

## OVERVIEW AND CURRICULUM CONNECTIONS

	Title	Activities	Objective Students will be able to:	Provincial Learning Outcomes	Worksheets needed for Financial Plan	In-class time
1	Financial Life Skills Pre-Assessment	<ul style="list-style-type: none"> <li>students complete a questionnaire on basic financial knowledge</li> <li>students discuss what they know and what they need to learn about financial life skills</li> </ul>	<ul style="list-style-type: none"> <li>identify the extent of their current knowledge and gaps in their knowledge about financial life skills</li> </ul>	<ul style="list-style-type: none"> <li>This module supports student use of Modules 2 to 10</li> </ul>		<ul style="list-style-type: none"> <li>one lesson (approx. 30 minutes)</li> </ul>
2	Lifestyle Reality Check	<ul style="list-style-type: none"> <li>students complete a questionnaire on their future lifestyle goals comparing expenses to a realistic income level</li> <li>students discuss the need for a realistic understanding of personal finances</li> </ul>	<ul style="list-style-type: none"> <li>describe aspects of the lifestyle they envision for their future</li> <li>discuss how financial skills can help them achieve personal lifestyle goals</li> <li>compare some expenses from the lifestyle they envision with realistic income levels</li> <li>prepare for subsequent activities leading to Module 10 (Financial Plan)</li> </ul>	<ul style="list-style-type: none"> <li>Career and Life Planning</li> <li>Life/Work Transition</li> <li>Applications of Math</li> <li>Consumer Math</li> </ul>	<ul style="list-style-type: none"> <li>Handout 2-1, Lifestyle Reality Check</li> </ul>	<ul style="list-style-type: none"> <li>one lesson (approx. 45 minutes)</li> <li><b>COMPUTER ACCESS</b></li> </ul>

	Title	Activities	Objective Students will be able to:	Provincial Learning Outcomes	Worksheets needed for Financial Plan	In-class time
3	Welcome to The City	<ul style="list-style-type: none"> <li>students review profiles of the "Life Stage Characters," which they'll use to explore various financial situations and documents</li> <li>students form groups associated with each character and discuss their character's personality</li> <li>students make posters representing their character's personality and present them to the class</li> </ul>	<ul style="list-style-type: none"> <li>describe the financial and lifestyle features of characters they'll use throughout the activities and explore typical financial situations and documents</li> <li>relate the Life Stage Characters' personal conditions to their own life stage</li> </ul>	<ul style="list-style-type: none"> <li>This module supports student use of Modules 2 to 10</li> </ul>		<ul style="list-style-type: none"> <li>one lesson (approx. 60 minutes)</li> </ul>
4	Needs, Wants and Priorities	<ul style="list-style-type: none"> <li>students list things they've bought recently and classify them as needs or wants</li> <li>class discusses the definition of needs and wants and how to establish priorities</li> </ul>	<ul style="list-style-type: none"> <li>categorize personal purchases as needs or wants</li> <li>set purchasing priorities</li> <li>explain how personal needs and wants affect budgeting and financial planning</li> </ul>	<ul style="list-style-type: none"> <li>Personal Finances</li> <li>Life/Work Transition</li> <li>Budgeting and Financial Planning</li> <li>Consumer Studies</li> </ul>		<ul style="list-style-type: none"> <li>one lesson (approx. 60 minutes)</li> <li><b>PREP NEEDED</b></li> </ul>

	Title	Activities	Objective Students will be able to:	Provincial Learning Outcomes	Worksheets needed for Financial Plan	In-class time
5	Income, Expenses and Budgets	<ul style="list-style-type: none"> <li>• students use their Life Stage Characters' income and expense records to discover sources of income, paycheque deductions and typical living expenses</li> <li>• students use monthly income and expense worksheets to record the income and expenses of their Life Stage Characters</li> <li>• students review their Life Stage Characters' T4 tax forms and discuss tax deductions from income</li> <li>• students use their Life Stage Characters' income and expense worksheets to develop a budget and discuss how to adjust wants in order to provide for needs</li> <li>• students talk to a recent secondary school graduate to gain information about a budget for a teen living in their region</li> <li>• students use a worksheet to identify sources of income to support their transition from secondary school</li> <li>• students research actual expenses for their own transition from secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• identify various sources of income associated with different careers and life stages</li> <li>• identify paycheque deductions and income after deductions on a pay stub</li> <li>• identify and categorize various expenses associated with different life stages and relate them to an individual's needs and wants</li> <li>• complete monthly income and expense worksheets to provide data for a personal budget</li> <li>• research expected costs for their own education and career goals</li> <li>• investigate and list sources of income to support their transition from secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Finances</li> <li>• Life/Work Transition</li> <li>• Budgeting</li> <li>• Taxation</li> <li>• Applications of Math</li> <li>• Consumer Math</li> </ul>	<ul style="list-style-type: none"> <li>• Handout 5-2, Potential Sources of Income</li> <li>• Handout 5-3, Freedom 18 Budget</li> </ul>	<ul style="list-style-type: none"> <li>• five lessons (approx. 3 hours)</li> <li>• <b>PREP NEEDED</b></li> <li>• <b>COMPUTER ACCESS</b></li> </ul>

	Title	Activities	Objective Students will be able to:	Provincial Learning Outcomes	Worksheets needed for Financial Plan	In-class time
6	Savings and Banking	<ul style="list-style-type: none"> <li>• teacher uses a series of overheads to discuss the purposes for savings, how savings accounts work, ways to save, simple and compound annual interest and how they add up, and the rule of 72</li> <li>• students calculate savings outcomes for different circumstances</li> <li>• students consider realistic savings targets for themselves and their Freedom 18 Budgets</li> <li>• students use their Life Stage Characters' bank statements to examine types of banking services</li> <li>• students review their own needs for banking services and research local financial institutions to find the services available that could meet their needs</li> <li>• students review stories on identity theft, discuss the need for secure recordkeeping, and establish a personal recordkeeping system</li> </ul>	<ul style="list-style-type: none"> <li>• describe the purpose of saving and list basic savings forms</li> <li>• calculate simple and compound interest and total savings</li> <li>• state savings goals that support their transition from secondary school and adjust a budget to include savings</li> <li>• describe a variety of banking services offered by financial institutions</li> <li>• describe how to keep financial records secure and avoid the risk of identity theft</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Finances</li> <li>• Budgeting and Financial Planning</li> <li>• Consumer Studies</li> <li>• Introduction to Business</li> <li>• Applications of Math, Consumer Math</li> </ul>		<ul style="list-style-type: none"> <li>• two lessons (approx. 2 hours)</li> </ul>

	Title	Activities	Objective Students will be able to:	Provincial Learning Outcomes	Worksheets needed for Financial Plan	In-class time
7	Credit and Debt	<ul style="list-style-type: none"> <li>students review credit card statements for their Life Stage Characters</li> <li>class discusses reasons for using debt and the role of debt in financial planning</li> <li>students calculate the cost of paying a hypothetical credit card bill</li> <li>teacher uses overheads to discuss credit responsibilities, the cost of debt, and the short- and long-term implications of using debt</li> <li>students read stories on credit card and prepaid card use and identify what people did wrong</li> </ul>	<ul style="list-style-type: none"> <li>describe credit as a loan with specific conditions</li> <li>calculate the cost of purchases made on credit</li> <li>describe how credit and debt could affect their transition from secondary school</li> <li>identify and avoid risks related to credit</li> </ul>	<ul style="list-style-type: none"> <li>Personal Finances</li> <li>Applications of Math</li> <li>Consumer Math</li> <li>Consumer Studies</li> </ul>	<ul style="list-style-type: none"> <li>Handout 7-2, Borrowing Money and My Future Goals</li> </ul>	<ul style="list-style-type: none"> <li>two lessons (approx. 1.5 hours)</li> </ul>
8	Insurance	<ul style="list-style-type: none"> <li>students discover insurance policies for their Life Stage Characters and discuss what they cover</li> <li>teacher uses a series of overheads to discuss what insurance is, how insurance works, what policies cover, and different types of insurance</li> <li>students identify what types of insurance they will need after secondary school, and enter the costs in their Freedom 18 budgets</li> </ul>	<ul style="list-style-type: none"> <li>describe different forms of insurance</li> <li>determine their needs for property insurance and auto insurance and reflect them in a budget</li> </ul>	<ul style="list-style-type: none"> <li>Personal Finances</li> <li>Consumer Studies</li> <li>Applications of Math</li> </ul>	<ul style="list-style-type: none"> <li>Handout 8-1, My Insurance Needs</li> </ul>	<ul style="list-style-type: none"> <li>one lesson (approx. 45 minutes)</li> </ul>

	Title	Activities	Objective Students will be able to:	Provincial Learning Outcomes	Worksheets needed for Financial Plan	In-class time
9	Investing	<ul style="list-style-type: none"> <li>students review the investments and financial goals of their Life Stage Characters</li> <li>teacher uses overheads to discuss the difference between savings and investments, and return, risk and liquidity</li> <li>students put together a portfolio of sample investments they would be comfortable with</li> <li>the class reviews a story illustrating the investment process</li> <li>students discuss investment frauds and review fraud scenarios</li> </ul>	<ul style="list-style-type: none"> <li>describe how individual goals and risk tolerance affect investment choices</li> <li>describe the risk, return and liquidity of a variety of investments</li> <li>choose an investment portfolio based on the characteristics of individual investments, diversification, personal preferences, as well as education and career goals</li> <li>apply key guidelines in personal investing situations</li> <li>identify potential investment frauds and respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Personal Finances</li> <li>Investing</li> <li>Introduction to Business</li> <li>Consumer Studies</li> <li>Applications of Math</li> </ul>		<ul style="list-style-type: none"> <li>two or more lessons (approx. 3 hours)</li> </ul>
10	Financial Plan for Transition from Secondary School	<ul style="list-style-type: none"> <li>class discusses what a financial plan is and reviews a sample financial plan for a student</li> <li>students use a template to develop a financial plan for their transition from secondary school</li> </ul>	<ul style="list-style-type: none"> <li>develop a personal financial plan for their transition from secondary school using a template</li> <li>describe the benefits of planning for their future</li> </ul>	<ul style="list-style-type: none"> <li>Personal Finances</li> <li>Life/Work Transition</li> <li>Budgeting and Financial Planning</li> <li>Career and Life Planning</li> <li>Applications of Math</li> </ul>	<ul style="list-style-type: none"> <li>Handout 10-3, My Financial Plan</li> </ul>	<ul style="list-style-type: none"> <li>two lessons (approx. 2 hours)</li> <li><b>PREP NEEDED</b></li> <li><b>COMPUTER ACCESS</b></li> </ul>
11	Financial Life Skills Post-Assessment	<ul style="list-style-type: none"> <li>students complete a questionnaire on basic financial knowledge</li> <li>students compare their responses with their responses in the preassessment</li> </ul>	<ul style="list-style-type: none"> <li>describe what they've learned about financial life skills</li> </ul>	<ul style="list-style-type: none"> <li>This module supports student use of Modules 2 to 10</li> </ul>		<ul style="list-style-type: none"> <li>one lesson (approx. 30 minutes)</li> <li><b>COMPUTER ACCESS</b></li> </ul>