

VIDEOS AND ANIMATIONS TO CONSIDER:

Gr. 4 Support - Video – “Money Laughs: “Mind Your Money” (<https://moneylaughs.com/>)

Have you ever been in a situation where you are using your ATM card to make a purchase and the next person in line seems to be standing too close? This video topic concerns teaching students the importance of protecting their money and their personal information. Now that students have a bank card, have set passwords and a PIN number, it's important to protect that personal information from thieves. Through the use of humor, students watch the antics of an elderly gentleman attempt to capture the personal information of a variety of shoppers. There is a summation at the end that provides students with useful tips for protecting their personal information.

4-6 Support - Animation - “How Financial Institutions Work”

(https://static1.squarespace.com/static/5a2f0006f9a61e8b0732c355/t/5bae5b89104c7b7a4c3a107f/1538153354541/MoneyMon.Pol.Cda-Module_3.pdf)

Students may not realize that financial institutions are businesses that exist to make a profit. Some students may even have parents or relatives who are share-holders of their bank who receive a share in the profits of that institution. This animation defines and identifies how banks organize their funds. Depending upon what type of account we have, the expenditures or investments that we make, banks must remain flexible to the service needs of its clients – deposits, withdrawals, lost bank cards, investments, loans, etc. Financial institutions also have overhead costs such as employee salaries, property expenses, advertising, and taxes, just to name a few. Using bank services requires that students are aware of the financial decisions they are making each time they interact to ensure the decisions are in their best interests. Otherwise, this can create issues for you when you need something later but are burdened with this outstanding debt.

LESSON – 40 minutes - USING MONEY TO SPEND AND SAVE (CFEE ONTARIO #1)

Students will have to make a decision to play a board game, use a smart board, or go the internet to play a game. Some choices are listed below.

A. Board Games

- Canadian Monopoly
- The Allowance Game
- Rock N Learn Money and Making Change
- Money Bags, a Coin Value Math Game or any games that the students have brought from home

B. Smart Board

- Students may use a Smart Board to access related money activities.

EARLY SPENDING AND SAVING DECISIONS - Spending & Saving Money (CFEE Ontario #2)

LESSON – 40 minutes - NEEDS AND WANTS (CFEE Ontario #2)

It is important for everyone to understand the difference between needs and wants – and why most people can't have everything they want – and that every decision involves trade-offs. This is a challenging conversation to have with young students.

- Ask the students what the difference is between a NEED and a WANT.
- Brainstorm examples of businesses in the community and the goods or services that they provide.

Students will be put in groups to make collages to help them understand the difference between needs and wants. Then they will be given a set amount of money to spend. Next the groups will have to collaborate and make choices and decisions on how to spend their money. Using the internet, students will practice spending and saving by playing games at different internet websites. They will also have the opportunity to design and play their own money game.

- Divide the class into an even number of groups. (3–5 in each group)
- A large piece of white paper, folded in half, will be given to each group. They will use catalogues and magazines to cut out and make a collage of items they need on one side of the paper, and items they want on the other side.
- When the groups are finished, the teacher leads a discussion:
 - What was chosen?
 - What makes an item a need?
 - What makes an item a want?
 - How did they decide what was a need or a want?
 - Can wants become needs?

LESSON – 40 minutes - BOARD GAMES (CFEE Ontario - #8)

- Divide the class into small groups.
- Give chart paper or bristol board to each group.
- Each group will make a board game involving the spending and saving of money – something like an *Allowance Game*, e.g., if you land on a square, such as, buy some school supplies, spend \$3, and on a square, such as, wash the car, earn \$5 to save.
- On the second day or when the games are finished, the groups will print up the rules, elect a banker, and play the game.

LESSON – 40 minutes - PARAGRAPH WRITING (CFEE Ontario - #8)

- Lead a brief discussion after asking the question: *Should people get everything they want?*
- Assign the task of writing a reflective paragraph about why people can't have everything they want.

Possible Evaluations

- Observation of how well the groups interact.
- Mark the Banking questions for reading comprehension and writing skills.
- Anecdotal checklist of group activities, and participation in discussions.
- Assess the board games.
- Assess the reflective paragraphs.

Modifications or Suggestions for Diverse Learners with Differing Needs:

- All students will be able to participate in the collage, board game and computer activities.
- Different learners can be guided to an activity at their level.
- The teacher can pair different learners up with a partner, especially when they are asked to use the internet.
- Group work activities allow students to help each other.
- On game days, the teacher can direct students to activities which are at their level.
- Teachers may choose to use their own money worksheets, depending on the needs of their students.

Follow-Up Activities:

- Choose other financial literacy resources listed which include websites, internet games, readings, videos or animations to provide review, support or extension of activities.
- This fun website allows children to practice opening a bank account, make savings, and learn about budgeting.

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Helping Kids Prepare for their Financial Future

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<https://buildingfuturesinalberta.com>

Create Student Engagement for Learning and Thinking in Your Classroom

Journals	Vocabulary/ Outlining Tools	Coin Sorting	Reading	Classroom Jobs
Bingo	Carpet Activities	Posters/Flash Cards	Guest Speakers	Activity Cards
Project/Research (i.e., How much does it cost for a hamster?)	'Real' Money: ID & Practice	FINANCIAL LITERACY	Tinker Lab	Bank/ing Information
Piggy Bank	Store	Cash Register	Play Money	Money Games (i.e. Life 'version'; Dice: Counting Money; Treasure Hunt)
Goals	Activity Challenge	Art/ Colouring	Drama/ Tickle Trunk	Earn, Save, Spend, Share
Story Starters	Multimedia	Graphic Organizers	Songs	Calculators

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Talk With Our Kids About Money (TWOKAM)

- encourages and supports parents, guardians, and teachers to start or continue talks with youth about money.

www.talkwithourkidsaboutmoney.com





In Brief

“TWOKAM” supports parents and teachers in helping kids learn about money and develop important financial skills.

- **Parents and guardians**: The “*Home Program*” has resources for you.
- **Teachers**, the “*School Program*” has complete lesson plans linked to provincial curriculum – easily used and adapted for grades 4-8.

Noteworthy:

- It is the only program from a developed country, nominated for the “*Financial Inclusion Award*” by the Child and Youth Finance International organization in Amsterdam.
- CFEE awarded **the Governor’s Award for Financial Literacy** in Wisconsin.



Goals

The primary goals for TWOKAM are to:

- provide a quick, easy way to get conversations started about money;
- be a catalyst for change in homes and schools;
- demonstrate the value of learning about money;
- inspire parents/guardians and teachers to invest “more than a day”;
- promote more discussion of money with children at home and at school;
- let parents/guardians and teachers more confident in helping children learn about money;
- over time, improve the financial capability of youth to build successful financial futures.

Talk With Our Kids About Money (TWOKAM)

► [Visit Site](#)



Financial Capability



In Brief

- "TWOKAM" supports parents and teachers in helping kids learn about money and develop important financial skills.
- "Parents and guardians: The "Home Program" has resources for you.
- Teachers, the "School Program" has complete lesson plans linked to provincial curriculum – easily used and adapted for grades 4-8.

Project Overview

Talking about money – the most important step to learning!

"Talk With Our Kids About Money Day" (TWOKAM) is a day when educators and parents/guardians can begin, or continue, talking with their kids about money. Any day could be "Talk With Our Kids About Money Day" but we are focusing on one day a year. To make it easy, fun, and engaging for all, the TWOKAM website provides easy to use resources. Parents and guardians, please see the "Home Program" resources which are organized by age range for children from 5 to when they move out on their own. Teachers, please see the "School Program" resources which

[LINK: Talk with our Kids About Money](#)



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Resources

Money Fairs

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CELEBRATE YOUR FINANCIAL SMARTS ON MAY 15, 2024

Actually you can celebrate any day that you teach or learn about money, but we want everyone who can to use May 15, 2024 as a national “celebration” and show us what you did!

[GET INVOLVED AND SHARE YOUR EXPERIENCES](#)



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HELP OUR KIDS TO BUILD A HAPPY, HEALTHY FINANCIAL FUTURE

Are you a teacher? Or a Parent? See the resources below to help or create your own idea! Celebrate with us on May 15, 2024 by talking with your kids about money – or pick another day more convenient. ANY DAY CAN BE TALK WITH OUR KIDS ABOUT MONEY DAY.

[DOWNLOAD THE GUIDE](#)

[SCHOOL RESOURCES](#)

[HOME RESOURCES](#)



[SHARE YOUR EXPERIENCES](#)

RESOURCES FOR: PROVINCE ▾

TOOLKIT ▶ VIEW TEACHER'S GUIDE ▶

FILTER: GRADE ▾ SUBJECTS ▾ TOPIC ▾

SEARCH ▶

School Program



LANGUAGE ARTS
Entertainment on a Budget (NL)



LANGUAGE ARTS
Spend, Save, or Give (NL)



LANGUAGE ARTS
Making Choices (NL)



HOME ECONOMICS
Saving Energy-Saving Money #2 (NL)



TECHNOLOGY
Saving Money and the Environment - L.E.D. versus Incandescent Lighting (NL)



TECHNOLOGY
Saving Money on Renewable Energy (NL)



HOME ECONOMICS
Tracking Household Expenses (NL)



LANGUAGE ARTS
Factors that can affect decisions you make about money - advertising (NL)



Sample School Program Lesson

[★ ADD TO FAVOURITES](#)[f SHARE ON FACEBOOK](#)[t SHARE ON TWITTER](#)

BUT MOM, DAD, I WANT TO BUY THIS! (AB)

Subject Area: [Drama](#)

LINKS TO THE ALBERTA DRAMA CURRICULUM GOALS:

- To acquire knowledge of self and others through participation in and reflection on dramatic experience.
- To develop competency in communication skills through participation in and exploration of various dramatic disciplines.

BRIEF OVERVIEW OF THE LESSON:

The class will perform a variety of scenarios about a teen who wants to buy a trendy pair of designer jeans. In small groups, the students create the dialogues for their presentations, making up possible conversations that may occur between the teen and their family members. After each performance the class will talk about what happened, discussing what made good financial sense and how changing the dialogues and the reactions of the people involved could have produced a different ending (e.g., what was said that was helpful, what was said that influenced the outcome, etc.)

ESTIMATED TIME REQUIRED FOR IMPLEMENTATION:

1–2 periods

MATERIALS NEEDED:

Two copies of the scenarios handout, and, if available, some props for the performances.

SUGGESTED IMPLEMENTATION STRATEGY:

- Before the period starts, copy and cut up the scenarios.
- Begin the class by asking the students if they have financial discussions with their parents and how often. Ask the students if they have ever asked their parents to pay for something that they wanted to buy and their parents said “no.” Ask for an explanation as to why they think their parents said “no.”
- Arrange the class into groups of four. Explain that each group will be given a scenario to portray. They are to assign the roles in the performance, create a dialogue between the family members, and practise their performance.

EVALUATION:

- Ask the students what they learned about making financial decisions and interacting with family members. Ask what they are likely to do differently in the future?

POSSIBLE LINKS TO THE HOME PROGRAM:

- Ages 11–13 – What kind of spender are you?
- Ages 11–13 – Decisions and Advertising

EXTENDED LEARNING OPPORTUNITIES:

- Ask the groups to create another dialogue to present in which the teen and their family talk about the difference between a need and a want.
- Ask the students to access the following websites to get tips on how to talk to their parents.
<http://www.wikihow.com/Talk-to-Your-Parents>
http://teenshealth.org/teen/your_mind/Parents/talk_to_parents.html

ARTICLES:

- Conversations between Parents and Teenagers
<http://fulleryouthinstitute.org/articles/conversations-between-parents-and-teenagers1>
- “I Want It Now!” How to Challenge a False Sense of Entitlement in Kids
<http://www.empoweringparents.com/I-Want-It-Now-How-to-Challenge-a-False-Sense-of-Entitlement-in-Kids.php#ixzz3TN6K3FU2>

<https://fulleryouthinstitute.org/blog/conversations-between-parents-and-teenagers>

Scenario 1

Write a dialogue between a teen and their parents. The teen is asking for money for a new pair of trendy designer jeans that cost \$99. The parents say that they cannot afford it and tells the teen they have enough jeans anyway. The teen yells angrily at the parents telling them they never understand the necessity to have the newest clothes; the teen stomps out of the room. The little brother hears the yelling and starts to cry. The mother is frustrated and says that the teen thinks they are so hard done by and just doesn't understand the family finances. The father says that their teen is too concerned about image and “Keeping up with the Joneses.” The father shakes his head and tells the mother that he just doesn't understand teenagers.

Scenario 2

Write a dialogue between a teen, an older sibling and their parents. The teen is asking for money for a new pair of trendy designer jeans that cost \$99. The parents say that \$99 is a lot to pay for jeans. The older sibling bought a pair with their own money, and says that they are so cool. The teen says that they really want the jeans and is willing to pay half from their own savings. The parents still try to convince the teen that the jeans are too expensive. The older sibling speaks up and suggests taking the teen shopping to see if they can find a sale. The parents like the idea, and, if they cannot find a better price, they, the parents, will pay half of the cost.



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Resources

Money Fairs

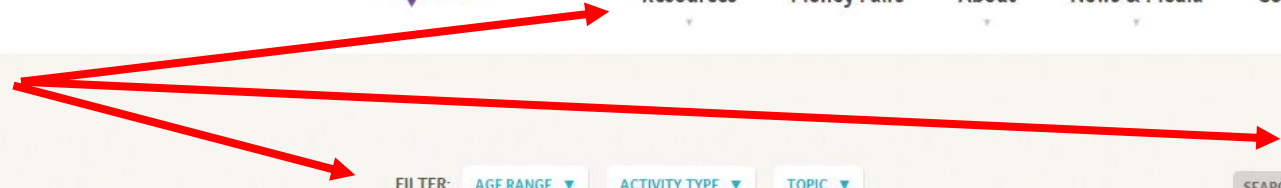
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Home Program



FILTER:

AGE RANGE

ACTIVITY TYPE

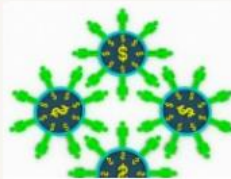
TOPIC

TOOLKIT

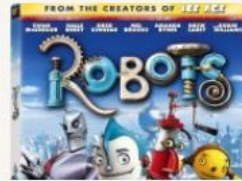
SEARCH



DECISION-MAKING, EARNING, SAVING
Hay Day



BUDGETING, DECISION-MAKING, PLANNING
Let's Do a Reality Check



BUDGETING, CONSUMER, SHOPPING
Robots



BANKING, SAVING, SPENDING
Teaching the Importance of Saving



SAVING, SPENDING
Money Songs



DECISION-MAKING, PROTECTING, SHOPPING
What Money Means to Me



DECISION-MAKING, EARNING
Jerry Maguire



DECISION-MAKING, EARNING, PLANNING
The Pursuit of Happiness



EARNING, PLANNING, PROTECTING
The Company Men



DEBT, HELPING OTHERS, SPENDING
If I Had a Million Dollars



BANKING, BORROWING, HELPING OTHERS
Charlie and the Chocolate Factory



DECISION-MAKING, INVESTING, SAVING
The Kiss Hello

Sample Home Program Lesson

[← Back to Resources](#)

 [Print](#)



 [ADD TO FAVOURITES](#)

 [SHARE ON FACEBOOK](#)

 [SHARE ON TWITTER](#)

IF I HAD 100 DOLLARS

Category: [Activities: Home](#) | Age Group: [5-7](#)

TOPIC:

Saving, Spending, Sharing

RESOURCES NEEDED:

No specific additional requirements

LEARNING OPPORTUNITY:

Children need to understand the importance of saving and sharing some of the money that they may have. Often they will only see what they can buy with the money and fail to understand the need to save some of it or, indeed, share as the situation would warrant. If, at an early age, they can learn the importance of these three activities and the appropriate balance between them it will go a long way to helping them manage their money responsibly in the future.

THE ACTIVITY:

- Tell your child that you are going to play a little game of imagination.
- Ask your child what they would do if they had \$100.
- Get answers and see if, in addition to spending, your child gave any thought to saving or sharing.
- If your child indicated that they would save or share some of the money ask why they would do this and reinforce any of these behaviours.
- If your child only indicated spending and did not mention either saving or sharing any of the money suggest that it is important to both save and share.
- Discuss the importance of saving and sharing and give your child some examples.

FOLLOW UP IDEAS:

- You could help your child build a three-part piggy bank – one part for spending, one part for saving and one part for sharing.
- You could discuss with your child ways in which they could share.
- You could discuss with your child setting a goal to save – ways in which they could save and things



FOLLOW UP IDEAS:

- You could help your child build a three-part piggy bank – one part for spending, one part for saving and one part for sharing.
- You could discuss with your child ways in which they could share.
- You could discuss with your child setting a goal to save – ways in which they could save and things they could save for, and, the satisfaction that comes with reaching a goal.

Related Resources





Money Fairs

Over time, **TWOKAM** has become a **365, 24/7 program** with the resources being used throughout the year. A Money Fair is a unique and fun way to get kids talking about money matters – with teachers, fellow students, parents, and members of the community.

It involves individuals or groups of students exploring answers to a key question they have about money, undertaking research to explore and learn about that topic, and preparing a creative presentation that showcases the outcome of their research and what they learned.

- ✓ *If interested, click on the “Money Fair” link.*
- ✓ *We encourage you to participate. Let’s talk!*

We would love to hear about your experiences – and share good ideas with others.

Virtual Money Fair

This [Alberta Virtual Money Fair](#) celebrates the launch of the *Building Futures in Alberta* website, resources and partnership with Alberta Education.

<https://buildingfuturesinalberta.com/virtual-money-fair/>



UPDATE - JUNE 15, 2023 - Click [here](#) to see the winners.

Special Alberta Virtual Money Fair

For the Spring of 2023, we're holding a special virtual money fair specifically for Alberta students ages 8 to 14, or who are in grades 4 - 9. There will be prizes of \$2,000, \$1,000 and \$500 for first, second and third place!

Submissions will consist of a short video 3 minutes or less, where students will discuss their topic and their findings.

For more information, please read our [Virtual Money Fair Guide](#).

More information:


- For teachers: [Post Report Questions](#)
- For students: [Student Organizer](#)
- [Scoring Guide](#)

Alberta Virtual Money Fair - Winners and Honourable Mentions

First Place:

Lucas Jacques - Money Concepts through my company


Copy link



I used the money to:

Buy new materials (string, beads, packaging materials, stationary)

Shipping cost



Watch on YouTube

<https://buildingfuturesinalberta.com/alberta-virtual-money-fair-winners-and-honourable-mentions/>

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Sample topics choices might be:

Financial Matters: Consuming Goods and Services

The Consumption Phenomenon:

- How do I avoid being tempted to shop?
- Understand supply and demand in under a minute.
- Are the (GST) and (TVQ) taxable?
- Easy budgeting tips
- What are taxes for?
- I want to protect myself. How do I make good purchases?
- Fixed and variable expenses? How do I budget better?
- Budgeting apps
- As a student, do I also have to pay taxes?
- What are the consequences of working under the table?

CATEGORIES:

ALL

FINANCIAL
EDUCATION

DECISION-MAKING

MONEY ADVICE

MONEY
MANAGEMENT

...and more ideas...

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...and even more ideas...

...or even part of the program of studies outcomes...

- Take Out or Eating In – A Comparison of the Costs and Benefits
- The Cost of Owning and Caring for a Pet
- Saving Versus Wasting: How to Help the Environment
- Sharing Money: How to Help Others – and Who to Help
- Credit Cards: Good, Bad, How to Use Them Wisely
- Keys to Wise Money Management
- Watch Out! Avoiding Frauds and Scams
- Money Lessons from (a selected movie, novel, song)
- The Cost of (Dance Lessons, or Playing a Sport, or Learning an Instrument)
- What is Used As Money Around the World

Financial Matters: Consuming Goods and Services

- The Consumption Phenomenon
- Rights, Responsibilities, and Recourse
- Consumer Credit
- The Role of Advertising
- Personal Savings

Financial Matters: Getting into the workforce

- Employment Law
- Pay
- Income Tax
- Employment insurance
- Work/School Balance
- Tax Evasion

Financial Matters: Continuing Education

- Employment Questions
- School Costs
- Paying for Postsecondary Education

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Money Laughs:

- a series of 10 brief vignettes produced by Just For Laughs Gags in their mime style focusing on scenarios involving money.
- a series of Money Tips is provided at the end of each vignette.

Powered by Le Fonds de Solidarité FTQ and Just For Laughs Gags. <https://moneylaughs.com/>





Money Laughs

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Financial Capability
Economic Capability

In Brief

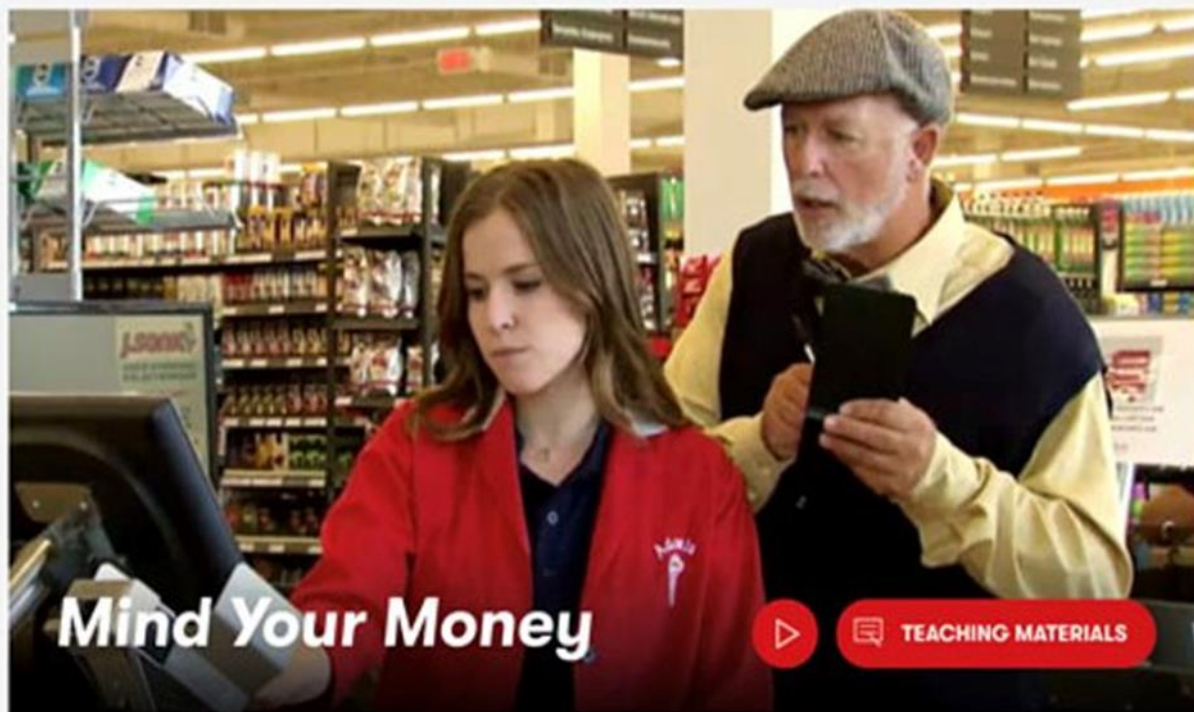
- 10 brief vignettes produced by Just For Laughs Gags to support financial education.
- Highlighted “money tips” at the end of each vignette that are valuable for financial decisions and actions.
- Teacher’s Guides to support use in classrooms.

Project Overview

Financial Education Can Do With A Little Humour

Most people would welcome a little humour in the world of money, finance, and financial education. CFEE thinks so too. That is why we partnered with Just For Laughs Gags and the Fonds de solidarité FTQ to produce the Money Laughs series. The series is comprised of 10 vignettes – each about 1½ – 2 minutes in length. The vignettes are produced in the Just For Laughs Gags mime style and each focuses on a different humour financial situation.

LINK: [Money Laughs | Canadian Foundation for Economic Education \(cfee.org\)](https://www.cfee.org)



Learning About Money Doesn't Have To Be Boring!

A series of short vignettes produced for CREE by Just For Laughs Gags focusing on money and highlighting money challenges, along with supporting tips and teaching material.

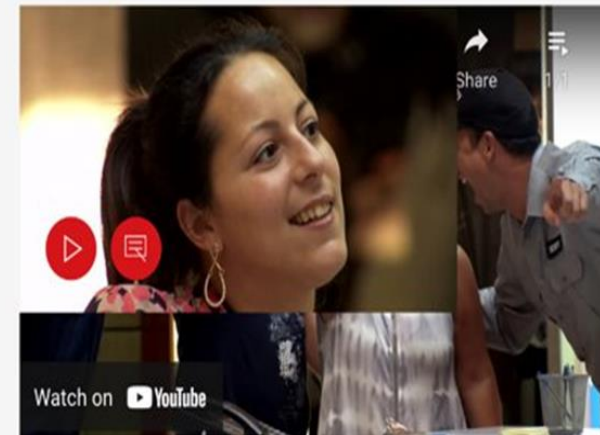


Importance of the Topic:

Humour can be a great teaching tool. This vignette, although humorous in nature, carries a serious message and, hopefully, teaches us the importance of protecting our personal information. There is no humour in having your personal information stolen and then used by the person who stole it. Imagine – it's just like having your wallet or purse stolen!!! With the great number of passwords and PINs that most people have these days it is possible to have some of this information stolen if we do not take care to ensure that it is safeguarded. How do we do this? The activities suggested below will give some answers but each of us has to make certain that we do not share or reveal this information to anyone but those we trust. Failure to do so could result in great difficulties and loss of money and personal identity.

Desired Outcome, Knowledge, or Skill:

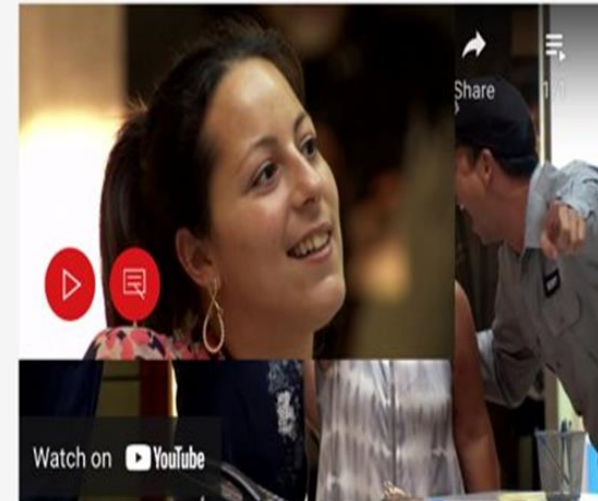
1. Realizing the importance of changing your PINs and passwords on a regular basis.
2. Ensuring that your passwords and PINs are detailed enough to be secure.
3. Understanding the importance of never sharing your personal information with others.
4. Appreciating the need to always check your surroundings when entering PINs or passwords to ensure that you are not being observed.
5. Avoiding using ATMs if anything appears suspicious.
6. Conducting monetary transactions only with secure and trusted sources and websites.



Possible Activities:

1. Develop a practice password of 11 characters and come up with a trick to make certain that you will remember it. For example, it could be a line from a song using the first letter of each of the words. It could also include capital letters and numbers, e.g., "O Canada, our home and native land" 1867 becomes OCohanl1867.
2. As practice for establishing your own secure password, develop a secure password of at least 8 characters for 3 of the following people or characters: Batman, Queen Elizabeth, Darth Vader, Donald Trump, Spiderman, Santa Claus, Humpty Dumpty, George Clooney, Justin Trudeau.
3. Research how you can determine if a website is a secure website before you post any information.
4. Discuss with a partner the type of information you should and should not post on any email or social media explaining the reasons for your choices.
5. List things you should and should not do when using an ATM machine to ensure that you keep your information as safe as possible.
6. If you are a teacher and want a couple of class activities dealing with password security, please [click here](#) to check the material available.

UP NEXT



Money Laughs - Need It, Want It, It's Your Call

<https://youtu.be/0SZyr7OqByc>

NEED IT, WANT IT, IT IS YOUR CALL - TEACHER'S GUIDE

In this vignette the girl is influenced by her peers to make a poor choice.

- Don't let others decide what you need and what you want.
- Every day people are exposed to advertising trying to convince them to buy their product.
- If you think that what you want is actually something you need, you are more likely to buy it.
- Money must be spent on needs but wants are a choice you make. You should be in control of your spending.

Desired Outcome, Knowledge, or Skill:

- Be aware of the difference between a need and a want.
- Identify what kind of spender you are.
- Realize that the spending choices you make today affect your spending choices in the future.
- "Sleep on it." Take time to think about your spending decisions. Don't be a compulsive buyer.
- Don't let others make spending decisions for you.





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Helping Kids Prepare for their Financial Future

GET STARTED

Pick a Topic



The goal of the Building Futures in Alberta program is to support Alberta teachers in their efforts to help prepare students to undertake their future economic and financial decisions and actions with confidence and competence and build a healthy financial future.

[Read More](#)

Access to BFIA / CFEE Resources

[LINK: https://buildingfuturesinalberta.com/](https://buildingfuturesinalberta.com/)