

ALBERTA TEACHER GUIDE

MONEY AND YOUTH

A GUIDE TO
Financial Literacy



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Economic Education



CFEE extends our thanks to the Government of Alberta and Alberta Education for having confidence in CFEE and our ability to make a difference in the financial futures of Alberta youth.

CFEE will be coordinating the **“Building Futures in Alberta”** resources in English and French for Alberta Education that will be comprised of a variety of activities drawing upon our existing programs, modifying and adapting a number of resources, and creating new resources to support improvements in financial education and financial literacy. For further information about CFEE go to www.cfee.org and for **Building Futures in Alberta** go to <https://cfee.org/program/building-futures-in-alberta/>.

A complete guide for financial literacy and capability

Money and Youth (<https://moneyandyouth.com/>) serves as a **“Guide to Financial Literacy”** for youth ages 14 and up – but also serves as a primer for adults, especially parents and teachers, who often assume responsibilities for helping children improve their financial capability.

Money and Youth starts with an exploration of one’s values and how to make good decisions – and be aware of those who will try to influence decisions and how they can go about doing so. The book then proceeds through a learning framework looking at the challenges and opportunities of first getting money and then spending, saving, borrowing, and protecting money and the things we acquire in life that are important to us.

The *Money and Youth* web site is set up in a modular format enabling users to select topics of interest. Teacher and Parent Guides are provided for each module.

Highlights

As a resource for youth, teachers, parents, and those generally interested in improving financial capability, *Money and Youth*:

- Provides a complete “Guide to Financial Literacy” covering relevant financial topics;
- Is written in clear-language that is easy to understand and explains key terminology;
- Is designed to apply an inquiring approach to learning – challenging the user to engage in self-reflection and think about factors affecting their financial decisions and actions;
- Provides easy to use Teacher and Parent Guides to facilitate learning and enable enjoyable engagement with youth as youth play an active and participatory role in the learning activities;
- Through use and experience, is useful for user groups ranging from age 15 and older.

Goals

- Provide a resource to support financial education in schools throughout Canada;
- Provide a resource to help parents improve their own financial capability as they work to improve that of their children;
- Provide resource material online in a modular format to enable users to select topics of interest and that are relevant to their purposes;
- Provide a wide variety of “prompts” throughout the resource encouraging users to: “Think about,” “How About You,” “Discuss,” and “Take Action, Take Control” to help users personalize their learning and consider how the content is relevant to their lives;
- Provide an overall learning framework as a “guide to financial literacy” that can be used as a reference by others developing curriculum, resources, and programs to help improve financial capability.

Outcomes

- Financial capability throughout Canada is improved over time;
- Financial education increases and improves in schools across Canada;
- Youth, and others, appreciate the importance of staying in control of one’s financial affairs and how doing so can impact stress and happiness over the course of one’s life;
- Canadians are better prepared to undertake financial decisions and actions with confidence and competence.

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MONEY AND YOUTH AND CAREER AND LIFESTYLE MANAGEMENT (CALM) OUTCOME CORRELATIONS

<u>Money and Youth</u>	
10-11	<u>Career and Life Management (CALM)</u>
<p>The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future.</p>	

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:	
<ul style="list-style-type: none"> R1. identify personal resources, and explain how they could be of value to self and others 	Module 1: Your Money Decisions: Who's in Control Module 3: Your Goals: Some Things to Consider Module 5: Sources of Income Module 9: Taking Control of Your Money
<ul style="list-style-type: none"> R2. compare needs, wants and consequences, with consideration of self, others and society 	Module 1: Your Money Decisions: Who's in Control Module 2: Your Goals and Your Values
<ul style="list-style-type: none"> R3. examine sources of lifestyle aspirations, and relate these to personal resources 	Module 2: Your Goals and Your Values Module 3: Your Goals: Some Things to Consider Module 4: Decision-making
<ul style="list-style-type: none"> R4. demonstrate knowledge of and commitment to achieving personal financial goals 	Module 2: Your Goals and Your Values Module 3: Your Goals: Some Things to Consider Module 9: Taking Control of Your Money
<ul style="list-style-type: none"> R5. determine the varied implications and challenges of independent /interdependent living 	Module 8: Money Basics Module 9: Taking Control of Your Money Module 10: Spending on Major Purchases
<ul style="list-style-type: none"> R6. develop strategies to be informed consumers 	Module 4: Decision-making Module 8: Money Basics
<ul style="list-style-type: none"> R7. evaluate the services and costs of various types of financial institutions 	Module 4: Decision-making Module 8: Money Basics Module 9: Taking Control of Your Money Module 11: Borrowing Money Module 12: Getting and Managing Credit
<ul style="list-style-type: none"> R8. evaluate the advantages and disadvantages of credit 	Module 8: Money Basics Module 9: Taking Control of Your Money Module 11: Borrowing Money Module 12: Getting and Managing Credit
<ul style="list-style-type: none"> R9. examine various types of investments and the practical and ethical issues of investing 	Module 13: Putting Your Money to Work – Saving and Investing Module 14: Protecting Assets – and Planning for Financial Independence
<ul style="list-style-type: none"> R10. identify and analyze a variety of types of Insurance 	Module 14: Protecting Assets – and Planning for Financial Independence

<ul style="list-style-type: none"> • R11. develop strategies to overcome potential resource challenges 	Module 14: Protecting Assets – and Planning for Financial Independence
<p>General Outcome 3: Career and Life Choices Students will develop and apply processes for managing personal, lifelong career development.</p>	
<p>Specific Outcomes <i>Students will:</i></p> <ul style="list-style-type: none"> • C1. examine the components of effective career development as a lifelong process 	Module 6: Career Under Construction: Investing in You
<ul style="list-style-type: none"> • C2. update and expand a personal profile related to potential career choices 	Module 2: Your Goals and Your Values
<ul style="list-style-type: none"> • C3. examine the relationship among career planning, career decisions and lifestyles 	Module 6: Career Under Construction: Investing in You Module 7: Are You an Entrepreneur?
<ul style="list-style-type: none"> • C4. develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work 	Module 5: Sources of Income Module 10: Spending on Major Purchases Module 11: Borrowing Money
<ul style="list-style-type: none"> • C5. develop a quality career portfolio 	Module 6: Career Under Construction: Investing in You
<ul style="list-style-type: none"> • C6. investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs 	Module 6: Career Under Construction: Investing in You
<ul style="list-style-type: none"> • C7. analyze variations in employment and the implications in the life career process 	Module 5: Sources of Income Module 6: Career Under Construction: Investing in You
<ul style="list-style-type: none"> • C8. determine skills, attitudes and behaviours necessary to getting a position 	Module 6: Career Under Construction: Investing in You
<ul style="list-style-type: none"> • C9. determine the skills, attitudes and behaviours necessary for retaining a job 	Module 6: Career Under Construction: Investing in You
<ul style="list-style-type: none"> • C10. investigate employer and employee ethics, rights and responsibilities 	Module 6: Career Under Construction: Investing in You
<ul style="list-style-type: none"> • C11. design a plan for turning life goals and aspirations into reality 	Module 3: Your Goals: Some Things to Consider Module 7: Are You an Entrepreneur? Module 9: Taking Control of Your Money Module 14: Protecting Assets – and Planning for Financial Independence

Module 1

YOUR MONEY DECISIONS: WHO'S IN CONTROL?



Most people make decisions about how to use money every day. It may be to take a bus, or to buy something for lunch, or to put money in a parking meter, or buy a new “app”, or go to a movie, or... Like it or not, we need money to get and do a lot of things.

Try and think of the last day when you didn't spend money – or make a decision about how to use money – either yours or someone else's. You probably make many such decisions involving money – and you have choices. But what things influence the decisions that you make?

TEACHER'S GUIDE

This lesson can be used as a companion to [Module 1 of Money and Youth – Your Money Decisions: Who's in Control?](#)

Related Topics:

Family Studies, Man in Society, Business Studies, Communications, Decision-making, Advertising, Values, Financial Planning, Goal-setting

Background Information:

Many people go through life without ever learning how to make decisions. Good decision-making is a skill that young people should be taught and have a chance to practice. They should make decisions and learn from them, both good and bad.

A key part of making good decisions is to be aware of the influencing factors. These can include intentional ones such as advertising, or more subtle ones like peers or parents, who are often role models for behaviour. If a person is aware of these factors they are better able to decide, to some degree, if they want to be influenced or not.

It is said by some that the most important thing we can teach young people about decision-making is “meta-cognition” – that is, to think about your thinking. This involves taking a moment to think about the decision that is being made, the benefits that will be derived, the trade-offs that will be incurred, and the factors that may be influencing the decision. Even if it is brief, research has shown that this pause and reconsideration can significantly affect decisions.

Another key factor is goals. If a person tends to set goals and objectives, then that person is likely to have today's decision more influenced by what they may be trading off in the future. A person without goals and objectives will find it more difficult to factor future trade-offs into decisions.

This lesson will alert students to the importance of making good money decisions, taking control of those decisions, and better understanding the factors that may be influencing them. It is based upon the first module of Money and Youth. It also provides an opportunity for students and teachers to provide feedback, comments and suggestions for the new edition.

Outcomes:

At the end of this lesson, students will be able to:

- Describe the various factors that can influence decisions about money
- Summarize key tips for making good money decisions
- Explain the importance of setting goals
- Describe the role of money
- Explain why it is important to have a plan to help with making good money decisions

Estimated Time for Implementation depending upon your timetable and the students in your class:

Two class periods

Suggested Teaching and Learning Strategies:

Period One:

- Prior to the class, ask students to review newspapers, magazines and online sites to find (a) an ad that they think is really effective and (b) an ad that they think is poor. Also, ask them to think about the last significant money decision that they made, whether spending, saving, investment, some money they gave away to others, etc. If it involved a purchase, were they using their own money or did someone buy it for them? Ask them to identify any factors that they think influenced their decision.
- In the first period of the lesson, provide the students with an opportunity to share the ads they selected with the class and note (a) their reasons why an ad was good and (b) why an ad was bad. Make a list of both sets of reasons.
- Divide the class into pairs and have them complete a Think, Pair, Share activity by following the next steps.
- Have the students write down how they are affected by ads. To what degree do they believe the decisions that they make about money are influenced by advertising? How do they feel about being influenced by advertising? Do they try, in any way, not to be influenced? If so, what do they do?
- At this point, pair up the students and have them discuss their answers.
- Have the pairs report back to the class.
- Next, ask the pairs to identify other factors that influenced the last significant money decision that they made. Was it their parents, their peers, what they could afford, or something else?
- Have them report back and make a list of these other factors.
- Review the list and discuss any questions or comments with them.

Period Two:

- Begin this period of the lesson by asking the students to write down things they think they should consider before making a purchase.
- Once this has been done, arrange the class into triads (groups of three) and have them compare their results.
- Allow them time to compile the best answer they can from the three lists.
- Once the triads have completed their task, have them report their findings to the class and compile a list of their suggestions.
- If the following items are not on the list, review them with the students:

1. What is affecting their need to buy this item - think about their thinking - Why are they actually making this decision? (metacognition)
 2. What am I giving up in order to make this purchase (opportunity cost)?
 3. How will this purchase affect future events – would things be different if I wait?
 4. Can I really afford it? Will I be carrying the cost into the future?
- Having reviewed the above items with them, ask the triads to define the following:
 1. Instant gratification;
 2. Money can't buy happiness;
 3. Money is a means to an end.
 - Have the triads report their answers and then ask the class why they think it is important to have goals in life.
 - Once it is established that goals help to put our actions into perspective and give them meaning, indicate that the focus will now be on what to do to keep our spending under control in order to help reach our goals.
 - Ask them to explain the difference between short-term and long-term goals.
 - With this understanding of the difference, have the triads develop some examples of the two and indicate how these goals would affect their spending habits.
 - Have them report their ideas, and then conclude the lesson by summarizing the discussion by indicating that, if you keep your goals in mind when considering a purchase, it will help maintain a financial plan that will support what you want to achieve.

Evaluation:

- The pairs list could be handed in.
- The work of the triads could be handed in.

Modifications or Suggestions for Different Learners:

- The triad activities allow different roles to be played – for example, recorder or reporter – and, as such, individuals can assume a role that best suits their needs. In addition, the initial activities allow for individual needs to be addressed.

Additional Related Links:

- What Your Financial Plan Should Cover - <https://www.getsmarteraboutmoney.ca/plan-manage/planning-basics/financial-planning/what-your-financial-plan-should-cover/>
- Short and Long-Term Goals - <https://careerwise.minnstate.edu/mymncareers/finish-school/long-short-goals.html>
- Cost of Carrying a Debt - <https://retirehappy.ca/hidden-cost-debt/>

Additional Possible Activities:

- The students could develop an ad that sells a specific product. This would reinforce the persuasiveness of advertising.
- The students could select an item that they wish they had not purchased and explain why they did buy and what they regret about doing so.
- The students could outline long range goals and actions they would take to attempt to reach that goal.