

MY FIRST Ranggit



A project by:



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Citi Foundation





Acknowledgement

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About the project

My First Ringgit is part of the Stretching Your Ringgit project. The Stretching Your Ringgit Project is an initiative of ERA Consumer Malaysia with the support of Citi Foundation to increase the number of low-to-middle income adults and/or youth who adopt positive financial behaviors and accumulate and preserve financial assets.

My First Ringgit is a financial education program which is targeted at kindergarten children aged 4 – 6 teaching them about money matters. It is a fun and informative Game Kit set developed for the classroom workshops. My First Ringgit is available in two languages (Bahasa Malaysia and English) which are the mediums of instruction for most kindergartens in Malaysia. The module covers five topics: What is money?; Introduction to Ringgit; Needs and Wants; Saving; and Sharing.

The objective of My First Ringgit is to promote good financial habits among the young generation. This is to prepare children for their financial future.

Financial education workshops will be carried out in selected kindergartens, targeting mostly children from low and middle income families. The workshops will expose these children to basic money lessons. For these children, it will be like learning a new language and giving them a head start in learning how to manage personal finances, making good choices, and behaving responsibly. A complete set of education kit which includes a guidebook for educators, tips for parents and various games to enhance learning process will be provided for kindergarten teachers to continue teaching the children about financial knowledge through interactive activities.

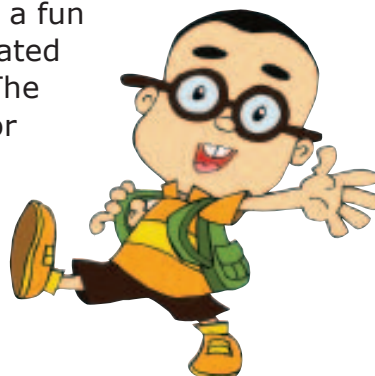
My First Ringgit is also downloadable from ERA Consumer website, www.eraconsumer.org.

Let's start from young!



Guidance to use My First Ringgit

The *My First Ringgit* financial education kit is a fun easy learning module that can be incorporated into the kindergarten's teaching module. The guidebook is written in a narrative form for educators to explain to the children. Five main learning topics are covered. Each topic focuses on a specific and age-relevant area of importance for the financial capability of young children. The content is underpinned by a clear progression as children make their way through each stage of their kindergarten education.



The five learning topics are:

1. **What is money** – Introduction of the uses of money and where money comes from
2. **Introduction to the Ringgit** – Introduction of Malaysian Money and the value of each note and coin
3. **Needs and Wants** – Help children understand the differences between needs and wants
4. **Saving** – The importance of saving and setting up financial goals
5. **Sharing** – The beauty of sharing with people in need

The education kit explores a variety of activities, including: stories, exercises, drawing and board games. The accompanying resource pack includes activity and resource sheets, games to play and evaluation sheets, which also support the learning.

This module aims to:

- Help teachers develop an understanding of the first steps towards financial education that can be taken at the kindergarten level;
- Provide a model of progressive activities to help focus the teaching and learning of financial capability for children
- Provide guidance and activities for teachers to teach children about finance through interactive activities
- Provide links to resources which can be used to support the teaching and learning of financial capability;
- Provide guidance for assessing children's progress in developing financial capability.

Involving parents

The role of parents is important in teaching children about money and finance as children spend most of their time at home with them. A guide for parents is included in the module. The guide helps parents to teach their children about money. Topics covered are Getting to Know Money, Value for Money, Setting up Goals, Spending, Saving, Helping Others, Pocket Money, and Involve your Children in Family Financial Affairs. Parents can teach their children about financial knowledge through daily practices such as through shopping; during shopping they can describe to the children how the goods on the shelves get there, how prices are decided, why receipts are important, how much to pay and how much is the change. Besides that, it is also important to talk about commercial and marketing messages that are used by the companies targeting children. Parents will be able to answer children's questions from a position of experience and knowledge.



Guidance for assessment

There are three types of assessments in the guidebook:

1. Assessment for children

A series of pre- and post- assessment questionnaires are provided. The children need to answer the questions before and after the program conducted. Marks will be given to each child. The total marks of pre- and post- assessment will be compared. The questions are to test on the knowledge imparted throughout the program. On page 34 & 35 you will find the child evaluation forms. The pre- and post- assessment sheets can be used before and after the workshop.

2. Assessment from educators

A statement sheet is given. Educators need to fill up the statement sheet after one month and three months after the programs are conducted. Educators need to rate on a score of 1 to 5 for each item that is stated in the assessment statement sheet as well as give their opinion on the progress of the children. On page 36 there is a Teacher Assessment Form. This photocopiable form is linked to the learning objectives and outcomes in each topic.

3. Assessment from parents

This assessment is the same as the assessment for educators. A statement form is provided and parents are requested to give their opinion and rate scores of 1 to 5 for each statement based on their observation of their children. Parents need to fill up the form after one month and after three months after the program is conducted.

INTRODUCTION

Why money matters for kids?

Have you ever thought of teaching kindergarten children about money? Or do you think that they will understand the whole concept about money only when they have grown up? A psychologist did a survey with 100 children of aged between 3 to 8 years old by asking them where does money come from; most of them answered that it come from daddy's pocket or the bank, only 20% of them knew that you need to work to earn money.



Children as young as 5 and 6 years old do not know what is money, or where money comes from. They have very poor knowledge on money. They need to be educated on what is money, how to count money and the difference between needs and wants even when they are young.

Children are dealing with money at an early age:

Children today have enormous direct and indirect spending power. Not only do children receive pocket money, but they also influence parental spending on household goods. Their attitude towards money will be influenced by their parents, the media and their peers. There are persuasive messages on the market that attract them to spend more. It is important to start them on the right track since their spending habits as children and teenagers will shape their attitude towards money as adults. By increasing their understanding of important financial issues, students become more aware of their role within the market place, and how to make informed decisions.

- McNeal (2007) reports that children aged 4 to 12 spent US 6.1 billion in 1989 and US 30 billion in 2002, an increase of 400%. Children are also becoming shoppers at an earlier age.
- In England, children now have greater spending power than ever before, with average weekly pocket money totalling £6.32, compared with £3.77 for their parents and £2.38 for grandparents in the equivalent of today's money.



- Research shows that parents who spend less time with their children will spend more money on them (Schor, 2004).
- Today's kids have more influence on what the parents purchase. One of the factors influencing this is the change in parenting styles (Schor, 2004). Parents today are more willing to give voice and choice to their kids.
- Additionally, through media and technology, kids today are more exposed to and are aware of more information about various products. Many parents now believe that their children know more about products and brands than they do, and they rely on that knowledge (Schor, 2004) to make product purchase decisions.
- A 2001 study found that the average ten year old had memorized 300 to 400 brands. Among eight to fourteen year olds, 92% of requests were brand specific (Schor, 2004).
- According to Schor (2004) today's tweens (8 – 12 year olds) are the most brand conscious generation in history.
- The statistic from Stretching Your Ringgit 2010 showed that parents are having difficulties in educating their children in sound financial management skills.

Youth in managing money:

The statistics shown by different agencies in Malaysia show that consumers especially the young generation are not good at managing their money. Young workers fall into bankruptcy due to lack of financial education, and a good financial habits.

- Up to May year 2010, there were 38,357 young adults between ages of 25 to 44 declared bankrupt in 65 months since the year 2005. (*NST, 29-8-2010*)
- 41 people were being declared bankrupt each day due to hire purchase loans, credit card debts and personal loans. (*NST, 29-8-2010*)
- RM 23 billion credit card debt from the 10 million credit card users in the country; only 30% paid back full amount every month. (*The Star, 13-6-2009*)

- Up to June 2010, there was a total of RM 1.9 Billion of PTPTN loans (Government study loan) that still had not been paid back. (*Utusan, 15-6-2010*)

Children are not born with good money management skills, they have to be taught. And parents can start doing so around the age of three. By then the child will usually have a vague concept that money can be exchanged for food or toys. This they observe when they go out shopping with the family.

Since good financial skills are not taught at school, it is up to parents to develop such skills in their children. But when does one start teaching children about money?

Scientists agree that children's memory and tolerance for learning new things are much sharper than we are. On the other hand, they have no experience of the world. They have never been fired, needed to pay for a necessity, or been faced with a week off from work without vacation pay. Most don't know what things cost.

Children who learn good money management skills will have a better chance of becoming adults who can make sound financial decisions and not get into money troubles in the future. They are able to develop good financial habits where they are more financially responsible.



Guidebook's Summary

Topics	Activity	Outcomes
Chapter 1 : What is Money?		
i. The story of money ii. The use of money iii. Where does money come from?	a. Fun market b. Money for mummy	<ul style="list-style-type: none"> Learn about barter system and why it was replaced by money system Understand where money comes from Know the purpose of money in daily life
Chapter 2 : Introduction to RINGGIT		
i. History of RINGGIT ii. Type of RINGGIT iii. Value of money	a. RINGGIT and SEN b. Pair them up! c. Count the coins	<ul style="list-style-type: none"> Know the history of RINGGIT Introduced to different types of RINGGIT and Sen Understand the value of each type of money Able to count as well as add value of the coins
Chapter 3 : Needs and Wants		
i. What is needs and what is wants? ii. Story of Julie	a. My wish list b. Escape to Neverland	<ul style="list-style-type: none"> Understand what is needs and what is wants Can differentiate needs and wants Understand the concept of spending priority Able to set their own goal (things they want)
Chapter 4 : Saving		
i. Why saving? ii. How to make saving easier? iii. Where to keep the money? iv. Setting up goals	a. My financial goal poster	<ul style="list-style-type: none"> Understand the importance of saving Understand the importance of setting up goal Able to save for their goals
Chapter 5 : Sharing		
i. Donation ii. Share with other people	a. I want to help	<ul style="list-style-type: none"> Understand the concept of donation Willing to share things with other people
Conclusion: Understanding my RINGGIT		
	a. My first saving box b. Ringgo goes to school	<ul style="list-style-type: none"> Understand the use of money in daily life Know how to count the money Know how to save, spend and share

Chapter 1

What is Money?



Chapter Summary

1. Before money was introduced, people used to exchange goods; this is named the barter system.
2. Different countries have their own type of money. The money use in Malaysia is called Ringgit.
3. We need money to buy different products and services.
4. Money doesn't come free; people need to work to get money. For example, selling things, running a business or working for other people to get a salary.

Learning Outcome

1. Children are able to understand the barter system and why it was replaced by the money system
2. Children are able to know the different types of money used in different countries
3. Children are able to understand the purpose of money in our daily lives
4. Children are able to understand where money comes from

The story of money

Once upon a time, there was a very busy market named Fun Market. In the market, money had not existed. People acquired things by exchanging things with each other. People exchanged bananas with cow milk, or exchanged vegetables with eggs. This depended on the agreement of both parties. This system is called the **barter system**.





The Barter system was not convenient, complicated and time-consuming. Therefore people began to use valuable things such as shells or rocks as money; and eventually the notes and coins which we have today became money.

The use of money

Money is used to buy something that you need or you want. Money can be used to buy products such as food, toys, drinks, books, shoe and cloths. Money can also be used to buy services such as when you take a bus or taxi, or you go to see the doctor when you are sick.

Examples of products:



Cloth



Shoe



Fruits

Example of services:



School bus



Go to see doctor



Go to school

Money is very important in our daily life; we need money to buy food that we eat, clothes that we wear, house that we stay and also to pay the water and electricity bill. As money is often limited we need to use money wisely.

You may not realize it, but almost everything you use or do every day costs money. Let's look at you own self, the shoe and cloths you wear, the school bag that you carry, color pencil, pencil case and books that in your bag. The breakfast that you eat before coming to school; your

parents bring you to school by car. All of it costs money. Other than that, the adults also have to spend money on things like household expenses house rental, electricity bill, water bill and telephone bill.

Where does money come from?

We need money but where does the money come from? Our money comes from our parents. Our parents have to earn it by working. Money does not fall from the sky or grow on a tree, our parents need to work hard and get an income every month. Some people might own a business where they run the business as their job. A business can be a huge corporation, or it can be a small stall that sells nasi lemak. Parents work hard to earn money to support the family's daily life. Therefore, we need to be careful when using money and not simply waste it. Other than earning it, money might come from other sources such as allowances, benefits, pocket money, gifts, or winnings.

Ringgit Matters

The first true money appeared when the ruler or king issued a constant value. For example, in historical times in Malaysia, blocks of tin were a kind of commodity money. Gradually these coins became smaller (easier to carry) and were made of gold, silver and copper (these being scarce) with standard size and weight. They also carried the sign of the king to prevent forgery. Gradually such coins became money in use.

Example of different occupation:



Cook



Barber



Carpenter



Activities Corner

1. Fun Market

Introducing the barter system, and why the system was replaced by money. Through the game, children will be able to understand how the barter system works. They will also understand the difficulties of the system. That is why the barter system was replaced by money.



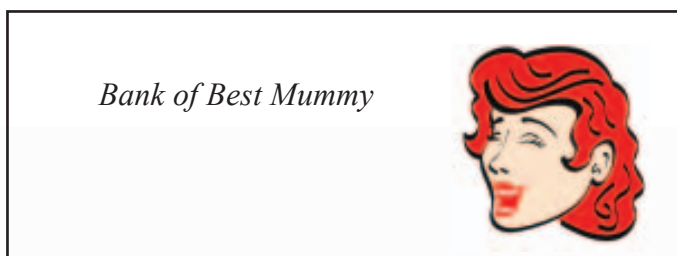
	Use the picture cards inside the <i>Escape to Neverland</i> from My First Ringgit game kit.
	<ol style="list-style-type: none"> 1. Teacher to choose and give each children one picture card 2. Children to exchange things that they want with things that they have among the group. 3. Teacher explain to children that barter system is not convenient, therefore money system was introduced
	10 minutes

2. Money for Mummy

Children to create their own money and give to their parents. Through this activity, children can have fun with their creativity to design their own money.

	<ul style="list-style-type: none"> • Drawing blocks • Crayons, color pencils and other color materials
	<ol style="list-style-type: none"> 1. Children to create and draw their own money. 2. Children share with the class about their drawings.
	15 minutes

Example:



Chapter 2

Introduction to the Ringgit



Chapter Summary

1. The Ringgit was introduced in year 1967 to replace the Malaya British Borneo Dollar.
2. Two common types of money in Malaysia are Ringgit (note) and Sen (coin).
3. Currently, there are 5 types of Ringgit and 4 types of Sen in circulation.

Learning Outcome

1. Children are able to know about the history of the Ringgit
2. Children are introduced to the different types of Ringgit and Sen in Malaysia
3. Children are able to understand the value of each type of money
4. Children are able to count the adding value of the coins

History of Ringgit

The Central Bank of Malaysia, Bank Negara Malaysia, was established in the year 1959. In year 1967, Bank Negara issued the Malaysian Dollar to replace the Malaya and British Borneo Dollar. In year 1975, the Malay names *ringgit* and *sen* were officially adopted as the official names for currency of Malaysia. The word ringgit means “jagged” in Malay and was originally used to refer to the serrated edges of silver Spanish dollars which circulated widely in the area during the 16th and 17th century Portuguese colonial era.



Types of Ringgit

There are two types of money:



Notes



Coins

Generally there are two most common types of money which is the paper note or coin. Individual coins have smaller value than individual notes. In Malaysia, the money note is called the *RINGGIT* and the coin is called *Sen*. There are 5 types of notes in the market circulation which are RM 1, RM 5, RM 10, RM 50 and RM 100. There are 4 types of coins which are 5 sen, 10 sen, 20 sen, and 50 sen.



5 sen



10 sen



20 sen



50 sen



RM 1



RM 5



RM10



RM 50



RM 100

Value of money

Different notes and coins carry a different value. 5 sen has the smallest individual value; followed by 10 sen, 20 sen, 50 sen, RM 1, RM 5, RM 10, RM 50 and RM 100. For example, I can buy one candy with 10 sen, and I need RM 1 to buy a bag of candies of 10.






Activities Corner

1. Ringgit and Sen

After this activity, children should be able to understand the types of notes and coins that are available in Malaysia, and the value of each note and coin.



	Mock money inside the <i>Pair Them Up</i> (5 types of notes and 4 types of coins) from My First Ringgit game kit.
	<ol style="list-style-type: none"> 1. Teacher to show the mock money one by one 2. Teacher to explain the value of notes and coins by giving examples of the things they can buy with each type of money
	20 minutes

Ringgit Matters

Malaysian banknotes have always carried the image of Tuanku Abdul Rahman Tuanku Muhammad, the first Yang di-Pertuan Agong of Malaysia.



2. Pair Them Up!

Children to match the front and back of each Ringgit or Sen. At the end of the game, the children are able to recognize each type of Ringgit and Sen.



	Use the 18 picture cards inside the Pair Them Up! from My First Ringgit game kit
	<ol style="list-style-type: none"> 1. Mix up the 18 picture cards with pictures of notes and coins 2. Arrange the picture cards on the table or on the floor. Children need to flip over and pair up the front and back of same notes or coins. 3. Children are only allowed to flip two cards at one time. If the 2 cards do not match, they need to flip back the cards at the same position. 4. Children with the most pairs of cards will be the winner.
	20 minutes

3. Count the Coins

Children are able to count the coins through this fun board game. Children to learn how to count and add up the value of each coin.



	Count the Coins Board Game from My First Ringgit game kit.
	<ol style="list-style-type: none"> 1. Children to roll the dice and go to the box according to the number on dice 2. Children need to count the amount of coins in the box they reach. Children who fail get the correct answer will miss one turn 3. The fastest children to reach the end point will be the winner
	20 minutes

Chapter 3

Needs & Wants



Chapter Summary

1. Needs are something we can't live without, and wants are something that we can live without.
2. Our basic needs are very simple, but the things that we want are a lot.
3. The basic needs for us to live are food, water, cloth and house.
4. We need to spend for our needs before our wants

Learning Outcome

1. Children are able to understand what is need and what is want
2. Children are able to differentiate between needs and wants
3. Children are able to understand the concept of spending priority where we need to spend for needs before wants
4. Children are able to set their own goals (things that they want)

What are needs and what are wants?

Things that we need are very simple, things that we want are often unlimited and most cost a lot. Our basic needs are food to eat, water to drink, and oxygen to breath. However, we always want to eat junk food, drink carbonated drinks or buy expensive toys.

There is a big difference between needs and wants. A need is something you cannot live without. You need food, a place to stay, education and clothes. No matter what, you've got to have those things to survive and keep your life moving forward. If you think about the lives of kids



in less fortunate countries, you realize that much of what we have is unnecessary in related to these basic terms.

A want is something that you would like to have, but it's not the end of the world if you don't get it.

The difficult thing is understanding what is a want and what is a need, and then taking the wants and ranking them in order of importance. No matter how big your allowance is, there's no way you can afford all of your wants.

Ringgit Matters

In Malaysia, only Bank Negara Malaysia is allowed to issue coins and paper currency notes. The value of ringgit is "legal tender" and is backed by gold and foreign exchange held by Bank Negara Malaysia.

Wants are often when our emotions takes control us. For example you want a new hand phone, you will feel very happy if you get it; if not, you will feel very upset. But, if you didn't get the thing you want, it won't affect your daily life. Without a new hand phone you can still survive.

Needs are something we can't live without, like clothes, food, house and transportation. At times, it is difficult to differentiate needs and wants, for example, you can get a shirt for RM 5 or RM 500; some peoples' lunches costs RM 5 and some cost RM 50. The first is a need where else the second is a want. Generally, human basic needs are very simple, but the wants are a never ending story. We always feel that money is not enough not because we cannot afford our basic needs; it is that we can't control our wants, always wanting something more than the basic needs.

However, each person's needs and wants might be different. For example, a person who is a housewife and always stay at home might not need a hand phone, but a person who works as a salesman and always travels will need a hand phone.

Example of needs and wants:

Needs



Water



Clothes



Food



House

Wants



Ice-cream



Teddy bear



Candy



Video game player

Story of Julie

Mother gives Julie RM 1 to buy her lunch in school. At the canteen, Julie is attracted by the delicious candy which costs her RM 1. But if she buys the candy, she will not have money to buy food for her lunch. She knows she will be hungry if she only takes the candy for lunch. Instead, she decides to use the RM 1 to buy sandwich for her lunch. What will you do if you are Julie?



Activities Corner

1. My Needs and Wants

This activity introduces 'needs' and 'wants' to children. Through this activity, the children will identify their needs and wants. It is very important for them to know their own needs and wants, so that they know which is more important to spend on. Through identifying the needs and wants, children can also learn how to set their goal's to achieve their needs and wants.

	<ul style="list-style-type: none"> • Drawing block • Coloring materials (color pencil, crayons)
	<ol style="list-style-type: none"> 1. Each child to get a piece of drawing block (teacher to draw a line in the centre to divide the drawing block into two). 2. Children to write and draw what they 'need' and what they 'want' on their drawing block
	<p>20 minutes</p>

Example:



I NEED



I WANT

1. Escape to Neverland

After this game, the children would be able to differentiate between needs and wants. They will be able to know the basic needs for a person to live are food, water, cloth and a house.



Use the picture cards *Escape to Neverland* from My First Ringgit game kit.



1. Tell a story to the children that the place we stay is no longer suitable for us to live so we have to move to another planet called Neverland. There is nothing on Neverland, so we need to plan and decide to bring only necessary things there.
2. Out of the 30 items given, children to discuss among the group and choose 15 items that they want to bring to Neverland. (Children to choose according to number of items, regardless of size)
3. After each group had chosen the 15 items, tell them that the ship cannot bring all the items. Now they need to choose only 8 items to bring along with them.
4. After each group has chosen the 8 items, teacher to tell the children that they are now departing in a smaller ship and the ship can only carry 4 items.
5. Each group to select the final 4 items and explain to the class the reason for them choosing the items.
6. The correct answers are:
 - i. Water (every life needs water)
 - ii. Healthy food (we need to eat to get energy)
 - iii. Clothes (protect us from hot sun and cold weather)
 - iv. House (a place for us to sleep; protects us from dangerous animals)
7. Teacher to explain to children between needs and wants.



20 minutes



Chapter 4 **Saving**



Chapter Summary

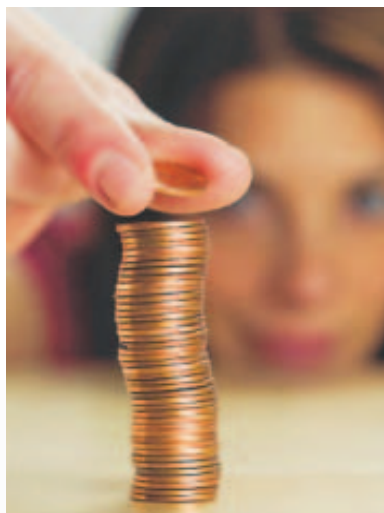
1. Saving is very important for us to prepare for an emergency situation.
2. Through saving, we are able to achieve our financial goals such as buying something that we always wanted.
3. Saving can be easier by setting up goals.
4. You need to have both short-term goals (save for now) or long-term goals (save for future)

Learning Outcome

1. After this chapter, the children are able to understand the importance of saving
2. Children are able to know the importance of setting goals
3. Children are able to save for their goals

Why saving?

Saving helps you to get what you really want in the future. It makes you richer and doesn't deprive you of anything. Most people find it hard to save because they want everything right away. You can get just about all you want, but not immediately. If you can feel better about waiting for what you want, you will save more and get better things later.



We all have our wishes or the things that we want, children are the same. Instead of buying for them what they want, we can let them save for what they want. For example, Sammy wants a toy car worth RM 20. He starts to save 50 cents per day. After 40 days he manages to buy the toy car with the money that he saves and he likes the toy car more and takes better care of it than other toys.

Saving also can be very helpful during an emergency time, for example, if your friend or relative meets an accident and needs some amount of money for the medical bill. With savings you are able to help them solve the problem at least for a short period of time. Always prepare an emergency fund out of your savings. You can never predict when bad luck will fall on you.

How to makes saving money easier?

Every time you get money, put some away immediately. Just put it in a saving box. Another great way to save and set aside your money for specific purposes is to separate it into envelopes, files, or jars marked with labels, such as Long Term, Short Term, Gifts, Savings, Charity, or anything else that might mean something to you.

Where to keep the money?

Where is the best place to keep your money to make sure it is safe? The answer would be the bank. By keeping your money in a bank, your money is safe, you will not lose it, or misplace it. Besides that, banks pay interest for the money that you keep with them.

You can start to save money in your saving box. After some period of time when the money you save reaches a certain amount, you can ask your parents to bring you to the bank to open a saving account where you can save your money it. Through depositing your money into your savings account, the bank will pay you some amount of interest depending on how much money you have put in.



Setting up goals

Every person has something they want to buy or something to achieve in their life. Setting up a financial goal is very important for oneself to realize his wants. After setting the goal, it will encourage him to save money or looking other ways to earn money in order to achieve his goal.

Generally there are two types of goals which are the short-term goals and long-term goals. Short-term goals are something you want to achieve now or in short period of time. Normally, the value of the item is cheaper and you need less time to save the amount of money that you need to buy it. Example of short-term goals are buying a school bag, or a pencil case. A long-term goal is something you want it in future. This item is normally more expansive and you need longer time to save money to buy the things that you want. Examples of long-term goals are a laptop or a bicycle.






Write down your short-term and long-term goals and plan to make your goals come true. You can stick it at your bedroom or on the fridge, to remind you about the things you want to achieve.

You might have lots of goals and you don't know how to achieve them. Try to write down all your goals and arrange them according to priority. Remember about needs and wants. A new school bag to replace your damaged school bag will be more important than a video game player. Save first for those more important goals.

Activities Corner

1. My Financial Goal Poster

Create a poster by drawing your own goal. After this activity, the children should be able to understand how to set their financial goal. They will also know how much the thing they want to buy costs and how they will achieve their goal through saving.

	<ul style="list-style-type: none"> • Drawing block • Coloring material such as color pencils, crayons • Marker pen
	<ol style="list-style-type: none"> 1. Each children to take one drawing block 2. At the top of the drawing block write down "I am saving for..", then at the bottom of the paper write "I need RM_____ to buy this." 3. Ask the children to draw things that they want to buy 4. Teacher to explain that in order to buy the items that they wanted, they need to save money for it.
	<p>20 minutes</p>

Example:

I am saving for ...

I need RM_____ to buy this.





Chapter 5 Sharing



Chapter Summary

1. A donation is a kind gift that you give to other people who need it, in the form of cash, things or services.
2. Sharing with others such as lending a book to your friend or sharing food with your siblings is also very important

Learning Outcome

1. Children are able to understand the concept of donation
2. Children are able to understand sharing things with other people

Introduction

Your mom might drive your elderly neighbor to the grocery store, or you might lend your friend a pencil to do his homework. It is an important value for children to learn how to share things with other people and how to help those people who are in need. They might not understand the real meaning of a donation, but this chapter acts as an introduction to children about the concept of sharing for a good cause and also to better appreciate what they own.

Ringgit Matters

In the northern states of Peninsular Malaysia, denominations of 10 sen are called kupang in Malay ("poat" in Hokkien), e.g. 50 sen is 5 kupang.

Donation

We should feel thankful of what we have. Some people in the world are starving, have no access to education, have no proper home or are suffering from disaster such as earthquakes, flood or fire. We as the luckier group should help those in need.

Donations can be done through donating money to a charity group, or it can be as simple as donating your extra clothes to those in need. You don't need to be a rich person to donate or give to charity. Even a simple act such as visiting an orphanage and helping them to clean up the place can also be one type of charity that anybody can do.

You can donate to a non-profit organization that is raising funds for a charity group such as those groups that help children or animals in trouble, people who are sick, hungry or homeless, or protecting endangered species or the environment.

Share with other people

Other than give away our things to other people, sharing is also very important. For example, Ashley and Andrea always get things separately; they have their own dolls and their own toys. As they grow up, the things they want become more expensive, they both want a computer and don't want to share with each other. Their mother has to buy 2 computers for them. If both Ashley and Andrea had learned to share things with each other earlier, they would be able to share the same computer and their mother wouldn't have to spend more for another one.

Other than that, you can always share things with your friends such as the food that you bring to school or lend your ruler to your friend who forgot to bring it. The same situation might happen to you the next time; you would also hope that other people would share their things with you at that time.



Activities Corner

1. I want to help

Children are able to identify the people or organizations that need help and the type of assistance that they can provide for those needed it.



- Picture cards in *I Want to Help* from My First Ringgit
- Ringgit notes in *My First Savings Box* from My First Ringgit
- Picture cards in *Escape to Neverland* from My First Ringgit



1. Teacher to stick the picture cards picture cards in *I Want to Help* on the wall.
2. Teacher to give RM5 to each child and 1 picture card (small item) from *Escape to Neverland*.
3. Children to decide and choose the people or organizations that they would like to donate to (Animal Protection Group, Orphanage Home, Old Folks Home or Natural Disaster Aid).
4. Discuss in the class why they choose the particular group.



20 minutes

Conclusion Understanding My Ringgit



This topic provides key concepts about money and provides insights into its function and uses. It is a conclusion of overall topics that have been covered in chapter 1 to 5. After knowing what is money, where money comes from, how to count money, needs and wants, setting up goals, the concept of saving and sharing, children will understand the function of money and how to use money wisely.

Ringgit Matters

The **Royal Mint of Malaysia** was the national mint of Malaysia. It was located at the Kompleks Kilang Wang Bank Negara Malaysia in Shah Alam. It was established in 2003 to produce coins of Malaysia until 2006. The 1967 Malaysian coinage issue was produced at the Royal Mint in London.

Activities Corner





1. My First Savings Box

Children are able to understand that money can be used for many things. Children also understand the idea of spending, saving, sharing, setting up own goal (short term and long term)



- Savings box with 4 compartments (Spending, Sharing, Savings for Now, Saving for Future)
- Ringgit notes in *My First Savings Box* from My First Ringgit game kit.
- Small pieces of coloured paper (to be slot into the Savings for Now compartment)






	<ol style="list-style-type: none"> 1. Children to draw on the coloured paper ONE item which they want to buy within 3 months and slot in to the Savings for Now compartment. 2. Give each child RM 10. Children to decide how much they want to put into each compartment. 3. Ask children to set up their goal for each category. What they want to spend for, who they want to share with, what they want to save for now and what they want to save for in the future. 4. Give them another RM 5, observe how much they put in each slot 5. Teacher to explain to children that it is important for individuals to plan and decide on how they want to spend their money.
	20 minutes

2. Ringgo Goes to School

Children are able to understand the usage of money in daily life. They also will understand that there are times that we will gain, spend, lose and save money. They will also know how to count money.



	<i>Ringgo Goes to School</i> board game from My First Ringgit game kit.
	<ol style="list-style-type: none"> 1. Children to roll the dice and see which number they get. If they get number 3, it means they can walk 3 steps 2. Children to receive or give away their money on the way to school according to the instruction on each box on the board that they stop at. 3. First children who reach the school will be the winner but others will continue playing. 4. When everyone reaches the school, they need to count how much money they have.
	20 minutes

Assessment for Children (Pre-Assessment)



1. Where does money come from?



Tree



Bank



Pocket



Work

2. Which one of the pictures is 20 sen?



3. Which one of the picture is RM50?



4. An ice-cream is RM 2, how much does 2 ice-cream cost?



=



=



5. How much does the money add up to?

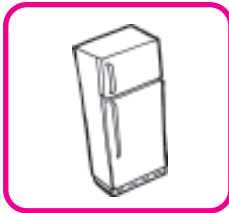
- a. 60 sen
- b. 70 sen
- c. 50 sen



6. Money in Malaysia is called

- a. Ringgit
- b. Dollar
- c. Pound

7. Where can you save your money?



Fridge



Washing Machine



Saving box

8. Money can be used to buy:



Friend



Bicycle



Family

9. Circle the needs



Ice cream



Bear



House

10. How do you like the "My First Ringgit" program?



Assessment for Children (Post-Assessment)



1. Where does money come from?



Tree



Bank



Pocket



Work

2. Which one of the pictures is 20 sen?



3. Which one of the picture is RM50?



4. An ice-cream is RM 2, how much does 2 ice-cream cost?



=



=



5. How much does the money add up to?

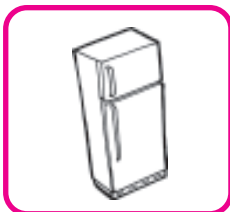
- a. 60 sen
- b. 70 sen
- c. 50 sen



6. Money in Malaysia is called

- a. Ringgit
- b. Dollar
- c. Pound

7. Where can you save your money?



Fridge



Washing Machine



Saving box

8. Money can be used to buy:



Friend



Bicycle



Family

9. Circle the needs



Ice cream



Bear



House

10. How do you like the "My First Ringgit" program?





Assessment for Educators

Statements	Rank of children's understanding (5=Sangat Faham, 4=Faham, 3=Sederhana, 2=Tidak Faham, 1=Sangat Tidak Faham)		Remarks
	1 month after program	3 months after program	
What is money <ul style="list-style-type: none"> Recognize coins and notes Understand that different countries use different types of money Know where money comes from Know the usage of money Know what the barter system is 			
Intro to Ringgit <ul style="list-style-type: none"> Able to recognize every type of Ringgit and Sen Able to know the value of each type of Ringgit and Sen Know how to count money 			
Needs and Wants <ul style="list-style-type: none"> Able to differentiate needs and wants Understand the need to spend for the important things first. 			
Saving <ul style="list-style-type: none"> Understand the benefits of saving Know where to keep money Have set up their short-term goals Have set up their long-term goals Start saving money Own a bank account 			
Sharing <ul style="list-style-type: none"> Understand the value of donation Able to share things with other people (friends, siblings) Have donated to a charity agents (cloths, toys, cash) 			



Assessment For Parents

Statements	Rank of children's understanding (5=Sangat Faham, 4=Faham, 3=Sederhana, 2=Tidak Faham, 1=Sangat Tidak Faham)		Remarks
	1 month after program	3 months after program	
What is money <ul style="list-style-type: none"> Recognize coins and notes Understand that different countries use different types of money Know where money comes from Know the usage of money Know what the barter system is 			
Intro to Ringgit <ul style="list-style-type: none"> Able to recognize every type of Ringgit and Sen Able to know the value of each type of Ringgit and Sen Know how to count money 			
Needs and Wants <ul style="list-style-type: none"> Able to differentiate needs and wants Understand the need to spend for the important things first. 			
Saving <ul style="list-style-type: none"> Understand the benefits of saving Know where to keep money Have set up their short-term goals Have set up their long-term goals Start saving money Own a bank account 			
Sharing <ul style="list-style-type: none"> Understand the value of donation Able to share things with other people (friends, siblings) Have donated to a charity agents (cloths, toys, cash) 			

Appendix A

Guide for Parents



Teaching your children about money

Children's education is not only in school. In fact, financial education should start at home before children begin using money on their own and even before they go to school. Companies target children as young as 18 months to promote their toys and fast food, they don't wait for them to grow up. It's better for you to talk to your children about effective financial management before the companies teach them how to spend.

It's never too early to start teaching your kids about money. Children can learn how to save coins in a piggy bank before they understand how to count the right change.

Even very young children, including pre-schoolers, can learn the value of money and saving for small goals. Try showing them how much RM 1 can buy in the supermarket. Talk to them about the difference between the things they need and the things they want.

Understanding money at early age will help them become more financially literate throughout their childhood.

Getting to know money

Most children do not know where money comes from. Talk to your children about where your money comes from and try to make money more visible to them by letting them observe what you are paying for. Sometimes you might pay with non-cash items such as credit cards; explain to them that the amount needs to be paid in cash at a later date.

Teach them how to identify the differences between coins and notes. Allow children to pay for items, calculating together the change and what it could look like in coins and notes.



Value for money

When doing shopping, you can show them the same product of different brands and their different prices and explain to them about comparing prices at different shops. Bring them to supermarket or shopping mall, and train them to get used to the prices in the market. Identify also what each brand offers, and which items are best value for money.

Setting up goals

Find out what your children want to buy. Help them to set goals on things they want now (short-term) and things they want later (long-term). Then help them think about ways they could earn pocket money and save for the item.

This process not only helps your children manage their money but also is excellent for their self-esteem. High self-esteem is a must for youths of today and they will have a great sense of achievement by making the goals come true. Additionally, the process of teaching also helps to build better relationship with your children.



Spending

Help them understand their spending power (how much they have and how much they can spend). Explain to them that money is gone once it's spent. Teach them about the value of needs and wants in spending. Talk about what children want and what they think they really need.

Teach your children how to spend intelligently and not be influenced by the media. Discuss the advertising they see, and discuss the claims that advertisers make; question what is really being sold. For example the burgers in the restaurant are smaller than the ones shown in advertisements.

Saving

Talk about ways to save for what children really need:

- putting money aside each week or pay day- and start up their own savings account,
- match what they save, for something they really want.

Show them that by adding up the savings of 50sen per week it works out RM 2 per month.

Discuss how much they will need to set aside from their pocket money or their pay each week to reach their target. Encourage your children to stay on track by offering to add to their savings if they achieve a particular savings goal. If your child's first savings experience is good, they will be more likely to repeat it!

This helps your children learn the responsibility of saving but also the importance of having good spending habits.

Helping others

Talk about helping others with money or support (could be relatives or friends or fundraiser at school). Tell them about a situation where you have done this for someone, someone has done it for you, or you have seen or heard about from other people.



Pocket money

Generally, children learn their attitudes towards money from home. Giving pocket money creates the opportunity to teach children about spending thoughtfully and saving (and even the consequences of misplacing it, losing it, or giving money away).



Regardless of the amount of money given, giving pocket money to children as young as four or five helps them to begin learning about money management. Pocket money helps teach children about having to make choices, saving up and waiting for things they want. You can encourage children to save by matching savings or adding interest. Let them understand pocket money is their own money; they will have sense of belonging to manage the money. Let children use own money to achieve their financial goals and let them learn from experience.

Involve your children in family financial affairs

Parents find it difficult to tell their children not to buy things. There comes a time when your children need to understand the family's financial condition. Involve them in financial planning by letting them to know where money comes from and where money goes (house, car, bills, and education).

Appendix B

Glosary

**Allowance**

An amount of money paid regularly

Barter

Exchange or trade item for item without involving money

Bill

Document requesting payment for goods or services rendered

Budget

A plan for how to spend and save your money

Central Bank of Malaysia

Government agency that responsible to issue currency, act as banker and adviser to the Government of Malaysia and regulate the country's credit situation

Charity

An organization that raises or collects money or goods to help other people who in needed

Credit card

Plastic card that is issued to users as a type of payment

Currency

Objects like metal or paper that are recognized as money

Deposit

Put money into a bank

Donation

A gift given for charity purpose

Emergency fund

Saving for emergency

Exchange

Trade between two parties

Fundraiser

Individual or company that raises money for a cause

Goal

A desire result that a person want to achieve



Impulse buying

Buying something without thinking it through; according to emotion

Inflation

A change in the value of money when prices go up

Interest

An amount charged for the use of money

Mint

Place where coins are manufactured

Non-profit organization

A charity that works to help people or a cause and does not earn any money itself

Mock money

Sample of money; fake money

Pocket money

An allowance for children

Profit

Money earned from a business after expenses

Ringgit

Money used in Malaysia

Saving account

Account that is managed by banks that pay interest

Saving box

Container to keep money

Sen

Coins use in Malaysia

Tax

Money that people pay to government so it can provide public services

Value

Worth of an item

Volunteer

A person who donates his or her time for charity work

Appendix C

Useful Links



Useful links for financial education:

- **ERA Consumer Malaysia**
www.eraconsumer.org
- **Federation of Malaysian Consumers Association**
www.fomca.org.my
- **Agensi Kaunseling dan Pengurusan Kredit (AKPK)**
www.akpk.org.my
- **Bank Negara Malaysia**
www.bankinginfo.com.my
www.duitsaku.com
www.insuranceinfo.com.my
- **Employees Provident Fund**
www.kwsp.gov.my
- **Financial Mediation Bureau**
www.fmb.org.my
- **General Insurance Association of Malaysia**
www.piam.org.my
- **Life Insurance Association of Malaysia**
www.liam.org.my
- **Perbadanan Insurans Deposit Malaysia (PIDM)**
www.pidm.gov.my/About-PIDM/Education-Programme.aspx
- **Securities Industry Development Corporation (SIDC)**
www.min.com.my
- **The Association of Banks in Malaysia**
www.abm.org.my