Knowing Growing Showing

Financial Literacy resources for Indigenous students
Showing - Money and enterprise

In the Showing or intensive stage, Aboriginal and Torres Strait Islander students engage in applied learning and demonstrate their financial literacy skills through projects, events, and enterprise planning/delivery. Students showcase their creativity and innovation and demonstrate skills in opportunity mapping, market analysis, business planning and alliance building. They also work with experts, coaches and role models through incursions, excursions, industry placements and interactions with guest speakers.

To support teachers in engaging students with this unit, the following are provided:

- An overview of the Showing stage
- Community and cultural considerations
- Scene setting scenario to inform and support discussion
- Four units comprising focus questions and suggested activities.

This material is intended to be used as a starting point to generate teaching and learning opportunities that are relevant, authentic and reflect students' cultural and community contexts and learning needs.

The suggested activities could be used exactly as described, or might provide ideas that inspire teachers to develop alternative activities that meet the specific learning needs of their students.

Overview

There are four units in the Showing stage. Although presented as separate units, it is envisioned that some of the activities within the units will be ongoing and simultaneous. For example, students could gain an understanding of credit and loans while developing ideas for establishing a business or enterprise.

- **More Money** - Building on the learning that has taken place in the Growing stage, the concept of ‘invisible money’ is expanded to include considerations of credit, loans and investment. Students identify the pitfalls of using credit for purchases, investigate the issues that can arise in communities as a result of credit and loans, research the range of loans and credit available and learn how to identify trusted sources of information.

- **Money Plans** - Starting a business or enterprise requires detailed planning. In this unit students learn about a number of factors that need to be considered prior to going into business. Students investigate the factors that contribute to successful business models.

- **Enterprising Ideas** - Students explore the key elements of establishing a business or enterprise. Students learn how to progress an idea or concept by developing a business plan, identifying and utilising support networks, marketing the business and meeting the needs of customers/clients.

- **Your Enterprise** - Students showcase their learning by launching their business to the school or broader community. Through this process students learn about the important governance matters that are required for any successful business. They investigate issues such as staffing, contracts, management structure, and ethical and legal requirements.

Vocabulary

In undertaking activities in the Showing stage, students may need to develop an understanding of the following terminology and concepts.

- Profit, loss, debt, supply, demand, success, fees, compound interest
- Network, clients
- Pitfalls, risk analysis, quality, brand, image, venture, social enterprise
- Optional, feasible, feasibility, reliable, reliability, accountability, co-operative
- False claims, marketing strategies
- Innovation, governance, management structure
- Reputation
- Payroll, overheads, employees, staff
Learning intentions

Share the Learning outcomes of this stage with students and encourage discussion. Students need to know about the importance of these learnings and how the following activities will help them meet the learning intentions of the stage.

By the end of the Showing stage students will:

- know about loans and investments, business structures and benefits of enterprise.
- be able to identify and explain the key factors to starting and running a successful business and where to find help to do this.
- understand how funds can be generated for individual and community wellbeing by operating a business.
- understand that local producers and entrepreneurs have the potential to support and help communities.

Enduring understandings

- Establishing a small business can be a complex process and unique to the individual business and circumstances
- The success of a business is dependent on planning, goal setting, market research and wise use of available finances
- Products and services have many hidden costs associated with their production and delivery
- Learn from the experiences of successful business operators

Prior knowledge required

To undertake activities in the Showing stage students:

- should become increasingly familiar with the above vocabulary
- will be familiar with the concept of social enterprise
- will know about contracts and their purpose
- be aware of scams and safety and ethics around online transactions
- will require experience with digital technologies, researching and using information on the internet
- should understand fractions and percentages and be able to calculate basic percentages
- should be familiar with and create basic spreadsheets
- invisible money - Eftpos, credit and debit cards
- should have a clear understanding of money, value, needs and wants and consumer choices

Students will use their literacy and numeracy skills developed in previous stages to navigate the activities in this stage as well as their knowledge of money and handling money gained in the Knowing Stage. The broader concepts of protecting your money and making money work to help create wellbeing for communities gained in the Growing Stage will also be utilised in the Showing stage.

Community and cultural considerations

In delivering this stage of learning, teachers will need to consider a number of Aboriginal and Torres Strait Islander cultural and community factors. The overarching challenge, and opportunity, for teachers is to make learning about the basics of money and business meaningful. This can be achieved by relating learning to Aboriginal and Torres Strait Islander family circumstances, community values, world views, and lived experiences.

Facilitate learning experiences (including through project-based learning and entrepreneurial education) that allow Aboriginal and Torres Strait Islander students to demonstrate their community enterprise and event planning skills.
The following seven guiding ideas provide support to teach consumer and financial literacy through the Showing stage in a way that is meaningful and empowering for Aboriginal and Torres Strait Islander students. These ideas support the incorporation of community and cultural considerations in a learning context. They provide an opportunity for Aboriginal and Torres Strait Islander people from within the school and in the broader community to share stories and experience with students especially where values are highlighted ensuring student understanding is reflective of their community.

Guiding ideas

Following are seven guiding ideas to support your teaching of consumer and financial literacy through the Showing stage in a way that is meaningful and empowering for Aboriginal and Torres Strait Islander students.

CONNECT with community & cultural identity

Within communities there are often a number of Aboriginal and Torres Strait Islander organisations that like any business require financial management procedures, business planning, and organisational governance on an ongoing basis. This includes land councils, housing cooperatives, health organisations, and family and youth services. There are also ‘mainstream’ organisations that are involved in banking, loans, credit and investment. Teachers could facilitate relationships with these organisations so that Aboriginal and Torres Strait Islander students are exposed to real-life examples of business operations, governance processes and money management strategies.

BUILD on your students' real-life experiences

Capitalise on the experiences and interests of your students. For example, if students are aware of, or interested in, car loans then put into place learning experiences that inform students of the opportunities and traps in borrowing money. Teachers can facilitate online learning experiences whereby students research and make inquiries about car loans. Teachers may also like to draw upon community experiences and that of students’ family or friends involved in business or enterprising activities.

GATHER information about prior experiences with money

Teachers can use questioning and observation to learn about the students interests in regards to creating a business or community organisation. For instance, teachers could facilitate learning experiences whereby students take stock of the services that already exist in the community and identify gaps in goods and services. (Refer to showcases and ideas developed in the Market and Yarning activities in the Knowing and Growing stages). Teachers could then support students in scenario planning or futures mapping. This encourages students to think creatively about the future of the community and how it could be strengthened through community enterprise.

RECOGNISE the power of story

Aboriginal and Torres Strait Islander societies are founded on narrative-based cultures. The power of story has shaped lore, identity, law and connection to country. In contemporary teaching, story-telling can be used as a powerful learning tool to share experiences, explore students' insights and differing perspectives, find meaning, and shape ethics and morals. Where appropriate, teachers use story-telling to teach abstract concepts by referring to cultural knowledge and experiences. Teachers can also assist students to consider how they might develop a business venture by inviting community leaders to talk about their experiences in starting a business or establishing/strengthening a community enterprise.

REINFORCE cultural values of sharing

In some communities, the connection between money and culture may not be immediately apparent and may be seen as incongruent and inconsistent with community values.

However, by working from an Aboriginal and Torres Strait Islander values-system point of view, teachers can help connect these dots. In class, teachers can help to reinforce an Aboriginal and Torres Strait Islander cultural message that 'money can be used for sharing and caring.' This goes to the heart of an Aboriginal and Torres Strait Islander ethos of reciprocity, sharing, and looking after each other. By working from this moral
principle, students begin to appreciate that money can be a resource for community wellbeing, not just individual wealth. Students can further develop their appreciation of sharing by studying the way in which community cooperatives are developed and managed.

EMBRACE diversity

Social and cultural diversity will exist among your group of Aboriginal and Torres Strait Islander students and care must be taken to avoid stereotyping. As with all students, Aboriginal and Torres Strait Islander students will enter school with differing interests and varying degrees of prior knowledge/skill. Due to historical factors, such as the Stolen Generations, they may also enter school with varying degrees of cultural understanding and sense of identity.

Aboriginal and Torres Strait Islander students often have shared cultural values and social experiences, including a world view that is shaped by their Aboriginal and Torres Strait Islander identity, a deep sense of obligation to family, and similar upbringings in places of poverty and financial hardship. Use these realisations and understandings to facilitate learning experiences that resonate with all students. Inviting a diverse range of guest speakers is one way in which students will see and appreciate diversity in the community.

CELEBRATE achievement

Quality teaching in Aboriginal and Torres Strait Islander contexts means adopting a strengths-based approach to teaching and learning. This means that you will be continually building upon what students know, as opposed to highlighting what they do not know. Adopt a two way learning approach to your teaching, whereby you share your knowledge and experiences about financial literacy while students share their knowledge and experience with you and their peers.

Quality teaching in Aboriginal and Torres Strait Islander contexts also means that teachers will be positively reinforcing cultural identity. This could mean that students undertake a major project in which they envisage and test a business plan that could contribute to desirable future outcomes for the community.

Scene setting scenario

Context

This scenario has been developed to provide a real life context that could frame the unit and the learning opportunities as well as generate discussion on developing an understanding of money and specific cultural aspects of money relevant to this stage.

Teachers are encouraged to adapt the scenario to suit the level and learning of their students.

An Elders’ Community Group has come to your school and has asked young people for their help. The Chairperson explains, “We need the next generation to come up with ideas that will bring more jobs, healthy people, protect the environment and make the community strong”.

The Elders’ Community Group wants a blueprint (strategy) that grows:

- The number of jobs in the community
- The amount of money in each family and clan group
- Privately run businesses
- Community run enterprises that improve community wellbeing and environmental sustainability.

Work in student groups to develop ideas that could help the Elders’ Community Group achieve their aim. Consider how you would go about making these ideas happen?

Note for teachers

This scenario is all about entrepreneurialism. It requires creativity, problem solving, group work, and business planning.
Students will need to consider economic and job growth, as well as how to strengthen the community and protect the environment. Activities from previous units may support work on this scenario.

There isn't a right or wrong response.

Students need to justify why they have reached their decision and consider the advantages/positives and disadvantages/negatives of their decisions.

**Unit 1 - More Money**

In order to build upon the learning that has taken place in the Growing stage, the concept of invisible money is further developed in relation to credit, loans and investment. This has direct relevance to business and enterprise. Students also investigate the types of community issues that can be created by credit and loans and learn how to identify trusted sources of information.

**Focus questions**

Focus questions are provided as a guide to assist teachers to engage students in the key concepts addressed in the unit with a view to addressing the learning intentions of this stage. Teachers can use guided questioning to establish student levels of knowledge and awareness of credit.

**Building understanding**

- What is credit?
- What are some different types of credit?
- What are the pros and cons of accessing credit?
- What is the cost of credit?
- What is a loan?
- When is it a good idea to access a loan?
- What is investment?
- How can we get money to grow?
- Why would we give money away?
- What terminology about credit, loans and investment do we need to learn?

**Aboriginal and Torres Strait Islander experience with money**

- How are Aboriginal and Torres Strait Islander communities affected by the giving and sharing of money?
- What are the forms of loans and credit specific to some Aboriginal and Torres Strait Islander communities?
- What issues do some Aboriginal and Torres Strait Islander communities face? - Book up, humbugging, rent versus buy. (Where this relates to a community)
- How do loans and credit relate to your community?
- Should we critically consider marketing claims? - Buy now, Pay later.
- What are the ethical and legal issues with advertising?
- How would the community benefit from its members ‘giving away’ money? - explore the cultural aspects of sharing and other situations E.g. donating.

**Personal experience with money**

- Where can I access reliable/trusted information about money? Who can I trust to give the right information about loans etc.?
- How could I share reliable information with my community?
- What are the pros and cons of borrowing / lending money? Rent vs Buy?
- Do I need money to set up a business? How would I get this money?
• Have you ever made a donation? What was it, to whom did you donate and why?

**Unit 1 - More Money - Suggested Activities**

After consultation and discussion with students (using the focus questions provided as prompts) teachers could select activities from the following topics:

- Credit and loans
- Interest rates
- Credit, loans, you and community
- Influences on spending
- Growing money - interest and investment
- Worksheets - Credit cards, Interest-free deals, Payday loans, Rent vs buy, Personal loans

The following activities and worksheets help students gain an understanding of the various forms of credit and loans, and when they should be used. Students also learn about the factors that need to be considered prior to using credit or taking out a loan. Knowing how to manage debt is important, especially considering that there are common pitfalls, pros and cons to credit and loans, both personally and in relation to operating a business.

These activities can be used exactly as described, or might inspire teachers to develop alternative activities that meet the specific needs of their students.

**Activity 1 - Credit and Loans**

In this activity students build upon their understanding of invisible money by learning about credit and loans. Particular attention is given to the impact credit and loans can have on them personally, their community and their capacity to establish a business or enterprise.

Discuss students' understanding of the term 'credit'.

- What does this term mean?
- Who provides credit and how do you get it?
- What are all the different types of credit?
  - Brainstorm the different types/forms of credit
  - Record the types of credit identified by the students, in a place they can all see.

Using the list developed, students undertake research to gain an understanding of the different types of credit, when each type of credit should be used, and for what purpose. During this process students may discover types of credit that they had not previously identified. Add these types of credit to the communal list and include them in the table below. Be sure to include the following types of credit in the final list:

- Interest free deals
- Rent vs Buy
- Payday loans
- Book-up
- Low interest loans

The table below is provided as a guide and can be expanded to include more information, if required.

<table>
<thead>
<tr>
<th>Form of credit/loan</th>
<th>Describe how this type of credit/loan works</th>
<th>When would you use this form of credit/loan</th>
<th>Interest rate charged – lowest to highest</th>
<th>Other information of interest to me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit card</td>
<td>The bank gives you a credit card. You use it to buy goods (e.g. a TV) when you don’t have the full amount of money to</td>
<td>Only when you can pay off the card before the due date.</td>
<td>13% - 22%</td>
<td>The annual fee and interest charged for credit cards varies.</td>
</tr>
</tbody>
</table>
pay for it. The bank charges fees to have a credit card and also charges interest on the borrowed money if the total amount owing is not paid by the due date. The bank sends a monthly statement telling you how much you owe and the date payment is due.

**Note:** The MoneySmart website has information and a number of resources that have been specifically developed for Aboriginal and Torres Strait Islander consumers. These resources, as well as other general fact sheets, may be useful for this exercise. Fact sheets can be viewed online and printed, or some hard copies are also available for order: https://www.moneysmart.gov.au/tools-and-resources/publications/order-publications

**Suggested resources**


**Activity 2 - Interest rates**

Discuss the following with your students:

Money that is borrowed or used through credit will need to be paid back. Unless managed carefully, interest will be added to your loan. This means you usually have to pay back more money than you borrowed.

- What is interest?
- How much interest is usually charged on the following forms of credit:
  - Credit cards from a bank
  - Personal loan
  - Missed payments on Interest-free deals
  - A payday loan
- How does interest affect the amount of money you have to pay back to the lender?
- How can you work out how much extra you are paying for your borrowed money because of interest?

**No interest/low interest loans**

No-interest or low-interest loans are available to support people on low incomes or benefit payments:

- Name a company that provides a low-interest or no-interest loan
- Who can apply for these loans? What criteria need to be met to get one of these loans?
- How much money can you borrow?
- How long have you got to pay off the loan?
• What goods or services can you purchase with this type of loan?

Suggested resources

No/low interest loans:

Credit, loans, you and community

After completing the above research activity, assist your students to consider and discuss the following questions:

• What is their experience or understanding of credit or loans?
• Do they know people who have borrowed money? If so could/did they pay it back? (See note)
• What sorts of things have community members bought with credit or loans?
• What happens if people cannot pay back the money that they have borrowed?
• What issues do Aboriginal and Torres Strait Islander communities face in relation to credit or loans?
• What are the experiences of credit and loans within your community? (See note)
• List the pros (positives) and the cons (negatives) of credit – borrowing and lending money?
• Where can you go to get trusted information and advice about credit, loans and managing debt?

Note: Exercise care and caution here and discuss in general terms so no personal or sensitive information is disclosed in this public forum.

Activity 3 - Moola Talk and No Free Money comics

• As a class, read the comics and identify the issues they describe. Discuss the following with your students: What could they do to avoid the situations described in the comic. (Borrowing money to buy an unreliable car, signing a contract without reading it, giving your credit card PIN to someone else)?
• Who would they ask for advice?

Comics - Moola Talk & No Free Money

Comic style booklets which raise awareness of a number of issues faced by some Aboriginal and Torres Strait Islander communities.

The comics are also available as videos:

• Moola Talk - https://www.youtube.com/watch?v=Q_OTXXS1LWM
• No Free Moola - https://www.youtube.com/watch?v=glDv_Wob5K4

Activity 4 - Take a Minute with your Money - video series

The videos below also address financial issues faced by some Aboriginal and Torres Strait Islander communities. They can be used to facilitate more discussion about credit and loans. The videos are:

• Buying a car - https://www.youtube.com/watch?v=g7tVnrHZ5HM
• Book-up - https://www.youtube.com/watch?v=jGZluOmTy7s
• Rent vs Buy - https://www.youtube.com/watch?v=3Ug22spqKYw

Non YouTube versions available at:
The videos also relate to the Activity eight: Using calculators to understand credit and loans. This activity uses the MoneySmart calculators to examine the actual costs of various types of credit or loans.

The Rookie resource

The Rookie resource includes a series of videos and digital activities about credit and debt. In particular, the digital activity has audio which students may find helpful: https://www.moneysmart.gov.au/teaching/teaching-resources/digital-activity-credit-and-debt

Activity 5 - Influences on spending

There are many things that we would like to buy and it is easy to spend money that you do not have, especially if you own a credit card. It is also easy to buy items that are bigger and more expensive than they need to be, such as a car, stereo, television or refrigerator.

Students work in groups to consider the following situation and decide which item should be purchased and why. Each group shares their decision with the class and explains the rationale for their choice. There needs to be agreement by all members of the group on which shoes Sally should buy.

Note: Teachers can develop other scenarios that reflect the specific interests /experiences of students.

Sally is a very good basketballer. The semi-finals are next week and she needs a new pair of basketball shoes. She can only afford to spend $80 on the shoes. She goes to the sports store and the sales person offers her a number of choices, in a variety of brands. The shoes range in price from $60 to $200. The sales person explains the difference between all of the shoes and assures Sally that the $200 pair would best suit her needs. Sally narrows her choice down to three different shoes: Nike at $75, Adidas at $100 and Reebok at $200. All the shoes fit and feel comfortable. She has seen the TV advertisement featuring the Reebok shoes and knows that they have lots of great features. Although, one of her teammates has the Nike shoes and says they are great, her coach wears the Adidas shoes.

Ask your students to consider the following questions:

• Which basketball shoes should Sally buy?
• What are the reasons for your choice?
• How will Sally pay for the shoes?
• What influenced your decision?

Activity 6 - Growing money - interest and investment

As considered above, there is usually a cost for borrowing money. Normally, the lender charges interest on the borrowed money, and this means that you pay back more than you borrowed. Assist your students to:

• Brainstorm the positives and negatives aspects of interest?
• Consider when they might benefit from interest charged?
• Consider what it means to 'invest money’?

The most common form of investment is to lend money to a company, who then pays interest for the use of your money. The money is invested for a set time and the interest may be fixed at a set rate or it may vary over the course of the investment. Information on investments may be found on the MoneySmart website: https://www.moneysmart.gov.au/investing/investments-paying-interest

Through research and discussion, students answer the following questions:

• List examples of investments
• Are there risks associated with investing money?
• Why would investing be important to a business or enterprise?
Activity 7 - Making money

The following exercise will assist students in understanding the concept of investing. Encourage students to be as innovative and creative as possible while considering only legitimate and reliable channels of money making.

In groups students discuss methods of making money to enhance understanding of investing. They record three ways to:

- Double $50 in twenty-four hours
- Acquire $100 dollars in two days

Students can also consider what they would do with the money that they earnt from their investment.

Encourage students to think about the concepts of:

- Spending
- Saving
- Giving
- Sharing

Activity 8 - Using calculators to understand credit and loans

The MoneySmart website has a number of calculators which can be used to assist students in understanding a range of topics regarding credit and loans, such as:

- The effect of only paying off the minimum amount on a credit card debt
- The pitfalls of using interest-free credit
- How much needs to be paid on an interest-free loan to avoid being charged interest
- How much a payday loan will really cost
- The cost of renting electrical goods or furniture, rather than borrowing the money to buy them
- How much could be borrowed through a personal loan, the cost of repayments and how the debt could be paid off sooner.

Four scenarios are provided and require students to use four of the MoneySmart calculators.

For each of the scenarios students use the worksheet provided below, and the relevant MoneySmart calculator to work through each scenario. On completion of the questions, students write down what they have learnt and how this will influence their decisions about credit and loans.
Worksheet: Credit card calculator

Link to credit card calculator

Scenario
Billy maxed out his credit card by buying a flash new television. He plans to watch the footy grand final on the television with all of his family, because they are unable to get to the game. The television cost $2,000 and he paid for it on his credit card. He had already used his credit card to pay a $500 electricity bill. The interest rate charged by the bank on his credit card is 20% per annum (per year).

What is the total amount Billy has owing on his credit card?

Use the credit card calculator to find out the following:

a) How long will it take Billy to pay off his credit card, if he pays the minimum repayment required each month and does not use it to buy anything else?

b) By the time he pays off his debt, how much will Billy have paid in total for the TV and his electricity bill, by using his credit card (e.g. purchases plus interest)?

c) How much additional money did he pay in interest?

d) How much was his first payment?

e) If Billy paid more than the minimum monthly repayment (e.g. $125 per month), how long would it take to pay off his credit card?

f) How much will Billy spend on his credit card if he pays off more than the minimum repayment? (e.g. $125 per month)

g) How much will Billy save if he pays off $125 per month?

h) What if Billy missed a payment or paid later than the due date? You will need to research this.

i) What have you learnt from this activity? If you have a credit card,
how will your learnings influence how you make repayments or use your credit card?

**Answers**

- a) 29 years and 10 months
- b) $10,482
- c) $7,982
- d) $51
- e) 2 years
- f) $3,004
- g) $7,478
- h) Late fee (usually $15-$35) and an increase in interest rate charged if the payment is not paid within 60 days and non-payment is added to your credit report. Action varies between different credit card providers.
- i) (open ended)

**Extension**

**Advice for Billy**

Make use of Credit Card comparison websites. e.g. [http://www.creditcardcompare.com.au/](http://www.creditcardcompare.com.au/)

Students critically analyse the various deals and discuss the advertising gimmicks designed to attract potential clients to one card or another. Offers such as earning 'travel' points; lower interest; helping you to save money; can be discussed and evaluated by students who will make a judgement and justify choices based on the comparative information available.

How would they help Billy plan for the future?

Suggest this activity is in three parts as I think it needs scaffolding for students.

**Part a)**

Using a credit card comparison site such as [http://www.creditcardcompare.com.au/](http://www.creditcardcompare.com.au/)

Working in pairs students select four different credit cards and identify the following elements and then complete the table. Look at all the different offers that the credit card providers make to get you using their credit card.

<table>
<thead>
<tr>
<th>Name of credit card</th>
<th>Interest charged</th>
<th>Annual fee</th>
<th>List four features that attract you to that card</th>
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**Part b)**

Of the cards examined, which card is the best card for Billy?

Provide your reasons for choosing that card.
Part c)

On completion of part a) and b) discuss as a class the following:

- The advertising gimmicks designed to attract potential clients to one card or another.
- What should Billy look for when deciding which credit card he should use?

Worksheet: Interest-free deal

Scenario

Kim's fridge has stopped working and she needs to get a new one. She finds a suitable fridge at the local department store for $1500, but she does not currently have the money to pay for it. The store offers her an interest-free deal which she can pay off over 18 months.

Link to interest-free deal calculator


Use the Interest-free deal calculator to work out if this is a good way for Kim to buy the fridge. Consider the following:

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<tbody>
<tr>
<td>a)</td>
<td>How much will she have to repay each month?</td>
</tr>
<tr>
<td>b)</td>
<td>Are there any additional costs? If so, what are they and how much are they?</td>
</tr>
<tr>
<td>c)</td>
<td>How much will the fridge cost if Kim uses the interest-free option?</td>
</tr>
<tr>
<td>d)</td>
<td>What are two important things Kim must do to avoid paying extra money for her fridge?</td>
</tr>
<tr>
<td>e)</td>
<td>What have you learnt about interest free deals?</td>
</tr>
</tbody>
</table>

Answers

a) $89.67 per month  
b) Application fee $25 and monthly fee $4.95, which totals $114.10  
c) $1,614.10  
d) Kim should remember that she cannot miss a monthly payment and that she must have paid the full amount owing by the end of the interest free period. Otherwise, she will be charged a high interest rate on the outstanding money. Kim must also remember that you should pay more than the required minimum monthly repayment on interest-free deals.
Extension

Advice for Kim

Is taking this loan as an interest free deal the only option for Kim at the moment?

Students discuss and suggest some other options for Kim to obtain or buy a fridge. This may require some research.

They evaluate the range of options and select one that would be the best for Kim.

They justify their choice and create a visual representation that could be used to convince Kim that there is a better option for her to obtain a fridge.

This activity provides an opportunity for students to revise and consider ideas around needs and wants that are explored in Knowing and Growing and apply in the context of Kim and her fridge.

Worksheet: Payday loan calculator

Scenario

Marty needs money to pay the electricity bill. His final reminder says that if he does not pay the $600 owing on the electricity bill within 7 days they will cut off his electricity supply. He needs to get the money quickly, otherwise they will have no power and they will not be able to cook, keep things cool in the fridge or use the washing machine. Marty decides to go to a payday lender and borrow $600 in cash to pay the electricity bill. He will pay the money back over-time, by re-paying some of the money each payday. Billy decides he will pay the money back over 12 fortnightly pays.

Link to Payday loan calculator


Use the Payday loan card calculator to find out the following:

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<table>
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</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>How much will Marty have to pay each payday?</td>
</tr>
<tr>
<td>b)</td>
<td>What fees does the payday lender charge?</td>
</tr>
<tr>
<td>c)</td>
<td>In total, how much does Marty have to pay to the pay-day lender to clear his debt?</td>
</tr>
<tr>
<td>d)</td>
<td>Is this the best way for Marty to get the money to pay his electricity bill? What other ways could he have dealt with this debt?</td>
</tr>
<tr>
<td>e)</td>
<td>What have you learnt about pay-day lending?</td>
</tr>
</tbody>
</table>
Answers

a) $72.00
b) Establishment fee $120 (20% of the amount borrowed) and Monthly fees $144 (4% each month)
c) $864.00
d) Marty could contact the electricity company and negotiate paying the bill over time. If he receives benefits, he could also talk to Centrelink about his difficulty in paying this bill. He could also see a financial counsellor to help him manage his finances and work out how to reduce his electricity consumption.

Extension

Advice for Marty

Students discuss and devise a long term plan for Marty.

Students consider ways to assist Marty to prioritise expenses and help him make a budget.

They evaluate a range of online budget tools and select one that would be the best for Marty. They justify their choice and create a procedural text to help Marty get started in establishing his budget.


Worksheet: Rent versus buy calculator

Scenario

All the family are getting together for a special celebration. Music is an important part of family gatherings. Carla's stereo is broken and she wants to get a new one so that everyone can have fun and enjoy the music. She finds the stereo that she wants at the local store- it costs $900. She cannot afford to pay $900 so she decides to rent it because she really wants to have the stereo for the family celebration. She discusses this option with the store and decides that she will pay $20 a week for 12 months under a rental agreement.

Use the Rent vs Buy calculator to find out the following:

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<tr>
<td>a)</td>
<td>After 12 months, how much will Carla have paid for the stereo?</td>
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<tr>
<td>b)</td>
<td>How much more has she paid because she rented the stereo rather than bought it?</td>
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<tr>
<td>c)</td>
<td>Will Carla own the stereo after renting it for 12 months</td>
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<tr>
<td>d)</td>
<td>What could Carla have done to ensure she could keep the stereo after 12 months?</td>
</tr>
<tr>
<td>e)</td>
<td>Are there ways for Carla to purchase the stereo that would allow her to own it permanently?</td>
</tr>
<tr>
<td>f)</td>
<td>What have you learnt about the difference between renting and buying an appliance?</td>
</tr>
</tbody>
</table>

**Answers**

- $1040
- $140
- No
- Carla could have instead entered into a 'rent to buy' agreement. At the end of this agreement Carla would pay for the outstanding cost of the stereo. In this case, Carla would not have had to pay any more money because she had already paid the purchase price.
- Carla could have used an interest-free deal, or she may have been eligible for a low-interest loan.

**Extension**

**Advice for Carla**

Students assess Carla's decision and consider the other options. Discuss and devise a long term plan for Carla should any situations like this crop up in the future.

Students consider ways to help Carla make the best choices with her money.
Scenario

Jack lives in a community that is 100 km away from a major town. He wants to buy a second hand car so that his family can drive into town for shopping, medical appointments and the occasional concert. Jack gets a lift into town and visits all the car yards. He chooses a bright red falcon station wagon for $6000. The car yard says that they will provide him with a loan to buy the car. Jack gets all of the details about the loan from the car yard and says that he will think about it. He then goes to the bank to see if they will lend him the money. Jack compares the interest being charged on the loan from the car yard (18% per year and fees of $200 per year) to the bank’s interest rate (14% per year and fees of $150 per year). Jack plans to make fortnightly repayments because he has been told that this is better than monthly payments. He thinks he will need at least 5 years to pay off his loan.

Link to Personal loan calculator

Information about buying a car

The MoneySmart Cars app looks at the many different factors that need to be considered when buying a car. https://www.moneysmart.gov.au/tools-and-resources/calculators-and-apps/mobile-apps#cars

The Personal loan calculator could also be used to work out how much you can afford to borrow. It is a good idea to know what you can afford before looking to buy a car.

Use the Personal loan calculator to find out the following:

a) Should Jack take out the loan from the bank or the car yard?

b) Why did you choose that option?

c) If Jack chooses the car yard loan, how much will he end up paying for the car?

d) How much will he repay each fortnight with the car yard loan?
Knowing Growing Showing
Financial literacy resources for Indigenous students

If Jack chooses the bank loan, how much will he end up paying for the car?

How much will he repay each fortnight with the bank loan?

How much will Jack save by taking the loan from the bank?

What other things should Jack be aware of when buying the car?

What have you learnt about getting a loan?

Answers
a) The bank loan
b) The fees and interest charges are less than the car yard's fees
c) $10,119
d) $78
e) $6,902
f) $53
g) $3,217
h) Whether the car yard wants him to add on various types of insurance and other unnecessary extras

Extension

Students critically analyse the various deals and discuss the advertising gimmicks designed to attract potential clients to one loan or another.

Offers such as no monthly fees; flexible loan terms and hassle free insurance can be discussed and evaluated by students who will make a judgement and justify choices based on the comparative information available.

Using a loan comparison site look at four different providers who offer personal loans and compare what they are offering and then decide which loan you feel is the best deal and why.

<table>
<thead>
<tr>
<th>Name of provider</th>
<th>Interest charged</th>
<th>Annual fee</th>
<th>List four features that attract you to that loan</th>
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Unit 2 - Money Plans

What is a business?

Starting a business or enterprise requires detailed planning. This unit steps students through a number of factors that need to be considered prior to going into business. This process teaches students about the factors involved in developing a successful business model.

'Business' can mean a private individually-run business, or a collectively-run business, or a community controlled social enterprise that is run like a business but the objective is community wellbeing not individual profit such as an art cooperative or community health centre.

Focus questions

Focus questions are provided as a guide to assist teachers to engage students in the key concepts addressed throughout the unit. Teachers can use guided questioning to establish student levels of knowledge and awareness of money.

Building understanding

- Why do people start businesses?
- What issues need to be considered when thinking about starting a business?
- Who can help develop a business model?
- What is market research?
- Is there a need for this business or social enterprise?
- Are there any businesses or community enterprises similar to the one you would like to start?
- Who is your customer?
- Why would the business be successful?
- What types of business models are there? - Community, not for profit, etc., service-oriented
- Is your community missing any types of community organisations and/or businesses?
- What services or products would be of benefit to the community?

Aboriginal and Torres Strait Islander experience with money

- How did Aboriginal and Torres Strait Islander people get what they wanted and needed in the past (before money)?
- How do Aboriginal and Torres Strait Islander people get what they want and need today?
- Who are some of the Aboriginal and Torres Strait Islander role models in your community that have developed and successfully run businesses or community enterprises?
- What are the differences and similarities between a private business and a community cooperative (or collectively run social enterprise)?
- What issues and challenges have been identified in businesses and community organisations that were not successful?

Personal experience with money

- Have you or any members of your family been involved in a business of any form?
- What do you expect when you are a customer of a business?
Unit 2 - Money Plans - Suggested Activities

After consultation and discussion with students (using the focus questions provided as prompts) teachers could further explore what is required to establish a business or enterprise (e.g. planning and an understanding of the market) using activities on the following topics:

- Local business
- Business basics
- Understanding who can help
- Examples of successful businesses

This unit explores how to scope-out a business venture and the initial steps that should be taken. It encourages students to engage with the local community by identifying the range of ventures/businesses in the community and speaking with business owners. Students then develop their own business idea/concept and investigate its feasibility. Students prioritise their ideas according to those that best support the needs of their community.

Activity 9 - Excursion to the local community centre or shops

Introduce students to the concept of business and enterprise through an excursion to the local community centre, shops or businesses. This will help them gain an understanding of the types of businesses and organisations within the community.

On the excursion, students could go into the shop/business and speak with the manager. Or, they may be able to gain enough information from observing the shop/business from the outside. Students record the following information:

- List all the different businesses, agencies or organisations by name.
- Describe what the business does.
- Is it a government, community, private, cooperative or multinational venture?
- Is the business a 'not for profit' organisation or a 'for profit' organisation?
- Who are the business' customers/clients?
- How long has the business/organisation been operating?
- Has the business/organisation changed over time?
- How many people work for the business/organisation?
- Do they work full-time or part-time?
- Are there any organisations specifically for Aboriginal and Torres Strait Islander people?
- Was it difficult to get finance/funding to establish the business?
- How long did it take to set up the business from the time you decided to establish the business to your first customer?
- How long did it take to become successful?
- What challenges have been faced and how were they overcome?
- Record any other information that is of interest or may be helpful in establishing your own business.

Upon returning to the classroom, students compare the information that they have collected and together create a table that summarises all of the information about the community's businesses and organisations. The summary table should be available for students to refer to throughout the unit.

Activity 10 - Business basics

It is important to ensure that students have some knowledge about different types of businesses and how their structures differ. Students should also understand the factors that require consideration before starting a business or enterprise of their own.
Business structures

The following website by the WA Government – Small Business Development Corporation provides easy-to-read information about the different types of businesses and what should be considered before starting a business: https://www.smallbusiness.wa.gov.au/business-topics/planning-structures/business-structures/

Students research the different types of businesses that commonly exist in Australia, and briefly describe how they operate. Encourage students to consider which type of business would be most suitable for them to establish. On completion of research, students identify the type of business they will establish.

Next, students look at the list of businesses or enterprises that they found in the community during their excursion. They classify them according to type of business.

Students then work in groups to discuss the differences and similarities between a private business and a community cooperative. They provide examples of both types of businesses either locally or more broadly.

Starting your business


Students work through the information provided and record the key factors that should be considered before establishing their own business or enterprise.

Are you ready?

Students can then determine if they are ready to start their own business by answering the ten questions provided here at: Are you ready? www.smallbusiness.wa.gov.au/business-topics/starting-a-business/are-you-ready/

Students record their responses

Feasibility of business

Students also consider the information on feasibility of their business by answering the questions on market feasibility: www.smallbusiness.wa.gov.au/business-topics/starting-a-business/feasibility-of-the-business-idea/

Remind students to record their responses so that they can refer to them later on.

The questions provided under the headlines: Market feasibility, Commercial feasibility and Other considerations, will help students consider how to put measures in place that increase the chance of success of their new business. After reading through the list of points, ask students to:

- Assess whether their business is feasible
- Write down ten actions that they can apply to their business venture that will improve its chances of success.

Additional resources

- First Business by ASIC’s MoneySmart is a resource designed to help young people decide whether starting a small business is right for them.
  - There are eight parts including Getting Started, Business planning and support, information on laws and regulations, and insurance tax. Each part includes a scenario to put everything in context, reflect on and help grow the business idea and an activity to apply new knowledge.
  - Once students have finished working through this resource, and decided that they are ready to bring their idea to life, they can download the First Business app to help guide them through the requirements for kick starting their new business.
  - For more information: https://www.moneysmart.gov.au/teaching/teaching-resources/teaching-resources-for-vet/first-business
• To find more information on starting a business, go to: https://www.business.gov.au/

**Activity 11 - Who can help?**

Students work in groups to brainstorm a list of organisations and people that they could go to for information, advice and support in starting a business or enterprise. Students should consider local supports, state or national assistance and information from reliable websites.

Ask students to list the support that is available specifically for the establishment of Aboriginal and Torres Strait Islander businesses or enterprises.

**Activity 12 - Successful Aboriginal and Torres Strait Islander businesses**

**Guest speakers**

Invite people from a number of different types of organisations and businesses to come and speak with the students. This will provide students with the opportunity to learn about other people's experiences of starting a business or enterprise. Guest speakers may be invited from the local council, community organisations or businesses in particular invite successful Aboriginal and Torres Strait Islander business operators to speak with students. The aim is for students to get a more detailed understanding of how businesses and enterprises operate. This information will assist them to establish their own business.

Students prepare their questions for the guest speaker in advance of their visit.

Questions could include:

- How did you start or establish your business?
- What were the steps they took?
- How is your business organised? – What is the management structure, number of staff, roles of staff, etc.
- When starting your business, who provided you with advice and assistance?
- What do they think is important in running a successful business?
- What tips or suggestions would you give to someone starting a new business?
- After the guest speakers' visit students should record at least one point that they feel will help them establish a successful business.

**Business ideas – What business will I establish?**

Students work in groups to brainstorm ideas for their business venture. They should draw upon the information they have learnt from their excursions and guest speakers, as well as their research into the different types of businesses and considerations for starting a business from guest speakers. Their business may involve developing and selling a product, providing a service or addressing a community need. Students should justify their choices based on ethical and responsible behaviour in business.

**Considerations**

- Is there a need or demand for this business/enterprise/product/service if so what need is the business/product meeting?
- Who will be the customers - who will buy the product or use the service?
- Where and how will you sell/deliver the product/service?
- Who will be your competitors?
- Are there other similar products or services? If so, will they have an effect on your market reach?
- Why do you think the business will be successful?
- Will you be able to develop and sell the product/service at a reasonable price?
Peer review

Students present their ideas for a business venture to the class for peer review. Students could form a judging panel or vote on the project concepts that they think will be most successful. This process encourages students to consider the effect the product will have on community, families and individuals.

Market research - will my product or business succeed?

It is important for students to undertake market research to find out if there is a need for their product or service and if people will buy it. This research provides a body of evidence that indicates if the venture will be successful.

Students work in groups to develop a survey for potential customers in order to test the viability of their product/service. The survey will need to include questions that indicate:

- Whether People will buy or use the product/service.
- How much people will pay for the product/service.
- What would encourage them to use or buy the product or service? (E.g. they will only use it if it can be purchased or accessed locally).

Students can ‘survey the market’ by asking people the questions on their survey form. Depending on the product/service idea, the students may interview members of the school community. Alternatively, they may need to engage with the broader community, local businesses, family and friends.

A large number of people need to complete the survey for it to provide a sufficient evidence-base. Discuss how many people need to be surveyed in order to provide reliable results.

When the survey has been completed, students analyse their results, collate responses into a table and tally the answers to each question. Students use this information to determine if their product idea should be progressed and further developed.

If the survey indicated that the business idea was unlikely to be successful, students should work in their groups to modify their business ideas or create a different business/enterprise concept.

An Elders' Community Group needs help

Working in groups, students develop a plan (strategy) to build and strengthen the community by increasing the number of local jobs, improving people's health and wellbeing and caring for their country and the environment. Students can draw upon the information provided in the scene setting scenario at the front of the unit, as well as their knowledge of businesses and business planning. Their strategy needs to put forward ideas that address the following:

- Pathways for families and clans to increase their income.
- Increase the number of jobs in the community.
- Increase or expand community run enterprises that support improved health and wellbeing and environmental sustainability.
- Increase the number of privately run businesses within the community.

Students then present their ideas to the class in a format of their choosing.

Successful Aboriginal and Torres Strait Islander businesses or community enterprises

There are many successful Aboriginal and Torres Strait Islander businesses operating in Australia.

Students explore some of the Aboriginal and Torres Strait Islander role models and champions of business and enterprise. They may know people from their own communities who operate successful businesses. Their businesses may be large or small, sell products or provide services.

Working individually or in groups, students identify and research two successful Aboriginal and Torres Strait Islander business people and present their report to the class. Their presentation can be in a format of their
choosing, e.g. role play or performance, drawing, a story book, video, digital presentation or speech. In their report, students should include:

- The name of the person/s.
- The type of business/enterprise that they ran or managed.
- The product or service that they provided.
- The characteristics that made them a successful business operator.
- What mistakes did they make and how could they have been avoided?
- What challenges they faced and how they overcame these challenges.
- A description of what they learnt about the business person/s and consideration of whether they could apply these learnings to their own business project.

**Extension - Work experience**

Students undertake work experience within the local community to gain a deeper understanding of how businesses operate. Local businesses should also be approached to see if they would be interested in hosting a student on work experience.

When on work experience, students should keep a journal of their experiences and record how the business was structured and operated. When they return to the class they could do an informal presentation about their experience.

**Activity 13 - Business planning and event**

Assist students to develop their business planning and management skills by allowing students to plan, budget and manage an event such as the school fete, music and arts festival, or Elders lunch. The event should involve both the school and the local community. Business and enterprise should be the key theme and focus of this exercise.

Students work in groups to develop an event plan and budget. Students deliver the event and engage in a post-event evaluation. Any profits from the event could be shared between the school and a local community organisation, such as an Elders group or community kindergarten.
Unit 3 - Enterprising Ideas

This unit considers the key elements of establishing a business or enterprise. Students are given the opportunity to progress their business/enterprise idea by developing a business plan, identifying and utilising support networks and marketing the business.

Focus questions

Focus questions are provided as a guide to assist teachers to engage students in the key concepts addressed throughout the unit. Through guided questioning, teachers can establish their students' level of understanding about what is involved in starting a business.

Building understanding

- How do we start to develop a business?
- What do we need to know? Do?
- What is a business plan?
- What are the key elements in a business plan?
- Will my business aim to make a profit or surplus?
- What will happen with the profit or surplus?

Aboriginal and Torres Strait Islander experience with money

- How will the business enlist support from our community?
- Consider the impact that some businesses have on Aboriginal and Torres Strait Islander communities.
- Where can Aboriginal and Torres Strait Islander communities go for support in creating and managing a business or community enterprise?

Personal experience with money

- How will my business make money / cover costs?
- How will I promote my business? What marketing strategies will I use?
- As a customer, what is important to you when dealing with a business?
- What would customers expect when they access your business?
Unit 3 - Enterprising Ideas - Suggested Activities

Starting and operating a business can be rewarding and challenging. The establishment phase of setting up a new enterprise is usually the most complex because there are so many factors to consider. However, this phase is very important and significantly influences whether or not the business is successful.

This unit focuses on developing the business ideas that were created in the previous unit, so that they include a business plan and marketing strategy. Focus in this unit will be on the first two stages of the Aboriginal and Torres Strait Islander Business Australia’s business life cycle: preparation and start up (see diagram below).

After consultation and discussion with students (using the focus questions provided as prompts) teachers could select activities from the following topics which are covered in more detail in the unit:

The business life cycle

- Is starting a business for you?
- Business planning
- Making a plan
- Making money
- Promotion and marketing

These activities can be used exactly as described, or they can be used to develop alternative activities that meet the specific needs of students.

The business life cycle

The diagram below was developed by Indigenous Business Australia and highlights the many different stages in the life cycle of a business. Establishing a business requires planning and preparation.

Is starting a business for you?

Successful business owners usually answer yes to the following questions

- Are you a self-starter?
- Do you have a well-developed business concept or plan?
- Do you have experience and skills in operating a business?
- Do you have supervisory or managerial experience in your chosen industry?
- Are you customer-focused and a good communicator?
- Do you have experience with managing money and budgets?
• Are you aware of the risks and challenges faced by small business owners?
• Do you have a passion to succeed and a willingness to learn?
• Do you understand the commitment required to run a business?

If you answered yes to most of these questions then you are ready to start your own business and need to start establishing your business venture by developing a detailed plan. For the questions you answered “no” to, how can you prepare for those aspects of running a business?

**Activity 14 - Business planning**

Developing a business plan is a crucial part of establishing a business. There are numerous templates available online to assist with this process - ranging from very simple one-page business plans to quite detailed and complex templates. All business plans provide a number of key questions about many aspects of the proposed business.

Before inviting your students to establish a business plan, discuss the following questions:

• What is a business plan?
• Do I need a business plan? If so, why?

**Making a plan**

The elements and ideas below should be included in a business plan. Depending on the student group, a more simplified or complex business plan may be developed. Working in groups, students use the following questions to guide the development of their business plan:

• Describe your product or service. You may wish to include a picture.
• Describe your target audience (e.g. who will buy your product or service)?
• What problem or need does the product or service address?
• Does your product or service already exist? If so why is yours better? Why would people use your product over another product/service?
• What are your marketing strategies (e.g. how will customers find out about your business/product/service)?
• What resources, tools or material do you need to develop your product or service?
• Will your product or service need to be developed in stages? If so, what are the stages?
• How much will it cost to produce your product or service?
• If developing a product, how many do you initially plan to make?
• How much does it cost to produce one item? Do costs decrease with increased production?
• Where will you get the money to start developing or making your product/service?
• Will you approach a bank for a business loan, use personal funds, ask family for support or apply for an Aboriginal and Torres Strait Islander business start-up grant?
• Who will you go to for support and mentoring to guide you in your business development?
• Have you spoken to anyone about your product? Are there people interested in investing in your product? If so, how much money are they prepared to commit?
• Who will be involved in your business? How many people? What are their roles?
• Where will you base your business? Will it operate from home, a community centre or will you have to rent premises?
• If renting premises, how much will this cost?
• Identify any risks you see in establishing the business/service and how these risks could be reduced.

**Activity 15 - Making money**

It is important that businesses eventually make a profit. This can be used to increase the wealth of the business owner or, in the case of community or not-for-profit organisations, it can be invested back into the company.
Assist students to use the information in their business plan to develop a simple spreadsheet in which they can calculate the cost of developing the product or service.

**Considerations:**

- Costs of the materials needed to make the product – how much for each component, how many of each component?
- Equipment costs (including the cost of set-up and ongoing expenses)
- Labour costs (wages)
- Rent costs
- Marketing and promotion cost
- How much will it cost to make each item?
- How many items do you intend to make?
- How many items will you need to sell to cover the production costs?
- Are there any ‘hidden’ costs?
- When considering the costs of the new business venture students should think about the impact their product/service will have on the community.
- Will it benefit the community?
- Can profits be shared with the community?
- Will the community be involved in the business in anyway?

**Activity 16 - Promotion and marketing**

To have a successful business, people will need to buy or use the product or service. Promoting the business can be costly and, if ill-planned, it can also be ineffective. Grouping potential customers according to their shared characteristics, helps to refine the focus of marketing efforts, and ensures that advertisements reach potential customers. Marketing needs to target the audiences that will be most likely to buy or use the product/service.

Assist students to develop a marketing plan that details how they will get customers to buy their product or use their service. Consider including the following ideas in the marketing plan:

- Where are your potential customers located – urban or rural and remote communities?
- What types of people will buy your product or use your service? Will they be from particular societal categories, such as a certain age group, gender, education level, income, occupation?
- What are your customers' interests?
- What distinguishes your product from other similar products? Why is it unique and what makes people want to buy it?
- Are there ethical considerations you need to be aware of for marketing your product/service?

Once these questions have been answered, students develop an advertisement that aligns with their marketing plan and promotes their product or service. The advertisement can be in a format of their choosing.

Students should consider the reach of their advertisement. Will it be presented locally to shops and businesses, included in the school newsletter, or perhaps it will be on the radio or television? Could social media be used?

Students determine the most effective and economical way of promoting their business to potential customers and provide the reasons for making their marketing and promotion choice.
Unit 4 - Your Enterprise

Students launch their business by presenting it to the school or broader community. In doing this, students must consider important governance matters. In this unit, students will investigate issues such as staffing, contracts, management structure and ethical and legal requirements.

Focus questions

Building understanding

- Who will run the business?
- What are the legal and ethical considerations in regards to my business?
- What government requirements are there for my business e.g. superannuation, tax, business registration?
- What is a contract?
- What staff will I need?
- How will my staff be paid?
- How will I select and employ staff?
- Who should sit on my management board?

Aboriginal and Torres Strait Islander experience with money

- How will my business impact the broader community? Its social dimension? Its physical environment?

Personal experience with money

- How will I ensure staff are happy and suited to the business?

Your Enterprise Challenge

Present the business model to the community, complete with mock-ups of advertisements as were created in Activity sixteen and role-plays of transactional activities and various elements of running the business.

Build on and strengthen your marketing plan from activity sixteen. Use various media, such as radio, film and posters, to devise and present an advertising campaign for your business venture.

Business website

Develop your business website. Consider that customers may wish to purchase your product online. Explore online safety if credit and debit cards are being used for purchases.

- How will your customers be protected in an online environment?
- How will your business be protected in an online environment?
- How will you ensure your customers are clear on what the product is and does?

For further information see:


Refer to Knowing and Growing to further explore ethics and safety online.
Unit 4 - Your Enterprise – Suggested Activities

After consultation and discussion with students (using the focus questions provided as prompts) teachers could select activities from the following topics which are covered in more detail in the unit:

- The business life cycle
- Is starting a business for you?
- Business planning
- Making a plan
- Making money
- Promotion and marketing

These activities can be used exactly as described, or they can be used to develop alternative activities that meet the specific needs of students.

Activity 17 - Running a business

Structures and processes need to be put into place to ensure a business or enterprise runs smoothly and effectively. This is referred to as the governance structures of the business. This unit assists students to develop an understanding of how to run a business. Students also have the opportunity to present their businesses to a panel of Elders and community members for their review.

By this stage of the unit, students have established their business. They now need to devise and implement the governance structures of their business.

For Aboriginal and Torres Strait Islander businesses, ideas about governance may vary from community to community. Meanings, knowledge, beliefs, ideas, values, powers, laws and rules influence people’s ideas of how a business should run (see diagram below). Students may wish to consider these elements when determining how to run their business.


![What is culture?](Image)

Source: Indigenous Governance Toolkit.
Ask students to consider how different cultures might have different ways to approach the following processes and structures:

- Establishing a management structure
- Determining staffing requirements
- Hiring staff
- Appointing a Management Board (if needed as this depends on type of business established)
- Training staff

**Activity 18 - Business structure**

Students work in groups to determine how their business will be structured. This activity will be more effective if the students who are developing a joint project work together. Students decide upon the following:

- Who will be the Managing Director or Chief Executive Officer?
- Who will be on the management board (if required)? Consider who could provide the best business advice, who understands community values and culture, and who could advise the board about how to run an effective, ethical and culturally respected company.
- How many staff will be employed?
- What are the staff duties?
- How much will each staff member be paid including superannuation?
- What training will staff require?
- Who will manage the finances including government requirements of businesses E.g. Taxation?
- Who will manage marketing and promotion?

Once the students have decided on the structure of their business they can continue to work in their groups and undertake the following activities:

**Hiring staff**


Students develop:

- A job description for each of the positions and selection criteria
- A job-vacancy advertisement that can be placed in the local newspaper or online employment site.
- A job application for one of the advertised positions-responding to the job criteria
- A resume
- Interview questions for the applicants to determine suitability for the position
- An employment contract that sets-out the pay, superannuation, employment period and conditions of the position as well as duties to be performed
- Students then role play the following:
  - Read the job applications and select the most suitable candidates for interview
  - Conduct interviews to determine the most suitable candidates for the positions

**The Management Board**

Board members and directors are responsible for providing leadership and direction, as well as ensuring that the organisation operates effectively and ethically.

Students should identify possible directors from their local community. Students can write to the candidates (either via letter or email) to provide them with a brief overview of the business and invite them to be a member of the management board.

Board representatives should include:

- An Elder from within the community
• A local business person with financial experience
• A member of the school community
• Two other members who will bring expertise to the business.

**Activity 19 - Business presentation**

The final activity for this unit is to make a business presentation to a panel of Elders, community members and business representatives. In the presentation, students should seek approval to pursue their business venture.

The presentation should be interesting and engaging and will include:

• The business plan
• A prototype of the product for sale or a role play of the service being provided
• Costing calculations for the establishment of the business
• Management structure
• Board representation and explanation of why each member has been invited to sit on the board
• Job advertisement
• Staffing details
• Marketing plan
• Examples of marketing and promotional activities, E.g. advertisements and posters.
Curriculum Links

Links to the Australian Curriculum content descriptors, general capabilities and the National Consumer and Financial Literacy Framework can be found at the Curriculum Links tab on the Knowing Growing Showing resource.

Additional Resources

Business.gov

WA Small Business Development Corporation

Australian Tax Office
https://www.taxisperandyou.gov.au

Indigenous Business Australia

Indigenous Governance Toolkit

Indigenous Business and the law Factsheet

Video - 10 Reasons Boards Fail
https://www.youtube.com/watch?v=fsSloGaF-8A

Business templates
http://bizkids.com/

Business and enterprise competitions

NT - Youth Business Awards

Qld - Buy Smart

Plan Your Own Enterprise Competition

ABW Enterprise Education - including an annual international competition "The Global Enterprise Challenge"
# Suggested Assessment Rubric - Showing

This rubric is intended as a guide only. It can be modified to suit teachers’ needs and to be integrated into existing assessment systems.

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Activity</th>
<th>1 (Competent)</th>
<th>2 (Developing at level)</th>
<th>3 (Needs further development)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMNA211 - Solve problems involving simple interest.</td>
<td>Activities 2, 6 and 7</td>
<td>The student accurately performs calculations involving simple interest to solve financial problems</td>
<td>The student performs calculations involving simple interest with occasional errors when solving financial problems</td>
<td>The student requires teacher guidance to perform calculations involving simple interest</td>
</tr>
<tr>
<td>ACMSP118 - Pose questions and collect categorical or numerical data by observation or survey.</td>
<td>Activity 11</td>
<td>The student writes their research question clearly, and independently draws up a questionnaire and/or table for their data collection</td>
<td>The student writes their research question, and independently draws up a questionnaire and/or table for their data collection by following a teacher example</td>
<td>The student requires teacher guidance to formulate their research question and to organise collection of data</td>
</tr>
<tr>
<td>ACHASSK121 - Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices.</td>
<td>Activities 1, 2, 3, 4, 5 and 8</td>
<td>The student recognises a broad range of financial transaction types, explaining the advantages and disadvantages of each, including low-interest and no-interest loans. They are aware of financial issues faced by some Aboriginal and Torres Strait Islander communities</td>
<td>The student recognises a range of financial transaction types, and gives some explanation of the advantages and disadvantages of each, including low-interest and no-interest loans. They are aware of some of the financial issues faced by some Aboriginal and Torres Strait Islander communities</td>
<td>The student recognises a small range of financial transaction types. While they are aware that some Aboriginal and Torres Strait Islander communities have financial issues, they are uncertain of the issues</td>
</tr>
<tr>
<td>ACHASSK119 - The difference between needs and wants and why choices need to be made about how limited resources are used.</td>
<td>Activity 12</td>
<td>The student explains the difference between needs and wants. They explain the differences in needs and wants for different groups and justify choices that are made based on an understanding of limited resources</td>
<td>The student explains the difference between needs and wants. They have some understanding of the differences in needs and wants for different groups and that choices that are made based on an understanding of limited resources</td>
<td>The student understands that people have needs and wants and can give some examples of both</td>
</tr>
<tr>
<td>ACHEK018 - Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives.</td>
<td>Activities 13, 14 and 15</td>
<td>The student describes ways that businesses manage finances and plan to achieve organisational and financial objectives</td>
<td>The student identifies some of the ways that businesses manage finances and plan to achieve organisational and financial objectives</td>
<td>The student identifies the need for a business plan and describes some of the ways that businesses manage finances.</td>
</tr>
<tr>
<td>ACHEK019 - Characteristics of entrepreneurs and successful businesses.</td>
<td>Activities 14, 15, 15, 17 and 18</td>
<td>The student identifies behaviours and skills of successful entrepreneurs and explains factors that contribute to their success</td>
<td>The student identifies some behaviours and skills of successful entrepreneurs and describes factors that contribute to their success</td>
<td>The student identifies some behaviours and skills of successful entrepreneurs</td>
</tr>
<tr>
<td>ACHEK028 - The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets.</td>
<td>Activity 12</td>
<td>The student identifies and investigates features of successful Aboriginal and Torres Strait Islander business or community enterprises. They clearly and succinctly present their findings</td>
<td>The student identifies and investigates some of the features of successful Aboriginal and Torres Strait Islander business or community enterprises. They present their findings</td>
<td>The student requires teacher guidance to identify features of successful Aboriginal and Torres Strait Islander business or community enterprises. They present some of their findings</td>
</tr>
<tr>
<td>ACHEK029 - The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making.</td>
<td>Activities 8 and 9</td>
<td>The student distinguishes the difference between rights and responsibilities. They describe the ways the rights of consumers are protected through the law</td>
<td>The student demonstrates some understanding of the difference between rights and responsibilities. They describe some of the ways the rights of consumers are protected through the law</td>
<td>The student is able to give some examples of rights and responsibilities. They describe some of the ways the rights of consumers are protected through the law</td>
</tr>
<tr>
<td>ACHEK053 - Factors that influence major consumer and financial decisions and the short-term and long-term consequences of these decisions</td>
<td>Activities 6, 7 and 8</td>
<td>The student explains different methods of making money, including investments. They independently use</td>
<td>The student describes some different methods of making money, including investments. They use a small range</td>
<td>The student describes a small number of methods of making money. With teacher guidance they use a</td>
</tr>
<tr>
<td>decisons.</td>
<td>a range of online financial calculators to complete tasks such as evaluating different types of loans</td>
<td>of online financial calculators to complete tasks such as evaluating different loan types</td>
<td>simple online calculator</td>
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<tr>
<td>ACMES047 &amp; ACMES059 - Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations.</td>
<td>Activities 11, 14 and 16, 17, 18, 19</td>
<td>The student successfully applies enterprising behaviours to develop a business plan and make a presentation</td>
<td>The student applies enterprising behaviours to develop a simple business plan that includes some of the key elements. They make a presentation of their plan</td>
<td>With teacher guidance, the student describes some of the elements of a business plan and can develop a simple plan</td>
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</tbody>
</table>
## Assessment Tasks - Showing

<table>
<thead>
<tr>
<th>Learning Stage &amp; Activities</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 - Understanding Money</strong></td>
<td></td>
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<tr>
<td>Activity 1 - Credits and Loans</td>
<td></td>
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<tr>
<td>Activity 2 - Interest rates</td>
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<tr>
<td>Activity 3 - Moola Talk and No Free Money comics</td>
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<tr>
<td>Activity 4 - Take a Minute with your Money – video series</td>
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<tr>
<td>Activity 5 - Influences on spending</td>
<td></td>
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<tr>
<td>Activity 6 - Growing money – interest and investment</td>
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</tbody>
</table>
| Activity 7 - Making money | FORMATIVE  
The teacher observes group discussions and collects written responses to identify the level of knowledge and understanding the students have about relevant financial issues. This informs future learning activities. |
| Activity 8 - Using calculators to understand credit and loans | |

| **Unit 2 - Money Plans** | |
| Activity 9 - Excursion to the local community centre or shops | |
| Activity 10 - Business basics | |
| Activity 11 - Who can help? | |
| Activity 12 - Successful Aboriginal and Torres Strait Islander businesses | |
| Activity 13 - Business planning and event | |

| **Unit 3 - Enterprising Ideas** | |
| Activity 14 - Business planning | |
| Activity 15 - Making money | |
| Activity 16 - Promotion and marketing | |

| **Unit 4 - Your Enterprise** | |
| Activity 17 - Running a business | |
| Activity 18 - Business structure | |
| Activity 19 - Business presentation | SUMMATIVE  
The student presentations of their business plans and the activities leading up to them allow students to demonstrate the knowledge and skills described in the Showing stage (refer to the assessment rubric). |