

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:

TAKING CONTROL OF MONEY

Unit Title:

Contending with Advertisers, Influencers, and Social Media

Division IV - Grade Level:

Grade 10

Suggested Curriculum Areas for Integration

- English Language Arts – 10-1, 10-2
- Knowledge and Employability English Language Arts (K&E) – 10-4
- Knowledge and Employability Mathematics (K&E) - 10-4
- Career and Life Management (CALM) (SR High)
- Career and Technology Studies (CTS)

Taking Control of Money

Contending with Advertisers, Influencers, and Social Media

GRADE
10

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.]

ENGLISH LANGUAGE ARTS - 10-1, 10-2

General Outcome 1

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

Specific Outcomes:

1.1 Discover possibilities

a. generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending prejudgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous]

1.2.1 Consider new perspectives

a. describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses

KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS (K&E) – 10-4

General Outcome 1

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

Specific Outcomes:

1.1 Discover possibilities

1.1.1 Form tentative understandings, interpretations and positions

b. form and communicate tentative understandings, interpretations and positions on ideas and information presented in print and nonprint texts through discussion or by using various communication technologies; e.g., telephone and e-mail

1.2.1 Consider new perspectives

a. examine personal responses to new perspectives and identify factors that have influenced responses
b. consider the ideas, perspectives and interpretations of others to broaden understandings

KNOWLEDGE AND EMPLOYABILITY MATHEMATICS (K&E) - Math 10-4

Strand: Number (Number Concepts and Number Operations)

General Outcome

Students will:

develop and demonstrate a number sense for whole numbers, common fractions, decimals, percents and integers and apply arithmetic operations to solve everyday problems.

CAREER AND LIFE MANAGEMENT (CALM) (SR High)

General Outcome 2: Resource Choices

Students will make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

Specific Outcomes

Students will:

- R2. compare needs, wants and consequences, with consideration of self, others and society
- R6. develop strategies to be informed consumers

CAREER AND TECHNOLOGY STUDIES (CTS)

MAM1010: MARKETING & MANAGEMENT

- 3. identify and analyze retail merchandising strategies used in the marketplace today

MAM2110: E-COMMERCE 2

General Outcome

- 1. describe strategies that attract customers to an e-commerce Web site

MAM2090: PROMOTION – PRINT ADVERTISING

General Outcome

- 2. evaluate print advertisement

General Outcome

- 3. design and create an effective print advertisement

MAM3100: PROMOTION – BROADCAST ADVERTISING

General Outcome

- 3. design and create an effective promotional advertisement for broadcast; e.g. television, radio

B. SUPPORTS FOR INSTRUCTION

This Topic focuses on the many challenges that youth face with respect to advertising, influencers, and social media. There is a constant barrage of demands that come through their peers, social media, scams and content advertising on TV, radio, newspapers, magazines, billboards and online websites all targeted at tempting youth to spend their money. Students need to be savvy, make good financial decisions with their money, so they do not lose control of their spending.

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. Animation - “Advertising”** – <https://finlit101.ca/en/topic/advertising>
Everyone has been subjected to persuasive advertising at one time or another. Ads are everywhere and they are aimed at trying to persuade us, in a variety of ways, to part with our money to purchase a product or service. There are so many enticements, but students need to consider how and on what they will spend their money before parting with it. This animation provides students with a number of advertising techniques and some of the legalities with respect to advertising used to influence us, the consumers.
- 2. Animation - “Factors Influencing Money Decisions”** – <https://finlit101.ca/en/topic/factors-influencing-money-decisions>
There are a number of factors identified that can influence our money decisions such as advertising, social media, family members, a great sale, friends, etc. Whether saving, spending or even investing, the goal, though, is to make smart money decisions that allow us to stay in control of our finances. The narrator encourages students to consider these factors before making a decision. Students will learn from this decision-making and take it into consideration for the next time in order to make better money decisions.
- 3. Animation - “Important Money Decisions People Often Face”**
<https://finlit101.ca/en/topic/important-money-decisions-people-often-face>
This animation identifies a number of things that we use money for in life. Some things we can afford on our own while others are larger expenses that we need assistance with through a financial institution. Sometimes the decision might be to save up for the item while another decision might be to make the purchase now and agree to pay the bank for a loan with interest over time. Sometimes the decision might be to do a combination of both savings and a loan. Whatever the financial decisions might be, understanding borrowing and saving is key to our decision-making.

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.