



Module 9

Financial planning – take charge of your future

Teacher Notes Module Overview and Curriculum Mapping

OVERVIEW

Module 9 highlights the need for, and proposes strategies for short and long term financial planning

ENDURING UNDERSTANDINGS

- Goals in your financial plan should reflect your values.
- Each financial plan should include short, medium and long term goals which specify what you want to achieve and how.
- Financial planning is an active, evolutionary process, requiring regular monitoring.
- Only you can make your financial plan happen.

LEARNING OUTCOMES

Students:

- Describe the processes of financial planning
- Understand that time, commitment and knowledge are key factors in financial planning
- Recognise the part budgeting, risk management, debt management, and saving and investing play in financial planning for retirement
- Match financial management with personal capabilities and living patterns
- Develop a positive approach to ensuring their personal financial independence

POWER WORDS

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CURRICULUM MAPPING

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LIST OF TOPICS

9.1 Superannuation – why do we need it?	5
9.2 The reality shock – what would I have done?	14
9.3 Funding superannuation – why should I do it?	17
9.4 Superannuation – what do I need to do?	21



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.

accumulation	Financial year
Administration fee	Growth fund
ASIC	hedging
asset	index
Asset allocation	inflation
ASX	Investment mix
ATO	Investment performance
beneficiary	Investment strategy
Capital gain	Life expectancy
Co-contribution	lifestyle
commitment	Lump sum
commodity	Member benefit statement
Compulsory contribution	OTE
consolidate	Personal contribution
contribution	preservation
CPI	retirement
Defensive asset	Risk management
dependant	Salary sacrifice
diversification	SMSF
equity	spouse
estate	superannuation
Dependant	Tax free threshold
dividend	Tax strategy
Employer contributions	TFN
Financial planner	



CURRICULUM MAPPING

ENGLISH	MATHEMATICS	GENERAL CAPABILITIES
<p>LITERACY YEAR 9 Interacting with others</p> <ul style="list-style-type: none"> plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741) <p>Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) <p>Creating texts</p> <ul style="list-style-type: none"> 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) Use a range of software, include word processing programs, flexibly and imaginatively to publish texts (ACELY1748) 	<p>NUMBER & ALGEBRA YEAR 9 Money & financial mathematics</p> <ul style="list-style-type: none"> Solve problems involving simple interest (ACMN211) <p>NUMBER & ALGEBRA YR 10 Money & Financial Mathematics</p> <ul style="list-style-type: none"> Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229) <p>STATISTICS & PROBABILITY YR 9 Data representation & interpretation</p> <ul style="list-style-type: none"> 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) 	<p>LITERACY Comprehending texts through listening, reading and viewing</p> <p>Navigate, read and view learning area texts</p> <ul style="list-style-type: none"> Navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations <p>Interpret and analyse learning area texts</p> <ul style="list-style-type: none"> Interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies (ACMSP253) <p>NUMERACY Estimating & calculating with whole numbers</p> <p>Use money</p> <ul style="list-style-type: none"> Evaluate financial plans to support specific financial goals (ACMNA211) <p>Using fractions, decimals, percentages, ratios & rates</p> <p>Interpret proportional reasoning</p> <ul style="list-style-type: none"> Illustrate and order relationships for fractions, decimals, percentages, ratios and rates (ACMNA208) <p>Interpreting statistical information</p> <p>Interpret data displays</p> <ul style="list-style-type: none"> Evaluate media statistics and trends by linking claims to data displays, statistics and representative data (ACMSP253) <p>CRITICAL & CREATIVE THINKING Inquiring – identifying, exploring & organising information & ideas</p> <p>Organise & process information</p> <ul style="list-style-type: none"> Critically analyse independently sourced information to determine bias and reliability (ACELT1639, ACMSP253) <p>Reflecting on thinking and processes</p> <p>Think about thinking (metacognition)</p> <ul style="list-style-type: none"> Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions (ACELT1640, ACMSP247) <p>PERSONAL & SOCIAL CAPABILITY Self-management</p> <p>Work independently & show initiative</p> <ul style="list-style-type: none"> Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes (ACELY1756) <p>Social management</p> <p>Make decisions</p> <ul style="list-style-type: none"> Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making (ACMNA229)





CURRICULUM MAPPING

NCFL 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

Competence

- Create simple budgets and financial records to achieve specific financial goals, now and in the future
- Investigate the financial decisions required at significant life-stage events
- 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

Responsibility & Enterprise

- 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
- Research and discuss the legal and ethical rights and responsibilities of business in providing goods and services to consumers
- Appreciate that there is often no one right answer in making financial decisions because these depend on individual circumstances, preferences and values
- Explain how, as financially active citizens, they fit into the broader economy and society through:
 - Generating income & paying taxes
 - Saving;
 - Spending;
 - Donating; and
 - Investing
- Demonstrate awareness that family, community and socio-cultural values and customs can influence consumer behaviour and financial decision-making

