however, they should understand that the amount of money they have restricts what they can and can't have. Many of them will leave out the needs (house, groceries, clothes) at first but when they realise these have to be taken care of first, their thinking should adjust.

Assessment:

Ask questions at each stage of the activity, getting learners to explain their choices and then asking whether they have enough money for all their selections. Ask them to identify their needs and to check whether they have taken these into consideration. By the last part of the activity, they should have compiled a list of needs and wants that can be paid for with R1 579.

→ Lesson 2: Budgets

Teacher's Tips:

In this activity, learners are using their knowledge of fractions to apportion money to different costs in order to work out a household budget.

Answers:

- Rent = $\frac{1}{4} = R900$
Groceries = $\frac{2}{8} = R900$
Accounts = $\frac{1}{6} = R600$
Transport = $\frac{2}{12} = R600$
Savings = $\frac{1}{6} = R600$

- The first two are the same. The last three are the same.

Assessment:

Learners should be able to work out the fractions and add up the total, which should be R3 600. However they should also recognise that $\frac{1}{4}$ is the same as $\frac{2}{8}$ and that $\frac{1}{6}$ is the same as $\frac{2}{12}$.

Ask learners whether they think this is the right way to allocate the money and listen to their responses, which may differ widely depending on their own family circumstances.

→ Lesson 3: Waste not, want not

Teacher's Tips:

These activities do not have definite answers but they are meant to make learners aware of ways in which to improve our lives by caring for resources.

Answers:

- Newspapers, bottles, plastic bags, string, empty boxes, stale bread, egg shells, plastic bottles and containers, vegetable peels can all be reused but learners may not know this about all of them.

Newspapers can be used for lining shelves, to insulate draughty rooms, to wrap things in and to make papier mache.

Bottles can be sorted and put into bottle banks, or reused as containers or vases

Plastic bags can be used to line dustbins or to make items from.

String can be saved for wrapping purposes and for some crafts such as macramé.

Stale bread can be turned into crumbs and added to stews, meat loaves, etc to give them more bulk. It can also be used as animal feed.

Egg shells and old vegetable peels can be used to make compost.

Plastic bottles, tubs and containers can be used for storage or for keeping goods such as rice, flour, etc.

Rotting meat, broken glass, rusted tin cans should all be thrown away.

Your learners may not have all these answers but if their answers are logical and show that they have grasped the concept of not wasting, that is fine.

2. Learners should show some awareness of who provides the things that they use and that loss or breakage involves cost. Try to explain to them that if everybody at school loses or breaks equipment, either it will not be replaced or school fees will go up. If breakages occur at home, and items must be replaced, it means that the family will have to go without something else.

Assessment:

Once again, observation and questioning are the best ways of assessing these activities. Learners who give reasonable answers have met the standards but those who do not even understand the concept and have no idea of how to use waste, or who pays for items that they use, need to have more activities like these.

→ **Lesson 4: Saving money and Resources**

Teacher's Tips:

These activities are designed to ensure that learners know and can explain the concept of saving – both money and resources.

1. Based on their own home experiences, learners are expected to assign different roles to each family member.
2. In this activity learners need to make choices based on what they have seen on the computer. Learners should also be able to assign amounts to the various expenditures. They should all add up to what Jabu earns or less and they should show some understanding of responsibility where money is concerned.

Answers:

Learners' answers may differ, but they should be able to give reasons for their answers.

1. Some of these answers may be based on their own life, experiences, e.g. a father who stays at home and looks after the house while the mother is the breadwinner. Accept all such answers but make sure that learners can give reasons for their answers.
2. Similarly, in the second part of the worksheet, if learners say Jabu should give all his money to his family, because nobody is earning, that is a correct answer.

Assessment:

Learners are assessed on their understanding of the concepts and their ability to explain their answers.

Grade 4 - Learning Outcomes, Assessment Standards and Summative Assessment

Learning Outcomes and Assessment Standards for this programme

These are the Learning Outcomes for Intermediate Phase that have been covered in the programme. In brackets are the Lesson Numbers for the worksheet activities.

Economic and Management Sciences

Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the economic problem.

Assessment Standards

We know this when the learner:

- Describes the roles of members of households as consumers and producers in the 'need satisfaction' process (Lesson 1, Lesson 3, Lesson 4)

Learning Outcome 2: Sustainable growth and development

The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes. (Lesson 3)

Assessment Standards

We know this when the learner:

- Identifies the local community's efforts in fighting poverty (e.g. RDP, urban renewal and rural development projects)

Learning Outcome 3: Managerial, Consumer and Financial knowledge and skills

The learner will be able to demonstrate knowledge and the ability to responsibly apply a range of managerial, consumer and financial skills.

Assessment Standards

We know this when the learner:

- Identifies different sources of personal income, and plans spending and saving by drawing up a basic personal budget (Lesson 2, Lesson 4, Lesson 5)
- Investigates the use and purpose of a savings account (Lesson 4, Lesson 5)

Learning Outcome 4: Entrepreneurial knowledge and skills

The learner will be able to develop entrepreneurial knowledge and skills.

Assessment Standards

We know this when the learner:

- Participates in a fair or market day at school or in the community to practise and apply entrepreneurial skills (Activity for this on CD)

Mathematics

Learning Outcome 1: Numbers and relationships

The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Assessment Standards

We know this when the learner:

- Solves problems in context including contexts that may be used to build awareness of other Learning Areas, as well as human rights, social and environmental issues such as
 - Financial (including buying and selling and simple budgets) (All lessons)
- Recognises and represents the following numbers in order to describe and compare them:
 - common fractions with different denominators (Lesson 2)

Learning Outcome 5: Data Handling

The learner will be able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions and to interpret and determine chance variation

Assessment Standards

We know this when the learner:

- Collects data (alone or as a member of a group or team) in the classroom and school environment to answer questions posed by teacher and the class (Lesson 1)
- Organises and records data using tallies and tables (Lesson 1)

Project

Learners need – in their groups – to make something that can be sold at school for more than it cost to make. You will need to set a time frame for this.

They will have to price materials or ingredients and draw up a simple budget to show how they are going to spend the money. If they are doing a baking activity, for instance, they may be able to get their ingredients for nothing from their homes or people in the community.

If possible, they should use waste materials to make their product.

They then need to decide on a budget – how much they have to spend – and how the money will be apportioned.

They will then have to decide on a price for their goods that will be higher than the amount they spent.

They will need to advertise their sale, by making a poster or pamphlets giving the date, venue and time.

They will then set up their stall and sell their product to other learners.

They will then add up the money that they have made, and if they have made a profit, they must decide what to do with it – share it out in the group, save it, invest in another product that they can sell, or spend it.

You will need to be aware of whether the learners demonstrate an understanding of: Budgets, Spending, Saving

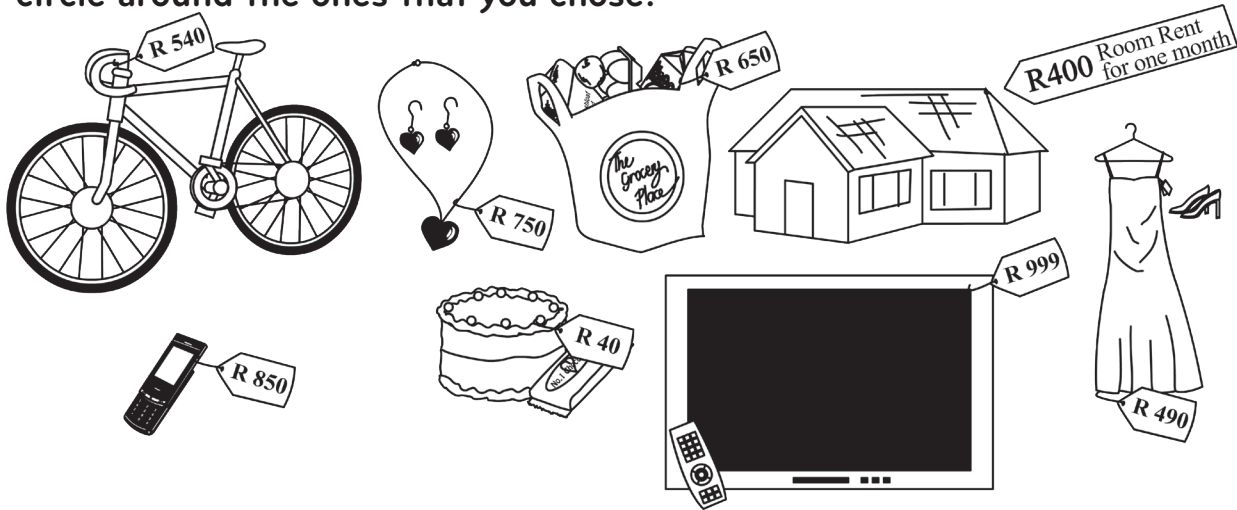
Group work

This is a group activity and learners should all be assigned roles e.g. buying, making, cooking, pricing, advertising, selling. You will then assess their group participation.

GRADE 4

Lesson 1 - Needs and wants Worksheet

1. If you have R1 579 how many of these items would you like to have? Draw a circle around the ones that you chose.



Now add up how much all your items come to. Is it more or less than R1 579? Use the space below to work this out.

If your answer is less than R1 579, well done!

If it is more, see what you can take out so that you have enough money.

2. Now go back to the things that you chose. Did you only choose those that you wanted, or did you also choose the things that you need? If you did not choose your needs first, begin again. Choose your needs first and add up what they will cost, then see which of your wants you can afford. Use the space below to work out your answers. You may not all get the same answers but as long as you take care of your needs and spend less than R1 579, that is fine.

Lesson 2 - Budget Worksheet

A budget is a plan that we draw up to make sure that we have enough money to pay for all our needs and wants. No matter how little money we earn, a budget will help us to spend wisely.

Look at the list of expenses that a family has every month

Rent	Clothes
Transport	Accounts
Groceries	Savings

This family earns R3 600 a month and they are not sure how much they should spend on each item.

1. How much money are they spending on each item if they work it out by deciding on a fraction of their salary to each item like this:

$$\text{Rent} = \frac{1}{4}$$

$$\text{Groceries} = \frac{2}{8}$$

$$\text{Accounts} = \frac{1}{6}$$

$$\text{Transport} = \frac{2}{12}$$

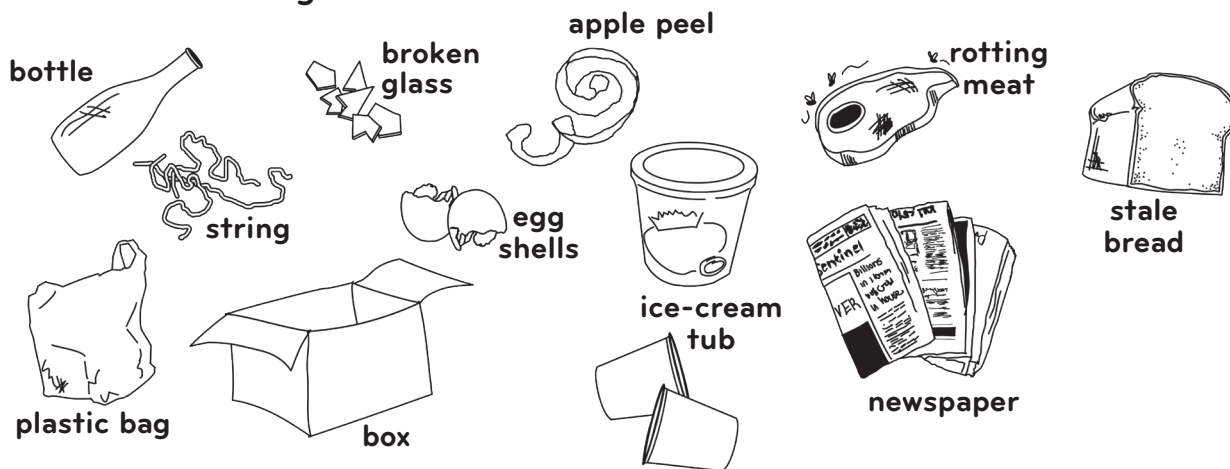
$$\text{Savings} = \frac{1}{6}$$

2. What do you notice about your first two answers and last three answers?

GRADE 4

Lesson 3 - Waste not, want not Worksheet

1. Here is a list of things that we throw away every day. Sort the items into things that we could use again and things that should be thrown away. At the end of the activity, you will tell your teacher what can be done with the items that can be used again.

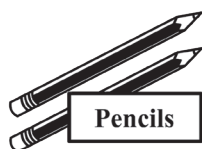


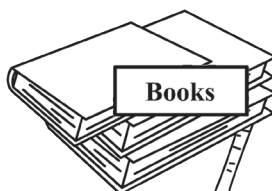
Write down the names of things that can be used again in the first column and the things that must be thrown away in the second column.

used again	thrown away

2. These are some of the things that we lose or break every day.

Someone else will have to pay to replace them. Who do you think that will be? Write your answer in the box next to each item.








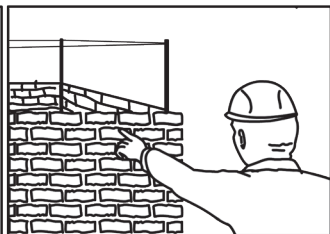
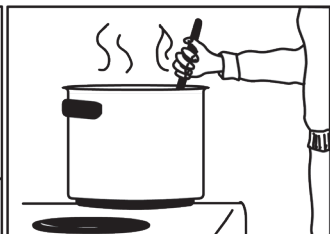

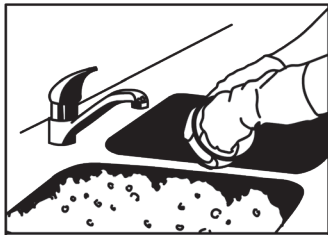


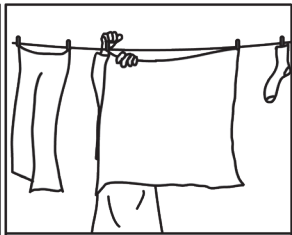


GRADE 4

Lesson 4 - Saving money and resources Worksheet



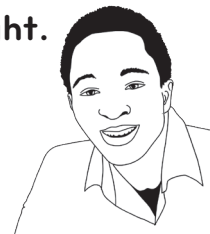
1. Here is a picture of a family. Everybody in the family has roles and responsibilities to make sure that the family has enough of what they need. In the second picture you can see different kinds of work.

			
Taking out rubbish	Working on building site	Cooking food	Caring for the baby
			
Washing dishes	Helping a patient	Shopping	Hanging clothes on a line

Write sentences in the space below to say what you think each family member does.

2. Jabu has a part time job mowing lawns. He earns R250 a month. How should Jabu spend his money? Tick the answer that you think is right.

- a) On himself
- b) Savings
- c) Give some to his family



In the space below write down how much Jabu should spend on all these things. Remember, he earns R250 a month.

Teacher Guide - Grade 5

→ Lesson 1: Needs and Wants

Teacher's Tips:

This is a language activity based on Language LO3 and LO4 in which learners use the words in sentences to demonstrate their understanding of what the words mean. The sentences should show an understanding of the difference between needs and wants, e.g. I want a chocolate. I need new shoes.

Answers:

1.

Needs	Wants
food	TV games
water	toys
shelter	computer
clothes	cell phone
transport	colas
school fees	ice-cream

Some learners may include a computer or cell phone in their list of needs. If they can give you a good reason for this, e.g. 'My father works from home and he must have a computer' or 'My mother needs a phone because she drives a lot in her job and she needs to contact her office,' accept these answers.

2. Answers will vary but sentences should be correctly punctuated, and account should be taken of sentence structure and spelling, as well as clarity of meaning.

Assessment:

Learners need to demonstrate that they understand the concept of needs and wants because they need to be clear on this when they come to planning budgets. Check all learners answers on the worksheets and then question those learners who seem to have made odd choices.

→ Lesson 2: Budgets

Teacher's Tips:

This is a word problem and it is very important when doing word problems that learners are given clear and specific instructions about what it is that they are looking for. They should be able to identify the basic operations that they need to use to solve each part of the problem.

Before the activity, read the instructions with the learners and ask them to identify the problem. They should be able to say that Mrs Allen is spending R500 a month more than she can afford to pay. They should then realise that she will need to change her spending habits and be able to identify where she can eliminate or cut down on spending. For example, the cell phone bill could be reduced.

Answers:

Cell phone time, movie tickets, jacket, take-away food can all be eliminated

Assessment:

Learners who have completed the activity correctly have completed the mathematics and EMS assessment standards, irrespective of how they arrived at their answers. Make a note of those learners who did not manage the activity and talk to them to see where and how they went wrong.

→ Lesson 3: Saving

Teacher's Tips and Answers:

This is a complicated word problem and learners need to be taken through each step of what they have to do. They can see that the expenditure is more than the income, so

Step 1: Eliminate the wants from the list (cell phone, takeaways, entertainment)

Step 2: They then add these amounts together. The total should be R960.

Step 3: They then subtract this from R8 610 and get an answer of R7 650, which is still more than R7 200.

Step 4: They then need to look at the amounts that are being spent on each need and decide whether that is too much. If so they can reduce that expenditure. However, they cannot reduce fixed costs such as rent.

Step 5: Their final answers will differ but as long as they come up with an amount less than R7 200, that is fine. If they bring their total down to less than R7 200, they may have enough to save some of it or to fulfil some of their wants. The best answers are to reduce the amounts spent on transport, clothes and accounts.

Assessment:

Check that learners' calculations are right and that they have understood each step of what they have to do. Then look at the choices they made in terms of needs and wants to make sure that they know the difference. Then look at their new budget to make sure that they have made reasonable adjustments, e.g. reducing the cost of transport.

→ Lesson 4: Waste not, want not

Teacher's Tips:

1. This is an activity designed to stimulate learners' creative thinking in terms of what kind of entrepreneurial skills they can develop.
2. Learners are expected to be aware of the loss of actual money as a result of waste. They do not always appreciate that water going down the drain is still being paid for.

Answers:

1. Answers will vary from learner to learner, but write all suggestions down on the board, ask learners how they would make the objects and then ask other learners whether they would buy them and if not, why not?
2. It will lose in
 - a week = 21 litres
 - a month = 84 litres (approximately – based on a four week month)
 - a year = 1 008 litres (approximately, if learners multiplied the monthly loss by 12. If they multiplied the weekly loss by 52 it will be 1 092)
3. R40

Assessment:

Assess learners on correct answers and also on their explanations for their responses in both activities. Learners need to demonstrate an understanding of waste as being the same as throwing money away.

Grade 5 - Learning Outcomes, Assessment Standards and Summative Assessment

Learning Outcomes and Assessment Standards for this programme

These are the Learning Outcomes for Intermediate Phase that have been covered in the programme. In brackets are the Lesson Numbers for the worksheet activities.

Economic and Management Sciences

Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the economic problem.

Assessment Standards

We know this when the learner:

- Differentiates between the different levels of needs that people have and explains how these may be satisfied (Lesson 1)

Learning Outcome 2: Sustainable growth and development

The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes. (Lesson 3)

Assessment Standards

We know this when the learner:

- Explores personal steps and attitudes to improve the standard of living (e.g. developing entrepreneurial skills, using time and resources productively in promoting a healthy environment)

Learning Outcome 3: Managerial, Consumer and Financial knowledge and skills

The learner will be able to demonstrate knowledge and the ability to responsibly apply a range of managerial, consumer and financial skills.

Assessment Standards

We know this when the learner:

- Finds out and discusses how a savings account is opened at a bank, and completes withdrawal and deposit slips (Activity in CD)
- Discusses the value of savings and thrift, and people's difficulty in saving if basic needs are not being met (Activity in CD)

Learning Outcome 4: Entrepreneurial knowledge and skills

The learner will be able to develop entrepreneurial knowledge and skills.

Assessment Standards

We know this when the learner:

- Develops and uses observation sheets and questionnaires to do a needs analysis in the school or community (Summative Assessment Task only)

Mathematics

Learning Outcome 1: Numbers and relationships

The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Assessment

We know this when the learner:

- Solves problems in context including contexts that may be used to build awareness of other Learning Areas, as well as human rights, social and environmental issues such as
 - Financial (including buying and selling and simple budgets) (All lessons)
- Recognises and represents the following numbers in order to describe and compare them:
 - common fractions with different denominators (Lesson 2)

Project

Learners need – in their groups – to make something that can be sold at school for more than it cost to make. You must set a time frame for this, e.g. three weeks from today.

They are told that they have a budget of R40.

The learners must draw up a questionnaire to ask other learners to indicate what they would or would not buy. Here is an example.

Which of these items would you buy if they were on sale?	Make a tally here for answers	Total	How much could you afford to pay?
Cookies			
Fruit			
Papier mache ornament			
Biscuits			
Cool drinks			

Once they have completed their questionnaire, they will have an idea of what kind of product to make.

They will have to price materials or ingredients and draw up a simple budget to show how they are going to spend the money. If they are doing a baking activity, for instance, they may be able to get their ingredients for nothing from their homes or people in the community. If possible, they should use waste materials to make their product.

They then need to decide on a budget – how much they have to spend – and how the money will be apportioned. If their ingredients are free, they should nevertheless find out what these items would cost if they paid for them and add up the amount to fit in with their budget.

They will then have to decide on a price for their goods that will be higher than the amount they spent.

They will need to advertise their sale, by making a poster or pamphlets giving the date, venue and time.

They will then set up their stall and sell their product to other learners.

They will then add up the money that they have made, and if they have made a profit, they must decide what to do with it – share it out in the group, save it, invest in another product that they can sell, or spend it.

You will need to be aware of whether the learners demonstrate an understanding of: Budgets, Spending, Saving

Group work

This is a group activity and learners should all be assigned roles, e.g. buying, cooking, pricing, advertising, selling. You will then assess their group participation.

GRADE 5

Lesson 1 - Needs and wants Worksheet

1. Rearrange these words in order of the things we need and the things we want

transport, TV games, food, clothes, toys, shelter, computer
cell phone, school fees, water, colas, ice-cream

Write your answers in these two columns

needs	wants

2. Look at the following words:

Hungry

Need

Chocolate cake

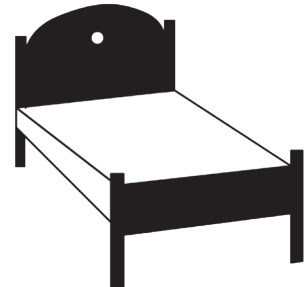
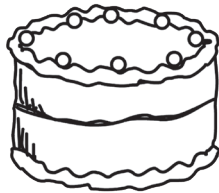
Wants

Borrow

Money

Shoes

New bed

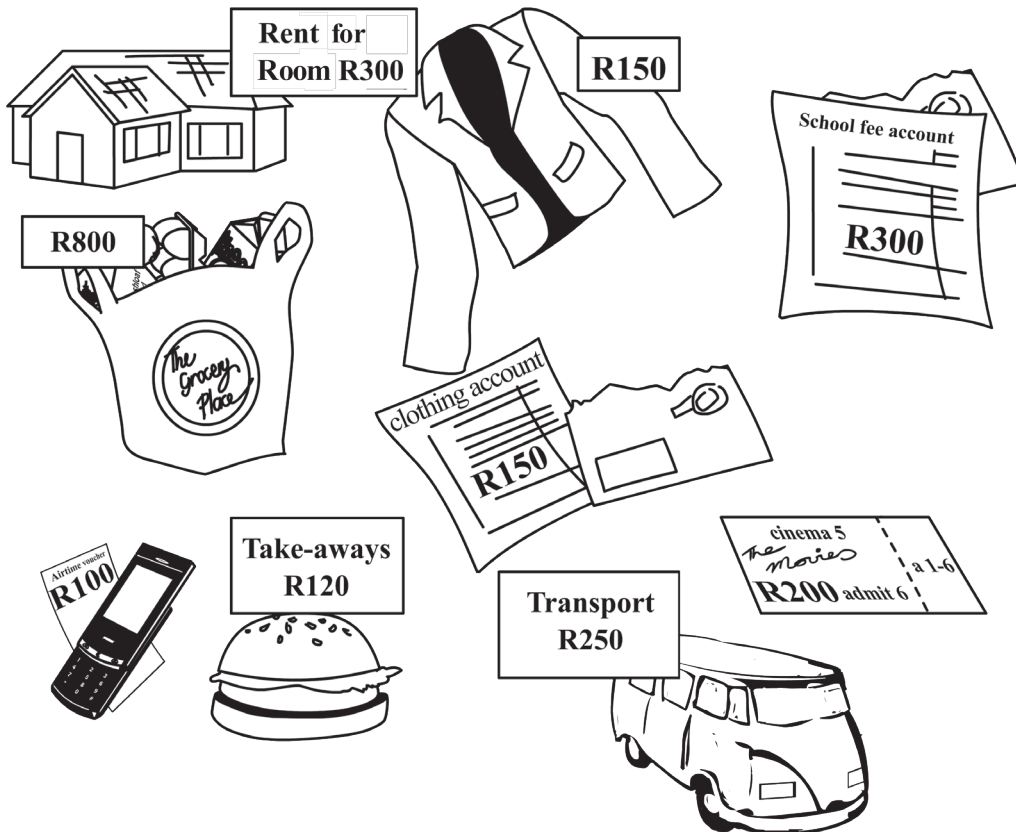


Using all of the words above, write a paragraph on your needs and wants.

GRADE 5

Lesson 2 - Budgets Worksheet

Mrs Allen has three children – one at a crèche and two at school. She travels to work by taxi every day. Her children need clothes and food and Mrs Allen must pay rent. Every month, she finds that she is R500 short of the amount that she needs. Look at what Mrs Allen spent last month and write down the things she could leave out so that she has enough money.



Use the space below to show how you worked this out.

Lesson 3 - Saving Worksheet

1. In this activity you are going to draw up a simple budget for a family of four people.

The family has R7 200 rand a month and they are spending more than they earn.

They need a budget that will supply all of their needs and some of their wants.

Rent	R2 000
Transport (petrol, car payments)	R2 000
Groceries	R1 500
Clothes	R1 300
Cell phone call time	R400
Accounts	R850
Takeaways/eating out	R360
Entertainment	R200
Savings	R0
Total	R8 610



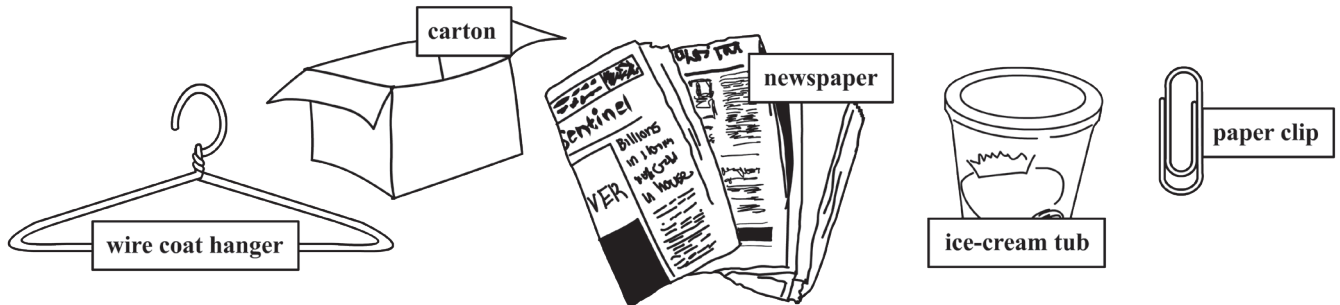
a. First, cross out all the things that they don't need. Add them up and subtract them from R8 610. Is your answer still more than R7 200? Use this space to work it out.

b. Then look at what are the needs and see if you can cut down the amount that is being spent on each one, so that you can bring the total down to R7 200.

GRADE 5

Lesson 4 - Waste not, want not Worksheet

1. Look at the pictures of waste materials below and write down as many things as you can think of that you could make out of each one.



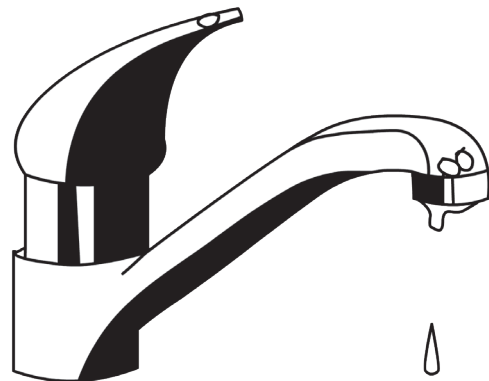
2. This tap has been dripping for six months.

It loses 3 litres of water every day.
How many litres will it lose in

- a week =

- a month =

- a year =



3. If water costs R40 a kilolitre, how much extra are we going to paying for water?

Teacher Guide - Grade 6

→ Lesson 1: Needs and Wants

Teacher's Tips:

When they have finished the worksheet, ask learners if they can see where Joe went wrong in the previous month.

The second activity requires learners to demonstrate their knowledge of fractions and their ability to read graphs within the context of a word problem. Pie charts give a good visual image of the amount of money that is being spent in each area. After the activity, ask learners what suggestions they would make to Maria, who wants to save money, but never has any left over.

Answers:

Worksheet 1

1. R995
2. R100 to his friend; R50 to his grandmother; double instalment – R150 – at Edwards; double instalment – R400 – for his furniture instalment. This means that he will owe R700 at the beginning of next month and will have only R300 to pay all his expenses.

Worksheet 2

$\frac{1}{2}$ Maria's money is going on debt, $\frac{1}{4}$ on food, $\frac{1}{8}$ on transport and $\frac{1}{8}$ on school fees.

Assessment:

Learners who have completed the activity correctly have completed the mathematics and EMS assessment standards, irrespective of how they arrived at their answers. Make a note of those learners who did not manage the activity and talk to them to see where and how they went wrong. Here is a rubric that you may use.

The learner	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Understood the problem				
Used the appropriate basic operations				
Completed the task				

→ Lessons 2 & 3: Budgets and Saving

Teacher's Tips and Answers:

This is a language activity, so grammar and structure need to be considered, but the assessment will be based on the learner's understanding of making a budget plan.

Answer:

answers will vary but learners need to demonstrate an understanding of the importance of budgets in their long-term planning.

Assessment:

Learners will be assessed on their ability to explain the need for a monthly budget as well as the grammatical structure of their explanation.

→ Lesson 4: Waste not, want not

Teacher's Tips:

Again this is a complex worksheet and it is testing learners' understanding of measurement, division and multiplication. Learners should go through this step by step, making sure that they have understood the previous step and got the correct answer.

Answers:

1. How much is Lisa spending on petrol in a week?

Lisa is spending R82.05 a week on petrol.

These are the distances she travels.

$40\text{km} + 18\text{km} + 3\text{km} + 1,5\text{km} + 1,5\text{km} + 1,5\text{km} + 29,5\text{km} = 95\text{km}$ per week

Number of km's to the litre: $\frac{95}{11} = 8,6364$

Cost per week: $8,6364 \times R9,50 = R82,05$ per week

2. Lisa need not have gone 5 kms out of her way on the way back from her mother's house. She could have walked to the shop and to visit the friend around the corner. If she cuts out these unnecessary journeys and the driving around this is what she will save

$$5\text{km} + 1,5\text{km} + 1,5\text{km} + 29,5\text{m} = 37,5 \text{ km}$$

$$37,5 / 11 = 3,4091$$

$$3,4091 \times 9,50 = \text{R}32,38 \text{ per week}$$

Assessment:

The learners must demonstrate that they understand the concept and they must correctly complete the calculations.

Grade 6 - Learning Outcomes, Assessment Standards and Summative Assessment

Learning Outcomes and Assessment Standards for this programme

These are the Learning Outcomes for Intermediate Phase that have been covered in the programme. In brackets are the Lesson Numbers for the worksheet activities.

Economic and Management Sciences

Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the economic problem.

Assessment Standards

We know this when the learner:

- Compares the rights and responsibilities of each of the participants in the production and consumption of resources and services (Lesson 1)

Learning Outcome 2: Sustainable growth and development

The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes. (Lesson 3)

Assessment Standards

We know this when the learner:

- Researches and analyses standards of living and patterns of consumption in modern societies where people specialise and trade to satisfy needs and wants (Lesson 1)

Learning Outcome 3: Managerial, Consumer and Financial knowledge and skills

The learner will be able to demonstrate knowledge and the ability to responsibly apply a range of managerial, consumer and financial skills.

Assessment Standards

We know this when the learner:

- Explains the concept of debt and compares the banking and savings facilities offered by different banks (Lesson 2)
- Explains the purpose and use of community savings schemes (e.g. stokvels, club accounts, funeral societies, thrift and loan societies)

Learning Outcome 4: Entrepreneurial knowledge and skills

The learner will be able to develop entrepreneurial knowledge and skills.

Assessment Standards

We know this when the learner:

- Identifies a variety of possible business opportunities in the community (school, co-operatives, sports, entertainment, tourism)
- Designs an advertising campaign to promote a product that will generate a profit
- Develops and implements a simple business plan for a trading or service business that could be operated from school or from home

Mathematics

Learning Outcome 1: Numbers and relationships

The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

Learning Outcome 5: Data Handling

The learner will be able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions and to interpret and determine chance variation. (Lesson 1)

Project

Learners need – in their groups – to make something that can be sold at school for more than it cost to make. You must set a time frame for this, e.g. three weeks from today.

They are told that they have a budget of R40.

The learners must draw up a questionnaire to ask other learners to indicate what they would or would not buy. Here is an example.

Which of these items would you buy if they were on sale?	Make a tally here for answers	Total	How much could you afford to pay?
Cookies			
Fruit			
Papier mache ornament			
Biscuits			
Cool drinks			

Once they have completed their questionnaire, they will have an idea of what kind of product to make, i.e. what is likely to sell and at what price.

They will have to price materials or ingredients and draw up a simple budget to show how they are going to spend the money. If they are doing a baking activity, for instance, they may be able to get their ingredients for nothing from their homes or people in the community. If possible, they should use waste materials to make their product.

They then need to decide on a budget – how much they have to spend – and how the money will be apportioned. If their ingredients are free, they should nevertheless find out what these items would cost if they paid for them and add up the amount to fit in with their budget.

They will then have to decide on a price for their goods that will be higher than the amount they spent.

They will need to advertise their sale, by making a poster or pamphlets giving the date, venue and time. They will then set up their stall and sell their product to other learners.

They will then add up the money that they have made, and if they have made a profit, they must decide what to do with it – share it out in the group, save it, invest in another product that they can sell, or spend it.

You will need to be aware of whether the learners demonstrate an understanding of: Budgets, Spending, Saving

Group work

This is a group activity and learners should all be assigned roles, e.g. buying, cooking, pricing, advertising, selling. You will then assess their group participation

If your learners do not have many ideas about the products they can sell here are some suggestions:

- Baked goods
- Fresh fruit
- Articles – such as vases and ornaments – made from waste products, e.g. newspaper, ice cream tubs
- Cool drinks
- Scented sachets – made from lavender, petals or grated soap and tied up in scraps of waste fabric with piece of ribbon (presentation is important here)

GRADE 6

Lesson 1 - Needs and wants Worksheet 1

1. Joe earns R1 000 a month. Last month, this is how he spent his money:

Rent	R300
Cell phone time	R100
Take-away food	R120
Rock concert ticket	R75
New jacket	R400

How much did he spend altogether? Write your working out and your answer in the space below.

2. Joe did not pay these amounts

Edwards Account	R75
Petrol (for lift club)	R100
Furniture account	R200

He borrowed R100 from a friend to pay for the petrol. Then he borrowed R50 from his grandmother. There wasn't enough to pay the other accounts so he spent the money.

How much money will Joe owe at the end of the month?
Write your working out and your answer in the space below.

How much will he have left out of his R1 000 next month if he pays all his debts?

GRADE 6

Lesson 1 - Needs and wants Worksheet 2

Maria earns R1 500 a month.

She has debts of R750

Maria spends R375 on food

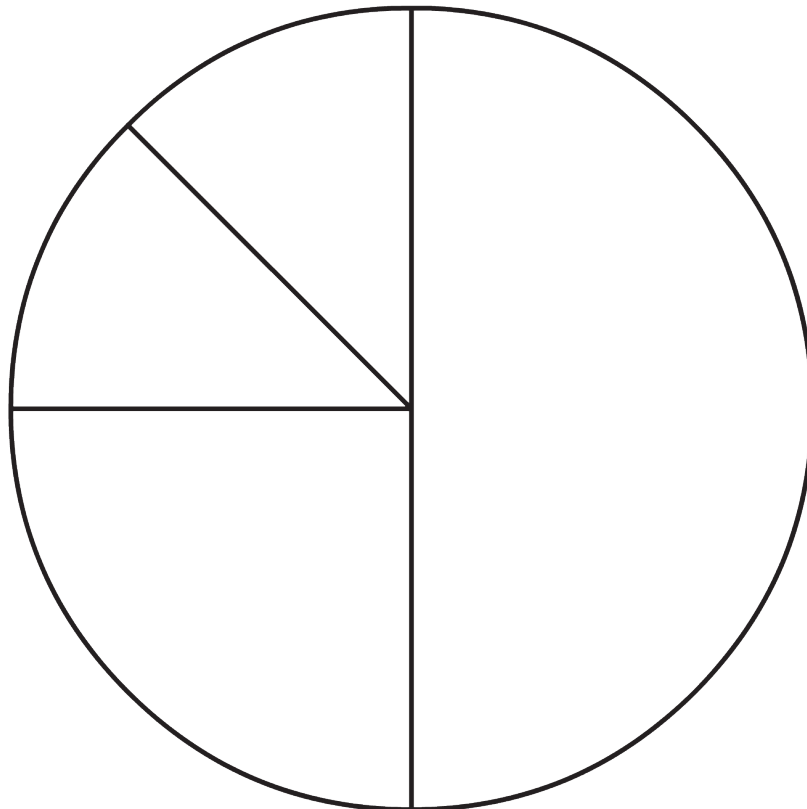
She spends R187.50 on transport

She needs R187.50 for school fees

What fraction of her salary is Maria spending on:

- Food
- Debt
- Transport
- School fees?

Write your answers in the pie chart.



GRADE 6

Lesson 2 & 3 - Budgets and saving Worksheet

You are a financial advisor.

You are helping your client to compile their monthly budget.

Write a letter to them explaining the factors that they need to take into consideration when compiling their budget.

GRADE 6

Lesson 4 - Waste not, want not Worksheet

1. Lisa has a smart car. She likes to drive it everywhere, so that everyone can see what a super car she has. But Lisa's petrol bill is so high that she cannot afford to drive everywhere. Petrol is R9,50 a litre and Lisa's car does 11 km to the litre.

This is where Lisa drives.

4 km to work every week day

4 km back from work

18 km to visit her mother on weekends

3 km back from her mother because she goes out of her way to visit a friend from work

500 metres to the shop three times a week

500 metres back from the shop three times a week

750 metres twice a week to visit a friend around the corner

29,5km a week just driving around

How much is Lisa spending on petrol in a week? Use the space below to work out the answers. You may also use your calculator.

2. Now take out all the amounts where Lisa drove her car when she didn't need to. Work out how much she would pay if she cut out these journeys

Intermediate Phase (Grades 4, 5, 6)

→ Additional Worksheets

Answers:

Learners' answers will differ but they should be assessed on clarity of meaning and understanding of the question, as well as sentence construction, grammar and spelling.

(These activities are specially designed to assess learners' understanding of concepts and their ability to express themselves when explaining these. They are all based on English first additional language, LO 4: Writing: The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.)

You may use any or all of these with all grades in the intermediate phase, depending on your learners' level of writing ability. Grade 6 learners should be able to answer all the questions.

Assessment Tools & Techniques

1. Assessment

There are many ways to assess learners, and as educators, we have to select the assessment tools and techniques that are most appropriate to the assessment task.

When we plan lessons we do so with assessment in mind, so we select the assessment standards and then plan a lesson around these, so that, at the end of a lesson, we can check to see that our learners have achieved the standard.

Continuous Assessment

We need to assess on an ongoing basis to ensure that we are monitoring and recording, not only learners' progress, but any problems that may arise and may need remediation. Observation books give us an ongoing record on which we can look back at the end of the year and see how well a learner has progressed.

Formal Assessment

In a formal assessment task, learners are told beforehand that they will be assessed in a particular way and they are told what they are expected to do in order to meet the standards. Tests and projects are examples of formative assessment.

Summative Assessment

When we do a summative assessment, we are looking at a whole section of work. A summative assessment could be a project, a pen and paper test or an interview, but it will cover all Assessment Standards covered in that section.

2. Assessment Techniques

Teacher assessment

A teacher assesses learners according to the Assessment Standards chosen in planning the lesson. Be careful not to choose too many Assessment Standards for one lesson, but rather to **focus** on one or two. If there are many opportunities for integration in one lesson, don't try to assess all of them. Remember that in this programme the focus is on EMS with a strong link to Mathematics and the worksheets in this book are mainly number problems (Mathematics LO 1) while the activities on the CD have more of an EMS focus.

Remember, that when assessing, we look at the **verb** in the assessment standard. This tells us what it is that learners are expected to do to meet the requirements, e.g.

We know this when the learner:

- **Identifies and describes** the different places where family members work (migrant labour, urban and rural areas)

This means that if our learners can tell us *where* their family members work and *what kind of place* it is, they have met the requirements.

Self-assessment

Learners assess their own work. It is important to remember that young learners cannot do this effectively, as assessment must always be done according to a standard and a very young learner cannot judge whether or not he or she has met the standard. However, they can become accustomed to reviewing and examining their work with simple rubrics such as this.

Self-assessment

Group participation Criteria	Always	Most of the time	Some-times	Never
I took part in the group activity				
I contributed to the work that the group did				
I was pleased with my contribution				
My group worked well together				

Peer group assessment

Learners assess each other. This may be done in pairs, or it may be an assessment of the group as a whole. Again, the learners cannot at this stage assess each other against the standard, but they can comment on participation and contribution and whether or not the task they were given was completed.

3. Assessment Tools

In addition to rubrics, teachers may use any or all of these to assess learners.

- Observation of learners' understanding and implementation of tasks, which can be recorded in an observation book
- Pen and paper tasks, such as the worksheets in this book
- Interviews/question and answers, which do not always require a 'right' answer, but rather an explanation of why the learner used a particular method, or where they thought they went wrong. This kind of technique is vital in establishing the learner's knowledge and values
- Projects and presentations, where groups or individuals are given time to design, plan and implement a project and to make a presentation of what they have done
- Drawings, painting and sculpture (using clay or plasticine) where learners create a representation of something they have done or learned
- Rubrics which note learners' performance on a scale according to given criteria
- Drama where learners role play or dramatise a concept
- Portfolios, where any or all of learners' work can be kept as a physical record of progress

These tools and techniques are more appropriate for some learning areas than for others but you should use as many of them as possible, in order to get an in-depth understanding of your learners' learning style, and to note which kind of activities they do best in.

Teacher assessment for individual learner

Problem solving	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Following instructions				
Method				
Solution				
Explanation				

Summative Assessment Task

In order to design a summative assessment task, we need to look at everything that has been covered in a section of work. To assess the work done on this CD and in the worksheets, we need to look at the topics for each lesson:

- What is debt?
- Identifying needs and wants
- Budgeting
- Saving
- Ways of contributing to family income

We then need to look at the Assessment Standards for each grade on this topic and to build our assessment task around these.

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