Kieren's Coin

Year 2

This unit is aligned with the following Australian Curriculum learning areas: Mathematics, English and Humanities and Social Sciences and is accompanied by Kieren's Coin (digibook).
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Kieren's Coin

Year level 2
Duration of unit 10 hours*
Learning areas Mathematics focus supported by English and Humanities and Social Sciences

Unit description

Kieren is surprised when he finds a strange coin on the kitchen counter. When his teacher sees the coin, she decides that the class will investigate coins further including some foreign currency and they generate some great ideas along the way. They decide to create a money museum to raise funds for their upcoming camping trip.

This Moneysmart unit of work adds structured learning to any school or class fundraising event. The unit includes guidance for creating a money museum as a fundraising event, but the skills developed in the unit can also support an existing fundraising event.

This unit focuses on using a fundraising context to increase students' competence and fluency in handling money. This context gives rise to rich mathematical learning as students partition and rearrange collections of coins and notes, develop and use informal strategies for addition and subtraction, use repeated addition to find simple products and make decisions based on the probabilities of events. An exploration of the practicalities and issues associated with fundraising is included in Moneysmart's Foundation – Year 2 unit Ava makes a difference.

The Digibook Kieren's coin is available in interactive whiteboard format on the Moneysmart website.

Knowledge and understandings

• To be able to engage in financial transactions we need to know how to count money and how to calculate change.
• Using coins and notes, we can find ways to make adding, subtracting and multiplying easier and sometimes quicker.
• Mathematical problems can have more than one answer and there is often more than one way to solve them.
• Advertisements are designed to encourage us to buy.

Pre-requisite skills

To undertake this unit, students need to be able to:

• count by twos, threes, fives and tens
• read and write one-, two- and three-digit numbers
• recognise Australian coins and notes and understand their monetary value
• find the value of simple collections of Australian coins and notes.

Worksheets 1 and 2 (used in Activity 2) can be used to assess and revise these skills, if necessary.

* Timings are provided as a guide only. Teachers will tailor the activities to suit the capabilities and interests of their class. The unit and all the student worksheets can be adapted to teachers' needs.
Unit plan
The following table provides the relevant links to the Australian Curriculum learning areas achievement standards and general capabilities.

<table>
<thead>
<tr>
<th>Australian Curriculum learning areas and achievement standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td><strong>• Strand: Number and Algebra</strong></td>
</tr>
<tr>
<td>— Sub-strand: Number and place value</td>
</tr>
<tr>
<td>o Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026)</td>
</tr>
<tr>
<td>o Recognise, model, represent and order numbers to at least 1000 (ACMNA027)</td>
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<tr>
<td>o Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)</td>
</tr>
<tr>
<td>o Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)</td>
</tr>
<tr>
<td>o Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)</td>
</tr>
<tr>
<td>— Sub-strand: Money and financial mathematics</td>
</tr>
<tr>
<td>o Count and order small collections of Australian coins and notes according to their value (ACMNA034)</td>
</tr>
<tr>
<td><strong>• Strand: Statistics and Probability</strong></td>
</tr>
<tr>
<td>— Sub-strand: Chance</td>
</tr>
<tr>
<td>o Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047)</td>
</tr>
</tbody>
</table>

**Achievement standards**

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.
<table>
<thead>
<tr>
<th>English</th>
<th>Content descriptions</th>
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<tbody>
<tr>
<td>• <strong>Strand: Language</strong></td>
<td></td>
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<tr>
<td>— Sub-strand: Language for interaction</td>
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<tr>
<td>o Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)</td>
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<tr>
<td>— Sub-strand: Text structure and organisation</td>
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<tr>
<td>o Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</td>
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<tr>
<td>• <strong>Strand: Literacy</strong></td>
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<tr>
<td>— Sub-strand: Interacting with others</td>
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<tr>
<td>o Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</td>
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<tr>
<td>o Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)</td>
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<tr>
<td>— Sub-strand: Interpreting, analysing, evaluating</td>
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<tr>
<td>o Identify the audience of imaginative, informative and persuasive texts (ACELY1668)</td>
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<tr>
<td>— Sub-strand: Creating texts</td>
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<tr>
<td>o Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</td>
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</tbody>
</table>

**Achievement standards**

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how
Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

<table>
<thead>
<tr>
<th>HASS</th>
<th>Content descriptions</th>
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<td></td>
<td><strong>Strand: Inquiry and skills</strong></td>
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<td></td>
<td>--- Sub-strand: Analysing</td>
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<td></td>
<td>- Interpret data and information displayed in pictures and texts and on maps (ACHASSI040)</td>
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<td></td>
<td>--- Sub-strand: Evaluating and reflecting</td>
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<tr>
<td></td>
<td>- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041)</td>
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<tr>
<td></td>
<td><strong>Strand: Knowledge and understanding</strong></td>
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<td></td>
<td>--- Sub-strand: History</td>
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<td></td>
<td>- The importance today of a historical site of cultural significance in the local area and why it should be preserved (ACHASSK045)</td>
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<td></td>
<td>--- Sub-strand: Geography</td>
</tr>
<tr>
<td></td>
<td>- The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)</td>
</tr>
</tbody>
</table>

**Achievement standards**

**By the end of Year 2, students** describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students **describe how people in different places are connected to each other** and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They **compare objects from the past and present and interpret information and data to identify a point of view** and **draw simple conclusions**. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

**General capabilities**

Typically, by the end of Year 2 students:
### Literacy
- listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud
- interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies
- compose and edit a small range of learning area texts
- use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts
- use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts

### Numeracy
- model, represent, order and use numbers up to four digits
- estimate the solution to a problem and then calculate the answer
- identify and use combinations of coins and notes for simple purchases
- visualise and describe halves and quarters
- solve problems using halves and quarters
- identify and describe familiar events that involve chance

### ICT
- locate information from a given set of digital sources
- experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes

### Creative & Critical Thinking
- pose questions to identify and clarify issues, and compare information in their world
- identify and explore information and ideas from source materials
- describe the thinking strategies used in given situations and tasks

### Personal & Social Capability
- describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them
- discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers
- identify cooperative behaviours in a range of group activities
- practise individual and group decision making in situations such as class meetings and when working in pairs and small groups

### Cross-curriculum priorities
Asia and Australia's engagement with Asia.

### Proficiency strands
- **Understanding**
  - Students use concrete materials to model addition, subtraction and multiplication (through repeated addition). They partition and regroup collections, providing a solid basis for an understanding of place value.
- **Fluency**
  - Students practise adding, subtracting and multiplying (through repeated addition) in practical contexts. They gain fluency in counting collections of coins and notes, and in calculating change and simple costs.
- **Problem solving**
  - Students engage with problems that have many solutions. They appreciate that a range of strategies can be used to solve a problem. They discuss and solve problems in groups using concrete materials. They use trial and error to solve a complex problem.

- **Reasoning**
  - Students deduce the value of a foreign coin. They consider the motivation behind advertising and evaluate messages in advertisements. They use concrete materials to demonstrate the correctness of mental calculation. They justify the need for change to be provided in a given transaction.

**Diversity of learners**

The Australian Curriculum is based on the assumptions that each student can learn and that the needs of every student are important. These needs are shaped by individual learning histories and abilities as well as personal, cultural and language backgrounds, and socio-economic factors.

Teachers may adapt or plan additional learning activities depending on the multiple, diverse, and changing needs of their students.

<table>
<thead>
<tr>
<th>National Consumer and Financial Literacy Framework</th>
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<tbody>
<tr>
<td>(Note: the student learnings in the National Consumer and Financial Literacy Framework are divided into, and are applicable over, bands covering two chronological years.)</td>
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<tr>
<td>Dimension</td>
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</tbody>
</table>
| Knowledge and understanding | • Recognise Australian money includes notes and coins  
  • Explain how money is exchanged in return for goods and services |
| Competence | • Use money to buy basic goods and services in 'real-life' contexts  
  • Describe how advertising can influence consumer choices |
| Responsibility and enterprise | • Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, business ventures and special events  
  • Demonstrate enterprising behaviours through participation in relevant class and/or school activities |
### Sequenced teaching and learning activities

<table>
<thead>
<tr>
<th>Introducing</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Activity 1: How will we raise money?**<br> (60 minutes) |  - Print resource 1: Kieren's Coin  
  - Digital resource: National Museum of Natural History Virtual tours (if the class is unfamiliar with museums)  
  - Digital resource: Lino It  
  - Any flyers or notes about your fundraising activity |
| **Activity 2: Lin's questions**<br> (40 minutes) |  - Print resource 1: Kieren's Coin  
  - Digital resource: Google Maps  
  - Worksheet 1: Lin's first email (one per student)  
  - Worksheet 2: Lin's second email (one per student) |

**Assessment: Diagnostic**
The pre-requisite skills required for this unit are listed above. Student responses in Worksheets 1 and 2 will indicate if further revision is required.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Resources</th>
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</table>
| **Activity 3: We don't have a $10 note!**<br> (60 minutes) |  - Plastic or cut-out currency (Resource 2). Each group of three students will need one $5 note, five $2 coins, ten $1 coins, one 50c coin, four 20c coins, four 10c coins and four 5c coins  
  - Worksheet 3: Let me count the ways (one copy per three students)  
  - Worksheet 4: Three ways (one per student) |

**Assessment: Formative**
There is an assessment rubric immediately following this table. This can help teachers to monitor student progress throughout the unit. The rubric indicates the activities and worksheets that allow students to demonstrate each assessed skill.

| **Activity 4: Wipe-out 1**<br> (40 minutes) |  - Digital resource: Roll the dice on a projector or interactive whiteboard OR a large physical die and six stickers to place on the sides  
  - Worksheet 5: Wipe-out record (one per student) |
| **Activity 5: Moving money**<br> (60 minutes) |  - Plastic or cut-out currency (Resource 2). Each group of three students will need thirty $1 coins, twelve $10 notes and three $100 notes  
  - Worksheet 6: Hundreds, tens and ones (one copy per student) |
<table>
<thead>
<tr>
<th>Developing</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>Activity 6: Buying multiple items</strong> (75 minutes)</td>
<td>• Print resource 1: Kieren's Coin</td>
</tr>
<tr>
<td>Students use repeated addition to calculate simple costs.</td>
<td>• Five sheets of cardboard</td>
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<td>• Six felt pens</td>
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<td>• Worksheet 7: Buying more than one (one copy per three students)</td>
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<td></td>
<td>• Plastic or cut-out currency (Print resource 2). Each group of three</td>
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<td>students will need ten $2 coins and ten $1 coins</td>
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<td></td>
<td>• Print resource 3: Letter to parents or carers (one per student)</td>
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<td></td>
<td>• Digital resource: <a href="#">Needs and wants</a></td>
</tr>
<tr>
<td><strong>Activity 7: Taiwanese currency</strong> (60 minutes)</td>
<td>• Print resource 1: Kieren's Coin</td>
</tr>
<tr>
<td>Students investigate Taiwanese currency and explore other foreign currency.</td>
<td>• Student computers</td>
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<td></td>
<td>• Taiwanese currency:</td>
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<td></td>
<td>— <a href="#">museum.cbc.gov.tw/web2en/index.aspx</a></td>
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<tr>
<td></td>
<td>— Digital resource: <a href="#">Money and people</a></td>
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<td>• Digital resource: <a href="#">Money maps</a></td>
</tr>
<tr>
<td><strong>Activity 8: Wipe-out 2</strong> (40 minutes)</td>
<td>• Digital resource: <a href="#">Roll the dice</a> on a projector or interactive</td>
</tr>
<tr>
<td>Students play a variation of the game introduced in Activity 4. A strategy</td>
<td>whiteboard OR a large physical die and six stickers to place on the sides</td>
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<td></td>
<td>• Worksheet 5: Wipe-out record (one per student)</td>
</tr>
<tr>
<td><strong>Activity 9: Providing change</strong> (45 minutes)</td>
<td>• Plastic or cut-out currency (Resource 2). Each group of three</td>
</tr>
<tr>
<td>Students model the process of providing change and calculate change for</td>
<td>will need three $10 notes and ten $1 coins</td>
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<tr>
<td>simple transactions.</td>
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<tr>
<td><strong>Activity 10: Preparing for our fundraising event</strong> (60 minutes)</td>
<td>• Cardboard and felt pens, or software such as Microsoft Publisher, for</td>
</tr>
<tr>
<td>This activity includes preparation for the fundraising event, including</td>
<td>making posters</td>
</tr>
<tr>
<td>creating posters to advertise the event.</td>
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</tbody>
</table>
### Culminating

<table>
<thead>
<tr>
<th>Activity 11: Final rehearsal and 'Action'! (60 minutes + the fundraising event)</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Students rehearse the transactions that are likely to take place at the fundraising event, demonstrating the skills that they have learnt throughout the unit. | • Real currency (enough to demonstrate each task the students will perform at the fundraising event)  
• A roster (as described in the activity) |

### Assessment: Summative

The fundraising activity and adjoining lessons provide opportunities for students to demonstrate the skills listed in the assessment rubric, allowing teachers to make judgements about student progress. Teachers may focus on students whose skill level has been identified as needing further development in previous activities.
**Assessment rubric**

This rubric aligns with Year 2 Australian Curriculum: Mathematics, which is the focus of this unit. Teachers may wish to expand to include other learning areas. This rubric is intended as a guide only. It can be modified to suit teachers’ needs and to be integrated into existing assessment systems.

Teachers may also wish to collect the worksheets as work samples for individual student folios.

Student's name:  _________________________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Relevant content description(s)</th>
<th>Relevant activities and worksheets</th>
<th>Competent</th>
<th>Developing at level</th>
<th>Needs further development</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student can find the value of a collection of coins and/or notes.</td>
<td>Count and order small collections of Australian coins and notes according to their value (ACMNA034) Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)</td>
<td>Worksheet 2 Activities 3 and 11</td>
<td>The student finds the value correctly, including collections that include more than two denominations.</td>
<td>The student finds the correct value of simple collections that include two denominations.</td>
<td>The student requires assistance to find the value of simple collections.</td>
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<tr>
<td>The student can combine coins and/or notes to achieve a given monetary value.</td>
<td>Recognise, model, represent and order numbers to at least 1000 (ACMNA027)</td>
<td>Worksheet 3 Activities 3 and 11</td>
<td>The student can make up a given monetary value using coins and/or notes.</td>
<td>The student can, after minimal prompting, make up a given monetary value using coins and/or notes.</td>
<td>The student requires assistance to make up a given monetary value using coins and/or notes.</td>
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<tr>
<td>The student can add simple costs.</td>
<td>See ACMNA030 above.</td>
<td>Activities 4, 8 and 11</td>
<td>The student finds the total correctly.</td>
<td>The student finds the total correctly, after minimal prompting, to group some prices together to make the calculation easier.</td>
<td>The student requires assistance to find the total.</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Relevant content description(s)</td>
<td>Relevant activities and worksheets</td>
<td>Competent</td>
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<tr>
<td>The student can swap denominations.</td>
<td>See ACMNA034 above. Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)</td>
<td>Activities 5 and 11 Worksheet 6</td>
<td>The student correctly swaps one denomination for another (e.g. two 10c coins for one 20c coin).</td>
<td>The student correctly swaps one denomination for another, after minimal prompting, to skip count appropriately.</td>
<td>The student requires assistance to correctly swap one denomination for another.</td>
<td></td>
</tr>
<tr>
<td>The student can calculate change.</td>
<td>See ACMNA030 above.</td>
<td>Activities 9 and 11</td>
<td>The student correctly calculates change from $10 where the price is a whole number less than ten.</td>
<td>The student can demonstrate the process of calculating change, with occasional calculation errors.</td>
<td>The student requires assistance to calculate change from $10 where the price is a whole number less than ten.</td>
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</tr>
<tr>
<td>The student can calculate the cost of buying more than one of an item.</td>
<td>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026) Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)</td>
<td>Activities 6 and 11 Worksheet 7</td>
<td>The student correctly calculates the cost of buying more than one of an item that costs $2, $3, $5 or $10 without assistance.</td>
<td>The student correctly calculates the cost of buying more than one of an item that costs $2, $3, $5 or $10 with some prompting to perform repeated addition.</td>
<td>The student requires substantial assistance to calculate the cost of buying more than one of an item that costs $2, $3, $5 or $10.</td>
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</tbody>
</table>
Teacher notes
Activity 1: How will we raise money? (60 minutes)

- Read the story 'Kieren's Coin' (Print resource 1) to the class. You will find the story after the final activity of this unit in the Resources section.
- Ask questions to gauge student comprehension. For example:
  - Where did the coin come from?
  - What had Kieren's classmates been discussing for the last three weeks?
  - Why was Kieren's dad sitting at the kitchen table and doing sums?
- Ask questions to emphasise that some people enjoy collecting coins. For example:
  - Why do some people collect coins?
  - Why can coins from different countries be interesting?
  - What do we call a person who collects coins? (a numismatist)
- Students develop their understanding of museums. Record student responses to the following five questions so that they can be referred to later in this activity and in Activity 10. If there are no responses to the following questions, explain and explore the concept of a museum. For example, by exploring the Museum of Natural History virtual tours. The questions are:
  - Who has been to a museum?
  - What did you see at the museum you visited?
  - What were the people who worked there doing?
  - What did you do there?
  - Why would someone visit a museum?
- Refer to the recorded responses as students focus on the idea of a money museum. Ask:
  - What might people see if they visited a money museum?
  - What sort of information might visitors want to know about the money they see?
- Explain that some people work or volunteer at a museum. Ask: Can you think of the jobs that they do? Assist students to consider these jobs by reminding them of relevant recorded responses from above. Keep a list of responses to this question, either on cardboard or using a website like Lino it (free registration required). If you are writing on cardboard, leave some space between each job, as the skills involved in each job will be added later. The advantage of using the website is that you can move information around as needed.
  Your list should include:
  - collecting money from visitors
  - explaining the exhibits to the visitors
  - organising advertisements to encourage people to visit the museum.
- Explain that, just as Kieren's class raised money using a money museum, your class or school will also hold a fundraising event. This could be a money museum or another event. Discuss ideas with the class and decide on the type of fundraising event that will take place at the culmination of this unit.
- Refer to the list of jobs that people perform at a museum. Alternatively, if your event is not a money museum, brainstorm a list of jobs that your event would involve. Include jobs such as advertising, which occur leading up to the event, as well as jobs that involve money and money calculations.
For each job on the list, ask: What skills will you need in order to do this job at our fundraising event? Make sure that the following skills are included:

- finding the value of a collection of coins and notes
- adding amounts of money together
- swapping coins and notes for other coins or notes
- calculating change
- calculating the total cost when buying more than one of an item.

Annotate your list with responses to these questions. This ‘Jobs and skills’ list will be referred to throughout the unit.

Read this list back to the class, explaining that they will have a chance to acquire this knowledge and develop these skills throughout the unit.

Let students know that they will need to bring in a foreign coin, or a special or old Australian coin, to show the class in Activity 7. They can start to ask their family for any interesting coins and for any information about these coins. If your fundraising event is a money museum, these coins will be part of the display at the museum. You might like to send home a flyer or note letting parents know about the upcoming fundraising activity.

If necessary, assess students’ ability to count by twos, threes, fives and tens. Revision of skip counting, as needed, will assist students to complete the remaining tasks. Activity 2 provides opportunities to revise Australian currency and some simple addition.

Activity 2: Lin’s questions (40 minutes)

- Explain that in this activity, the class is going to become part of the story ‘Kieren’s Coin’ (Print resource 1), by helping Kieren answer some of Lin’s questions. Ask:
  - Who is Lin (from the story)?
  - Where does she live?

If necessary, read the part of the story ‘Kieren’s Coin’ (Resource 1) where Lin is mentioned.

- Establish that Taiwan is overseas by showing the class a map or globe, or by using Google searches.
  - Find out how many kilometres Australia is from Taiwan. Describe a distance that is approximately one kilometre for reference (e.g. from our school to the police station down the road) and ask students to imagine travelling this distance thousands of times.
  - Work out how long it would take to fly from Australia to Taiwan using Google maps: google.com/maps
  - Use Google maps to try and see a street view!

- Explain that you have an email from Lin to Kieren and that the class is going to help Kieren answer it.

Email 1 from Lin to Kieren

Hi Kieren. I have found some Australian coins and notes that I would like to display in our money museum. Can you help me understand them? Here are some questions I have.

- Students complete Worksheet 1: Lin’s first email. You may wish to write a word bank on the board (e.g. cents, dollars, five, ten, twenty).
- Explain that Kieren received a second email from Lin.
Email 2 from Lin to Kieren

Hi Kieren. Thank you for your answers to my questions. I am beginning to understand Australian currency. At our money museum, I would like to demonstrate how to count Australian money

- Students complete Worksheet 2: Lin's second email.
- Thank the class for helping Lin. Refer students to the 'Jobs and skills' list developed in Activity 1 and point out that they have already demonstrated that they can add coins and notes. Relate this skill to relevant jobs in the fundraising event. If your event is a money museum, point out that the ability to help people understand currency will also be helpful.

Activity 3: We don't have a $10 note! (60 minutes)

- Seat students in a circle. Use focus questions to stimulate class discussion. For example:
  - What are some situations at our fundraising event where people will pay us money?
  - Do you think that every person will pay us using exactly the same coins and notes?
  - Why might they use different coins and notes?
- Explain that, in this activity, students will learn about different ways to make up amounts of money so that they can understand all of the different ways people might use coins and notes to pay at the fundraising event.
- Ask for volunteers to be a shopper and a shopkeeper. Use plastic or cut-out currency for this activity (Print resource 2).
  - In front of the shopper, lay out one plastic or cut-out $5 note, five plastic or cut-out $2 coins, and ten plastic or cut-out $1 coins.
  - Emphasise that there are no $10 notes.
  - Ask the shopper to pay $10 to the shopkeeper.
  - Ask the shopper to explain to the class that they have actually paid $10, even though they did not have a $10 note.
  - Ask a new volunteer to find a different way to pay $10 to the shopkeeper.
  - You may like to comment, 'I wonder how many ways there are.'
- Organise students into groups of three. Provide each group with a $5 note, five $2 coins and ten $1 coins, and a copy of Worksheet 3: Let me count the ways. Demonstrate how the two answers given so far would be recorded on the worksheet. Set a time limit of five minutes for each group to record as many ways as possible to pay $10. The nine possible answers can be found in the Solutions section.
- Invite the groups to share their strategies. Some groups may have found a systematic way to list the possibilities. Some groups may have found a fast way to turn an existing solution into a new one, for example, by swapping a $2 coin for two $1 coins and leaving everything else unchanged.
- Collect the notes and coins and distribute four 5c coins, four 10c coins, four 20c coins and a 50c coin to each group. Announce a new target of 80c (see question 2.1). An alternative target of 40c may be helpful to differentiate this part of the activity (see question 2.2). Omit the 50c coin for this alternative. The answers can be found in the Solutions section.
- Distribute Worksheet 4: Three ways to each student. Demonstrate drawing coins or notes on the board by drawing a circle or rectangle and writing the value. Have students complete the worksheet. Print resource 2 includes a range of coins and notes. Students could use the Currency cut-out sheets rather than drawing to complete the worksheet.
- Refer students to the 'Jobs and skills' list developed in Activity 1. Ask:
— Which jobs at our fundraising event will be easier now that we have practised making up amounts of money in different ways? Why will they be easier?
— Point out that this skill is useful not just for collecting money, but also for providing change and for purchasing materials that might be needed for the fundraising event.

**Activity 4: Wipe-out 1 (40 minutes)**

- Explain that this activity is a game that will help students practise adding money together.
- Ask students to think of situations related to your fundraising event where they may need to add money. Ask: What might happen if someone wasn’t able to add money correctly?
- Distribute Worksheet 5: Wipe-out record to each student.
- Make up a special die in front of the class by following these steps:
  - Project the digital resource of **Rolling a dice** onto the board or screen.
  - Click ‘customise your die’, and choose the die with six faces.
  - Type the values that will appear on the die: 50c, 50c, $1, $2, $2, $5. Alternatively, $1, $1, $1, $2, $2, $5 can be used to differentiate this activity according to students’ skills.
  - Click ‘create’.
  - Roll the die a few times to show that it works.
- Alternatively, place stickers on a large die with the six values written on them.

**Game: Wipe-out**

Rules of the game:
- The goal is to earn as much money as possible, without exceeding $10.
- The teacher will roll the die.
- At the beginning of each round, every student stands.
- Before each roll, students can choose to sit down (and earn no further money) or to remain standing (and risk being wiped out by going over the limit).
- On each roll of the die, any student still standing earns the amount of money rolled, recording it on Worksheet 5.
- Once a student sits, they cannot earn any more money in that round.
- If a student is standing and the total amount they have earned exceeds $10, they are ‘wiped out’ and cannot win that round.
- The winner(s) of each round are the student(s) who have earned the most money without exceeding $10. Each winner receives one point.

- Support students through a practice round of the game. Play eight rounds. Record the amounts rolled on the board and invite students to find the current total.
- Prompt students to consider the probabilities in the game by asking questions such as:
  - Is it possible to be wiped out by the next roll? Is it likely?
  - Alex is still standing. What is Alex hoping will not happen next? Is it likely that Alex will be disappointed? Is it certain?
  - Jo just sat down. If the next amount I roll is $5, will Jo win this round? Is this unlikely? Is it impossible?
- Let your class know that you will be playing the game again later in the unit, for some extra practice.
• Refer students to the 'Jobs and skills' list developed in Activity 1. Ask: Are there any skills that we can now place a tick next to, because we feel more confident in these skills?

• Read the remaining skills to the class. If there are any skills that are very specific to your fundraising event, start to address those skills with the class.

**Activity 5: Moving money (60 minutes)**

• Ask focus questions to stimulate class discussion. For example:
  — What situation can you think of where we might need to pay using coins when we only have a note for money? (e.g. parking meters, laundromats, vending machines)
  — Sometimes people might decide to swap some coins that they have for a note. Why might they prefer to carry notes than coins?
  — Could this happen at our fundraising event? Is it possible that someone will want to swap coins or notes? Why might they do this?

• Explain that in this activity students will practise swapping coins and notes. Explain that in the initial rounds they will practise following instructions and then in the final round they will practise swapping coins and notes.

• Organise students into groups of three. Use plastic or cut-out currency for this activity ([Print resource 2](#)). Each group:
  — starts with six $10 plastic or cut-out notes and thirty plastic or cut-out $1 coins
  — sits as a group with their money in the middle
  — nominates Person A, Person B and Person C.

**Round 1**

• Call out the following instructions:
  — Each Person A is to take $5.
  — Each Person B is to take twice as much money as each Person A.
  — Each Person C is to take $2 more than each Person B.

• Ask the groups to return their money to the middle. Call out similar sets of instructions to provide additional practice.

This part of the activity can provide an opportunity to cater to different skill levels. For example, you might consistently ask each Person A to take a specified amount of money, then give the Bs and Cs the more complex task of calculating their amount based on a previous amount.

**Round 2**

• Progress to instructions that can be followed in more than one way. Emphasise the range of possible solutions by encouraging groups to share their solution with the rest of the class. After each instruction, each group should return all of the money to the middle of their space.

Example instructions include:
  — Person B must have twice as much money as Person C.
  — Person A must have $8 less than Person B, etc.

**Round 3 (optional)**

• Encourage trial and error. Instructions can become more challenging, depending on student capability. For example, you could include these instructions, in which all of the group's money must be used:
  — Person C must have exactly $30 and Person A must have twice as much money as Person B. (The solution is Person A: $40, Person B: $20.)
  — Person A must have $20 more than Person B and Person B must have $20 more than Person C. (The solution is Person A: $50, Person B: $30, Person C: $10.)
Round 4

- To each group, distribute three plastic or cut-out $100 notes and six additional plastic or cut-out $10 notes. Ask that the $100 notes, $10 notes and $1 coins be placed in front of Persons A, B and C, respectively.

- Explain that, as they follow the remaining instructions, the amount of money they each have must not change, so they will need to swap coins and/or notes with each other in order to follow each instruction. Example instructions include:
  - Person A must have only two $100 notes.
  - Person B must have ten coins.
  - Person B must have thirty coins, etc.

- Students each complete Worksheet 6: Hundreds, tens and ones, while discussing the combinations on this worksheet in their group.

- Refer students to the 'Jobs and skills' list developed in Activity 1. Tick the skill of swapping denominations, congratulating students on the skills that they are learning in preparation for their roles at the fundraising event.

Activity 6: Buying multiple items (75 minutes)

Part A: Buying more than one

- Organise the class into a circle. Refer students to the 'Jobs and skills' list developed in Activity 1, reading out the skills that have not been ticked. One of these skills will be 'calculating the total cost when buying more than one of an item'.

- Discuss the types of purchases that will need to be made before your fundraising event. Focus on instances where you will need to buy more than one of something.

- Re-read the section of the story, 'Kieren's Coin' (Print resource 1), where Kieren's dad is doing sums at the kitchen table. Then follow these steps:
  - Lay five sheets of cardboard in a row inside the circle.
  - Ask: If each sheet cost $3, how much would five sheets cost?
  - Invite a student to count by threes to either find or verify the answer.

- Remind students that in mathematics, there is often more than one way to do things. Demonstrate another way to find the answer using plastic or cut-out currency (Print resource 2).
  - Place a plastic or cut-out $2 coin and $1 coin on each sheet of cardboard.
  - Ask:
    - How much money did I place on each sheet?
    - Why did I place $3 on each sheet?
    - So to buy all five sheets, would we need to pay all of this money?
  - Gather the coins into one pile.
  - Invite a student to remove $10 from the pile.
  - Lay out the remaining coins so that everyone can see them.
  - Ask:
    - How much is left over?
    - So how much is $10 (point to the student) plus $5 (point to the amount left over in the pile)?

- Repeat these processes with six felt pens, asking: If each felt pen costs $2, how much will six felt pens cost?

- Organise students into small groups of about three. Each group will need:
  - a copy of Worksheet 7: Buying more than one
— plastic or cut-out coins to place over or next to the worksheet for the first three questions (ten $2 coins and ten $1 coins).

- Students work in their groups to complete the worksheet.
- Provide one or two examples of materials or items that need to be purchased for your fundraising event, for which a reasonable cost would be $2, $3, $5 or $10. Ask the class to work in their small groups to figure out how much a small quantity (less than or equal to ten) of this item will cost.
- Alternatively, announce an entry fee of $2, $3, $5 or $10. Ask: How much money will we raise if four people pay the entry fee? What about six people? Nine people? It may be useful to draw people on the board (or drag and drop graphics of people on the interactive whiteboard) to support the repeated addition.
- Optionally, include some consideration of setting suitable prices to ensure a profit, as described in Activity 7 of the Moneysmart unit of work Ava makes a difference.
- Refer students to the 'Jobs and skills' list developed in Activity 1. Tick the skill of finding the cost of more than one of an item.

**Part B: Advertising**

- Explain that when the fundraising event is advertised, the class will want to encourage people to buy more than one ticket, or to purchase multiple items at the event. Set homework to find an advertisement (in any media) that encourages people to buy more than one of something.
- **Print resource 3** is a letter to parents or carers, inviting them to assist their child with this homework. The letter also provides suggested questions that parents can use when they view advertisements with their child, to help their child develop consumer literacy.
- Once students have completed the homework, conduct a class discussion, asking students to tell the class about:
  — the types of advertisements they found
  — how these advertisements encourage people to buy more than one of something
  — whether the advertisements were about needs or wants; refer students to the digital resource Needs and wants.
  — why companies try to get us to buy more than one of something
  — why sometimes it might be a mistake for a shopper to buy more than one of something and to think of some reasons why it might be a mistake; prompt students to consider the possibility of waste, and of spending too much on wants and then not having enough for needs
  — when it might be a good idea to buy more than one of something.
- Remind students to bring in a foreign coin from home, or a special or old Australian coin, to show the class during the next activity.
Activity 7: Taiwanese currency (60 minutes)

- Refer back to the story 'Kieren's Coin' (Print resource 1). Read the description of the coin that Kieren found in his kitchen. If your fundraising event is a money museum, remind students that they will need to provide visitors with some information about foreign currency.

- Organise students to work in pairs in a computer classroom, or to take turns working in pairs on classroom computers. Make the links for the following activities accessible to students, for example, by placing them on the class webpage.

- Ask students to navigate to: Museum of Central Bank of China (Taiwan). Ask:
  - Which of these coins did Kieren find in his kitchen?
  - How do you know?
  - Why do you think there is a fraction on the coin? You may like to remind students that Kieren's pocket money is usually 50c. If students are still unsure what the fraction means, leave the question unanswered for the moment.

- Ask students to open a new tab in their browser and to navigate to: Museum of Central Bank of China (Taiwan). Ask:
  - What is the lowest note value?
  - What is the highest coin value?

At this stage, students most likely will be able to deduce that the brown coin is worth half a dollar.

- Remind students that Kieren's coin was rare. Explain that there are very few half-dollar coins in Taiwan because half a dollar is worth so little there. It costs more than half a dollar to make the coin, so they have stopped making them.

- Students work in pairs to answer the following questions:
  - What is the highest note value in Taiwan? What is the highest note value in Australia?
  - How many notes would it take to pay someone $700 in Taiwan? How many notes would it take in Australia?
  - How many coins would it take to pay someone $30 in Taiwan? How do we usually pay this amount in Australia?
  - In Australia, we have a $2 coin. What are three ways that someone could pay $2 in Taiwan? Which way do think is the most common?

- Invite students to present and explain the coin that they were asked to bring in from home in Activity 1. On the board, write the countries that the coins are from.

- Ask students to navigate to an image search such as google.com/images. Give them some time to look at pictures of coins from other countries, starting with the countries on the board. For example, they could type in 'Chinese coins'. You could also add nationalities/different cultural backgrounds of students in the class and countries that students have visited or would like to visit one day.

- For extension, you may wish to refer some students to the Moneysmart resources Money and people and Money maps.
Activity 8: Wipe-out 2 (40 minutes)

- Repeat the game introduced in Activity 4, but use the following values on the die: $1, $2, 50c, 20c, 10c, 5c, with a 'wipe-out' value of $4. Students will need a new copy of Worksheet 5: Wipe-out record for this activity. Follow these steps:
  — Write each value rolled on the board.
  — Emphasise that we can add the values in any order.
  — Show how some values can be grouped to form larger values before adding. For example, two 20c values and a 10c value can be grouped to form 50c, which will often make adding easier.

Note
If you opted to use only whole numbers in Activity 4, use the values: 50c, 50c, $1, $2, $2, $5, with a 'wipe-out' value of $10. As you roll the die add the values on the board, emphasising that we can group pairs of 50c and count each pair as $1.

Activity 9: Providing change (45 minutes)

- Refer students to the 'Jobs and skills' list developed in Activity 1, and point out that students will need to understand how to provide change at the fundraising event.
- Ask focus questions to stimulate class discussion. For example:
  — Have you seen somebody pay and then receive money back?
  — What do we call the money that they get back?
  — Why do people receive change?
- Ask for two volunteers to come to the front of the room and be a shopper and a shopkeeper. Use plastic or cut-out currency (Print resource 2) for this activity.
  — Write $7 on the board.
  — Explain that the shopper is going to pay $7 to the shopkeeper.
  — Hold up a plastic or cut-out $10 note and hand it to the shopper. Emphasise that this is the only money the shopper is carrying.
- There are three steps to understanding change. The steps you choose to emphasise will depend on the range of abilities in your classroom. Some students might benefit from Activity 7 of the Year 1 Moneysmart unit of work Bertie's Socks before proceeding.
  
Step 1:
- Suggest that the shopper approach you to swap their $10 note for ten $1 coins.
- Perform this swap in front of the class, asking: Is this a fair swap?
- Instruct the shopper to pay $7 to the shopkeeper.
- Ask:
  — How much money did the shopkeeper receive?
  — How much money did the shopper have before paying?
  — How much money did the shopper have after paying?

Step 2:
- Ask for two new volunteers.
- Hand the shopkeeper at least ten $1 coins and hand the shopper a $10 note.
- Write a new price (e.g. $8) on the board.
- Instruct the shopper to hand the $10 note to the shopkeeper.
• Instruct the shopkeeper to give back ten $1 coins.
• Ask the class: Is this a fair swap?
• Instruct the shopper to pay the correct price.

Step 3:
• In this step, the shopkeeper simply provides change directly. Students often transition to this step independently, when they are ready. Emphasise that:
  — The shopper has paid too much money, so they must receive some money back from the shopkeeper.
  — The shopkeeper has received too much money, so they cannot keep all of it.
• In groups of three, students nominate a shopkeeper, a shopper and an observer. Explain that these roles will switch. Distribute at least three $10 notes and ten $1 coins to each group. Call out prices and write them on the board. Assist the groups as they conduct their transactions.
• Refer students to the ‘Jobs and skills’ list developed in Activity 1. Tick the skill of calculating change and address any remaining skills on the list.

Activity 10: Preparing for our fundraising event (60 minutes)

• Identify opportunities before and during your fundraising event for students to demonstrate the skills covered in this unit. These are the skills on the ‘Jobs and skills’ list developed in Activity 1 and should include:
  — finding the value of a collection of coins and notes, for example, checking how much a visitor has paid for an entry fee
  — adding amounts of money together, for example, finding the total amount raised from the various income sources in the event, or the total cost of materials needed to advertise the event
  — swapping coins and notes for other coins or notes, for example, if there was a ride or activity where people needed to pay using a $2 coin, students could set up a stall where they swap denominations to provide $2 coins
  — calculating change, for example, when visitors to the event purchase an item, or pay an entry fee
  — calculating the total cost of buying more than one of a particular item, for example, when customers purchase more than one of an item on sale. In this case, it would be best to make one student responsible for calculating the total price and another student responsible for counting the money paid and providing change.
• Organise a roster so that students have a chance to demonstrate each skill during the event. Adult supervision will be necessary.
• Discuss and plan advertising. Activity 12 of the Moneysmart unit of work Ava makes a difference provides a detailed activity that involves making posters to publicise an event. Discuss the use of the persuasion techniques that students investigated in Activity 6 of this unit. If your event is a money museum, refer to the student responses that were recorded in Activity 1 when students were asked, ‘Why would someone visit a museum?’ These responses could inform the advertising messages.
• If there is a particular amount of money that needs to be raised, discuss this goal with the class. This may help to determine prices such as the entry fee.
• If your event is a money museum, discuss the way that the museum will be arranged and organised. Ask:
  — How can the coins be displayed in a visually interesting way?
— How will information about the coins be given to visitors? Consider whether there will be guides to explain the coins or whether each student will explain the coin that they brought from home. It may be necessary to script the explanations.

**Activity 11: Final rehearsal and 'Action'! (60 minutes + the fundraising event)**

- In a lesson prior to the fundraising event, explain each task that students will perform. Show them a copy of the roster and explain where it will be placed on the day. Invite pairs of students to rehearse each task in front of the class, using the same prices that will be charged on the day. It is a good idea to use real currency for this rehearsal. Suggest polite ways for students to address visitors who have not provided enough money, or who require information about prices.
- If your event is a money museum, include opportunities for students to rehearse their explanation of the coins.
- This rehearsal and the fundraising event will provide opportunities to finalise the assessment rubric for each student. You may also wish to invite some students to demonstrate skills to you individually, after the fundraising event.
Resources
Something was odd when Kieren entered the kitchen.

Dad had left out a box of cereal for Kieren's breakfast. This was normal.

The cat was snarling at a ball of string. This was normal.

Kieren's little brother had left a big mess. This was very normal.

There was a small, brown coin on the kitchen counter. This was not normal. A silver coin would be normal, because Kieren's pocket money was fifty cents each week. But Kieren had never seen a brown coin before.
He examined the coin. It had strange writing and a fraction on it.
Dad had scribbled a note on the fridge. Enjoy your pocket money. See you tonight.
'Thanks Dad ... I think!' thought Kieren. He pocketed the strange coin, not quite sure what he was going to do with it.

Kieren forgot about the coin soon after arriving at school. For the last three weeks, there had been only one thing his classmates would talk about. But today, everyone seemed worried.

'Haven't you heard?' Janette asked Kieren. 'Our camping trip might be cancelled.'

'Cancelled?' he asked.

'Yep,' said Max. 'We have some money for the trip, but it's not quite enough.'

That was not good news. Kieren was especially looking forward to the bonfire they had planned for the first night.
Miss Pax was teaching the class about fractions. Kieren was quietly wondering how they could find the extra money they needed. Having something in his hand usually helped him think, so he pulled out the coin and started to fiddle with it.

'Kieren put that down, please.' Miss Pax wandered over and inspected the coin. 'Where did you get this?' she asked.

'It's my pocket money,' Kieren answered. 'I think it's my dad's idea of a joke.'

'It's not a joke, Kieren. This is a very rare coin,' said Miss Pax.

The class gathered around Kieren's desk to see the coin. 'Can everybody see the fraction on the coin?' Miss Pax asked, passing the coin around. 'What do you think it means?'

No-one answered, but the class seemed quite intrigued by the coin. 'Does anybody else have an interesting coin that they could bring in?' asked Miss Pax.

'My mum collects coins,' said Janette. 'I could bring some in.'
'My uncle went to Egypt last year,' said Max. 'He gave me some coins from his trip.'

'We could have a money museum,' joked Kieren. The class laughed.

'That's no joke either, Kieren,' said Miss Pax. 'We could learn a lot about coins and we might even be able to raise some extra money so that we can go on our camping trip.'

The class became excited. 'Remember, it takes a lot of work to raise money,' the teacher said.

'Did you enjoy your pocket money, Kieren?' Dad asked later with a grin. 'It came from Lin.'

'Ah! That explains it!' thought Kieren. Lin was Kieren's friend. She lived in Taiwan. Kieren wanted to find out more about the coin, so he Skyped Lin that night.

'A money museum sounds fun,' said Lin. 'I might ask my teacher if we can do the same thing here, in Taiwan. We need to raise money, because there was a fire in one of our classrooms, and Year 1 need new desks and books.'
Dad offered to help out with the money museum. He sat at the kitchen table doing sums.

'We will need to advertise the money museum so that people will come to see it.'

'We can write an article for the school newsletter and I can make some posters,' offered Kieren.

'That's a great idea, Kieren,' said Dad. 'We will need materials for the posters. You will have to make sure that you charge your visitors enough money, so your class can pay for those materials – and for the camping trip.'

The next day, Kieren told the class about the conversation with his dad.
'Would anyone like to help Kieren make some posters and write the article?' asked Miss Pax. Kieren was pleased when Max and Janette volunteered.

'We still have a lot of planning and preparing to do for the money museum,' said Miss Pax.

Kieren braced himself for some very hard work.

The day of the money museum finally arrived. Kieren and Lin set up a Skype connection, so that their classes could see each other's money museums.

Kieren spent the morning collecting money from each visitor. He often needed to figure out how much change to give. In the afternoon, he showed each visitor his coin and explained Taiwanese money.

At the end of the day, Miss Pax and the class started to count the money they had raised.
'That's enough to cover the materials for the posters,' said Miss Pax, setting aside some money.

There was a small amount left and when they counted it they found that they had the extra money they needed for the camping trip, with a little left over.

'What shall we do with the left-over money?' asked Miss Pax.

'I think I know what we can do,' said Kieren, thinking of new books for the Year 1 students at Lin's school.
Print resource 2: Currency cut-outs
Dear parents and carers,

Our Year 2 class is learning about money in Moneysmart’s unit of work called ‘Kieren’s Coin’. I am writing to ask you to help your child with a homework activity. The task is to find an advertisement that tries to get people to buy more than one of an item.

As you help your child with this homework, and in general, as you discuss advertising with your child, the following questions can be helpful to provoke discussion.

• What is being advertised?
• How is this advertisement encouraging people to buy the product?
• Can we believe everything that this advertisement tells us? Are there any messages that might not always be true? Are there any messages that you disagree with?
• Does this advertisement tell us everything there is to know about the product? What other information might we need before we decide to buy?

These questions can help your child learn how advertisements try to influence consumer choices, which is an important aspect of consumer literacy.

From

_____________________________
Print resource 4: Image library

Teachers can use these images to create their own worksheets.
Worksheets
Worksheet 1: Lin's first email

Kieren's friend Lin, from Taiwan, has emailed him asking for help. Here is her email.

Email 1 from Lin to Kieren

From: Lin
Sent: 19/4

Hi Kieren. Thank you for your answers to my questions. I am beginning to understand Australian currency. At our money museum, I would like to demonstrate how to count Australian money.

1. How do we write the value of these coins and notes in words?

   ___________________________
   ___________________________
   ___________________________
   ___________________________
   ___________________________
   ___________________________
2. Can you colour or circle the coins and notes that make up these amounts?

25c

30c

$8

$30
Worksheet 2: Lin's second email

Kieren's friend Lin, from Taiwan, has emailed him asking for help. Here is her email.

Email 2 from Lin to Kieren

From: Lin
Sent: 19/4

Hi Kieren. Thank you for your answers to my questions. I am beginning to understand Australian currency. At our money museum, I would like to demonstrate how to count Australian money.

How much money is there? Add up the coins and notes shown and write your answer below each combination.

How much? __________________________

How much? __________________________
How much? __________________________

How much? __________________________

How much? __________________________
How much? __________________________

How much? __________________________

How much? __________________________
### Worksheet 3: Let me count the ways

1. List the number of $5 notes and $2 and $1 coins to reach the target of $10. List as many combinations as you can think of. The first one has been done for you.

<table>
<thead>
<tr>
<th></th>
<th>Number of $5 notes</th>
<th>Number of $2 coins</th>
<th>Number of $1 coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
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<td>e</td>
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<td></td>
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<td>f</td>
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<td>g</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.1 Your new target is 80 cents. List the number of 50c, 20c, 10c and 5c coins to reach your target. List as many combinations as you can think of.

Your target: __________

<table>
<thead>
<tr>
<th></th>
<th>Number of 50c coins</th>
<th>Number of 20c coins</th>
<th>Number of 10c coins</th>
<th>Number of 5c coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c</td>
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<td>d</td>
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<td>e</td>
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<tr>
<td>k</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.2 Your new target is 40 cents. List the number of 20c, 10c and 5c coins to reach your target. List as many combinations as you can think of.

Your target: ____________

<table>
<thead>
<tr>
<th></th>
<th>Number of 20c coins</th>
<th>Number of 10c coins</th>
<th>Number of 5c coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 4: Three ways

1. Draw three ways that we can use coins to make up 60c.
2. Draw three ways that we can use notes to make up $25.
Worksheet 5: Wipe-out record

<table>
<thead>
<tr>
<th>Round</th>
<th>What I earned</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 6: Hundreds, tens and ones

1. Draw three ways that we can use $10 notes and/or $1 coins to make up $32. One way has been done for you.

Combination 1:

![Combination Image]
2. Draw three ways that we can use $100 notes, $10 notes and/or $1 coins to make up $230. One way has been done for you.

Combination 1:
Worksheet 7: Buying more than one

1. Each carton costs $2. How much will three cartons cost?
   ![Cartons]
   How much? __________

2. Each bunch of bananas costs $3. How much will five bunches cost?
   ![Bunches]
   How much? __________

3. Each cereal box costs $5. How much will four boxes cost?
   ![Cereal boxes]
   How much? __________

4. Each toy costs $10. How much will seven toys cost?
   ![Toys]
   How much? __________
Solutions
**Solutions for Worksheet 1: Lin's first email**

1. Students write the values of Australian coins and notes in words.
2. Students colour the coins and notes that make up the amounts: five 5c coins, three 10c coins, four $2 coins, three $10 notes, five $5 notes, four $50 notes.

**Solutions for Worksheet 2: Lin's second email**

$3  
$6  
$23  
$22  
40c  
80c  
55c  
65c

**Solutions for Worksheet 3: Let me count the ways**

1. Target: $10

<table>
<thead>
<tr>
<th></th>
<th>Number of $5 notes</th>
<th>Number of $2 coins</th>
<th>Number of $1 coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>c</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>d</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>e</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>f</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>h</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>i</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>
### 2.1 New target: 80c

<table>
<thead>
<tr>
<th></th>
<th>Number of 50c coins</th>
<th>Number of 20c coins</th>
<th>Number of 10c coins</th>
<th>Number of 5c coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>c</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>d</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>e</td>
<td>1</td>
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<td>1</td>
<td>4</td>
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<td>0</td>
</tr>
<tr>
<td>g</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>h</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
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<td>2</td>
<td>3</td>
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<tr>
<td>l</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>m</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

### 2.2 Alternative target: 40c

<table>
<thead>
<tr>
<th></th>
<th>Number of 20c coins</th>
<th>Number of 10c coins</th>
<th>Number of 5c coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>c</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>d</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>e</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

**Solutions for Worksheet 4: Three ways**

Students draw three ways to make up 60c with coins and three ways to make $25 with notes.

**Solutions for Worksheet 5: Wipe-out record**

Students use the table to record their earnings and points for the wipe-out game.

**Solutions for Worksheet 6: Hundreds, tens and ones**

Students draw three ways to make $32 with $10 notes and/or $1 coins. Then students draw three ways to make $230 with $100 notes, $10 notes and $1 coins.
Solutions for Worksheet 7: Buying more than one

1. $6
2. $15
3. $20
4. $70