

# Let's Talk About Risk – FLM 2026 Teacher Toolkit

## Activity overview

In this activity, students sort real-life money scenarios by level of risk and control. Through discussion and reflection, they explore how planning, saving, social media, advertising, peer pressure, and chance can influence financial decisions. The activity encourages students to ask questions, think critically, talk about money with trusted people, and build confidence making informed choices that help protect their financial well-being.

## Learning objectives

Students will:

- Explore different types of money decisions, including earning, spending, saving, investing, gaming, betting, and online opportunities.
- Recognize that not all ways to get, make, or grow money involve the same level of risk.
- Recognize that activities involving betting, gambling, contests, and games of chance can involve financial risk and that outcomes are not always within a person's control.
- Reflect on how social media, advertising, and peer influence can shape financial decisions.
- Reflect on how talking about money with a trusted person can help them make informed decisions.
- Build financial confidence by learning how to weigh risks, compare options, and protect their money.

## Key messages and takeaways

### **Not all money opportunities involve the same level of risk.**

Some ways of earning, saving, or growing money are more predictable. Others rely more on chance, timing, hype, or factors outside your control.

### **Planning ahead can help reduce risk.**

Before spending money, investing, joining a contest, starting a side hustle, or trusting an online offer, it helps to pause and ask: What do I know? What don't I know? What could go wrong?

**Protecting your money means thinking critically.**

Scams, misleading ads, social media success stories, and “easy money” claims can make risky choices seem safer or more rewarding than they really are.

**Saving and spending decisions are connected.**

Taking risks with money can affect your ability to save for something important, cover future costs, or reach a financial goal.

**Understanding the difference between skill and chance matters.**

Some opportunities are influenced mostly by effort, knowledge, and preparation. Others depend largely on luck or circumstances outside your control. Knowing the difference can help you make informed financial decisions.

**Social media does not show the full picture.**

People often share wins, rewards, and success stories, but not always the losses, costs, pressure, or risks behind them.

**Talking about money helps build confidence.**

Asking questions and talking to a trusted person can help you make more informed decisions, especially when something feels confusing, risky, or too good to be true.

**Financial confidence comes from informed decision-making.**

Confidence grows when you understand risks, compare options, plan ahead, protect your money, and know when to ask for help.

## Closing reflection

When it comes to money, it is important to look beyond the promise of a reward. Before you spend, invest, bet, join, or try to make money from an opportunity, take time to understand the risks, what information is missing, and what factors are within your control.

Asking questions, weighing your options, saving with a goal in mind, planning ahead, protecting your money, and talking to someone you trust can help you make decisions that support your financial confidence and well-being.

# Let's Talk About Risk: FLM2026 sorting activity instructions

## Preparation

1. Display the PowerPoint slides ([available online](#)) or provide students with printed list of money scenarios (refer to annex).
2. Divide students into small groups or complete the activity as a full class.
3. Introduce the three categories:
  - **Lower Risk:** Outcomes are mostly shaped by planning, effort, knowledge, or clear expectations.
  - **Some Risk:** Outcomes may depend on effort and information, but there are unknowns.
  - **Higher Risk:** Outcomes rely heavily on chance, uncertainty, hype, or factors outside your control.

## Step 1: Sort the opportunities

Ask students to place each scenario into the category they think best fits.

Encourage them to think about:

- What can they control in this situation?
- What information would they need before making a decision?
- Could this choice affect their ability to save, plan, or protect their money?
- Could this choice make them vulnerable to scams, pressure, or unrealistic expectations?

Remind students that they may not all agree, and that respectful debate is part of the activity. The goal is not to find one perfect answer, but to practise thinking critically about real-life money choices.

## Step 2: Discuss and defend

Once the opportunities have been sorted, invite groups to explain their choices.

Ask students to identify:

- Which examples were harder to sort? Why?
- Is success based mostly on effort, skill, or luck?
- What messages on social media or from friends might make this opportunity seem more rewarding than it is?
- Who could you talk to if you were unsure about a money opportunity?

### Step 3: Reflect

As a closing reflection, invite students to think about:

*Who could you talk to if you were unsure about a money opportunity or financial decision?*

### "Talk Money at Home" extension activity

Conversation starter:

Ask students to discuss one money-related opportunity from today's activity with a parent, caregiver, or trusted adult. What questions would that person ask before making a decision? Would they view the risks differently?

### Teacher facilitation tips

- Emphasize that there may not be one “right” place for every card. The reasoning matters more than the category.  
Encourage students to explain their thinking using evidence, not just gut feelings.
- Invite respectful disagreement. Students may see risk differently depending on the details they focus on.
- Connect the examples to real-life situations students may encounter online, in games, through friends, at work, or on social media.
- Help students distinguish between activities where results are shaped mainly by effort and planning, and those where outcomes depend mostly on chance.
- Reinforce that asking questions before making a money decision is a sign of confidence and good planning.
- Remind students that financial confidence is not about knowing everything. It is about knowing when to pause, ask questions, compare options, and talk to someone you trust.

## Additional resources for teachers

For educators interested in exploring topics such as financial decision-making, risk, fraud prevention, online safety, gambling awareness, advertising influence, and consumer protection, the following resources may be helpful:

- [Financial Consumer Agency of Canada](#) (FCAC)
- [Responsible Gambling Council](#) (RGC)
- [Canadian Centre for Cyber Security](#) (Get Cyber Safe)
- [MediaSmarts](#)
- [Competition Bureau Canada](#)

The resources listed above are provided for information purposes only. Inclusion does not imply endorsement by the Financial Consumer Agency of Canada.

## ANNEX – Money Scenarios Sorting Exercise

- Sell old clothes on Marketplace
- Dog-walking for neighbours
- Buy concert tickets hoping to resell them
- Sports betting with friends
- Enter a cash-prize video game competition
- Get a part-time job at a local store
- Join a fantasy sports pool
- Create a YouTube channel for ad revenue
- Buy and flip used phones
- Tutor younger students
- Follow a celebrity's stock pick
- Work extra shifts at your job
- Start a clothing brand
- Buy scratch tickets
- Stream on Twitch for money
- Enter a skill-based competition
- Start a sneaker-reselling side hustle
- Invest your savings in cryptocurrency
- Create sponsored content on social media
- Bet on tonight's hockey game
- Join an online casino app
- Try to go viral on TikTok for income
- Enter a local talent contest with cash prizes
- Sell your notes to classmates

Sort the money scenarios into the following groups:

**LOWER RISK**

**SOME RISK**

**HIGHER RISK**