

# 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.

General Topic:

Unit Title:

Division III - Grade Level:

Suggested Curriculum  
Areas for Integration

**Planning and Budgeting**

**Basic Money Management**

Grade 9

- Mathematics - 9
- Knowledge and Employability  
Mathematics - 9
- Career and Technology  
Foundations (CTF) – 9
- Knowledge and Employability  
Occupational Courses (K&E)  
– 9

# Planning and Budgeting

Basic Money Management

GRADE

9

## 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.]

### **Mathematics - GRADE 9**

#### **Statistics and Probability (Chance and Uncertainty)**

##### **General Outcome**

Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

### **Knowledge and Employability Mathematics 9**

#### **GO – Number: Number Concepts and Number Operations**

##### *Students will:*

demonstrate a number sense for whole numbers, common fractions, mixed numbers, decimals, percents and ratios; explore integers; and apply arithmetic operations to solve problems in everyday contexts.

### **CAREER AND TECHNOLOGY FOUNDATIONS (CTF) - Grade 9**

#### **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.

### **KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES (K&E) - GRADE 9**

#### **Strands**

The junior high school Knowledge and Employability occupational component consists of nine strands, each with specific units. The strands emphasize practical skills used in the home, workplace and community. Units are based on the materials, tools, equipment, machines and/or processes used in related occupational sectors.

#### **Level 2:**

Students develop a working understanding of technical concepts, continue to develop desirable workplace attitudes, demonstrate the ability to apply skills in specific situations and integrate competencies developed in Level 1.

- Business Services

## B. SUPPORTS FOR INSTRUCTION

---

This Topic focuses on basic money management. Students need to realize that for the vast majority of people money is limited and every money decision entails a trade-off – that is, giving up something else today or in the future. It is important to stay in control of your money, whether saving or spending it, and to track where it goes. Most financial institutions are happy to give students a banking account and sometimes a credit card. With money, a bank account, perhaps a credit card – and decisions to be made regarding what to do with their money, money management begins. Students should familiarize themselves with the services and any fees or possible penalties for using financial services before

opening an account. Students should be aware that financial institutions compete and may charge different fees and pay different interest. Most financial institutions now have a variety of online programs and calculators that help track your money and help students understand where they are spending it. Most students are very comfortable using apps and most institutions have apps to help with many management.

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 – “Money Laughs: “Mind Your Money”** (<https://moneylaughs.com/>)

Have you ever been in a situation where you are using your ATM card to make a purchase and the next person in line seems to be standing too close? This video topic help alert students to the importance of protecting their money and their personal information. With a bank card, students will have set passwords and a PIN number. It's important to protect that personal information. Through the use of humor, students watch the antics of an elderly gentleman attempt to capture the personal information of a variety of shoppers. There is a summation at the end that provides students with useful tips for protecting their personal information.

**2. Video - “Pros and Cons of Credit”** (<https://vimeo.com/637659102/78f4d38062>)

Using a credit card can seem like the solution to a problem and sometimes it is. But a credit card is certainly not 'free money' and it can be tempting to 'buy now and pay later.' But there are pros and cons of using credit. This video looks at a variety of scenarios identifying pros and cons of using a credit for each situation. Credit cards can also help to track spending. In addition to credit cards as a source of credit, sometimes a consolidation loan can be used to consolidate a number of bills to reduce the amount of interest that is paid each month. Sometimes, though, credit encourages people to live beyond your means and purchasing items that are not needed. Managing debt and credit well is an important part of good money management.

**3. “How Financial Institutions Work”**

([https://static1.squarespace.com/static/5a2f0006f9a61e8b0732c355/t/5bae5b89104c7b7a4c3a107f/1538153354541/MoneyMon.Pol.Cda-Module\\_3.pdf](https://static1.squarespace.com/static/5a2f0006f9a61e8b0732c355/t/5bae5b89104c7b7a4c3a107f/1538153354541/MoneyMon.Pol.Cda-Module_3.pdf))

Students may not realize that financial institutions are businesses that exist to make a profit. Some students may have parents or relatives who are share-holders of their bank who receive a share in the profits of that institution. This is a link to a section of “Money and Monetary Policy in Canada” that will enable students to better understand how financial institutions work – and how they aim to earn a profit. Banks must manage their funds to the service needs of clients – deposits, withdrawals, investments, loans, etc. This reading looks at the various way financial institutions earn income. It also look at costs. Financial institutions have overhead costs such as employee salaries, property expenses, advertising, and taxes, just to name a few. Using bank services effectively requires that students are aware of the financial decisions they are making each time they interact to ensure the decisions are in their best interests.

4. **Animation - “Budgeting and Tracking Spending”** (<https://vimeo.com/637481849/fc21035c1d>)  
This animation illustrates how a budget is really a plan that students can use month-to-month to keep track of how they use their money. A budget helps guide money decisions as well as setting priorities for how one wants to use their money. In addition, by tracking where their money is going, students can see where they may be spending too much money and ways they could be saving more money to reach their financial goals. Everyone, whether they earn a little money, or a lot of money, can benefit from using a budget. The animation offers some general budget categories to use in addition to tips for consideration.
5. **Video - “Tracking Your Spending”** (<https://vimeo.com/637481849/fc21035c1d>)  
Putting together a budget is a responsible thing to do for one’s own self-interest. This video illustrates the importance of both tracking your spending and using a budget to help stay in control of your money. A budget includes a monthly summary of both income and expenses and helps support for better decision making with respect to spending and saving – for entertainment, school supplies, dinner out, trips, larger purchases like a car or surprise expenses that may come along! Students are encouraged to use apps and tools available from their financial institution. If money is managed well, it shouldn’t be surprising to discover where your money is going – it should be going where you want it to go. Students are also advised to make changes as needed to achieve your financial goals.
6. **“Why Pay More” – Money Laughs** (<https://moneylaughs.com/>)  
Students need to be aware that different financial institutions offer similar but different services at a variety of different rates and costs. There are also fees and penalties that may relate to missing payments and making late payments. Managing money well involved “comparison shopping” when selecting a financial institution – and also paying bills on time to avoid fees and penalties. As the video notes “Why Pay More” when you don’t have to.

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.