

MONEYSMART Teaching

The fun begins: Plan, budget, profit! Year 6 Integrated



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The fun begins: Plan, budget, profit!

Year level	6
Duration of unit	8 hours*
Key learning area	Mathematics, English, Science

Unit description

In this unit students discover that they have been given a fictitious piece of land. The land is to be developed as a nature fun park, at the request of William Corlett, the relative who owns the land. He has provided a budget of \$1 000 000 to develop the nature fun park on the condition that certain facilities are included. He also requests that the trees, stream and lake on the land are retained.

Students engage in designing an environmentally friendly fun park and prepare budget sheets. Based on their plan meeting their requirements, they are then eligible to receive the \$1m to develop their park.

Each student will present their nature fun park plans and budget plans, and calculate the profit they are able to generate from their nature fun park.

Enduring understandings/Deep learnings

- ▶ A budget allows you to manage your money effectively
- ▶ Effective use of money can create a profit
- ▶ A well planned and prepared oral presentation can communicate ideas and information to others.
- ▶ Graphic representations of data can communicate scientific ideas.
- ▶ Preparing budgets requires the use of effective strategies to solve problems using whole numbers. Materials selected for making a product can influence cost.

The unit can be extended by:

- ▶ having students research their own costs of items to be built in the park
- ▶ making models of the nature park
- ▶ developing advertisements and tickets
- ▶ including upkeep/running costs and accounting for them when working out profits

** Timings are provided as a guide only. Teachers will tailor the activities to suit the capabilities and interests of their class. The unit and student worksheets can be adapted to your needs*



Links to the Australian Curriculum and National Consumer and Financial Literacy Framework

Australian Curriculum	National Consumer and Financial Literacy Framework
<p>Mathematics</p> <ul style="list-style-type: none"> ▶ Strand Number and algebra <ul style="list-style-type: none"> Sub-strand Number and place value Content Descriptions <ul style="list-style-type: none"> – Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers. (ACMNA123) ▶ Strand Measurement and geometry <ul style="list-style-type: none"> Sub-strand Using units of measurement Content Descriptions <ul style="list-style-type: none"> – Use common metric units of length, mass and capacity. (ACMMG136) <p>English</p> <ul style="list-style-type: none"> ▶ Strand Literacy <ul style="list-style-type: none"> Sub-strand Interacting with others Content Description <ul style="list-style-type: none"> – Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) – Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) 	<p><i>(Note: the student learnings in the National Consumer and Financial Literacy Framework are divided into, and are applicable over, bands covering two chronological years.)</i></p> <p>Year 6</p> <p>Dimension Knowledge and understanding</p> <p>Student Learnings</p> <ul style="list-style-type: none"> – Describe how an individual can influence their income <p>Dimension Competence</p> <p>Student Learnings</p> <ul style="list-style-type: none"> – Use a range of methods and tools to keep financial records in ‘real-life’ contexts <p>Dimension Responsibility and Enterprise</p> <p>Student Learnings</p> <ul style="list-style-type: none"> – Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, product design and development, business ventures and special events



Science

- ▶ *Strand* Science inquiry skills

Sub-strand Planning and conducting

Content Description

- With guidance, plan appropriate investigation methods to answer questions or solve problems (AC SIS103)

Sub-strand Processing and analysing data and information

Content Description

- Construct and use a range of representations including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (AC SIS107)

Australian Curriculum

General capabilities

Numeracy, Literacy, Information and communication technology (ICT) capability and Critical and creative thinking.

Cross-curriculum priorities

Sustainability



Sequenced teaching and learning activities	Assessment tasks	Resources
▼ Introducing		
<p>Activity 1 A grand donation – outlining the students' task (<i>English/Science 30 minutes</i>)</p> <p>A letter has arrived from a mysterious fictitious relative, William Corlett, announcing the donation of some land. The land is to be developed as a nature fun park. A further donation of \$1m is provided as a budget to develop the nature fun park. Students must present a plan and budget costings to William Corlett, to receive the \$1m. Students consider measurement and scale using past experiences and concrete examples to develop a plan for their nature fun park</p>		<ul style="list-style-type: none"> ▶ Worksheet 1: A grand donation ▶ Worksheet 2: Facilities and cost sheet ▶ Document wallets
<p>Activity 2 Designing nature fun park attractions (<i>Science 60 minutes</i>)</p> <p>Students consider the types of fun park attractions that are environmentally friendly. They brainstorm possible examples. They design a variety of environmentally friendly attractions and justify their suitability within the environment.</p>		<ul style="list-style-type: none"> ▶ Worksheet 3: Design proforma – enlarged to A3



Sequenced teaching and learning activities	Assessment tasks	Resources
<p>▼ Developing</p>		
<p>Activity 3 Budget fun (<i>Mathematics 60 minutes</i>)</p> <p>Students investigate a range of places where 10 to 12-year-olds buy/find their clothes. Which places are most popular and why?</p> <p>They interview family members about their preferred clothes' suppliers</p>	<p>Diagnostic</p> <p>Collect student budget sheets to determine their understandings of working within a budget and budgeting with large amounts of money.</p>	<ul style="list-style-type: none"> ▶ Worksheet 4: Budget sheet (2 for each student) ▶ Computer access to create Excel spread sheets (optional) ▶ Interactive whiteboard (optional) ▶ Document wallet containing map, letter, facilities and cost sheet and design proforma ▶ Digital resource: Fun Day Out teaching.moneysmart.gov.au/mst-digital-resources/fun-day-out/index.html#start ▶ Digital resource: Our Big Weekend Adventure teaching.moneysmart.gov.au/mst-digital-resources/our-big-weekend-adventure/index.html#start
<p>Activity 4 Designing a nature fun park (<i>Science/Mathematics/English 60 minutes</i>)</p> <p>Students begin to design an environmentally friendly nature fun park. They work with their budget lists to incorporate the number of facilities they have selected within the \$1 000 000 budget.</p>		<ul style="list-style-type: none"> ▶ Document wallet containing map, letter, facilities and cost sheet, design proforma ▶ Students' marked budget sheets ▶ Variety of maps ▶ Worksheet 5: Key for the nature fun park map – one for each student and one enlarged copy for whole class modelling



Sequenced teaching and learning activities	Assessment tasks	Resources
<p>▼ Developing (cont)</p>		
<p>Activity 5 Designing a nature fun park (cont.) (<i>Science/Mathematics/English 60 minutes</i>)</p> <p>Students continue to develop their environmentally friendly nature fun park. They prepare their map and budget sheets for submission to William Corlett (teacher), as evidence that they have met the criteria outlined by him regarding fun park facilities and working within a budget.</p>	<p>Formative</p> <p>Student's maps and budget sheets are assessed for accuracy of calculations, and matching of facilities required with those incorporated into the fun park, within budget limits.</p>	<ul style="list-style-type: none"> ▶ Document wallet containing map, letter, facilities and cost sheet, design proforma, budget sheet and key for the nature fun park map
<p>Activity 6 Creating a profit (<i>Mathematics 60 minutes</i>)</p> <p>Students receive \$1m to develop their nature fun park. Using the profit calculator they work out how much profit they could make of 100 people visited in one day</p>		<ul style="list-style-type: none"> ▶ Document wallet containing letter, facilities and cost sheet, design proforma and key for the nature fun park map ▶ Students' marked maps, budget sheets and assessment checklists ▶ Worksheet 6: Profit calculator
<p>▼ Culminating</p>		
<p>Activity 7 Getting ready for opening day (<i>Mathematics/Science/English 60 minutes</i>)</p> <p>Students complete plans and budget sheets in preparation for the opening day of the park during the next session. Students prepare cue cards for a short oral presentation next session.</p>	<p>Culminating</p> <p>Students reflect on design processes, budgeting strategies and experiences in a short oral presentation. Their cue cards, prepared for this presentation are used as an assessment.</p>	<ul style="list-style-type: none"> ▶ A3 paper or card ▶ Design software (optional) ▶ Worksheet 7: Cue cards



Sequenced teaching and learning activities	Assessment tasks	Resources
▼ Culminating (cont)		
<p>Activity 8: The fun begins! (<i>Mathematics/English 60 minutes</i>)</p> <p>Students present their nature fun parks to their peers in a prepared oral presentation that also reflects their learning through this unit of work.</p>		<ul style="list-style-type: none"> ▶ Cue cards ▶ Maps ▶ Entry sign ▶ Document wallet with all the documents in it

Diversity of learners

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

Connection to year level Achievement Standards

This unit of work contributes to the bolded sections of the Achievement Standards in Mathematics, English and Science for Year 6.

Mathematics

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. **They solve problems involving all four operations with whole numbers.** Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They **interpret and compare a variety of data displays** including those displays for two categorical variables. They **evaluate secondary data displayed in the media.**

Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.



English

► Receptive modes (listening, reading and viewing)

By the end of Year 6, students **understand how the use of text structures can achieve particular effects**. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. **They listen to discussions, clarifying content and challenging others' ideas.**

► Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. **They show how specific details can be used to support a point of view.** They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Science

By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students **explain how scientific knowledge is used in decision making** and identify contributions to the development of science by people from a range of cultures.

Students **follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships**. They identify variables to be changed and measured and describe potential safety risks when planning methods. They **collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data**. They **describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings**.

Activity 1

A grand donation (English/Science 30 minutes)

Begin this unit by reading the letter in **Worksheet 1: A grand donation letter**. Give each student their own copy of the letter. They are about to discover that they have been given some land by William Corlett, a mysterious, elderly relative. On this land they must design a nature fun park.

- ▶ Read the letter to the class, then show the students the map of the land they have been given. Hand out copies of the map included in **Worksheet 1: A grand donation letter**. Give students some time to explore the **map**.
- ▶ The map does not have a scale. William Corlett has donated an 18 hectare property to be used as an environmentally friendly nature fun park. Work with students to decide the dimensions of the land and determine an appropriate scale for the map. In doing this you could consider the following:
 - What does 18 hectares mean in perimeter and area?
 - How might this compare to local parks or landmarks?

Students could research how big well known fun parks are. eg Sea World, Dream World, Taronga Park Zoo.

- ▶ Use a trundle wheel to check the perimeter of the school grounds.
- ▶ Convert the perimeter into meters and kilometres.

The map presents the existing features of the land from a "birds eye " perspective. Use ICT such as 'Google maps' to research how a "bird's eye view" can be presented in various ways to assist students in understanding this concept.

- ▶ Hand out copies of **Worksheet 2: Facilities and costs**. This could be used as a guide for students as to what facilities could be included in the fun park and their possible cost. Discuss whether or not each item supports the aims of the fun park.
- ▶ Allow students to think–pair–share about how they might go about achieving the aims of the nature fun park. Have them respond to the following questions. When answering these questions, encourage students to consider the facilities listed in **Worksheet 2: Facilities and costs**. Which ones should be included? How many of each they will need? Where they might position them?
 - How might you make your nature fun park respectful of the environment?
 - How might you design the nature fun park to attract a lot of people?
 - How might you best use your budget to develop your nature fun park?
 - How might you be able to make a profit from the fun park?
 - Have students share some of their ideas with the whole group.
- ▶ Ask students to keep their map, letter and facilities and costs sheet together in a document wallet or folder. Explain that in the next activity students will design environmentally friendly nature fun park attractions (ideas for the last item on the list on **Worksheet 2: Facilities and costs**) to incorporate into their own park.

Activity 2

Designing nature fun park attractions (Science 60 minutes)

As part of the nature fun park facilities, students need to incorporate an environmentally friendly attraction into the park. Explain that students need to consider what kinds of attractions will be sensitive to the environment while still being appealing, inviting, engaging and fun. They should also think about what would encourage people to pay a small amount for the experience.



- ▶ Students brainstorm possible examples of environmentally friendly attractions that could be set up in such an environment. Ideas could include mazes, flying fox, water activities, etc. List a set of criteria for an environmentally friendly attraction – perhaps students could use the internet to research this.
- ▶ Give students a copy of **Worksheet 3: Design proforma**. Have students design some environmentally friendly attractions onto their worksheet. Students should draw their design and provide a brief written description of the activity explaining
 - how it is sensitive to the environment,
 - why it would attract people to the park, and
 - how much people might pay for this activity.
- ▶ Students share their design plans with a partner.

Ask students to select and share with the class the design they think would be the most **profitable** nature fun park attraction: that is, the attraction for which they feel people would be most willing to pay money to experience. Ensure that the attraction is engaging and environmentally friendly (as requested by William Corlett).

Explain that in the next activity students will prepare a budget for their nature fun park, using the **Worksheet 2: Facilities and costs** sheet to plan what they will incorporate into their design.

Activity 3

Budget fun Suppliers (Mathematics 60 minutes)

If not using Excel spread sheets for this activity, provide each student with at least **two** copies of **Worksheet 4: Budget sheet**. Explain that they can use one to make calculations in draft form before deciding on their final budget and writing it on the second sheet.

Explain the following:

- A **budget** is important as it helps us to know how much money we have.
- A **cost sheet** helps us to know how much each item costs.
- Together, the budget and cost sheets help us to work out what we can afford to buy, and to plan efficiently and effectively.

Demonstrate how students can use the budget sheet and the cost sheet to calculate what they can buy for their fun park.

Using an enlarged copy of the budget sheet, show students how they can use the sheet to keep a tally of their spending. This could be done on an interactive whiteboard.

With students' input, demonstrate one way the \$1 000 000 could be spent. Show how the budget offers choices, and demonstrate how to keep within a budget by keeping track of the total as they go.

Have students select the facilities for their fun park and complete their own budget sheet, ensuring that they can afford everything they want to include. Remind them that budgeting is important as it enables them to:

- ▶ make choices about what they can afford to buy
- ▶ not overspend
- ▶ be informed about their spending
- ▶ appreciate that everything has a value
- ▶ understand that the money they have can be used to achieve certain goals
- ▶ be smart with money.

In small groups, have students share how they spent their money to purchase their nature fun park facilities.



Diagnostic assessment

Collect students' budget sheets to assess their ability to work to a budget.

Assessment Checklist

STUDENT NAME:

Are all calculations correct?	
Are all the proposed facilities aligned with William Corlett's request represented in the budget?	

Explain that in the next activity students will begin designing their whole nature fun park on the map. They will need to include at least one of their nature fun park attractions in their design.

Activity 4

Designing a nature fun park (Science/Maths/English 60 minutes)

You will need to return students' budget sheets. Explain that they will design their nature fun park over the next two lessons.

- ▶ Explain that during this session, students will be using
 - their map to design their nature fun park
 - their budget sheet, listing the facilities they will be drawing on their map
 - their design proforma outlining the profitable, environmentally friendly attraction they designed.
- ▶ Explain to the class that when creating a map, it is important to include a key in order to ensure that the map is easy for others to read. Show students a variety of maps that use keys, to help model how they are used. Using an enlarged copy of **Worksheet 5: Key for the nature fun park map**, model how to mark the key with icons/pictures that can also then be shown on the map.

Give each student a copy of the worksheet for them to complete as they are working on their nature fun park designs.

Explain that the major attractions, picnic areas and playground are to be drawn showing the detail from a bird's eye view.

Students create their own fun park map using the worksheet provided and their knowledge and understanding gained in Activity 1 including a key, the major attractions, picnic areas and playground facilities.

Move around the room as students are designing their nature fun parks to ensure that all students are using the key successfully and that they are referring to their budget sheets.

Students share aspects/ideas of their plan with the class. (**Activity 5: Key for the nature fun park map** – students continue designing their nature fun park.)

Activity 5

Designing a nature fun park (continued) (Science/Mathematics/English 60 minutes)

- ▶ Students have this session to complete their designs for their nature fun park. At the end of this session, students must submit their maps and budget sheets to William Corlett so he can determine whether they have achieved his vision for the park. If they can demonstrate this, they will receive \$1 000 000.

Formative assessment

Collect students' maps and budget sheets to assess their level of understanding of budgeting and sustainability requirements for the nature park. You may wish to use copies of the following assessment sheet when returning feedback to students.



Assessment checklist

Used by William Corlett to determine whether student is eligible to receive \$1 000 000, based on the following criteria.

STUDENT NAME: _____

Budget calculations are correct	
All facilities are included in the budget	
All facilities are included on the map	
Number of facilities in the budget matches number of facilities on the map	
Nature fun park attractions are considerate of the environment	
All trees remain, the stream is healthy and the lake is healthy and being enjoyed	
Eligible to receive the \$1 000 000	

Explain that in the next session, if the students' maps and budgets have been deemed eligible, they will receive \$1 000 000 to improve their nature fun park. Students will also be given some guidance on how they make a profit from their nature fun park.

Activity 6

Creating a profit (Mathematics 60 minutes)

Return students' maps, budget sheets and assessment checklists. Ask students to have their document wallets ready. Using the cheque template on the next page hand out cheques for \$1 000 000 to those students who are eligible. For those students who did not meet the criteria, give them a chance to adjust their maps and budgets to make them eligible.

Re-read William Corlett's letter to the class. Ask students what he had to say about profiting from the park, and how students might be able to make money. Focus on the following:

- this park must be profitable
- to make it profitable students will need some way of making money from the park
- a small entry fee may be charged.

Tell students that William Corlett insists that this park must be attractive to families and not be expensive, so he has provided a calculator to help students work out how much they can charge for entry to the park. Note: Admission will be free for children aged 12 and under.

Point out that as the cost of the park is not a loan, all moneys that they collect will be profit. However, to gain a true picture of the profit students should consider what expenses there would be and deduct that from the takings – maintenance of the park and the equipment, emptying of the bins, staffing the café and ticket office etc

In order to complete the following activity the entry fee per adult is \$3.

Give students a copy of **Worksheet 6: Profit calculator** and work out how much profit they can make in one day if 100 people (25 family groups) visit the park – 40 adults and 60 children under 12.

Students work in pairs to check their calculations.



Date: _____

Pay: _____

The amount of: _____

Signed: _____


Nature's Bank

\$ _____ .

Date: _____

Pay: _____

The amount of: _____

Signed: _____


Nature's Bank

\$ _____ .

Date: _____

Pay: _____

The amount of: _____

Signed: _____


Nature's Bank

\$ _____ .

Date: _____

Pay: _____

The amount of: _____

Signed: _____


Nature's Bank

\$ _____ .



Activity 7

Getting ready for opening day (Science/Mathematics/English 60 minutes)

Use this session to help students complete all the aspects of this unit of work. Explain that they need to be ready for the grand opening of their nature fun park during the next session.

- ▶ Students prepare an entry sign to their park. This should include the name of the park, opening times and the entry fee. Provide students with an A34 paper/card to create the sign or alternatively this could be done using design software.
- ▶ The next session each student will give a three-minute presentation about their park. Give students a copy of **Worksheet 7: Cue cards** and have each student prepare **cue cards** for their presentation. Explain that students will need to respond to each of the questions on the worksheet.
- ▶ Summarise the key assessment points (see details in Activity 8) on the board for students to refer to when preparing their presentation.

Explain that in the next activity it is time for the fun to begin. The parks will be opened and students will share their nature fun park with the class. Each student will use their prepared cue cards to speak for three minutes about their park.

Activity 8

The fun begins (Mathematics/English 60 minutes)

It's opening day! The nature fun parks are ready for customers.

Prepare a schedule for students to present their nature fun parks to the class. Ensure each student is prepared with their cue cards, map, entry sign and document wallet of other resources.

As each child comes forward, calculate the entry fee for the whole class to visit their park and present the student with a **cheque** for that sum of money. Use the cheque templates in Activity 6 to create a cheque for each student. This represents the first payment for their nature fun park business.

Summative assessment

Use the assessment checklist below to assess students' presentations. You may wish to use copies when returning feedback to students.

Summative assessment checklist

STUDENT NAME: _____

Included in the oral presentation	Competent	Developing at level	Needs further development
Cue cards are used effectively as a prompt for the oral presentation			
The cue cards and oral presentation include at least three environmental features that would attract visitors to the park			
Oral presentation is presented clearly and within the three-minute time limit			

Worksheet



Golden House
25 Serenity Road
Havensville 1120

To my dear and unknown relative

Many years ago, when I was a much younger man, I brought a magnificent 18 hectares of land not far from my home.

At the time many people wanted to buy the land and use it to build factories. This would have been detrimental to the lake and the stream, with most of the last remaining native gum trees cut down, resulting in loss of animal habitat and heritage trees. Those trees are older than me, a wrinkly 94 years old. My mind is sharp but I can no longer protect the land.

That's why you are so important. I need you to carry out my plans for keeping this magnificent part of our world. I believe this land must be saved and enjoyed. This letter outlines what I am hoping you will do.

Included in this letter is a map of the land I am giving to you. It is yours but comes with certain conditions.

1. I am asking you to develop a nature fun park with places to picnic, play and interact with nature.
2. The land must be kept in its natural state. The trees must stay. The stream and lake must be kept clean, alive and healthy for the many fish that thrive in it and for people to enjoy.
3. I have enclosed a list and costs of facilities I suggest you develop in the nature fun park.
4. Design the nature fun park; send me your plans showing how you will budget.

My ultimate aim is for the nature fun park to:

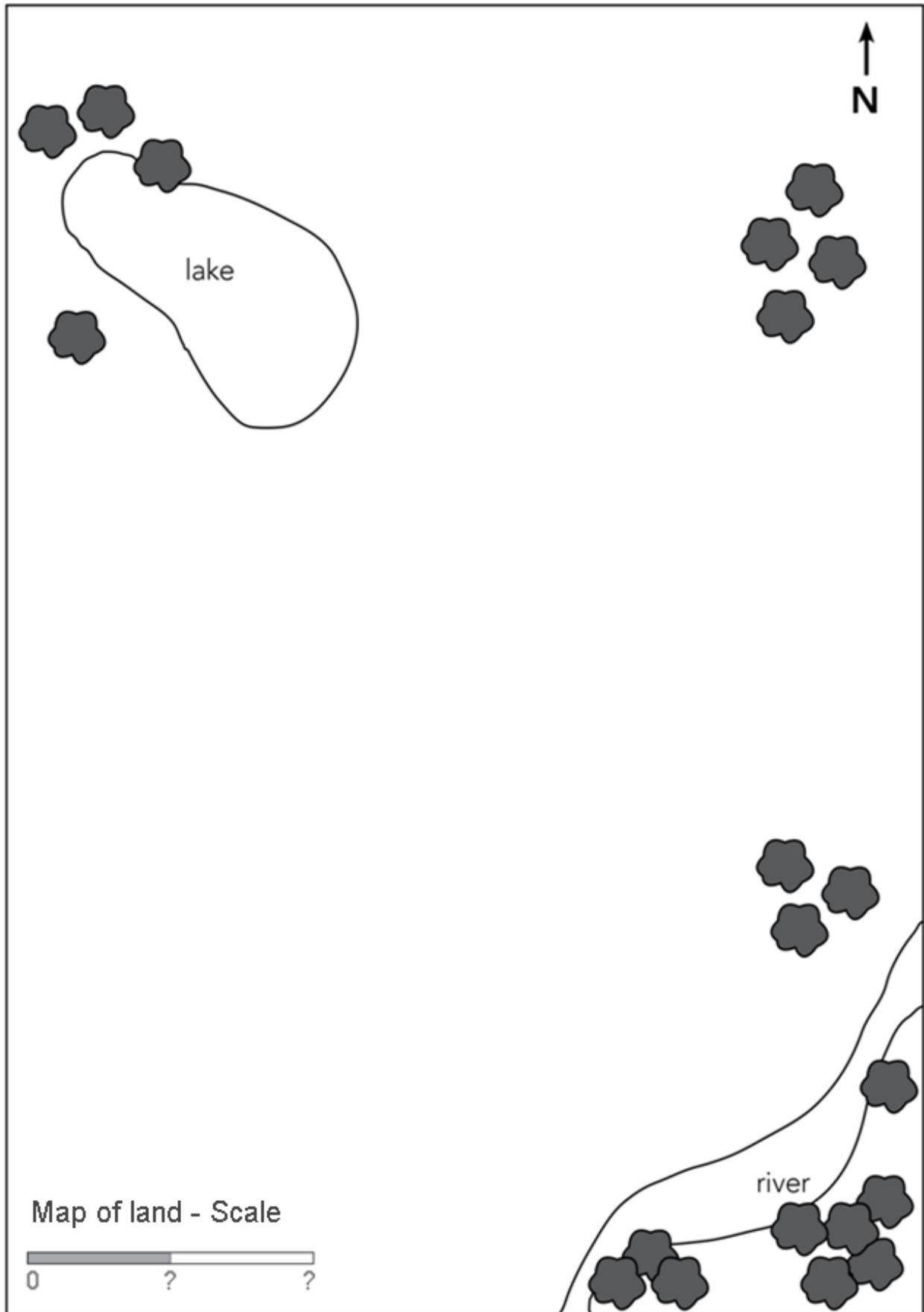
- Be respectful of the environment
- Be set up according to a budget
- Attract many visitors to the nature fun park for a small cost
- Be profitable.

I want you and many others to enjoy this land. I know I am asking a lot but your hard work will be rewarded owning this magnificent land and making a profit as well. When I see that you understand my dream, I will send you the \$1 000 000 to carry out your plans.

Happy planning!

Yours sincerely, your wrinkly relative.

William Corlett



Worksheet 2: Facilities and costs

Suggested features of your nature fun park. You have a budget of \$1 000 000.

Facility	Cost per item
Drinking fountain	\$2 000
Bike rack (for 10 bikes)	\$2 200
Bikes	\$500
Seat	\$750
Table (seats 8)	\$3 000
Paddle boats	\$2 500
Toilet block	\$50 000
Covered picnic area with tables and seats	\$9 950
Walking/ bike trail	\$350 per metre
Cafe/ticket office	\$200 000
Parking area for 50 cars	\$100 000
Playground	\$200 000
Nature attraction (flying fox, maze, etc.)	\$250 000
Other:	
Other:	
Other:	
Other:	

Worksheet 3: Design proforma

Use this proforma to design some nature fun park attractions that:

- ▶ are environmentally friendly
- ▶ would attract people to your nature fun park
- ▶ use the existing features of the environment
- ▶ people will be willing to pay a small amount of money to use.

Draw your design in the top box. In the box below, describe how the attraction is environmentally friendly, why you think it will attract people to your nature fun park, and how much you think people would pay to use this attraction.

Designs for possible nature fun park attractions

Description:	Description:
Description:	Description:

Name: Class: Date:

Worksheet 4: Budget sheet

Use this budget sheet to plan how much it will cost to include all the facilities in the nature fun park. You have a budget of \$1 000 000.

Facility	Cost per item	Number of items	Total cost
Drinking fountain	\$2 000		
Bike rack (for 10 bikes)	\$2 200		
Bikes	\$500		
Seats	\$750		
Table (seats 8)	\$3 000		
Paddle boats	\$2 500		
Toilet block	\$50 000		
Covered picnic area with tables and seats	\$9 950		
Walking/ bike trail	\$350 per metre		
Cafe/ticket office	\$200 000		
Parking area for 50 cars	\$100 000		
Playground	\$200 000		
Nature attraction (flying fox, maze, etc.)	\$250 000		
Other:			
GRAND TOTAL			

- ▶ Check your calculations.
- ▶ Check whether all the facilities requested by William Corlett are included in the budget.

Worksheet 5: Key for the nature fun park map

To create a successful map that is easy for others to read, it is important to include a key.

- ▶ Decide on an icon to represent each of the facilities on the nature fun park map.
- ▶ Draw your icon for each facility listed in the table below. Use this icon to show where that facility appears on the map.
- ▶ Draw the major attractions, playground and picnic areas in detail, from a bird’s eye view (how they would look from above).

KEY	Icon or bird’s eye view
Drinking fountain	
Bike rack (for 10 bikes)	
Bikes	
Seats	
Table (seats 8)	
Paddle boats	
Toilet block	
Covered picnic area with tables and seats	
Walking/ bike trail	
Cafe/ticket office	
Parking area for 50 cars	
Playground	
Nature attraction (flying fox, maze, etc.)	
Other:	
Other:	
Other:	
Other:	

Name: Class: Date:

Worksheet 6: Profit calculator

After you have designed your park you are going to work out how much profit you can make if 100 people (in 25 family groups) - 40 adults and 60 children under 12 - visit on one day. They are all going to use all of the facilities.

Attractions	Charge	Working out column	Total for the 100 people
Basic entrance fee	\$3 per adult Children aged 12 and under free		
1 x paddle boats 1 x bike	\$2 per hour \$2 per hour		
Use of covered picnic area	\$5 per family		
Use of walking/bike trail	\$2 per family		
Use of playground	\$5 per family		
The major environmental attraction	\$5 per family		
TOTAL PROFIT			

Name: Class: Date:

Worksheet 7: Cue cards

Use the prompts on these cue cards to get you thinking about what you have learnt when planning your nature fun park.

You have considered many things during this unit, from budgets to planning, designing and creating a profitable business.

Use these prompts to help collect your thoughts about planning your nature fun park. Use your completed cue cards to prepare a three-minute presentation for your class. Let the fun begin!

The environmental features I included in my park that I think would attract the most visitors are...	Working with the budget taught me...
I tried to make a profit for my nature fun park by...	What I felt was most successful about my work in this unit was...