



# Module 8

## Investing – where do I start?

### OVERVIEW

Module 8 aims to provide students with an understanding of the short and long term consequences of savings and investment decisions.

### ENDURING UNDERSTANDINGS

- Achieving financial independence requires a savings commitment and an understanding of the principles of investment
- Savings is a long-term, lifetime habit.
- Successful investing requires a plan, based on knowledge.
- Security lies in diversifying investment choices.

### LEARNING OUTCOMES

Students:

- Describe the role saving plays in achieving financial independence
- Make informed savings decisions based on their goals
- Identify incentives and barriers to personal saving
- Recognise the principles for achieving financial independence
- Recognise changing life cycle savings and investment opportunities
- Understand the need to diversify investment choices
- Recognise the range of investment options
- Describe the process involved in preparing a personal investment strategy and the assistance available to achieve investment goals.

### POWER WORDS

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### CURRICULUM MAPPING

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### LIST OF TOPICS

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## Investing – where do I start?

### POWER WORDS

As students work through each topic in this module they will encounter words that may be new to them, crucial to understanding and completing the worksheets, and/or difficult to spell. In addition, students may simply find some of this vocabulary interesting and want to use it in the future. Understanding and being able to use these words will provide students with more power to make future financial decisions.

There are several approaches to using this “glossary”. The intention is for students to investigate and find the meanings. They could be given the complete list before they start the module, or they could set up a table and add new words as they progress through the activities. There are also specific POWER WORD activities in some topics.

This list is not exhaustive.

ASX	Investor
Bonds	Offshore
Broker	Opportunity cost
Budget	Portfolio
Capital growth	Property trust
Commercial property	Residential property
Commodity	Returns
Compound interest	Risk
Debt	Risk profile
Deficit	Savings
Diversify	Security
Dividend	Shares
Domestic shares	Speculation
Equities market	Stockbroker
Financial planner	Strategy
Hedging	Superannuation
Income	Surplus
Interest	Term deposit
International shares	Trust fund
Investment	Unit price
Investment strategy	Volatility





## Investing – where do I start?

### CURRICULUM MAPPING

ENGLISH	MATHEMATICS	GENERAL CAPABILITIES
<p><b>LITERACY YEAR 9</b> <b>Interacting with others</b></p> <ul style="list-style-type: none"> <li>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)</li> </ul> <p><b>Interpreting, analysing, evaluating</b></p> <ul style="list-style-type: none"> <li>Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)</li> </ul> <p><b>Creating texts</b></p> <ul style="list-style-type: none"> <li>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)</li> <li>Use a range of software, include word processing programs, flexibly and imaginatively to publish texts (ACELY1748)</li> </ul>	<p><b>NUMBER &amp; ALGEBRA YR 9</b> <b>Money &amp; financial mathematics</b></p> <ul style="list-style-type: none"> <li>Solve problems involving simple interest (ACMN211)</li> </ul> <p><b>NUMBER &amp; ALGEBRA YR 10</b> <b>Money &amp; financial mathematics</b></p> <ul style="list-style-type: none"> <li>Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229)</li> </ul> <p><b>STATISTICS &amp; PROBABILITY YR 9</b> <b>Data representation &amp; interpretation</b></p> <ul style="list-style-type: none"> <li>Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228)</li> </ul>	<p><b>LITERACY</b> <b>Comprehending texts through listening, reading and viewing</b> Navigate, read and view learning area texts</p> <ul style="list-style-type: none"> <li>Navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations</li> </ul> <p><b>Composing texts through speaking, writing and creating</b> Use language to interact with others</p> <ul style="list-style-type: none"> <li>Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts (ACMSP253)</li> </ul> <p>Deliver presentations</p> <ul style="list-style-type: none"> <li>Plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience</li> </ul>
		<p><b>NUMERACY</b> <b>Estimating &amp; calculating with whole numbers</b> Use money</p> <ul style="list-style-type: none"> <li>Evaluate financial plans to support specific financial goals (ACMNA211)</li> </ul> <p><b>Using fractions, decimals, percentages, ratios f&amp; rates</b> Interpret proportional reasoning</p> <ul style="list-style-type: none"> <li>Illustrate and order relationships for fractions, decimals, percentages, ratios and rates (ACMNA208)</li> </ul> <p><b>Interpreting statistical information</b> Interpret data displays</p> <ul style="list-style-type: none"> <li>Evaluate media statistics and trends by linking claims to data displays, statistics and representative data (ACMSP253)</li> </ul>
		<p><b>INFORMATION &amp; COMMUNICATION TECHNOLOGY CAPABILITY</b> <b>Investigating with ICT</b> Define &amp; plan information searches</p> <ul style="list-style-type: none"> <li>Select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation</li> </ul> <p><b>Communicating with ICT</b> Managing &amp; operating ICT</p> <ul style="list-style-type: none"> <li>Independently select and operate a range of devices by adjusting relevant software functions to suit specific tasks, and independently use common troubleshooting procedures to solve routine malfunctions (ACELY1738)</li> </ul>
		<p><b>CRITICAL &amp; CREATIVE THINKING</b> <b>Reflecting on thinking and processes</b> Think about thinking (metacognition)</p> <ul style="list-style-type: none"> <li>Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions (ACELT1640, ACMSP247)</li> </ul>
		<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b> <b>Self-management</b> Work independently and show initiative</p> <ul style="list-style-type: none"> <li>Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes (ACELY1756)</li> </ul> <p><b>Social management</b> Make decisions</p> <ul style="list-style-type: none"> <li>Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making (ACMNA229)</li> </ul>





## CURRICULUM MAPPING

### NCFLF DIMENSIONS

- Knowledge & Understanding**
- Identify and explain strategies to manage personal finances
  - Explain the various factors that may impact on achieving personal financial goals
  - Analyse and explain the range of factors affecting consumer choices
  - Discuss and compare different sources of consumer and financial advice
  - Identify types of consumer and financial risks to individuals, families and community and ways of managing them

- Competence**
- Use a range of methods and tools to keep financial records in 'real-life' contexts
  - Create simple budgets and financial records to achieved specific financial goals, now and in the future
  - Discuss the differences between 'good' and 'bad' debt, including manageability of debt and its long-term impact
  - Analyse relevant information to make informed choices when purchasing goods and services, and/or to resolve consumer choices
  - Compare overall 'value' of a range of goods and services using IT tools and comparison websites as appropriate
  - Evaluate marketing claims, for example in advertising and in social media, to influence consumers to purchase a range of goods and services

- Responsibility & Enterprise**
- Research and identify the ethical and moral dimensions of consumer choices in specific circumstances and consequences for themselves, their families, the broader community and/or the environment
  - Explore the economic cost of individual and collective consumer decisions of the broader community and the environment
  - Apply informed and assertive consumer decision –making in a range of 'real-life' contexts
  - Appreciate that there is often no one right answer in making financial decisions because these depend on individual circumstances, preferences and values
  - Understand and explain the legal responsibilities of taking on debt, including the consequences of not paying
  - Explain how, as financially active citizens, they fit into the broader economy and society through:
    - Generating income & paying taxes
    - Saving;
    - Spending; and
    - Donating; and
    - Investing
  - Explain the role of banks and other deposit-taking institutions (such as building societies and credit unions) in collecting deposits, pooling savings and lending them to individuals and business
  - Demonstrate awareness that family, community and socio-cultural values and customs can influence consumer behaviour and financial decision-making

