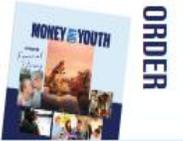


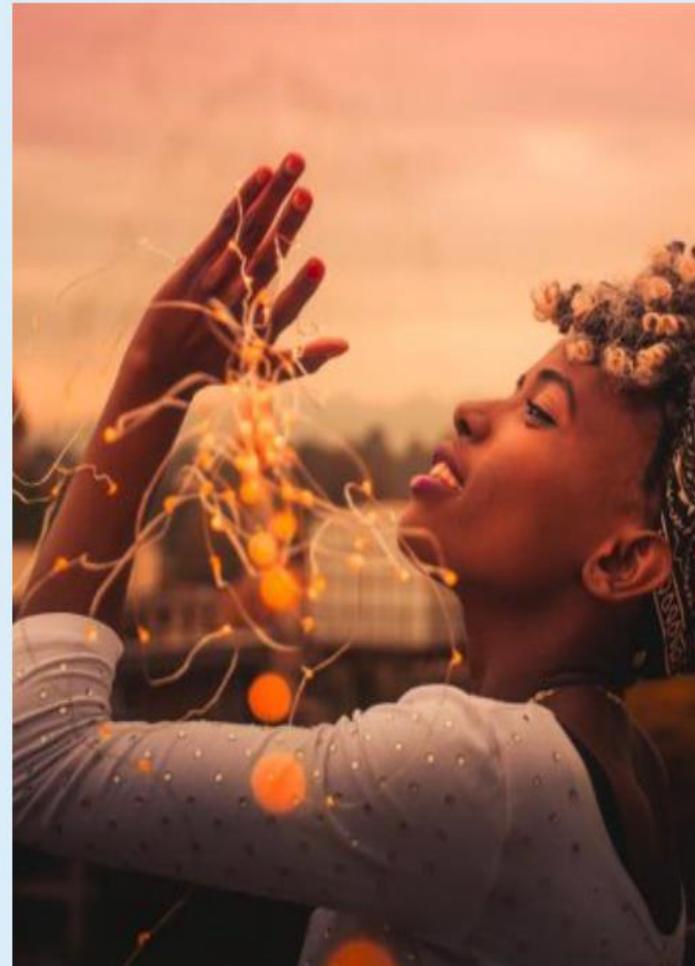
MONEY AND YOUTH

MODULES ABOUT OUR PARTNER IG CONTACT

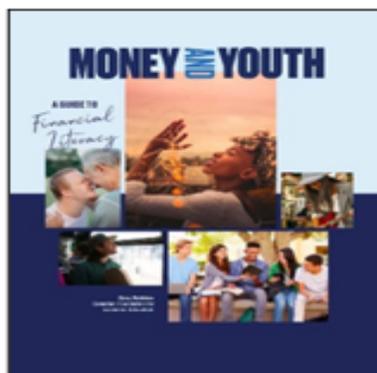


A GUIDE TO *Financial Literacy*

The world of money is one area where many people often feel they lack control. Many, if not most, Canadians never had much in the way of financial education – at school or from parents. We hope to change that for the next generation. [Note to Parents and Teachers – Guides are with each Module.]



[LINK: Money & Youth \(moneyandyouth.com\)](https://moneyandyouth.com)



**Aligns with CALM:
General Outcomes
2 and 3**

Module 1
YOUR MONEY DECISIONS: WHO'S IN CONTROL?

Module 2
YOUR GOALS AND YOUR VALUES

Module 3
YOUR GOALS: SOME THINGS TO CONSIDER

Module 4
DECISIONS - MAKING

Module 5
SOURCES OF INCOME

Module 6
CAREER UNDER CONSTRUCTION

Module 7
ARE YOU AN ENTREPRENEUR?

Module 8
MONEY BASICS

Complete Financial Literacy Guide

Money and Youth
(<https://moneyandyouth.com/>)

- > **“Guide to Financial Literacy”**
 - o youth ages 14+
 - o primer for adults, especially parents and teachers for helping children improve their financial capability
- > **Teacher and Parent Guides**
- > **Available in English and French**

Module 8
MONEY BASICS

Module 9
TAKING CONTROL OF YOUR MONEY

Module 10
SPENDING ON MAJOR PURCHASES

Module 11
BORROWING MONEY

Module 12
GETTING AND MANAGING CREDIT

Module 13
PUTTING YOUR MONEY TO WORK:
SAVING AND INVESTING

Module 14
PROTECTING ASSETS – AND PLANNING
FOR FINANCIAL INDEPENDENCE

Module 15
THAT'S ALL FOLKS!

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.

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:

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.

This **Money and Youth Scavenger Hunt Challenge** celebrates the launch of the **Building Futures in Alberta** website, resources and partnership with **Alberta Education**

Money and Youth Resource

Scavenger Hunt Challenge

Grades 9-12

Welcome to our Scavenger Hunt Challenge for Alberta students. This fun challenge is based on our Money and Youth resource and consists of 20 questions that will require students to explore all 15 modules of Money and Youth. Students who answer all 20 questions correctly will be automatically entered into a draw.

DRAW: 5:00 p.m. EST on May 24th, 2023

1ST PRIZE: \$2000

2ND PRIZE: \$1000

3RD PRIZE: \$ 500

PLEASE NOTE:

- Students may only enter once.
- This draw is only available to students in Alberta.

TO PLAY GO TO:

- **THE 'FUN' TAB**



<https://buildingfuturesinalberta.com/scavenger-hunt/>

MONEY & YOUTH
— C F E E

Money and Youth Scavenger Hunt for Alberta Students

1. Student's name

2. School name - or home address if home-schooled (to verify winners are residents of Alberta)

Building Futures in Alberta

Helping Kids Prepare for their Financial Future

► Visit Site

<https://buildingfuturesinalberta.com>

FinLit 101

CFEE and National Bank have collaborated with provinces all across Canada to develop this new online course for high school students, available to teachers, parents, and others to develop personal financial capability.



Access to the online course can be self-paced, through a traditional classroom setting or a teacher, parent or others may opt to use selected modules as needed to support content in various other subject areas: <https://cfee.org/program/finlit-101/>

Building Futures in Alberta

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<https://buildingfuturesinalberta.com>



FinLit 101

► Visit Site



Career Development
Capability
Financial Capability
Economic Capability
Enterprising
Capability

Project Overview

CFEE and National Bank have been collaborating with provinces all across Canada to develop FinLit101 – a new online self-instruction course for high school students, that will also be available to teachers, parents, and others to develop personal financial capability.

CFEE works closely with the provinces and is aware that all provinces are working to do more in terms of financial education. But there are challenges – including an already crowded curriculum with many other learning responsibilities competing for classroom and teacher time; training teachers as most do not have a background in this area of learning; and the cost of additional resources. The new online course will help address all

LINK: <https://cfee.org/program/finlit-101/>

In partnership with



Building Futures in Alberta

Helping Kids Prepare for their Financial Future

► Visit Site

<https://buildingfuturesinalberta.com>

FINLIT 101

Coming in January of 2022! FinLit 101" is a new online self-instruction financial literacy learning program. Instruction is provided via live video hosts and animations in a light, easy to understand style. Students can use the program independently or teachers can register their classes for group participation. There are quizzes, "SideTrips" to other relevant resources, and much more. Get a sneak peak of FinLit 101 here - and look to access all of the resources it will have available in January.

GO

MODULES ▾

 FINLIT 101 x CFE

LEARN THE 101 OF FINANCIAL LITERACY

With a fun, dynamic guide that makes money feel empowering, financial literacy becomes a life-long habit that pays dividends.

 PLAY WITH SOUND

► www.finlit101.ca/

Online program brings financial literacy into Canadian classrooms

“It’s brilliant,” says John Meston, an educator at Edmonton Public Schools who used the free FinLit101 program in his classrooms where a variety of topics surrounding financial literacy are covered.

By Pamela Pagano, City News, Montreal - <https://montreal.citynews.ca/2022/11/14/online-program-brings-financial-literacy-into-canadian-classrooms/>

Posted Nov 14, 2022, 11:24PM EST. Last Updated Nov 14, 2022, 11:43PM EST.

The Canadian Foundation for Economic Education (CFEE) and National Bank are collaborating with provinces across the nation for FinLit101, a new online program mainly helping teachers bring financial literacy into their classrooms. ***“Financial literacy is growing in schools,” said Gary Rabbior, CFEE president and originator of Financial Literacy Month, which takes place across Canada every November. “The biggest challenge is teacher training, the teachers, understandably, have not been trained in this subject area.”***

The free program covers a variety of topics, starting with the concept of getting money – like basics on how to seek employment.

Teachers can then pick and choose from many more like: *saving and investing money, or financial independence.*

“I’m going to share with you that without exception and without exaggeration, whenever I tell anybody what it is I do for a living, they always say, ‘I wish I’d had that when I was a kid’,” added Rabbior.

From creating videos for the **10 modules with 50 topics**, to developing the content in both English and French. It took a year of research and analysis, and another year to develop the FitLit101 program. Now available online as a teaching tool since Feb. 2022.

For John Meston, an educator at Edmonton Public Schools, he’s already used the program in his classrooms, saying it’s amazing – allowing teachers to break everything down.

- **“Most of the clips that are there are three or four minutes,”** explained Meston. **“It’s the perfect amount of time for kids to get in, and then there’s options for them to further explore the topic.”**
- **“It’s brilliant,”** he added. **“It’s not some crusty old guy like me sitting there trying to explain about life.”**
- **“It’s someone that they can connect with, it’s humorous.”**
- **Do you want to learn more about money too? The program is free and available to all on their website.**
- **Described as a breakthrough in the financial literacy field.**

“Take Financial Literacy Month as your starting block,” said Rabbior. ***“This is the time.”***

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<https://buildingfuturesinalberta.com>



SIGN UP AS A LEARNER

You can explore FinLit 101 without registering. However, by creating a personal profile, you will access additional features such as: being able to store information, access “favourites,” and so on. Setting up a “Personal Profile,” will let you enjoy all the benefits of FinLit 101.

EXPLORE FINLIT 101 AS A: ×

LEARNER

TEACHER

Email

First Name

Last Name

Password

Password must be a minimum of 8 characters.

Confirm Password

Your passwords must match

Joining a Class? Enter Class ID (Optional)

Enter the ID provided by your teacher to connect with your class.

CREATE YOUR ACCOUNT

Create Your Account [Log In](#)



SIGN UP AS A TEACHER

By registering as a teacher and creating a unique class ID, your class can work through modules, participate in group discussions, and complete activities as you assign them. Monitor your students' progress, assign and mark quizzes and assignments, and give out bonus points to recognize exceptional work.

EXPLORE FINLIT 101 AS A: ×

LEARNER

TEACHER

Email

Title (that your students see)

For example: Mr., Ms., Dr., etc.

First Name

Last Name

Password

Password must be a minimum of 8 characters.

Confirm Password

Your passwords must match

CREATE YOUR ACCOUNT

Create Your Account [Log In](#)

By signing up you agree to FinLit101's Terms of Service and Privacy Policy.

By signing up you agree to FinLit101's Terms of Service and Privacy Policy.

Learners

LEARN, EARN, AND GET RETURNS

- Sharpen your money skills and learn how to save for goals
- Earn points for your FinLit Fund every time you finish a module
- Practice smart money habits by tracking things like spending and savings
- Feel confident managing your money (and watching it grow)

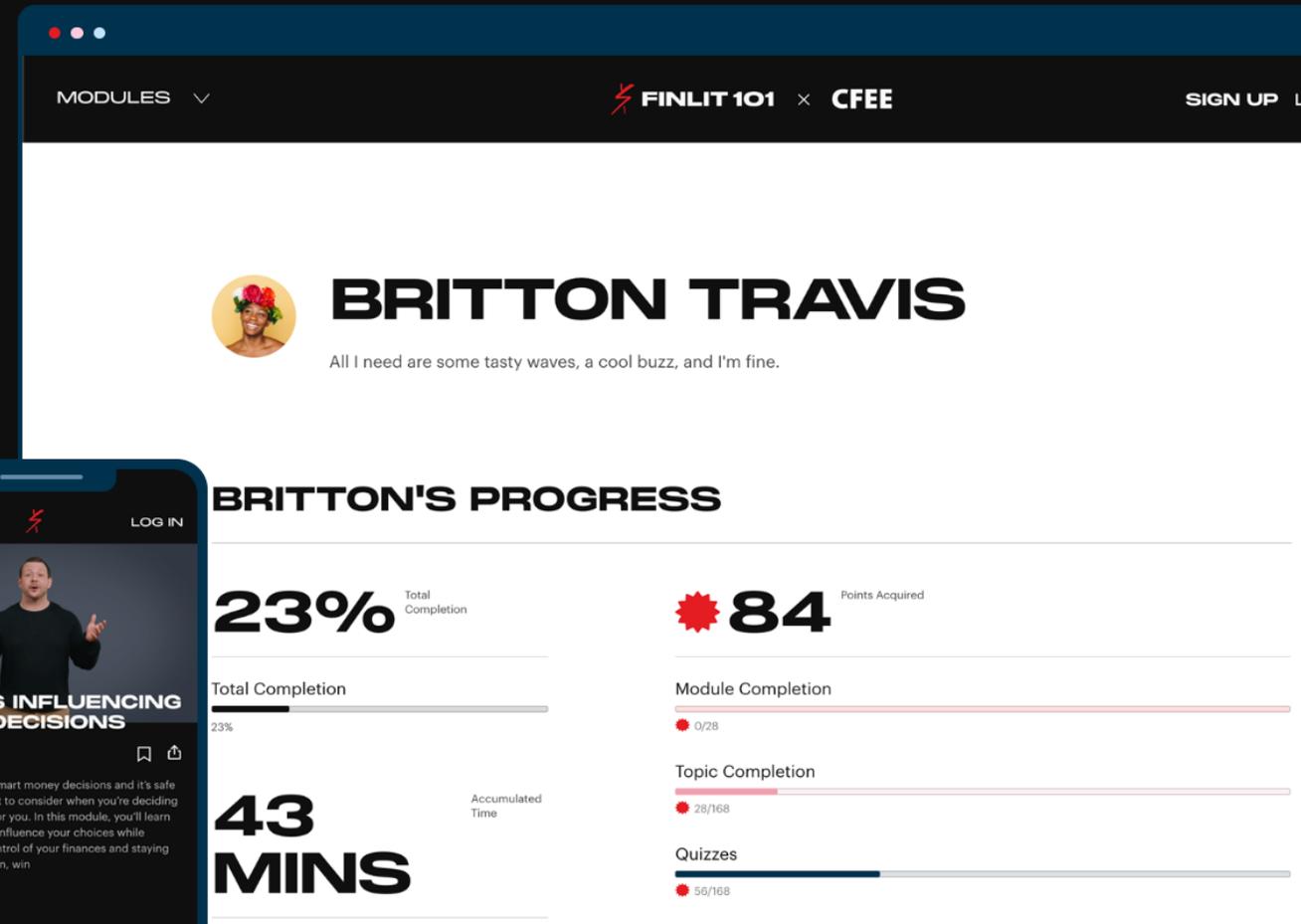
[SIGN UP \(LEARNER\)](#)

Teachers

BRING FINANCIAL LITERACY INTO YOUR CLASSROOM

- An easy-to-follow program for students to work through at their own pace, or as a class
- Modules based on real-life scenarios to build money confidence
- Clear progress indicators and a points system that encourages exceptional work
- A program that strengthens their ability to think through concepts and cultivates

[SIGN UP \(TEACHER\)](#)



Topic and User Page

FinLit 101 Modules:

- [1. Money Basics and The Economy](#)
- [2. Setting Goals and Making Wise Consumer Decisions](#)
- [3. Getting Money: Employment](#)
- [4. Getting Money: Self-Employment – Are You an Entrepreneur?](#)
- [5. Spending on Major Purchases](#)
- [6. Borrowing Money](#)
- [7. Putting Your Money to Work – Saving and Investing](#)
- [8. Protecting Your Money and Things of Value](#)
- [10. Managing Your Money](#)

Teacher Dashboard:



**DEBORAH
MACFADYEN**

[EDIT PROFILE](#)

This introductory video will provide instructions for teachers to set up classes, track students and provide feedback as needed.

GETTING STARTED WITH FINLIT 101

FinLit 101 was designed to be as intuitive as possible, however we understand you may still have questions about some of its features. This video helps walk Teachers through the various features and functionality of the website, so that it can be used effectively in the classroom



CLASSES (1)

[Create New Class](#)

GRADE 10

Alberta

[INVITE](#)

[SETTINGS](#)

NO NEW ACTIVITY

[VIEW CLASS](#) +

1 **DECIDING BETWEEN NEEDS AND WANTS**  02:47

2 **FACTORS AFFECTING YOUR VALUES**  02:22

3 **FACTORS INFLUENCING MONEY DECISIONS**  02:52

4 **ADVERTISING**  06:48

5 **TIPS FOR WISE DECISION-MAKING**  04:40

6 **DECISION MAKING — KEY STEPS**  05:38

7 **IMPORTANT MONEY DECISIONS PEOPLE OFTEN FACE**  03:16

8 **TRACKING YOUR SPENDING**  02:39

INTRODUCTION

We all want to make smart money decisions and it's safe to say that there's a lot to consider when you're deciding if something is right for you. In this module, you'll learn what kinds of factors influence your choices while putting yourself in control of your finances and staying within your means. Win, win

 **SAVE**  **SHARE**

• **INTRODUCTION**
ACTIVITIES
DISCUSSION
ADDITIONAL LEARNING
SIDETRIPS

ACTIVITIES

Quiz



FACTORS INFLUENCING MONEY DECISIONS

4 Questions | 10m

DISCUSSION



Write your comment:

+ ADD MEDIA

SUBMIT

*Each Topic starts with an introductory video.

MAKING MONEY WORK FOR YOU

Know how much money you have, and what you can do with it, by building the money habits that empower you today, tomorrow, and every day after that. Plus, you'll earn points for your FinLit Fund every time you finish a module. The more you play, the more you can earn!

- 1 **MONEY BASICS AND THE ECONOMY** ▶
- 2 **SETTING GOALS AND MAKING WISE CONSUMER DECISIONS** ▶
- 3 **GETTING MONEY: EMPLOYMENT** ▶
- 4 **GETTING MONEY: SELF EMPLOYMENT – ARE YOU AN ENTREPRENEUR?** ▶
- 5 **SPENDING ON MAJOR PURCHASES** ▶
- 6 **BORROWING MONEY** ▶
- 7 **PUTTING YOUR MONEY TO WORK – SAVING AND INVESTING MONEY** ▶
- 8 **PROTECTING YOUR MONEY AND THINGS OF VALUE** ▶
- 9 **FINANCIAL INDEPENDENCE** ▶
- 10 **MANAGING YOUR MONEY** ▶



3 Activities | 80 Achievement Points

Acquiring the knowledge, and developing the skills, to make good money decisions is important. But many of our money decisions are impacted by events and developments in the economy. To make the best money decisions we can, it is important to have a basic understanding of money and how our economy works – and can affect you and your decisions. That is the goal of this Module of FinLit 101.

SIDETRIPS

 **SAVE**  **SHARE**

Read and Watch



FACTORS INFLUENCING MONEY DECISION

Influencer Marketing Hub | 2021

What is an influencer

Read



COPING WITH FINANCIAL STRESS

Help Guide | 2020

An article on understanding financial stress and its impact on health as well as tips on how to deal with financial stress.

Read



20 WAYS TO AVOID PEER PRESSURE

"Your Life Counts" | 2013

An article on ways to deal with peer pressure and, although written in 2013, has content that is still valid.

Watch



WHY TALKING TO YOUR FRIENDS

Ted Talks | 2021

This is a brief Ted Talk that looks at how people's decisions and actions are influenced by peers, friends, and family - and how talking can help one make better decisions.

INTRODUCTION

ACTIVITIES

DISCUSSION

ADDITIONAL LEARNING

• SIDETRIPS

Building Futures in Alberta

Helping Kids Prepare for their Financial Future

► Visit Site

<https://buildingfuturesinalberta.com>

Entrepreneurship: The Spirit of Adventure

- an online video series promoting and supporting entrepreneurship and enterprise education and development.
- Powered by Scotiabank (with additional support from Magna International and Couche-Tard). www.cfeespiritofadventure.com



Building Futures in Alberta

Helping Kids Prepare for their Financial Future

► Visit Site

<https://buildingfuturesinalberta.com>

Entrepreneurship: The Spirit of Adventure

► Visit Site



Entrepreneur Development
Capability
Enterprising
Capability

LINK: [Entrepreneurship: The Spirit of Adventure | Canadian Foundation for Economic Education \(cfee.org\)](#)

Project Overview

Enterprising Skills Can Be Some of the Most Valuable Skills

Back in the mid 1980s, you would have been challenged to fit the word entrepreneur in any curriculum across Canada. In the late 1980s, CFEF developed the first courses in "Entrepreneurial Studies" in Canada for the Ontario Ministry of Education. To support this new program area, CFEF worked with a wide range of partners, including the federal government and all the provinces in Canada to produce the video series "Entrepreneurship for Canadians: The Spirit of Adventure." A copy of this series, with duplication rights, was put into every high school in Canada

In Brief

- Video profiles of more than 30 Canadian entrepreneurs.
- Video vignettes offering advice on a wide range of topics related to enterprising activity.
- Support print resources for teachers and students.

Explore, learn and enjoy The Spirit of Adventure!

The Spirit of Adventure is designed for youth; teachers/instructors of entrepreneurship and enterprise education; start-up entrepreneurs; experienced entrepreneurs and for those interested in learning more about entrepreneurship and the spirit of enterprise.

Enter the Adventure

Developed by



Sponsored by



Gary Rabbior, President of CFEE, talks about the goal of Entrepreneurship: The Spirit of Adventure

Our Entrepreneurs Share...

Their Stories Their Advice Financial Literacy

Search by: Category ▾ Industry ▾ Keyword ▾



BUILDER / RETAIL
David Chilton

The Wealthy Barber Returns

When economics graduate, David Chilton, completed the Canadian Securities Course in 1985, he chose an unusual direction for his career: writing and speaking on the subject of personal finance.



BUILDER / RETAIL
Alain Bouchard

Couche-Tard

Alain Bouchard is the founder and currently president of Alimentation Couche-Tard, the multi-billion-dollar convenience store chain that includes Mac's, Circle K, Statoil and other brands.



WOMEN / MANUFACTURING / RETAIL

Amina Gerba

Laboratoire Kariliss Inc.

Founded in 1995 by Amina Gerba, Laboratoires Kariliss Inc. manufactures and markets natural personal care products made of unrefined Shea Butter, which is itself made from the shea fruit tree that is indigenous to several West African countries.



ABORIGINAL / WOMEN / SERVICE

Barbara McLean-Stollery

Executive Airways Grooming Services

Barbara McLean-Stollery had planned to become a commercial pilot, but the post-9/11 downturn in the industry forced her to change her plans so she studied aircraft maintenance engineering and took a job working for Executive Airways to pay for her education. The owner offered to sell her the business



Do you... teach... Entrepreneurs?

CTS - ENTERPRISE & INNOVATION	CFEE – FINLIT 101 (https://finlit101.ca/en)
<p>ENT1020: Elements of A Venture Plan - no prerequisite</p> <p>Students learn the elements of a venture planning process.</p>	<p>1. Money Basics and The Economy 2. Setting Goals and Making Wise Consumer Decisions 4. Getting Money: Self-Employment – Are You an Entrepreneur?</p>
<p>ENT2010: Analyzing Ventures - no prerequisite</p> <p>Students gather and analyze data to make informed decisions about the feasibility of ventures.</p>	<p>1. Money Basics and The Economy 2. Setting Goals and Making Wise Consumer Decisions 4. Getting Money: Self-Employment – Are You an Entrepreneur?</p>
<p>ENT2030: Marketing the Venture - no prerequisite</p> <p>Students appraise various marketing strategies and formulate a marketing strategy for a venture.</p>	<p>1. Money Basics and The Economy 2. Setting Goals and Making Wise Consumer Decisions 4. Getting Money: Self-Employment – Are You an Entrepreneur?</p>
<p>ENT2040: Create the Venture - no prerequisite</p> <p>Students create and assess a venture plan.</p>	<p>1. Money Basics and The Economy 2. Setting Goals and Making Wise Consumer Decisions 4. Getting Money: Self-Employment – Are You an Entrepreneur? 5. Spending on Major Purchases 6. Borrowing Money</p>
<p>MONEY AND YOUTH - Module 7 - ARE YOU AN ENTREPRENEUR? You may or may not be familiar with the term "entrepreneur." Even if you are, you may have some misperceptions of entrepreneurs because there are many myths about them. For example, many believe that entrepreneurs only start up small business enterprises. Although many entrepreneurs set up and run small businesses, you can also apply entrepreneurial skills to other kinds of activities – within companies, within governments, running a not-for-profit organization, and so on. Let's take a closer look at entrepreneurs.</p>	
<p>Entrepreneurship: The Spirit of Adventure: an online video series promoting and supporting entrepreneurship and enterprise education and development. Powered by Scotiabank (with additional support from Magna International and Couche-Tard). www.cfeespiritofadventure.com</p>	
<p>NextGen Edition of The Globe and Mail: CFEE produces an online NextGen Edition drawing upon key articles appearing in The Globe and Mail that are relevant for teachers and youth. Complete lesson plans for instruction are provided as well as an array of other support resources and links for teachers. Powered by IG Wealth Management and the ongoing support of The Globe and Mail. https://nextgenedition.com/</p>	

[← Back to Resources](#)



 [ADD TO FAVOURITES](#)

 [SHARE ON FACEBOOK](#)

 [SHARE ON TWITTER](#)

Talk With Our Kids About Money

[\(Building a basic budget \(AB\) | Talk with our Kids About Money\)](#)

 [Print](#)

BUILDING A BASIC BUDGET (AB)

Subject Area: [Health & Life Skills](#)

LINK(S) TO THE ALBERTA HEALTH AND LIFE SKILLS CURRICULUM OUTCOMES:

- W-7.5 relate the factors that influence individual food choices to nutritional needs of adolescents: e.g., finances, media, peer pressure, hunger, body image, activity

BRIEF OVERVIEW OF THE LESSON:

After reading an article about the importance of healthy food choices the class will be divided into groups to plan a week's menu. They will see that the cost of fast foods versus home-made meals is much higher and not nearly as healthy.

ESTIMATED TIME REQUIRED FOR IMPLEMENTATION:

One class period

MATERIALS NEEDED:

- Copy of the article provided on junk food
- Copies of the Meal Planning Chart
- Food flyers from grocery stores, access to online supermarket ads and fast food menus

SUGGESTED IMPLEMENTATION STRATEGY:

Talk With Our Kids About Money

([Effective Advertising \(AB\)](#) | [Talk with our Kids About Money](#))



[← Back to Resources](#)



[ADD TO FAVOURITES](#)

[SHARE ON FACEBOOK](#)

[SHARE ON TWITTER](#)

EFFECTIVE ADVERTISING (AB)

Subject Area: [English Language Arts](#)

LINKS TO THE ALBERTA ENGLISH LANGUAGE ARTS OUTCOMES:

- 1.1 Discover and Explore
 - extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes
 - express personal understandings of ideas and information based on prior knowledge, experiences with others, and a variety of oral, print and other media texts
- 1.2 Clarify and Extend
 - use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences
- 2.4 Create Original Text
 - choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts

BRIEF OVERVIEW OF THE LESSON:

After a discussion about how companies try to entice buyers through effective advertising, the students will be asked to create a radio ad or newspaper ad for a new product.



☆ ADD TO FAVOURITES

f SHARE ON FACEBOOK

🐦 SHARE ON TWITTER

GETTING THE BEST DEAL (AB) [Talk With Our Kids About Money](#) ([Getting the Best Deal \(AB\) | Talk with our Kids About Money](#))

Subject Area: **Mathematics**

LINKS TO THE ALBERTA MATHEMATICS CURRICULUM OUTCOMES:

- Demonstrate an understanding of the addition, subtraction, multiplication and division of decimals to solve problems (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected).

BRIEF OVERVIEW OF THE LESSON:

After a discussion about how to shop for the best deals, the students will complete a worksheet that determines the unit prices for various items. The teacher will lead a discussion by taking up the answers. The students will mark each other's papers.

ESTIMATED TIME REQUIRED FOR IMPLEMENTATION:

One class period

MATERIALS NEEDED:

Copies of the handout "What's The Best Deal?"

SUGGESTED IMPLEMENTATION STRATEGY:

- Ask the class if they have ever bought something and then found out later that they paid more than they had to pay.
- What could they have done to avoid paying too much?



Module 7 – Money and Youth

ARE YOU AN ENTREPRENEUR?

You may or may not be familiar with the term “entrepreneur.” Even if you are, you may have some misperceptions of entrepreneurs because there are many myths about them. For example, many believe that entrepreneurs only start up small business enterprises.

Although many entrepreneurs set up and run small businesses, you can also apply enterprising skills to other kinds of activities – within companies, within governments, running a not-for-profit organization, and so on. Enterprising skills can be valuable to anyone – no matter what one does in life.



This lesson plan can be used as a companion to Module 7 of [Money and Youth – Are You an Entrepreneur?](#)

Relevant Subjects and Topics:

Entrepreneurship, Business Studies, Careers, Family Studies

Background Information:

As adolescents prepare to enter adulthood they are faced with many decisions that will affect the remainder of their lives. One obvious issue is the daunting decision of career choice. With the rapidity of change facing them, they may very well experience a number of different job situations over the course of their working lives, but initially they have choices to make. In order to make wise decisions they should “get to know themselves” but understanding such things as their desired life style and their degree of tolerance for such things as change, independence and risk to name only a few. This lesson will direct their attention to entrepreneurship in order to have them reflect upon this option to see if it is suitable for them. In this way, the students will come to “know themselves a little better” and will be better able to understand if this type of career is for them.

Outcomes:

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

- Explain what is involved in being an entrepreneur
- Indicate whether or not this career choice is of interest to them
- Better identify their personal career choice preferences

Time for Implementation:

Two class periods of approximately 60 minutes

Teaching and Learning Strategies:

Period One: 60 minutes

- Begin this lesson by asking the students to define the term “entrepreneur.”
- Once they have provided their definition, conduct a teacher-led quiz using the quiz on page 81 of [Money and Youth](#).
- Take up the answers to the quiz found on page 82.
- Divide the class into four groups and either project the image of the skeleton found under “Handouts/Resources” below or provide each group with a copy of the slide.
- Ask them to complete the slide in their groups and then hold a plenary session during which they can give their ideas.
- Introduce an activity called “Heads Together” during which they will be in

MONEY BASICS

Let's Discuss...

- \$ What money is
- \$ What we use as money
- \$ Characteristics of money
- \$ Roles of money
- \$ Impact of inflation on the purchasing power of money
- \$ Role of the Bank of Canada
- \$ How financial institutions work

Using money wisely is a skill – and a skill that will usually pay off. Any skill, like being a plumber, an auto mechanic, a doctor, or a dentist requires learning – what's important to know, how things work, how to do the work, what can go wrong, and what to do in certain circumstances.

That's the case with money too. There are things to learn about money that can help you to take better control, make better decisions, and have a better chance of achieving your goals. To help you take better control of money in your life, let's cover a few of the "basics." These can help build your basic understanding as you get more and more involved with money and money decisions.

How About You?



How would you rate your general money knowledge and skills?

1 2 3 4 5

NOT VERY GOOD ————— EXCELLENT





ARE YOU AN ENTREPRENEUR?: A QUIZ



Up Next

CONTRIBUTIONS OF ENTREPRENEURS



1 ARE YOU AN ENTREPRENEUR?: A QUIZ



2 CONTRIBUTIONS OF ENTREPRENEURS



02:17

3 THE ENTREPRENEURIAL PERSON



4 THE ENTREPRENEUR'S DOZEN



5 THE HUNT FOR OPPORTUNITY



03:18

INTRODUCTION

Many people find out late in life that they either had the potential to be an entrepreneur – or wished they had given it a try. It's not always obvious who has entrepreneurial potential and who does not – and many people are not aware of their own entrepreneurial potential. This topic provides an opportunity for you to explore your aptitude and potential for being an entrepreneur – and may spark an interest in entrepreneurship for you.

SAVE SHARE

• INTRODUCTION
DISCUSSION
ADDITIONAL LEARNING
SIDETRIPS

DISCUSSION



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SUBMIT

ADDITIONAL LEARNING

Entrepreneurs vary dramatically from one to another. There certainly isn't a "cookie cutter" out there somehow turning out entrepreneurs. Although there are certain characteristics and skills in common with many successful entrepreneurs, there are a very large number of combinations and permutations in those characteristics and skills among entrepreneurs.

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