

Topic 6: First job

Moneysmart Rookie - Educator guide



Financial literacy for young people



Australian Government



moneysmart
.gov.au

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Introduction to ‘First job’

Moneysmart’s Rookie series helps people aged 16-25 avoid expensive mistakes or ‘rookie errors’ when they make their first financial decisions.

The topic is about understanding the financial responsibilities of having a job, such as:

- Managing money
- Employer obligations and employee responsibilities
- Understanding payslips
- Understanding tax
- Understanding superannuation.

Overview

- **Year level:** 9-12
- **Duration:** 4 hours (Educator guide – 2 hours + Additional lessons - 2 hours)
- **Learning areas:** Economics and Business, Mathematics, English, Work Skills
- **Audience:** Youth and community workers, student advisers, mentors.

Topics

The Moneysmart Rookie education initiative covers six topics:

1. Car ownership
2. Credit and debt
3. Mobile phone ownership
4. Moving out of home
5. Online financial transactions
6. **First job**

Rookie resources

This Educator Guide for **Topic 6: First job** will be used in combination with the following resources which have been designed to suit the various levels of knowledge and understanding of students.

Required Moneysmart resources	Optional Moneysmart resources
<ul style="list-style-type: none"> • Video: Show me the money (6:51 mins) • Optional video: What I don't know does hurt me (0:53 sec) • Optional video: First job rights (1:26 mins) 	<ul style="list-style-type: none"> • Rookie: First job – Teaching resource page which includes the Curriculum alignment • Student life and money section on Moneysmart • How super works section on Moneysmart • Teaching resources (filter by year) on Moneysmart • Tax, Super and You developed by the Australian Taxation Office to guide students learning about their future tax and superannuation obligations

Knowledge levels

What content will suit your students? The level of information you use will depend on how much understanding your students have of a topic. The following describes the content that best suits different levels of understanding (1, 2, and 3):

Your audience has this level of knowledge	Description
Level 1: No or a limited understanding	<p>If your students cannot answer any of your questions or can only answer them a bit, they have no or a limited understanding.</p> <p>You can help them to understand more by showing the <i>Moneysmart Rookie</i> videos for the topic. You can also go through the Level 1 activities in the guide.</p> <p>After watching the video, see if your students have developed some understanding of the topic by asking them to answer the questions again.</p>
Level 2: Some level of understanding	<p>If your students answer one or more of your questions, they have some level of understanding.</p> <p>You can show them the <i>Moneysmart Rookie</i> videos to review the topic.</p> <p>You may wish to pause the video in sections and discuss key issues shown.</p> <p>You can also go through the Level 2 activities and stories in the guide, as these are for students with some level of understanding.</p>
Level 3: Good level of understanding	<p>If your students are able to answer all of your questions, they have a good level of understanding.</p> <p>You can show them the <i>Moneysmart Rookie</i> videos to review the topic.</p> <p>You can also go through the Level 2 and 3 activities in the guide, as these are for students with a good level of understanding.</p>

Note: Educators can use these levels as progressions, starting points and extensions to suit students' needs.

Reflection questions

At the end of each session, educators can use the following questions to reflect on the effectiveness of the session:

- What worked well? What did not work well?
- Did the students understand the key messages?
- Did the activity engage the students? How could the activity have been more effective?
- What questions unexpectedly emerged and how did you handle them?
- What might you do differently next time?

Knowledge level check

Ask these types of questions to check the students' existing level of knowledge about the financial side of work and life when they have a job. Ask the students to explain the following:

- Budgeting
- Employer obligations and their own responsibilities
- The information in payslips
- Tax
- Superannuation.
- Decide what information students need based on their level of knowledge. Refer to the 'Knowledge levels' table in the topic overview.

Topic 6: Managing my money

Key messages

- There are several expenses involved with having a job
- A budget helps you manage your money
- Saving money helps you pay for the things you want.

Notes for the educator

When a young person gets a job, they often get a sense of financial freedom – a feeling that they have lots of money to spend. However, this is the time when careful planning can put them in good stead to work towards their short- and long-term financial goals.

There are a number of expenses included in having a job such as transport to get to work, petrol for the car, lunches, uniforms and other items.

Therefore, it's a good idea to remind them of the benefits of budgeting as this will help them to manage their money. By adding up all their financial commitments and comparing that with their income, they can work out how much they have left over to spend on entertainment and purchases.

It's also a good idea for young people to think about saving some of their money as this will help them pay for the things they want, in the long term.

Moneysmart has some calculators that can help them. Search the Moneysmart website for:

- Savings goals calculator
- Budget Planner

Activity 6.1: Nick has problems with managing his money

Level	Duration	Resources needed
1	20 mins	<ul style="list-style-type: none"> Worksheet 6.1 Show me the money (Video 6:51 mins) Budget planner on Moneysmart Savings goals calculator on Moneysmart

This activity is based on the video *Moneysmart Rookie: Show me the money*. It will help the students consider ways they can manage their finances when they have a job.

Step one

Students watch the *Moneysmart Rookie: Show me the money* video.

Ask the students to watch the video from the start to see what Nick experienced in his job.

Step two

Read out **Nick's story** and ask the students the following questions:

1. Why is Nick not saving any money when his earnings have increased?
2. What other expenses could be involved in having a job?

Suggested answers

1. Nick spends money on buying his lunches, driving to work (petrol and parking), going out with workmates for dinner and buying things he doesn't really need (even though they're discounted).
2. Uniform, laundry costs, materials, any other suggestions made by the students.

Step three

Ask the students the following question:

Do you have any suggestions for Nick on how he can start saving money to buy a car?

Suggested answer

Nick could try to do some or all of the following:

- Take his own lunch to work
- Take public transport to work, or ride or walk if it's close enough
- Cut back on going out with his workmates (or do things with them that don't cost much money)
- Stop buying things he doesn't need (even though they're discounted)

Step four

Ask the students the following questions:

1. Do you do a budget? What is a budget?
2. Where can you get advice on how to do a budget?
3. Search for the Budget Planner on the Moneysmart website. How can categorising and listing regular expenses help someone using the tool?

Suggested answers

1. A budget helps you manage your money.
2. There are websites that give advice (e.g. Moneysmart). A free financial counsellor can also help.
3. The Budget planner is simple to use and really helps you to do a useful budget. Categories and listing regular expenses helps to prompt user to expenses they might otherwise forget. There's also a Savings Goal Calculator to help you save and reach your financial goals.

Note: If you have Internet access, show the students the Budget planner and explain the basics of how to use it. You could also do this for the Savings goals calculator.

Check for understanding

After completing the activity, you can check the students' level of understanding and knowledge by asking questions such as:

- **How can using a budget help?**
A: You know what money you'll have left over each pay period after you've paid all the essential expenses.
- You know how much money you'll be able to save each pay period for longer-term financial goals.
 - You can be more confident about your financial decisions.
- **What are some ways you can save money when you are working?**
A: Take your lunch to work, catch public transport, cut back on going out with workmates, only buy things you need.

Sub-topic: Employer obligations and my responsibilities

Key messages

- Understand your workplace rights and conditions
- Know your responsibilities and appropriate workplace behaviour
- Your employer must provide a safe workplace
- Seek assistance if you are having problems at work.

Notes for the educator

When a person starts a job, they have a right to certain pay, allowances and entitlements that are governed by an award, enterprise agreement or written contract of employment. Allowances and entitlements are extra payments people receive for things such as having a certain skill or working in hazardous conditions.

You need to know your responsibilities in the workplace and ensure you always behave appropriately. In return, your employer must provide you with a safe workplace.

People need to know whether they're being hired as a full-time employee, a part-time employee, a casual employee or an independent contractor. Each has different rights and responsibilities. If people are not sure of their employment type, they should ask their boss.

If a person wants to find out what the minimum pay and conditions are for their job, or if they are having problems at work, they can:

- Visit the [Fair Work Ombudsman's](#) website and search for 'finding the right pay'.
- Call the Fair Work Ombudsman.
- Read the Young Workers [eToolkit](#)

Activity 6.2: Knowing your job rights and responsibilities

Level	Duration	Resources needed
2	10 mins	Worksheet 6.2

This activity uses a job advertisement to help the students to think about their rights and responsibilities at work.

Step one

Show the job advertisement to the students / read it out loud. Ask students the following question:

Imagine you are interested in this job. What questions should you ask about your rights and responsibilities before you apply for or accept this job?

Suggested answers

- What are the duties involved?
- Is the job casual, part-time or full-time?
- What is the salary or hourly rate for casuals?
- What allowances are available and what costs aren't covered by the allowances?
- What times would I be expected to work and how many hours a week?
- What are the dangers involved in this job and what is in place to keep workers safe?

Activity 6.3: Nick checks up on his workplace rights

Level	Duration	Resources needed
2	15 mins	<ul style="list-style-type: none"> • Worksheet 6.3 • Show me the money (6:51 mins) • If you like, check any gaps in your own knowledge of this topic on the website of the Fair Work Ombudsman.

This activity is based on the *Moneysmart Rookie: Show me the money* video. It will help the students to think about their workplace rights (i.e. their employer's obligations) and their own responsibilities.

Step one

Watch the *Moneysmart Rookie: Show me the money* video and ask the students to watch the video and note any tips on how to make sure their employer fulfils their obligations.

Step two

Read out **Nick's story – Part 2**. Ask the students the following question:

Can you think of any of Nick's workplace rights that his employer might not be respecting?

Suggested answer

Nick is entitled to be paid for work he does. There may be an award or an agreement that sets out the minimum pay Nick should get.

Step four

Ask the students the following question:

Where can Nick go for help to find out what his workplace rights are and how he can protect them?

Suggested answer

- The best place to contact for advice is the Fair Work Ombudsman.
- Nick will be able to find out from the Fair Work Ombudsman what his hourly rate should be and whether he should be paid for the first week he worked (the answer will be yes, he should be paid).
- Nick can then go back to his boss and tell him what the Fair Work Ombudsman has said.
- If Nick doesn't feel confident talking with his boss, he can make a complaint to the Fair Work Ombudsman.
- If Nick does talk with his boss but his boss doesn't agree to do the right thing, Nick can make a complaint to the Fair Work Ombudsman.

Note: Information about making a complaint and the complaints process can be found on the Fair Work Ombudsman website.

Ask students to search for the Fair Work Ombudsman website and find the Complaints section.

Check for understanding

After completing the activity, you can check the students' level of understanding and knowledge by asking questions such as:

- **What are some of things that employers have to do for their workers in relation to pay and conditions?**
A: Pay you for the work you do.
Pay the correct amount.
Provide a safe workplace.
- **Tell me at least one of your responsibilities if you have a job.**
A: (a couple of examples arising from the activities)
Know what my duties are.
Arrive and depart from work at the correct times.
- **Where can you go for free information or advice if you feel your rights aren't being met at work?**
A: You can contact the Fair Work Ombudsman.

Sub-topic: Understanding payslips

Key messages

- Your payslip shows you how much you get paid, how much tax you pay and how much superannuation is paid into your fund.
- If you do not understand the information on your payslip, ask your employer.

Notes for the educator

Every time a person gets paid, their employer is supposed to give them a payslip. They could receive it on a piece of paper, via email or online in some other way.

A person's payslip shows the number of hours they worked for the pay period (e.g. a fortnight), how much they were paid for each hour of work, the money that was taken out for tax and the amount their employer has paid into their superannuation fund. Paying some tax each pay period is also known as Pay as You Go (PAYG). The amount a person earns before tax is taken out is called gross pay. The amount after tax has been taken out is called net pay. A person should have access to their payslip within a day of being paid.

It's important that people check their payslip to make sure they're being paid the correct amount and other details are correct. If a person doesn't understand the information on their payslip, they should ask their employer.

To find out how much they should be paid (including allowances and entitlements); they can visit the *Fair Work Ombudsman* website. The website also tells people what to do if they think they are not getting the right pay.

Activity 6.4: What's on Nick's payslip

Level	Duration	Resources needed
2	25 mins	Worksheet 6.4

This activity will help the students recognise and read a payslip to obtain information about their pay.

Note: You may wish for the students to do the activities in Part D (Understanding tax) and Part E (Understanding superannuation) before they do this activity. On the other hand, you may wish to use this activity as a way of leading into the other activities. In any case, you may find that the students ask questions about tax and superannuation during this activity – you could therefore brush up on your own background knowledge by reading the 'Content for educators' at the start of Part D and Part E before this activity.

Step one

Hand out the worksheet and ask the students the following questions:

1. What is this document?
2. What period of time does it cover?

Suggested answers

1. A payslip.
2. A fortnight (the dates for the period tell you this).

Step two

Ask the students to answer the following questions and to circle the parts of the payslip that show them.

Ask the students to answer the following questions:

1. How much tax is taken out of Nick's pay each fortnight?
2. How much pay does Nick get each fortnight after tax and other deductions are taken out? (This is sometimes called 'take-home pay'.)
3. How much superannuation is paid each fortnight by Nick's employer into his superannuation fund?
4. How many hours did Nick work that fortnight?
5. How much Nick is paid per hour?

Note: You may need to explain that 'PAYG' is the tax (Pay As You Go).

Answers

1. \$41
2. \$487
3. \$47.52
4. 30 hours
5. \$17.586

Step three

Ask the students the following questions:

1. Which employee does an employer have to give a payslip to?
2. When does the employer have to give a payslip to the employee?
3. Does the payslip have to be on paper?

Suggested answers

1. Every employee.
2. No more than one day after the employee is paid.
3. A payslip does not have to be provided on paper. It can be emailed to the employee or made available for the employee to access online.

Step four

Ask the students the following questions:

1. Where does the tax you pay go to?
2. Who gets the superannuation money?

Educator note: These questions have been included here because they could naturally arise in the students' mind. These questions are also asked in Parts D (Understanding tax) and Part C (Understanding superannuation)

Suggested answers

1. The tax goes to the Australian Government.
2. The superannuation goes to a super fund and is kept for you later in life.

Step five

Ask the students the following question:

If you don't understand something on your payslip, who is the best person to ask about it?

Suggested Answer

Your employer.

Check for understanding

After completing the activity, you can check the students' level of understanding and knowledge by asking questions such as:

- **Which employees does the employer have to give a payslip to?**
A: All employees.
- **Which is taken out of your pay and spent by the Australian Government – tax or superannuation?**
A: Tax.
- **What should you do if you don't understand something on your payslip?**
A: Ask your employer to explain it to you.

Sub-topic: Understanding tax

Key messages

- When you work in Australia, you pay tax to the Australian Government
- Your tax file number should be kept in a safe place
- You need to lodge your tax return every year.

Notes for the educator

If a person working in Australia earns more than the tax-free threshold they must pay tax to the Australian Government. The tax-free threshold is the amount of money a person can earn without having to pay any tax. In 2020/2021, the 'tax-free threshold' was \$18,200.

The tax is collected by the Australian Taxation Office (ATO) and is used to provide services such as hospitals, schools, roads, and public transport, for example. The ATO website is <http://www.ato.gov.au>.

A person's pay includes what they get from Centrelink.

When a person starts working they will need a Tax File Number (TFN). They can apply for this through the ATO. TFNs help the Australian Government get tax and provide services. People should tell all their employers their TFN. If they don't, they will pay a much higher amount of tax. Your TFN should be kept in a safe place and only be used for yourself.

Each year at the end of June, every person who earns over the tax-free threshold needs to lodge a tax return and send it to the ATO. If you've spent money to do your job – such as buying a special uniform – you should include these costs in your tax return where it'll be recorded as a tax deduction. You will then be given a tax refund if you have paid too much tax throughout the year. If a person doesn't have a TFN, they can't send a tax return to the Tax Office and they could get into trouble from the ATO.

Note: In extraordinary situations the government may provide additional support and/or benefits. For example, during the Covid-19 pandemic in 2020, the government ([Australian Taxation Office](#)) provided multiple support packages such as JobKeeper, JobSeeker, JobTrainer and early access to super,

Activity 6.5: Gloria tells her friend about tax

Level	Duration	Resources needed
3	10 mins	Worksheet 6.5

This activity will help the students learn some important facts about personal tax. This knowledge will help them to manage their finances and meet their tax requirements.

Note: People with a Level 3 of understanding will be more likely to be able to answer some of the questions in the activity. However, the questions relate to important pay information and people at all levels should do this activity so they have the opportunity to learn the information.

You may wish the students to do the activities in Part D and Part E (Understanding superannuation) before they do the activity in Part C (Understanding payslips). On the other hand, you may wish to use the activity in Part C as a way of leading into the activities in Part D and Part E.

Step one

Show the conversation in the workbook to students and tell them they have to think about each of Gloria's answers and decide whether it is right or wrong.

Answers

- Right**
The reason for taxes is so the government can spend money on things that benefit Australians.
- Wrong**
If you earn more than a certain amount (called the 'tax-free threshold'), you must pay tax (It makes no difference how you get paid). In 2018/2019, the 'tax-free threshold' was \$18,200. Also, if you earn money from an investment or other means you may have to pay tax on that income. Also, sometimes employers make mistakes and do not take tax out when they should.
- Right**
If you get paid more than the tax-free threshold in one year, you must fill in a tax return for that year.
- Wrong**
It's not compulsory to have a Tax File Number. However, your employer will take out more tax if you don't get a Tax File Number and tell your employer. Also, you can't send a tax return to the Tax Office if you don't have a Tax File Number, and you could get into trouble from the ATO if you don't send a tax return if you earned more than the tax-free threshold.

Activity 6.6: Matching tax words and their meanings

Level	Duration	Resources needed
3	20 mins	This activity builds on Activity 6.5. Worksheet 6.6 and 6.7

The activity will help the students to check whether they have remembered the important facts about personal tax covered in Activity 6.6.

Note: People with a Level 3 of understanding will be more likely to be able to answer some of the questions in the activity. However, the questions relate to important pay information and people at all levels should do this activity so they have the opportunity to learn the information.

Step one**FOR A GROUP**

Put all the pieces of paper into a hat and ask each of the students to pick out a piece of paper with their eyes closed. If the number of students is greater than the number of pieces of paper, some students can work in pairs. The challenge is then to find the other person with the meaning for your term (and vice versa). You can make a game of this by seeing who can find the other person the quickest.

When every person has found the other person with the correct match, one person reads out the word (or words) from the left hand-column and the other person then reads out the matching statement.

FOR A PAIR

Give all the terms to one student and all the meanings to the other students. Ask one person to put a term down on the table. The second student then has to put down the correct meaning. Then the second student puts down a meaning and the first student has to put down the correct term. And so on.

FOR ONE PERSON

The student puts down all the terms and then puts down each meaning next to the correct term. Alternatively, you can put down all the terms and the student has to match the meanings. Another alternative is for both of you to have some terms and some meanings, and you then put down each piece of paper for the student to match.

Answers

Term	Meaning
Tax file number	A number given to you by the Australian Tax Office. You give this number to your employer so they can take out the right amount of tax from your pay
Net pay	The pay you receive after you have had things taken out of your gross pay, such as tax
Gross pay	The pay you receive before things such as tax are taken out
Tax-free threshold	The amount you can earn in one year without having to pay tax for that year

Check for understanding

After completing the activity, you can check the students' level of understanding and knowledge by asking questions such as:

- **Who collects the tax you pay?**
A: The Australian Government.
- **What's the name of the number given to you by the Tax Office?** You give this number to your employer so they can arrange for tax to be deducted from your pay.
A: Tax File Number (TFN).
- **What is the name of the form you need to fill out and send to the ATO every year?**
A: A tax return.

Sub-topic: Understanding superannuation

Key messages

- Superannuation is money being saved for when you are old and do not work anymore
- Your employer usually has to pay a minimum amount of money into a superannuation fund for you. This is in addition to your pay.

Notes for the educator

Superannuation (sometimes called 'super') is money paid by an employer and set aside for when the employee is old and doesn't work anymore. An employer usually has to pay a minimum amount of super into a super fund for the person. This is in addition to the person's gross pay. (See Section C for a definition of 'gross pay'.)

It doesn't matter whether a person is full-time or part-time, they should still get super paid into a superannuation fund – there are some exceptions.

If a person is working in a casual job, they must earn a gross pay of at least \$450 a calendar month for their employer to pay you superannuation. If a person is under 18, they must work at least 30 hours for their employer to pay them superannuation.

If a person is a subcontractor, they have to sort out their own super fund and make their own superannuation payments into that fund.

For more details, go to [Moneysmart](#) and search for 'superannuation'. People can try the Moneysmart '[employer contributions calculator](#)' to work out how much super should be paid into their fund.

A person can make extra super payments themselves if they want to save more money for their retirement. Search 'retirement' on Moneysmart to find more information.

Activity 6.7: Learning facts about superannuation

Level	Duration	Resources needed
3	15 mins	Worksheet 6.7

This activity will help the students learn some important facts about superannuation. This knowledge will help them to understand the part that superannuation will pay in their lives.

Note: People with a Level 3 of understanding will be more likely to be able to answer some of the questions in the activity. However, the questions relate to important superannuation information and people at all levels should do this activity, so they have the opportunity to learn the information.

You may facilitate the activities in Part D and Part E (Understanding superannuation) before moving on to the activity in Part C (Understanding payslips). On the other hand, you may wish to use the activity in Part C as a way of leading into the activities in Part D and Part E.

Step one**FOR A GROUP OF PEOPLE**

Put all the pieces of paper into a hat and ask each of the students to pick out a piece of paper with their eyes closed. If the number of students is greater than the number of pieces of paper, some students can work in pairs. The challenge is then to find the other person with the meaning for their term (and vice versa). You can make a game of this by seeing who can find the other person the quickest.

When every person has found the other person with the correct match, one person reads out the word (or words) from the left hand-column and the other person then reads out the matching statement.

FOR ONE PAIR OF PEOPLE

Give all the terms to one student and all the meanings to the other student. Ask one person to put a term down on the table. The second student then has to put down the correct meaning. Then the second student puts down a meaning and the first student has to put down the correct term. And so on.

FOR ONE PERSON

The student puts down all the terms and then puts down each meaning next to the correct term. Alternatively, you can put down all the terms and the student has to match the meanings. Another alternative is for both of you to have some terms and some meanings, and you then put down each piece of paper for the student to match.

Answers

Term	Meaning
Superannuation	Money being saved for when you are old and don't work anymore.
Superannuation fund	A fund where your superannuation money is being saved.
Superannuation for full-time workers	Your employer has to put a certain percentage of your pay into a superannuation fund.
Superannuation for casual workers	If your gross pay is at least \$450 in one month, your employer has to put a certain percentage of that pay into a superannuation fund.
Superannuation is something only old people have to think about	FALSE. The purpose of superannuation is to make sure people have enough money saved so they can live comfortably when they retire. It takes a long time to save enough superannuation to do this – you have to be doing it through all your working life.
If you're a sub-contractor, you have to pay your own superannuation	TRUE. If you are a subcontractor, nobody organises your superannuation for you – you have to sort out a super fund and make payments into that fund yourself.

Check for understanding

After completing the activity, you can check the students' level of understanding and knowledge by asking questions such as:

- What is superannuation? A: Money being saved for when you are old and don't work anymore.
- Who pays superannuation into your super fund for you? A: Your employer pays this.

Worksheets: First job

Worksheet 6.1: Nick has problems with managing his money

Nick's story

Nick ended up quitting his pizza job and now he has a job working in retail in the middle of town. He buys his lunch from the café next door every day and he drives his car to work—so paying for petrol and parking is getting to be expensive. He also loves going out with his workmates after work for dinner.

Nick gets discounts on buying things from the shop he works in, so he's been buying lots of stuff that he doesn't really need. He thinks he should get the stuff while his job lasts because he's saving money, right?

Nick wants to save up for a car. Even though the pay is better in his new job, he's finding he has no money left by the end of each pay period.

Questions:

1 Why is Nick not saving any money when his earnings have increased?

2 What other expenses could be involved in having a job?

3 What suggestions do you have for Nick on how he can start saving money to buy a car?

4 Do you do a budget? What is a budget?

5 Where can you get advice on how to do a budget?

6 Search for the Budget Planner on the Moneysmart website. How can categorising and listing regular expenses help someone using the tool?

Worksheet 6.2: Knowing your job rights and responsibilities

Exciting job opportunity at Daredevil Adventure Park!

Is danger your middle name?

- Exciting job opportunities on offer
- No experience or qualifications necessary
- Allowances available for some costs
- Must be available to work outside regular business hours

Questions:

Imagine you are interested in this job. What questions should you ask about your rights and responsibilities before you apply for or accept this job?

Worksheet 6.3: Nick checks up on his workplace rights

Nick's story – Part 2

Nick got a new job with full-time hours. But his first fortnightly payslip seems wrong – the hours are listed correctly but the pay is about half of what Nick expected. He asked his boss about it and his boss said that he told Nick his first week was a 'trial period' and there's no pay for working in the trial period.

Nick's not sure whether it's OK for the employer to make his first week a trial period.

He's also wondering whether the hourly rate is fair. A friend of his does a similar job at a different company but gets paid a lot more.

Questions:

1 Can you think of any of Nick's workplace rights that his employer might not be respecting?

2 Where can Nick go for help to find out what his workplace rights are and how he can protect them?

Worksheet 6.4: What's on Nick's payslip

ABC Sample Company ABN 11122233		1059 Clark, W			
Payslip					
Employee Clark, Wesley 321, THREE-TWO-ONE ST SPRINGFIELD, QLD 4300		Pay Date	3-Jan-2019		
		Period	26-Dec-2018 – 01-Jan-2019		
		Pay Point	PP3		
Description	Unit	Rate	Factor	Adjust	Amount
Pay Details					
NORMAL HRS	30 Hours	17.5860		Gross pay	528.00
PAYG Withholding	528			Tax paid	-41.00
Banking Amounts					
Bank: Wesley Clark				Net pay	-487.00
Superannuation Amounts					
SGC, Australian Super	528	0.0900		Superannuation	47.52
					47.52

PAYLINK
www.paylink.com.au

Questions:

1 What is this document?

2 What period of time does it cover?

3 How much tax is taken out of Nick's pay each fortnight?

4 How much pay does Nick get each fortnight after tax and other deductions are taken out?
(This is sometimes called 'take-home pay'.)

5 How much Nick is paid per hour?

6 Which employee does an employer have to give a payslip to?

7 When does the employer have to give a payslip to the employee?

8 Does the payslip have to be on paper?

9 Where does the tax you pay go to?

10 Who gets the superannuation money?

11 How much superannuation is paid each fortnight by Nick's employer into his superannuation fund?

12 How many hours did Nick work that fortnight?

13 If you don't understand something on your payslip, who is the best person to ask about it?

Worksheet 6.5: Gloria tells her friend about tax

1. **SATAKO**
What does the Australian Government spend tax money on?

GLORIA
Things like schools and roads and hospitals and stuff.
2. **SATAKO**
If you're paid in cash each fortnight and your employer doesn't take tax out, do you have to pay tax some other way?

GLORIA
No, you don't have to pay tax any other way.
3. **SATAKO**
If you get paid more than the tax-free threshold in one year and you don't fill in a tax return for that year, can you get into trouble?

GLORIA
Yes, you're breaking the law if you don't fill in a tax return.
4. **SATAKO**
Is it compulsory to apply for a Tax File Number?

GLORIA
Yes. You'll get fined if you don't have one.

Worksheet 6.6: Matching tax words and their meanings

Term	Meaning
Tax file number	A number given to you by the Australian Tax Office. You give this number to your employer so they can take out the right amount of tax from your pay.
Net pay	The pay you receive after you have had things taken out of your gross pay, such as tax.
Gross pay	The pay you receive before things such as tax are taken out.
Tax-free threshold	The amount you can earn in one year without having to pay tax for that year.

Worksheet 6.7: Learning facts about superannuation

Term	Meaning
Superannuation	Money being saved for when you are old and don't work anymore.
Superannuation fund	A fund where your superannuation money is being saved.
Superannuation for full-time workers	Your employer has to put a certain percentage of your pay into a superannuation fund.
Superannuation for casual workers	If your gross pay is at least \$450 in one month, your employer has to put a certain percentage of that pay into a superannuation fund.
Superannuation is something only old people have to think about	FALSE. The purpose of superannuation is to make sure people have enough money saved so they can live comfortably when they retire. It takes a long time to save enough superannuation to do this – you have to be doing it through all your working life.
If you're a sub-contractor, you have to pay your own superannuation	TRUE. If you are a subcontractor, nobody organises your superannuation for you – you have to sort out a super fund and make payments into that fund yourself.

Lesson plan 1: First job — working hard or hardly working?

- **Year level:** Year 9 and 10
- **Duration:** 60 minutes
- **Key learning area:** English, Mathematics, Economics and Business

Lesson description

Students explore and investigate the rookie errors associated with getting your first job. Learning begins with watching the Moneysmart Rookie 'Show me the money' video. Students then participate in a variety of learning and feedback formats to discuss and reflect on minimum wage rates, workplace rights and conditions, superannuation, taxation and budgeting.

In the second part of the lesson students complete an activity worksheet to investigate relevant precautions and knowledge to avoid making first job rookie errors.

Long-term understanding/deep learnings:

- You can save money and avoid 'rookie errors' if you understand your workplace rights, conditions, responsibilities and appropriate workplace behaviour.
- Your payslip tells you how much you got paid, how much tax you paid to the Australian Government and how much superannuation was paid into your fund.
- You can seek assistance from the Fair Work Ombudsman, your union or a relevant industry body if you are having problems when working or applying for a job.

Additional activity 1(a): First job

Level	Duration	Resources needed
N/A	5 mins	N/A

Task 1: Discussion

Ask the class the following questions so that you can gauge student understanding of the workplace before you commence the topic.

- How many students currently have a part time job, or recently had a part time job? (including paper runs and farm work)
- How did you get your job?
- How much do you get paid?
- How many hours per week do you work?
- What are your duties?
- Are you a member of a trade union?
- Are you a member of a superannuation fund?
- Have you ever made a first job rookie error?

Additional activity 1(b): Moneysmart rookie 'Show me the money' video

Level	Duration	Resources needed
N/A	15 mins	Video: Show me the money (6:51 mins)

Task 1: Video

Watch the Moneysmart rookie 'Show me the money' video.

Task 2: Discussion

Facilitate a class discussion of some of the video's key messages. Ask the class '**What were the five key messages in the video?**' Write responses on the board - responses should focus around:

- Check your payslip to make sure you're getting the right pay.
- If you're being underpaid seek advice from the Fair Work Ombudsman.
- Workers have basic rights and conditions of employment for example; full-time and part-time workers are entitled to sick leave and annual leave.
- Budgeting is important and you need to know how to save for big ticket items for example, a car, a holiday and a house.

Additional activity 1(c): How much do you know about the workplace and your rights?

Level	Duration	Resources needed
N/A	20 mins	Additional worksheet 1(c) Student life and money on Moneysmart. See 'Getting a job' page.

Task 1: How much do you know about the workplace and your rights?

Distribute the worksheet. Students can refer to the '[Student life and money](#)' section on Moneysmart, the internet and/or their own first job experiences as primary research tools. The worksheet asks the following questions:

1. What are the main differences between a casual and part-time job?
2. What are the two basic rights of all workers regardless of whether they are casual or part-time workers?
3. Have you ever been offered an employment contract? Can you describe it? (Note: Contracts can be verbal or written)
4. What is superannuation and who pays it?
5. Did you receive any appropriate industry training before starting your current or first job? (Describe)
6. What does WHS mean?
7. Why is WHS important to any job?
8. Why is tax deducted from our pay?
9. Name three organisations you could seek advice from to check if you are receiving the correct pay and conditions in your job?
10. What do you spend your weekly/fortnightly pay on?
11. Do you try to save or budget your pay to achieve a long-term financial goal for example, a computer, car, holiday?
12. What key questions will you ask an employer when you apply for your next (or first) casual or part-time job?

Task 2: Discussion

Choose students to share their answers with the class and facilitate a class discussion.

***Teacher tip:** This exercise could be completed by individual students, in pairs, as a class or as a summative assessment task.

Summative assessment

Worksheet 1 could be collected by the teacher and marked as a summative assessment task.

Additional activity 1(d): Practice conversation

Level	Duration	Resources needed
N/A	20 mins	<ul style="list-style-type: none"> Additional worksheet 1(d) Budget planner on Moneysmart

Task 1: Worksheet (Payslips - key terms)

Distribute the worksheet. Students define the key terms found on a payslip by matching the term to the definition. The correct answers are below:

Key term	Definition
Date of payment	The date when you got paid.
Pay period	The date range for which you were paid. Employers might pay you fortnightly or monthly.
Rate	How much you are paid (shown together with how many hours you worked).
Entitlements/ allowances	Any extra money you have been paid for things like working on a public holiday or if you got money for buying your own tools or cleaning your own uniform.
Deductions	The amount of money we take out for things like superannuation and tax.
Gross	How much money you earned before tax or any other deductions were taken out.
Net pay	How much money you actually receive in your bank account, after tax and any other deductions are taken out.
Superannuation	A compulsory scheme where workers must save money, so that when they retire and don't work anymore, they have some money to support them for retirement.
Leave balance	How many annual leave days you're entitled to as a full-time employee.
Loading	Extra money added to your hourly rate of pay if you are employed as a casual, instead of getting paid annual leave and other benefits.

Conclude 'First Job' Lesson 1 by flagging a deeper investigation of the topic:

- Savings goals and budgeting
- The Budget planner on Moneysmart
- 'How super works' section on Moneysmart

Extension or homework activities

- Students can locate websites by using key search terms (eg. fair work, ombudsman, minimum wages). Ask students to explore to find information about rights at work on the Fair Work Ombudsman website. Ask students who have jobs to see if they can find their relevant award or agreement on the Fair Work Ombudsman's '*minimum wages*' webpage.
- Ask students to research the following question on superannuation using the Moneysmart website. *What is the current percentage rate of superannuation payment?* Students can search Moneysmart's '*How super works*' section to find the answer.
- Ask students to research your state/territory work place health and safety organisation's website. A list of these can be found on the Safe Work Australia website. Which government organisation can you contact if you believe your workplace is unsafe? What can you do if bullied in the workplace?

Reflective/summative assessment (5 minutes)

- List three new things that you learned today about getting your first job.
- In your opinion, which of these components is the most important to you?
- What else did you learn about first job employment today?

Additional worksheet 1(c): How much do you know about the workplace and your rights?

NAME: _____

Answer the following questions in the space provided. Refer to the '[Student life and money](#)' section of Moneysmart, the internet and/or your own first job experiences to help you find the answers.

1. What are the main differences between a casual and part-time job?

2. What are the two basic rights of all employees regardless of whether they are casual or part-time workers?

3. Have you ever been offered an employment contract? Can you describe it? (Note: contracts can be verbal or written).

4. What is superannuation and who pays it?

5. Did you receive any appropriate industry training before starting your current or first job? (Describe)

6. What does WHS mean?

7. Why is WHS important to any job?

8. Why is tax deducted from our pay?

9. Name three organisations you could seek advice from to check if you are receiving the correct pay and conditions in your job?

10. What do you spend your weekly/fortnightly pay on?

11. Do you try to save or budget your pay to achieve a long-term financial goal for example, a computer, car, holiday?

12. What key questions will you ask an employer when you apply for your next (or first) casual or part-time job?

Additional worksheet 1(d): Payslips – key terms

NAME:

Match the key terms below found on a payslip with the correct definition.

Key term	Definition
Date of payment	How many annual leave days you're entitled to as a full-time employee.
Pay period	How much money you earned before tax or any other deductions were taken out.
Rate	The date when you got paid.
Entitlements/ allowances	A compulsory scheme where workers must save money, so that when they retire and don't work anymore, they have some money to support them for retirement.
Deductions	The amount of money we take out for things like superannuation and tax.
Gross	The date range for which you were paid. Employers might pay you fortnightly or monthly.
Net pay	Extra money added to your hourly rate of pay if you are employed as a casual, instead of getting paid annual leave and other benefits.
Superannuation	Any extra money you have been paid for things like working on a public holiday or if you got money for buying your own tools or cleaning your own uniform.
Leave balance	How much you are paid (shown together with how many hours you worked).
Loading	How much money you actually receive in your bank account, after tax and any other deductions are taken out.

Lesson plan 2: First job — the fine print

- **Year level:** Year 9 and 10
- **Duration:** 60 minutes
- **Key learning area:** English, Mathematics, Economics and Business

Lesson description

Students continue to explore the previously identified range of rookie errors associated with getting your first job by revising what they learned from lesson 1.

Students move on to complete activity worksheets where they delve more deeply into the underlying complexities of common rookie errors and financial pitfalls of budgeting and superannuation. The lesson concludes with the students applying their richer knowledge of 'Your first job' rookie errors to a revision test.

Long-term understanding/deep learnings:

- You can save money and pay for the things you want by following a budget when you get your first job.
- Understanding that superannuation is money being saved for when you are older and do not work anymore.
- The amount of money paid into a superannuation fund and other variables can affect your retirement income.

Additional activity 2(a): Revision

Level	Duration	Resources needed
N/A	10 mins	N/A

Task 1: True or False

Ask students the following true or false questions. If the statement is false, ask a student to correct the statement.

***Teacher tip:** Copy the questions into a PowerPoint and display them on a projector or TV screen.

1. A payslip should be checked regularly?
2. If you are being underpaid, you should seek advice from Fair Wage Australia?
3. Superannuation is money being saved for you for when you are older and do not work anymore?
4. A budget is good for prioritising where your money is going and how you can save more?
5. Casual employees get the same pay rate as part time employees?
6. WHS stands for Work Health and Safety?
7. Tax is taken out of your pay packet to help to provide government services
8. A saving target allows you to buy more expensive things in the future?
9. When you start your first job you should look, listen and learn?
10. A union is an organisation which exists to protect the rights of workers?

***Teacher tip:** The true or false questions could be put onto cards and distributed to groups of students who could work through the questions at their own pace. Then discuss the correct answers as a class.

Additional activity 2(b): Savings goal and budgeting

Level	Duration	Resources needed
N/A	20 mins	<ul style="list-style-type: none"> • Additional worksheet 2(b) • Savings goal calculator on Moneysmart • Budget planner on Moneysmart • Compound interest page on Moneysmart • Budgeting section on Moneysmart

Task 1: Savings goal and budgeting worksheet

Distribute the worksheet.

- Students will need to access the Moneysmart website and use the savings goal calculator.
- Students use the worksheet to determine their savings goal and record the amount they will need to save each month in order to achieve their goal.
- Many people associate paying interest with a debt such as paying off a credit card or paying a mortgage. You may need to explain to students that you can earn interest when money is deposited in a bank account or similar.
- Students are then required to use the budget planner on Moneysmart.
- Students use the instructions on the worksheet to complete the budget planner. They need to fill in the take-home pay box and add any expenses they think are relevant by clicking on each tab. If students don't have a job, they can use the suggestions on the worksheet. Once they click on the 'summary' tab they will see a *breakdown* of their annual spending and a *summary* of their annual spending.
- Point out to students that earning more income than you pay out in expenses is referred to as a surplus. If you spend more than you earn, it is referred to as a shortfall. Students may wonder how you can spend more than you earn so you may need to explain the concept of borrowing from the bank or other people such as family and friends.
- If appropriate invite individual students to discuss their findings with the class.

***Teacher tips:**

After choosing a goal, some students will need assistance with entering the numbers for the variables. The graph on the 'Your results' tab may need to be explained to the class.

The response to the second question on the worksheet hints at the concept of compound interest. If time permits, discuss this with students. A 'Compound interest' page on Moneysmart explains how you can make money work harder for you. If you have time the students could also use the Moneysmart Compound interest calculator.

Additional activity 2(c): Superannuation

Level	Duration	Resources needed
N/A	20 mins	<ul style="list-style-type: none"> Additional worksheet 2(c) 'How super works' section on Moneysmart Retirement planner on Moneysmart

Ask students **'What is superannuation and why should we have it?'** Ensure that the following points are raised:

- Superannuation is money that is being saved for you for when you are older and retire from work.
- It is used to 'top up' or supplement the age pension which is funded through the tax we pay when we are working.
- You need to plan and save for when you are not working and putting money into superannuation is one of the things that will help.
- You will need to calculate how much money you need to live on when you are no longer working.
- Employers are obliged to pay superannuation.
- Employees can also contribute to a superannuation fund.

Task 1: Superannuation worksheet

Distribute the worksheet. Using the Moneysmart website students read the information on 'How super works' and answer the following two questions:

1. When must an employer pay a percentage of the value of 'ordinary time earnings' into an employee's super fund?
2. Where can you check to make sure your super payments are correct or going in to your super fund?

Ask the class 'Are any of any students are eligible for super'? Discuss the need to be over the age of 18 or working more than 30 hours a week and earning more than \$450. Also check that they understand that their super payments can be checked with their employer and then the ATO.

***Teacher tip:** Before asking students to use the retirement planner, provide an orientation to the tool as the activity requires a number of steps using various screens within the tool. Also check that they have an understanding that retirement income will include superannuation (yellow) and retirement (green) incomes and that they are planning for their super to last until 90 years of age which is near typical life expectancy.

Students continue the worksheet by exploring how to 'boost' their super using the retirement planner. They follow the steps below:

- **Step 1:** In the 'About you' tab enter the following details pretending you are 20 years old, plan to retire from work at age 67 and have an annual income of \$42,000 with a current super balance of \$3,000 with no extra super contributions, not a home owner and no partner.
- **Step 2:** From the 'Results' tab how much is your 'estimated annual income' in retirement based on the information you entered at Step 1?
- **Step 3:** Read the smart tip under the calculator: If you want more money in retirement, try changing your retirement age, contributing more to super.
- **Step 4:** Experiment with changing the other variables in the Retirement planner (Contribute more, pay less in fees, Check investment options, Extra spending in year 1, Retire later) to close the gap between your income goal and estimated income.

Task 2: Discussion

Once students have completed the worksheet debrief the activity with the following questions.

- If at 20 years of age you earned \$25,000 why would you aim for a retirement income of \$41,000 per year at 65 years of age?
- How did you eliminate the income gap? Check that the students include strategies:
 - Contribute more
 - Pay less fees
 - Change investment option (increase risk)
 - Reduce spending in year 1 of retirement
 - Retire later

Additional activity 2(d): Your first job revision

Level	Duration	Resources needed
N/A	10 mins	Additional worksheet 2(d)

Task 1: Quick revision test

Distribute the worksheet 2(d). Ask students to complete the questions under test conditions.

Summative assessment

Students could be assessed by collecting and then marking their revision tests.

Additional worksheet 2(b): Savings goal and budgeting

NAME: _____

Use the Moneysmart website to work through the following activities

Congratulations. You have your first job! Now you can pay for all of those things you need. But what if you want to buy bigger things, like a car, a new computer, or a holiday? You will need to set some savings goals and create a budget.

Savings goal

Work through the following steps

- Open the savings goal calculator.
- Choose a goal then lock in how much you have already saved and how much you need to save. Choose the number of months or years for when you require the savings. If you don't have any goals in mind, try choosing 'car or bike', '\$1,000 saved already', '\$10,000 needs to be saved' and 'for two years' time'.
- If you click on 'Next' or the 'Your results' tab, you will see a graph showing the results of your savings over the time period, plus the amount you need to save per month (below the graph). Note that you can change the savings goal variables using the sliding controller.

Questions

- For the savings goal you chose, how much do you need to save each month?

\$

- You might notice on the graph that the blue area (representing interest) increases as time goes by and as your savings build up. Why does the interest increase as your savings go up?

Budgeting

It's great to have saving goals but how will you actually manage to save that much money each month? The answer is to put a budget together.

Work through the following steps

- Search budget planner on the Moneysmart website:
- If you already have a job, fill in your take-home pay and add your expenses by clicking on each tab.
- If you don't have a job, try entering \$400 a month for your take-home pay, \$20 per month for a mobile phone on the 'Home/utilities' tab, \$80 a month for Clothing / shoes on the 'Shopping/transport' tab and \$80 a month for Movies/music on the 'Entertainment/eating out' tab. Add any other expenses that you think are relevant.
- As you enter numbers you will notice the amount on the 'summary' tab changing. When you have finished, click on the 'summary' tab. This shows you a breakdown of your annual spending and a summary of your annual spending. If you earn more income than expenses, you should have a surplus. If you spend more than you earn, you will have a shortfall.

Questions

1. What is your surplus/shortfall?

\$

2. If you have a surplus, you will be able to save some of the money. How much can you save each month?

\$

3. What can you do if you have a shortfall?

4. What do the 'next steps' tell you to do?

Additional worksheet 2(c): Superannuation

NAME: _____

Use the Moneysmart website to work through the following activities.

Super for casual workers

Search 'How super works' section Moneysmart.

Questions

1. Are you eligible for super? When must an employer pay a percentage of the value of 'ordinary time earnings' into an employee's super fund?

2. Where can you check to make sure your super payments are correct and going into your super fund?

Calculating retirement savings

Search 'Retirement planner' on Moneysmart and work out how much superannuation to contribute for a comfortable retirement income.

Work through the following steps and answer the questions

- **Step 1:** In the 'About you' tab enter the following details:
 - you are 20 years old
 - you plan to retire from work at age 67
 - you have an annual income of \$42,000
 - you have a current super balance of \$3,000
 - you invest no extra super contributions
 - you are not a home owner
 - you have no partner
- **Step 2:** From the 'Results' tab how much is your 'estimated annual income' in retirement based on the information you entered at Step 1?
- **Step 3:** Read the smart tip under the calculator: If you want more money in retirement, try changing your retirement age, contributing more to super.
- **Step 4:** Experiment with changing the other variables in the Retirement planner (Contribute more, pay less fees, Check investment options, Extra spending in year 1, Retire later) to close the gap between your income goal and estimated income.

Question

What variables did you change to close the gap between your income goal and estimated income? Take some notes so that you can describe what you did to the rest of the class.

Additional worksheet 2(d): Your first job revision test

NAME: _____

Answer all the questions below, under test conditions:

1. What are two basic rights of all employees?

2. Explain why it is important to read your pay slip.

3. Outline what WHS is and why it is important.

4. Explain why tax is deducted from your pay.

5. State three organisations that you could seek advice from to check if you are receiving the correct pay and conditions in your job?

6. What is a savings goal and how do you set one?

7. Why is it important to do a budget when you get your first job?

8. Briefly explain what superannuation is and how it works.

Reflection and actions

Not saving enough to meet your savings goal?

- Go back through your budget and try to make some changes.
- Perhaps you need to pick up a few more hours at work or cut down on some of those unnecessary expenses.
- You might also need to go back to the savings goal calculator and make some changes to your savings goal.
- You might need to wait a little longer for that new car.