

BUILDING FUTURES

in Alberta

Supports for Instruction

Please Note: Here you will find specific resources that can support teaching the targeted areas of knowledge, skills, attitudes, and behaviours. Going forward, we will be adding more resources over time to support teachers – and these will be posted as they are completed in the coming months. We also welcome your feedback in terms of how you provided instruction and what you did with your students. New ideas and strategies that you submit can lead to new lesson plan ideas – so we are keen to hear from you! We hope you find these resources helpful in supporting your instruction.

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| General Topic: | TAKING CONTROL OF MONEY |
| Unit Title: | Money: Your Goals, Values and Priorities |
| Division III - Grade Level: | Grade 7 |
| Suggested Curriculum Areas for Integration | <ul style="list-style-type: none">• English Language Arts• Mathematics 7• Career and Technology Foundations 7 - Communication |

Taking Control of Money

Money: Your Goals, Values and Priorities

GRADE
7

A. POSSIBLE CURRICULUM INTEGRATION POINTS

[PLEASE NOTE: The following are suggested curriculum integration points. There are many other options for teachers to consider as well.]

1. ENGLISH LANGUAGE ARTS - Grade 7

General Outcome 1

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

Specific Outcomes:

1.1 Discover and Explore

Express ideas and develop understanding

- express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding

1.2 Clarify and Extend

Consider the ideas of others

- listen and respond constructively to alternative ideas or opinions

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Specific Outcomes:

2.1 Use Strategies and Cues

Use prior knowledge

- select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information use concept mapping and mental rehearsal to remember main ideas and relevant details

2. MATHEMATICS - Grade 7

NUMBER

General Outcome: Develop number sense

Specific Outcome: 3. Solve problems involving percents from 1% to 100%

3. CAREER AND TECHNOLOGY FOUNDATIONS (CTF) - Grade 7

Cluster: Communication

CTF Outcome: CTF is planning, creating, appraising, and communicating in response to challenges.

- I make decisions in response to challenges.
- I communicate my learning.

B. SUPPORTS FOR INSTRUCTION

To achieve the things we want in life, we need to know what it is we want to achieve. We need to know what is important to us in terms of our values, what are our highest priorities, what trade-offs are we willing to make – and what role does money play in helping to achieve our goals. Helping youth to set goals, consider their values, set their priorities and develop a strong personal belief in their ability to set and achieve their goals is important.

In helping guide students in making good money decisions we also help them with making decisions in general. And helping build decision-making skills can be integrated into so many curriculum areas,

We have identified a number of possible curriculum integration points but, by no means are these exhaustive. There are a great many places in the Alberta curriculum where this area of instruction can fit. Our hope, in looking to improve financial literacy among our youth, is that you will apply this key life skill – decision-making – to making good money decisions. In that way we can achieve both goals – developing better decision-making skills and encouraging student to apply those skills to the money decisions they face in life.

To support your instruction for this Topic, we have the following resources. You don't, of course, need to use them all. You can pick which support your instruction best. You may find use for some of them at different times over the course of your teaching. They are provided to support you as you wish.

1. Video - “Factors Affecting Your Values” (<https://vimeo.com/640264221/b045d15bc9>)

This helps to get students thinking about the various influences in their life that are impacting, or could impact, their money decisions. One of the key goals in helping youth with making good money decisions is to do just that – get them thinking. Research has shown that people often make many money decisions without a great deal of thought – whereas taking even a brief moment to pause and think frequently leads to better money decisions. So this video can help to get students thinking about their money decisions – and the possible things that are influencing their choices.

2. Animation - “Deciding Between Needs and Wants” (<https://finlit101.ca/en/topic/deciding-between-needs-and-wants>)

This animation focuses on students having money and trying to decide what they will spend it on – or whether they might save some or all of it. Such decisions can be confusing at any age. So, where does one start? Students can begin by defining what they need versus what they want based on their personal values. This module will help students prioritize where their money should go now, and in the future, so they can make thoughtful decisions.

3. Video - “Need It, Want It, It’s Your Call” – Money Laughs (<https://moneylaughs.com/>)

Humour can be a great teaching tool. This vignette, although humorous in nature, carries a serious message and, hopefully, teaches the importance of protecting our personal information. There is no humour in having your personal information stolen and then used by the person who stole it. It can be just like having your wallet or purse stolen!!! With the great number of passwords and PINs that most people have these days it is important to ensure that it is safeguarded. How do we do this? The activities suggested below will give some answers but each of us has to make

certain that we do not share or reveal this information to anyone but those we trust. Failure to do so could result in great difficulties and loss of money and personal identity.

4. Text - “Money and Youth”, pages 6-8 (Book or Online Edition) - Taking Control: Setting Goals and Finding a Balance (<https://moneyandyouth.com/wp-content/uploads/2018/10/Money-and-Youth-2021-Module-1.pdf>)

This resource is generally used at grades 9 and older but you will find Modules 1, 2, 3, and 4 in the “Money and Youth” resource to be highly complementary to the content in the videos. There is also a Teacher’s Guide for each of the Modules that you might want to refer to. You, or your students if you wish, can access this resource online at the link above. Free class sets of the “Money and Youth” book area available to Alberta teachers. Over 670,000 copies of the book are in circulation in homes and schools across Canada and it serves as a “Guide to Financial Literacy” for youth. Contact CFEE through the information on the “Building Futures in Alberta” website to request one or more class sets and/or a copy for yourself.

Each of us must figure out what will make us happy – today, tomorrow, next week, next year, and in the years to come. Setting goals is an important step to staying in control of money and making good money decisions.

5. Text - “Money and Youth”, pages 11-23 (Book or Online Edition) - Your Goals and Your Values (<https://moneyandyouth.com/wp-content/uploads/2018/10/Money-and-Youth-2021-Module-2.pdf>)

As adolescents become more active using money, it is important for them to become skilled in handling those funds. In order to do this, they need to become aware of factors which influence a person and the degree to which those factors can affect their use of money. By becoming more aware, the students will be better able to make wise decisions and avoid unnecessary spending and perhaps harmful and wasteful decisions.

This chapter of “Money and Youth” explores the motivators and influencers that can affect the way in which people use money. It examines an individual’s value system and goals and explores the degree to which things such as peer pressure, envy and advertising impact a person. The lesson plan in the Teacher’s Guide has the students work in groups and small group discussions and requires them to complete a creative assignment.

We hope these resources are helpful to you in supporting your instruction re money and helping your students to improve their financial literacy.

As noted, we will be developing more detailed lesson plans over time to support your instruction – so keep an eye for them here.

If you use any or all of the resources above, we would welcome your feedback. And, as we noted, we welcome your ideas – what you did, what techniques you used, what other resources you found helpful. We are keen to keep improving the “Building Futures in Alberta” program over time and your input can help us do that.