

Make it Count

An instructor's guide to youth money management



FINANCIAL AND
CONSUMER SERVICES
COMMISSION OF
NEW BRUNSWICK



*Adapted for New Brunswick by the Financial and Consumer Services Commission of New Brunswick
with the permission of the Manitoba Securities Commission.*



Table of contents

Introduction i
 Be a money mentorii
 Using the Make it Count guideiii

Back to basics **Section A**
 MoneyA1
 Needs and wantsA3
 ValuesA5
 Setting goalsA7
 BudgetingA9
 Credit and debtA11
 Saving and investingA13
 Earning moneyA15

Out and about **Section B**
 At the grocery store B1
 At your financial institution B3
 At the shopping mall B5
 At a restaurant B7
 On the town B9
 On the roadB11

Lessons for life **Section C**
 First cellphone C1
 Giving back C3
 Frauds and scams C5
 Rent, Lease, Buy C7

Fun with friends **Section D**
 Recreational spendingD1
 Planning a partyD3
 On vacationD5

Extras **Section E**
 Websites E1
 Guest speakers E2
 Commission publications E3
 A glossary of terms E4
 Student workbook cover page E10

Curriculum guide **Section F**



Introduction

Every instructor knows that learning involves more than simply imparting facts and figures. A balanced education offers a wealth of valuable life skills. *Make it Count* was developed in an effort to reach out to instructors and enlist their support in enhancing the financial literacy of our youth.

Being financially literate is all about having the knowledge, skills and confidence to make responsible financial decisions. Barely a day goes by that New Brunswickers do not have to make a financial decision of some kind or other. Some are routine, such as buying groceries or choosing between cash or credit when making a purchase. Others are more momentous, such as opening a savings account, going away to college or university or taking out a first mortgage. It's not just about doing the math; financial literacy lessons can come from assessing the needs and wants of everyday life.

Make it Count helps you incorporate these lessons into the courses you already teach through games, activities and tips that will get students thinking and talking about money matters.

- Spice up the study of Canadian social studies by planning a vacation.
- Provide some practical instruction for a foods and nutrition lesson by budgeting for a healthy restaurant meal.
- Liven up your mathematics and problem solving class with an interactive activity about the costs of owning a mobile phone.



Be a money mentor

Sowing the seeds for lifelong skills

Building a foundation of good financial habits at an early age allows people to make the most of the resources they have. Incorporating financial education into everyday home, school and extracurricular activities reinforces the importance of being “money smart.”

As a role model and a teacher, you have a unique opportunity to serve as a money mentor to a large number of youth. In this important role, you can help them to:

- Be independent and self-sufficient
- Make informed decisions and choices
- Understand how their moods and expectations can affect how they save or spend
- Use good judgment and look at consumption in a realistic way
- Build the skills and knowledge to be financially secure
- Prepare for and navigate the financial challenges they will face as they grow

With activities that relate to their course of study, you can help guide them along the path toward financial literacy.

How to Make it Count in the classroom

Virtually every subject offers opportunities to expose students to money management situations. Rather than competing for valuable teaching time, *Make it Count* can enhance mandated curricula with engaging and practical real-life examples that promote understanding and hone decision-making skills.

Saving, budgeting, spending wisely, earning money and recognizing scams are a few key concepts that weave themselves through a series of meaningful activities that easily integrate into subjects such as:

- Math
- Social studies
- English language arts
- French immersion
- Personal development and career planning
- Physical education

Using the Make it Count guide

An overview

The *Make it Count* guide is broken down into lesson plans within five topic areas. Specific objectives and discussion topics introduce the activity and frame the key concepts that will be addressed.

Make it Count lesson plans

OBJECTIVES

The objectives provide a concise overview of the intended goals for the lesson.



DISCUSSION

The discussion introduces the objectives to the students through questions that are relevant to the topic. Discussion points can be tailored to your students' grade level, interests and experience.



ACTIVITY

Each lesson plan describes an activity that supports the objectives. The activity suggests a creative, applied approach to teaching financial literacy.



EXTENSION

The extension activity is designed to extend the original activity with either homework or further classwork.



COLLABORATIVE FEEDBACK

The collaborative feedback section suggests a way to collaborate on the activity's findings and the extension sections of the lesson plan.



TEACHER TIPS

Teacher tips suggest creative ways for you to enrich the activity and/or incorporate the activity into a suggested subject area.



PRE- AND POST-ASSESSMENT OF LESSON

The pre- and post-assessment question for each lesson helps you establish your students' baseline knowledge before an activity and provides an indication of what they learned after instruction.





Measuring learning

There are four simple questions that can be applied to any Make it Count lesson to help you measure your students' learning. Ask them any or all of the following four questions before you begin a lesson and again after the lesson is complete.

1. What do you know about/What did you learn about _____ (for example, planning a party)?
2. How does/How did planning ahead help you to make decisions with your money?
3. How does/How did choosing an appropriate product or service make a difference to your spending?
4. How can/How did managing your money wisely affect your spending decisions?

Student workbook

Every Make it Count lesson comes with a ready to-copy handout for your students. These handouts can be put together to create a workbook for students to use throughout the program, complete with a workbook cover page in the **EXTRAS** section of this guide. Photocopy and distribute it to your students at the start of the program.





Using the Make it Count guide

It is not necessary for the activities to follow any specific sequence. You can choose sections based on curriculum needs.

BACK TO BASICS

This section describes the key concepts used in money management such as money and personal values, budgeting, setting goals and earning income.

OUT AND ABOUT

Costs and concepts associated with day-to-day transactions in places such as a grocery store, a bank or other financial institution, a restaurant and the mall are explored in this section.

LESSONS FOR LIFE

This section provides an opportunity to promote financial awareness through life lessons such as owning a cell phone, managing household living costs, giving to those in need and recognizing frauds and scams.

FUN WITH FRIENDS

This section covers relevant topics associated with the costs and potential savings that can be found in daily recreation activities, at parties or while hanging out with friends.

EXTRAS

This section contains a list of publications, websites and other resources that extend the concepts found in the guide.

CURRICULUM GUIDE

The Curriculum guide links lessons to New Brunswick curriculum outcomes across a variety of courses.

Section A

Back to basics

This section describes the key concepts used in money management, such as money and personal values, budgeting, setting goals and earning income.



Money

OBJECTIVE

1. To introduce the foundational concept of money, such as its worth as a medium of exchange and valuation.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- What is money and why do we need it?
- Did money always exist?
- What was the first form of currency?
- Where is money made?
- What do you (personally) do with your money?
- Why would you spend it or save it?
- Why should someone open a bank account?
- What do you need to open a bank account?
- What does money look like? How can you tell that a bill is real?
- What does it mean to counterfeit money?

ACTIVITY

BARTER CURRENCY

Length: 40 minutes

Materials: A variety of unwanted items



- Divide students into groups or have them individually brainstorm everything they know about money. They can make a web or simply list their ideas. This is a good opening activity to understand their background knowledge about money.
- Throughout the week, ask each student to bring in items that they no longer want or need (multiple items will be needed to make this activity work). Help the students identify some items that they may want to get rid of by discussing the idea of growing out of possessions, such as clothes, toys and games. If there are students who can't find things to bring in, have a selection of items from around your classroom that could be traded. Display the items so that the students can see everything that will be up for trade.
- Give each student a chance to describe their item and provide one reason why someone else might want it.

Back to basics



- Give the students 10 minutes to barter their item for other students' items.
- Conclude the barter session with a discussion: Does bartering work? What are the challenges with a barter system? Does money work better? Why or why not?

EXTENSION

- If your students would like a challenge, have them estimate and calculate the total costs of what they consume in one day. Use the *Barter currency handout* to complete this extension.
- Invite a representative from the Bank of Canada to speak to your class or ask students to visit the [Bank of Canada](http://www.bankofcanada.ca/)* website to discover the identifiers that set genuine bank notes apart from counterfeits. As a group, discuss the ways to check for each of these security features.



COLLABORATIVE FEEDBACK

- Throughout the day, have students list the things they consume in one day. Compile their items onto flip chart paper and see how many pages they fill.



TEACHER TIPS

- Encourage students to find and share interesting trivia about money. This information can be posted on a centrally located bulletin board. Samples of foreign currency could also be displayed here.



PRE- AND POST-ASSESSMENT OF LESSON

- What do you know about why we use money?
- What did you learn about why we use money?



* www.bankofcanada.ca/

Needs and wants

OBJECTIVES

1. To help students understand the difference between needs and wants.
2. To assist students in recognizing that needs and wants can be different for people living in other parts of the world.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- What do you need money for?
- What do you want money for?
- In your view, what percentage of money should be allocated toward the needs in life (food, shelter and basic clothing), and how much should be put toward the wants?
- Do we all have the same needs? Do we all have the same wants?
- Is it easier for some people to satisfy their needs than it is for others?
- Have needs and wants changed over time?
- Why can't we always have what we want?
- Why is it hard to accept "no" as a response when we want something?
- Should we always get what we want? Does it help if an adult explains why you can't have what you want?
- What has the biggest impact on YOUR wants? Friends? Social Media? Celebrities? Advertisements?
- Has FOMO (Fear of Missing Out) ever caused you to buy something?

ACTIVITY

SURVIVAL

Length: 1 hour

Materials: *Survival handouts*, a variety of items from the classroom (chalk, white board, paper, markers, etc.), dictionaries



- Collect a variety of items from around the school that represents needs and wants. Get the students to help you separate them into one need pile and one want pile, then have them explain why each item belongs in the pile it's in.
- Divide the students into five groups and give each group one of the *Survival handouts*. Each handout has a different scenario and a list of items for students to categorize as either a need or a want.



- After 30 minutes, each group will present their scenario, explain how they categorized their items and why they made the choices that they did. Alternatively, you can provide an opportunity for a gallery walk: groups present their information on a poster and circulate to look at the groups' posters. Ask them to comment on whether they agree or disagree with the other groups' choices.

EXTENSION

- Students can take inventory of what is in their own homes. Have them pick a room and list as many items as they can, designating each as a need or a want. Have the students complete the *Needs or wants handout*.



COLLABORATIVE FEEDBACK

- What did they notice about their lists? Which rooms had more needs and which had more wants?
- What was the best buy they've ever made, and what was the worst? Were those purchases wants or needs? Have the students complete the *Best buy, worst buy handout*.



TEACHER TIPS

- Needs and wants are different for people all over the world. Have students learn more about the needs and wants of someone living in a different country by visiting the websites of organizations like UNICEF or World Vision.



PRE- AND POST-ASSESSMENT OF LESSON

- What can you tell me about needs and wants?
- What did you learn about needs and wants?



Values

OBJECTIVES

1. To help students understand and identify what are values.
2. To determine if there is a connection between personal values and money.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:

- What is a value?
- What do you value? (for example, family, love, friendship, health)
- Do you have the same values as your friends and family?
- Do people's values change over time? Why?
- Does money relate to the things that you value? How?
- Why would someone spend, save, invest or donate their money and how does this connect to personal values?



Teacher information: What is a value?

A value is something that you care about, with personal significance to who you want to be and what you want to achieve in life. Values are intangible, and are not defined by accomplishments or possessions, like a car or a vacation to Hawaii. Examples of values might be freedom, security or happiness. Your values can influence your financial goals. For example, if you value freedom, you may set a goal to quickly pay off your student loans. If you value security, you may decide to make a bi-monthly contribution to a Tax-Free Savings Account.

ACTIVITY

MONEY AND VALUES

Length: 1 hour

Materials: *Money and values handout*, a container to hold money (jar, tin, envelope, etc.), magazines and newspapers, a variety of art supplies

- Students will come up with their own personal values and determine how money relates to these values. They will also decorate value-themed piggybanks.
- Have students start by reading the *Money and values handout* and brainstorming the meaning of values. Students should write down some of their own values and reasons why those values are important to them. They can then match a goal to the value.





For example, they may value freedom and wish to save toward a new bike so that they can travel around the neighbourhood. Or, they may value health and also set the goal of saving up for a bike to use for exercise.

- Students should then decorate their piggybanks with words, images and symbols that connect their values to their goals.

EXTENSION

- Charities and non-profits are typically value-driven organizations. Research an organization that accepts donations or volunteers (time has a dollar value!) and reflects your values. Identify what a reasonable donation might be and how the charity might use it.



COLLABORATIVE FEEDBACK

- What conclusions did you come to about the relationship between money and values?



TEACHER TIPS

- Participate with your own personal piggybank decorated with your values!



POST-ASSESSMENT OF LESSON

- What do you know about how personal values affect the goals that you set?
- What did you learn about how personal values affect the goals that you set?



Setting goals

OBJECTIVES

1. To encourage financial responsibility through goal setting.
2. To introduce the disciplines of planning, scheduling and tracking.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- What is a goal? Do you set goals?
- What is the difference between short- and long-term goals? What are some examples of short- and long-term savings goals?
- Is anyone saving their money for something special? If so, how are you saving?
- Is it important that goals be realistic? Why or why not?
- It is best to put aside a percentage of your income (10%) before you spend your money. How is this achieved? Is this a common practice for anyone?
- Is saving money easy? Why or why not? What might get in the way of your savings goals?
- What strategies can you use to help you stick to your savings goals?

ACTIVITY

GET A GOAL

Length: 45 minutes – 1 hour

Materials: *Get a goal handout*, magazines, flyers and catalogues



- In this activity, students will set up their own savings goal using the *Get a goal handout*. To start, brainstorm a “class goal” and fill out a handout together. To do this, draw, describe or paste a picture of the goal in the box at the top left of the page. Indicate how much money you need to save up to achieve this goal and mark the amount beside “TOTAL”. Fill in the questions under the “Savings plan.” Next, write encouraging phrases in the scale on the thermometer from “just starting out” (current savings) to “You did it!” (final financial goal) as it relates to your goal.
- Now have your students come up with their own goals to set, following the same processes as previously mentioned.



EXTENSION

- Ask students to brainstorm a list of short- and long-term financial goals.



COLLABORATIVE FEEDBACK

- Revisit the idea of why goal setting is important. Have anyone's ideas changed?
- After students have been working toward their goals for some time, discuss some of the challenges they met with trying to stay on track.
- Collectively discuss individual short- and long-term financial goals.



TEACHER TIPS

- Try starting a "charity goal setting" class-to-class competition.



PRE- AND POST-ASSESSMENT OF LESSON

- What do you know about setting goals as they relate to money and financial planning?
- What did you learn about setting goals as they relate to money and financial planning?



Budgeting

OBJECTIVES

1. To introduce the concept of planning for spending and saving.
2. To teach basic budgeting principles.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- How do you keep track of what you earn and what you spend?
- What does the word budget mean?
- Why do people budget?
- Does anyone currently budget?
- Do you think budgeting is important?
- What is income?
- What could be sources of income for you?
- How do you decide what to spend your income on?
- What are some of your common day-to-day expenses? Think about it from the time you wake up and brush your teeth to the time you go to sleep.
- What are some of the common expenses you will have to pay for when you move out on your own?
- Is following a budget easy or difficult for most people? Why or why not?
- What are the benefits of having a budget?
- What are the consequences of NOT having a budget?

ACTIVITY

START A BUDGET

Length: 45 minutes

Materials: *Start a budget handout*



- In this activity, students will learn how to keep a basic monthly budget. Use the *Start a budget handout* and explain to the students what each section means.
- Once students understand what the budget sheet is all about, use examples provided by students to fill out the sheet as a class. First, ask for specific earning examples and write down some of these ideas (including earning date) on the board. Now, ask the students about specific spending examples (including spending date) and write these down on the board.



- Together, go through each of the examples and use them to fill out the *Start a budget handout* as a group. Complete the activity by totalling the budget and answering the questions at the bottom of the handout.

ON YOUR OWN

Length: 1 – 2 hours

Material: *On your own handout*, computer and classified ads

- In this activity students will learn how to build a monthly budget to support themselves without help from the “Bank of Mom and Dad”. Using the *On your own handout*, students will need to build a realistic budget on a net monthly income of \$2,050.
- Once students have completed the handout, discuss their budgets as a class.
 - How much did they budget for each category of spending?
 - Are the amounts budgeted realistic? Why or why not?
 - Did the students have to make sacrifices to ensure their needs were met?
 - Do the students’ budgets prepare them for unexpected expenses, like a medical emergency or car trouble? Did the students prioritize savings by setting aside a minimum of 10% of their income?

EXTENSION

- Ask students to track their own personal spending for a given time period, making sure to record everything each day.



COLLABORATIVE FEEDBACK

- At the end of the time period, address whether there were any surprises in terms of what students earned or spent. Does this affect how they will budget in the future? What changes could be made?



TEACHER TIPS

- Share an example of a budget that may belong to someone living independently – include bills, rent, mortgage, gas, etc. to show the importance of budgeting!



PRE- AND POST-ASSESSMENT OF LESSON

- How does managing your money wisely affect your spending decisions?
- How did managing your money wisely affect your spending decisions?



Credit and debt

OBJECTIVES

1. To introduce the concepts of credit, debt, and the cost of credit.
2. To learn about the different types of credit products.
3. To understand how credit influences our spending habits.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- Have you ever borrowed money from family or friends?
- Why do we borrow money?
- How is borrowing money from a bank different than borrowing money from family or friends?
- How many types of credit can you name?
- What does it mean to be “in debt”?
- What is interest?
- What is the cost of credit?
- Is it more expensive to buy with cash or credit?
- Does credit make it easy to overspend?
- How can FOMO (Fear of Missing Out) impact your spending habits and use of credit?
- What are the consequences of not paying back the money you borrow?
- What is a credit score? What is a credit report? What are these used for?

ACTIVITY

COST OF BORROWING

Length: 30–45 minutes

Materials: *Cost of borrowing handout*, a computer and the Financial Consumer Agency of Canada’s (FCAC) [Credit Card Payment Calculator](#)*



- Working in groups of two, have students fill out the *Cost of borrowing handout* using the FCAC’s Credit Card Payment Calculator.
- Once students have completed the handout, discuss their findings as a class.

* [itools-ioutils.fcac-acfc.gc.ca/ccpc-cpcc/ccpc-cpcc-eng.aspx](https://tools-ioutils.fcac-acfc.gc.ca/ccpc-cpcc/ccpc-cpcc-eng.aspx)



EXTENSION

- Using the *Funding your future handout*, have students research the cost of a post-secondary education and explore the payment options available to them. The [Government of Canada's Student Financial Assistance website](#)* provides information on student loans, grants, scholarships and education savings programs. Financial institutions also offer private education financing. Have students research scholarship programs and complete a scholarship application. Grade 12 students who are pursuing post-secondary education will be able to submit their applications and younger students will benefit from the experience when they reach grade 12.



COLLABORATIVE FEEDBACK

- Have the class discuss their payment plans from the extension activity.
- What are the advantages and disadvantages of their plans?
- Have any of the students started saving for their education? What are the advantages of saving early on?
- What strategies can help the students borrow less? Discuss scholarships as a source of education funding.



TEACHER TIPS

- Invite a recent post-secondary student, scholarship program representative or a student financial services representative to speak to your class about funding their education.
- Use the Commission's infographic [So, you say you want a credit card?](#)** to show how quickly interest can increase the cost of a purchase.



PRE- AND POST-ASSESSMENT OF LESSON

- What do you know about credit and debt?
- What did you learn about credit and debt?



* www.canada.ca/en/employment-social-development/services/student-financial-aid.html

** fcnb.ca/en/online-services/resources

Saving and investing

OBJECTIVES

1. To understand the relationship between saving, spending, investing and donating.
2. To learn the difference between short-term and long-term saving and investing.
3. To introduce the concepts of simple and compound interest.
4. To learn about the different types of investments.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- What do you personally do with your money? Do you spend it, save it, invest it or donate it? Why?
- What does it mean to pay yourself first?
- How are saving, spending, investing and donating connected?
- What does it mean to invest?
- Why would someone want to invest?
- What is compound interest?
- What do you think the difference is between short-term and long-term investing?
- Is an education savings plan an investment? Why or why not?
- What does it mean to take risks when investing? Is everybody willing to take the same risks with their money?



Teacher information: Pay yourself first

Pay yourself first means prioritizing savings by putting money into your savings account as soon as you are paid before spending on anything else.

ACTIVITY

LEARN ABOUT SAVINGS AND INVESTING

Length: 1–2 hours

Materials: *What should I invest in handout*, the Commission's [ABCs of Investing brochure](#)* and computer



- Using the investment information sheet, have the class decide where to invest Grandma and Grandpa's gift.
- Divide the class into four groups and assign each group a role of stocks, bonds, mutual funds or guaranteed investment certificates (GICs). Have each group research the pros and cons of its own investment type.

* fnb.ca/en/online-services/resources



- Have the groups define their investment types and explain the potential returns, risk, costs and other important information using the table on the student handout. Students can find information about the different investments in the Commission's [ABCs of Investing brochure](#)*
- Each group will present information on its type of investment. Engage the class in a debate about which investment would be the best option for Grandma and Grandpa to invest in for the students' future education.

EXTENSION

- Have students complete Activity 1 of the *Magic of compound interest handout* to see how much they would save after 10 weeks. For an additional challenge, ask them to complete Activity 2 to see what would happen if they chose to make a purchase during Week 4.



COLLABORATIVE FEEDBACK

- Have the class discuss its findings from the extension activity. What was the total amount that they would have after saving the entire amount for 10 weeks? How much less did they end up having simply because they made a \$7 purchase in Week 4?



TEACHER TIPS

- Search YouTube for videos of young investors.
- Search for personal finance blogs.
- Consider inviting a financial advisor or banker to talk to the class about investing. One of your students' parents may already work in this field.
- Visit fcb.ca** for information on investing and investment products.



PRE- AND POST-ASSESSMENT OF LESSON

- What do you know about investing and investment products?
- What did you learn about investing and investment products?



* fcb.ca/en/online-services/resources

** fcb.ca/en/investing

The terms 'advisor' and 'financial advisor' used here generally refer to a financial professional, and do not indicate a category of registration or licence. The registration category and type of licence is more important than a title. Visit fcb.ca to check now!

Earning money

OBJECTIVES

1. To introduce the idea of earning money.
2. To connect our skills or passions to jobs that we can do now and in the future.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- Why do we need to earn money?
- What are the two ways that you can make money (by selling a product or a service)?
- What are some of your main interests, skills, activities and hobbies? What are you good at doing? What do you enjoy doing?
- Are there any ways you can think of to earn money right now?
- How could you use your interests, skills, characteristics or hobbies to earn money right now?
- How might you be able to use your interests, skills, traits or hobbies to earn money when you are grown up?

ACTIVITY

100 + 1 WAYS TO MAKE MONEY

Length: 45 minutes

Materials: *100 + 1 ways to make money handout*, flip chart paper and markers



- Brainstorm all the skills or traits that students possess and the hobbies or activities in which they are involved that could translate into a money-making venture.
- Encourage them to think about what careers might match these skills using the *100 + 1 ways to make money handout*.
- Have the class decide on a fundraising activity to work on together (bake sale, garage sale, special class activity, etc.). Determine all the different tasks and committees that will be required to make the fundraiser work.
- Students should self-select a committee that they would like to work on based on their knowledge and skills identified on the handout.
- Once the plan is in place, let the students carry it out.



EXTENSION

Service

- Have students ask their neighbours or close family friends to list three things that they don't have time to do around the house, but would be willing to pay someone to do. Combine their findings and see if you can come up with ideas for how they might turn these tasks into opportunities to earn money.



Product

- What is the biggest fad at your school right now? Think of a product that relates to it. Is it something that students could make themselves? What would it cost to make and how much would they sell it for?

COLLABORATIVE FEEDBACK

- Encourage the students to write all the services or products identified in the extension section on a large piece of paper. Challenge them to see if they can come up with a list of 20 different services or products that they could sell to their neighbours.



TEACHER TIPS

- Offering aptitude tests or bringing in a small business owner or entrepreneur to your class as a guest speaker may be helpful for students who are having difficulty identifying their interests.



PRE- AND POST-ASSESSMENT OF LESSON

- What do you know about the connection between your life passions and your ability to make money?
- What did you learn about the connection between your life passions and your ability to make money?





Barter currency

List **everything** that you use or consume in a day that costs money.

Morning		Afternoon		Night	
Item	Cost	Item	Cost	Item	Cost
<i>Breakfast</i>		<i>Lunch</i>			
<i>Clothes for school</i>					
<i>School supplies</i>					
<i>Transportation to school</i>					
TOTALS =	_____ + _____ + _____ = _____				

Survival

Situation #1

You are members of a lunar exploration crew scheduled to rendezvous with a space station orbiting the moon. Due to mechanical difficulties, your ship is forced to land on the surface 320 kilometres off course. During the landing, one of your ship's engines is damaged, and your ship is now too heavy to fly.

Your task

Your group has to leave behind some supplies to lift off and reach the space station. Listed here are 15 items left that were not damaged after crashing. Your task as a group is to determine whether each item is a need or want for you to complete the trip, and explain why. Make sure that someone from your group records your answers, and select a couple of people to report back to the class.

Items	Need or want	What makes this a need or a want?
<i>First-aid kit</i>		
<i>Flares</i>		
<i>Flashlight</i>		
<i>Freeze-dried food</i>		
<i>Heater</i>		
<i>Map of the moon</i>		
<i>Milk</i>		
<i>Oxygen tank</i>		
<i>Parachute</i>		
<i>Radio receiver</i>		
<i>Rocket fuel</i>		
<i>Space exploration suits</i>		
<i>Tablet computer</i>		
<i>Rope</i>		
<i>Water</i>		

Survival

Situation #2

You and your companions have just survived the crash of a small plane. It is mid-January and you are in Northern Canada. The nearest town is 35 kilometres away, and all you can see is snow and icy rivers lining the countryside. The daily temperature is 0°C and drops below freezing at night. You are dressed in city clothes appropriate for a business meeting.

Your task

Your group has to salvage what you can to survive the trip to the nearby town. Listed are 15 items left that were not damaged during the crash. Your task as a group is to determine whether each item is a want or a need as you make your way to town, and explain why. Make sure that someone from your group records your answers, and select a couple of people to report back to the class.

Items	Need or want	What makes this a need or a want?
<i>Air map</i>		
<i>Ball of steel wool</i>		
<i>Batteries</i>		
<i>Compass</i>		
<i>Can opener</i>		
<i>Elastic bands</i>		
<i>Empty water bottles</i>		
<i>Extra shirts (one per person)</i>		
<i>Family-sized chocolate bars (one per person)</i>		
<i>Hatchet</i>		
<i>Lighter</i>		
<i>Inflatable raft</i>		
<i>Medium-sized tarp</i>		
<i>Newspapers and magazines</i>		
<i>Vegetable oil</i>		

Survival

Situation #3

Your private yacht sunk after an unfortunate mechanical fire below deck, and you are now adrift somewhere in the South Pacific, approximately 200 kilometres away from the nearest shore. Your group managed to grab some supplies before jumping into a large rubber life raft, but the raft has a small hole at the bottom that is slowly letting in water.

Your task

Your group must figure out which supplies to keep and which supplies to throw overboard to avoid sinking while you paddle to shore. Listed are the 15 items that you brought from the yacht. Your task as a group is to determine whether each item is a need or want for you to survive, and explain why. Make sure that someone from your group records your answers, and select a couple of people to report back to the class.

Items	Need or want	What makes this a need or a want?
<i>Air horn</i>		
<i>Fishing kit</i>		
<i>Fresh water bottles (one per person)</i>		
<i>GPS device</i>		
<i>Inflatable seat cushion</i>		
<i>Magazines</i>		
<i>Mosquito netting</i>		
<i>Map of the Pacific Ocean</i>		
<i>Nylon rope</i>		
<i>One case of army rations</i>		
<i>Plastic wrap</i>		
<i>Shark repellent</i>		
<i>Telescope</i>		
<i>Transistor radio</i>		
<i>Two boxes of chocolate bars</i>		

Survival

Situation #4

Your geological team has been assigned to drill ice cores 40 kilometers from your arctic base camp. While you're drilling, a sudden snowstorm strikes and severs your communication with base camp, leaving you stranded with only the few supplies that you had packed for the day. Storms in this region can last for days, and you're not sure how long it will be before rescue arrives.

Your task

Your group has decided to seek out shelter in a nearby cave, and must determine which supplies to take with you while you seek shelter from the storm. Listed are the 15 items that you have to choose from. Your task as a group is to determine whether each item is a need or want for you to survive, and explain why. Make sure that someone from your group records your answers, and select a couple of people to report back to the class.

Items	Need or want	What makes this a need or a want?
<i>Blanket</i>		
<i>Blow torch</i>		
<i>Camera</i>		
<i>Camping pots and pans</i>		
<i>Camping stove</i>		
<i>Canned beans</i>		
<i>Extra socks</i>		
<i>Flashlight</i>		
<i>Insulated beverage container</i>		
<i>Matches</i>		
<i>Snowshoes</i>		
<i>Sleeping bags</i>		
<i>Shovel</i>		
<i>Tablet computer</i>		
<i>Utility knife</i>		

Survival

Situation #5

It is 10 a.m. on a hot August day and your dune buggy has broken down in the middle of the Chihuahuan Desert. You're in a radio dead zone, unable to call for help, and the nearest town is 70 kilometres away. The desert is flat and barren, and the weather is forecasted to reach 43°C.

Your task

Your group has to figure out what you can carry with you on the hike to the nearby town. Listed are 15 items stored in the dune buggy. Your task as a group is to determine whether each item is a want or a need as you make your way to town, and explain why. Make sure that someone from your group records your answers, and select a couple of people to report back to the class.

Items	Need or want	What makes this a need or a want?
<i>Guide to desert animals</i>		
<i>Air horn</i>		
<i>Compass</i>		
<i>Engine oil</i>		
<i>First-aid kit</i>		
<i>GPS device</i>		
<i>Granola bars</i>		
<i>Map of the desert</i>		
<i>Matches</i>		
<i>Parachute</i>		
<i>Pocket knife</i>		
<i>Rain poncho</i>		
<i>Salt</i>		
<i>Sunglasses (one pair per person)</i>		
<i>Water bottles</i>		



Needs or wants

Draw some items that you need or want, or cut out pictures from a magazine and glue them on this page. Draw a line from the item to the correct bucket that the item belongs in.



NEEDS

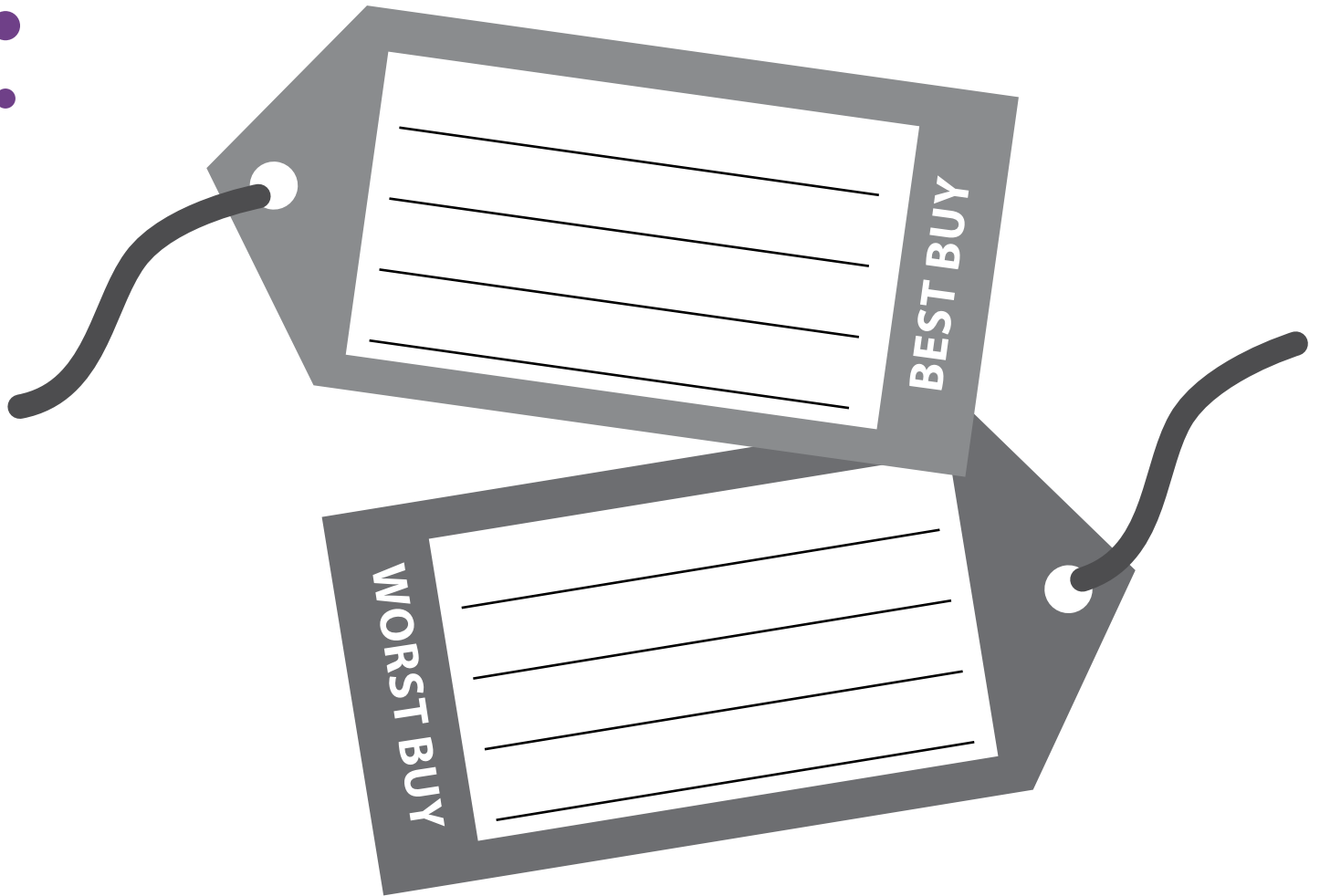


WANTS



Best buy, worst buy

In each price tag, write a description of the best and worst purchase that you've ever made. What made your best buy so great? Why do you feel your worst buy was not such a great purchase?



Did you learn any smart shopping tips from making these “need” or “want” purchases? What were they?



Money and values

Before trying to figure out what money management is all about, it is important to reflect on your values. What is it that is important to you in your life? No small question! However, how can we understand how to manage our money if we don't first understand what it is that we want money to help us do?

You may be surprised to know that "stuff" is not something that most people value and what you spend your money on may not matter as much as you first thought.

So... what do you value in life?

Value	Goal





Get a goal

Draw, describe or paste a picture of your goal.

Price: _____

Taxes: _____

Total: _____

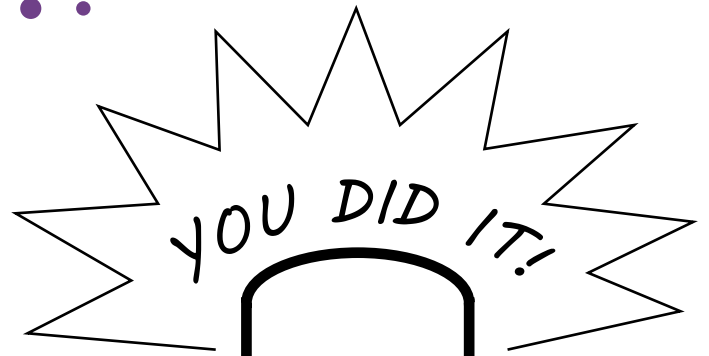
THE SAVINGS PLAN:

Where will you get the money from?

How much money will you put away every month?

Where are you going to keep the money (a savings account)?

What date should you reach your goal?



Almost

Halfway there

Just starting out

Colour in your progress

Start a budget

Name: _____

Month: _____ How much money do you have saved already? _____

Remember, always put some money toward your savings before you start spending!

Write down the money that you earn and the money that you spend every day.

Money tracking table			
Description (what you earned or spent)	Date	Earn (\$)	Spend (\$)
<i>Got allowance</i>	<i>Sept. 1</i>	<i>\$10</i>	
<i>Went for lunch</i>	<i>Sept. 4</i>		<i>\$7</i>
TOTAL (add it all up)			

How much money did you earn this month? _____

How much money did you save this month? _____

How much money do you have left? _____

What are you going to do with your leftover money? _____

Don't forget to put your money in a savings account!



On your own

You have just moved out on your own and are responsible for paying your way. Build a budget to make the most of your money.

Monthly budget	
Monthly net income	\$2,050
	Amount
Fixed expenses	
Rent	
Savings	
Debt repayment	
Cable and internet	
Other:	
Other:	
Total fixed expenses =	
Variable expenses	
Cell phone	
Electricity	
Home maintenance	
Food and personal care	
Entertainment	
Transportation	
Other:	
Other:	
Total variable expenses =	
TOTAL EXPENSES =	
Income - Expenses =	

Cost of borrowing

Lilly would like to buy a new laptop. The laptop costs \$1,500 after tax. She does not have the money saved and is considering buying the laptop with her credit card. The credit card has an interest rate of 19.99%.

Using the Financial Consumer Agency of Canada's (FCAC) [Credit Card Payment Calculator*](#), figure out how much it will cost Lilly to purchase the laptop and answer the questions below.

How much will it cost?		
	Paying minimum payment	Paying minimum payment +\$50
Lilly's first monthly payment		
How long will it take to pay off the laptop?		
Interest paid		
Total		

1. How much would Lilly save if she paid in cash versus borrowing and making the minimum monthly payment?

2. How much time would Lilly save if she paid an extra \$50 each month?

3. How much money would she save in interest payments if she paid an extra \$50 each month?

4. Will the laptop outlive Lilly's credit payments if she makes the minimum monthly payment?

5. What would happen to the minimum payment and cost of borrowing if the interest rate increased from 19.99% to 24%?

* <http://itools-ioutils.fcac-acfc.gc.ca/ccpc-cpcc/ccpc-cpcc-eng.aspx>



Funding your future

Cost of post-secondary education					
	Tuition	Books	Housing	Life (groceries, personal care, entertainment, etc.)	Transportation
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Year 7					
Year 8					
Total cost =					
Paying for post-secondary education					
Payment option	Amount available	Interest rate	Non-interest finance charges	Payment terms	Total cost of credit
Payment plan #1					
Total cost =					
Payment plan #2					
Total cost =					



What should I invest in?

Grandma and Grandpa have decided that they would like to open a Registered Education Savings Plan (RESP) for you. They are unsure what types of investments they should invest the funds in. They give you a gift of \$1,000 to open the RESP, and ask that you do the research into what would be the best investment: stocks, bonds, GICs or mutual funds.

	Pros	Cons
Stocks		
Bonds		
GICs		
Mutual funds		

I choose to invest in: _____

I think this is the best investment because: _____

Magic of compound interest

Some of your relatives have asked for your help with the chores around their house during the summer. They agree to pay you \$1 each week for 10 weeks, but have promised to sweeten the deal by offering to match every dollar that you save. The more you save, the more you earn.

If you saved all the money you earn, how much would you have after 10 weeks? Use the table below to show the amount that you would have after each week.

	Saved	Matched	Total
Week 1		\$1	\$1
Week 2	\$1 +	\$1 =	\$2
Week 3	\$2	\$2	\$4
Week 4	\$4	\$4	\$8
Week 5	\$8	\$8	\$16
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			

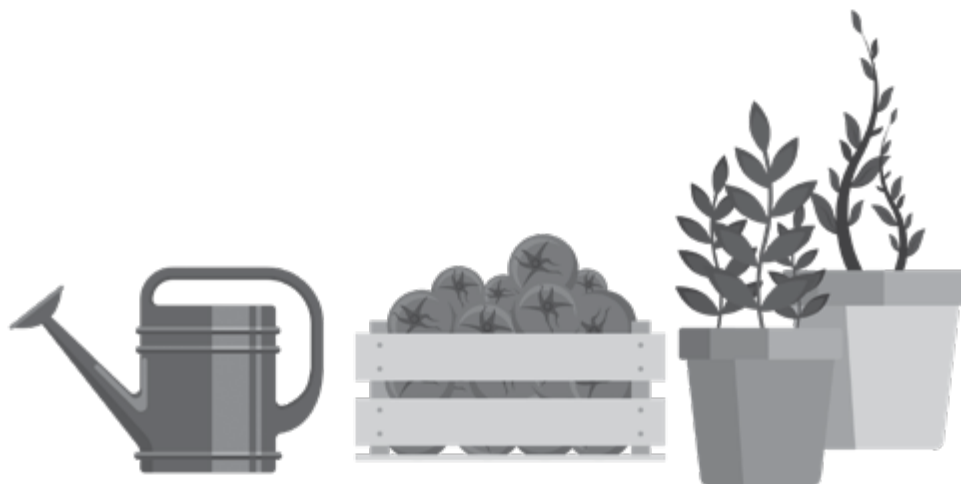


Magic of compound interest

After four weeks, you saw something at the mall that you wanted to buy. It costs \$7, and you have enough to pay for it after saving your money.

How would spending that money affect your earnings over the remaining six weeks? How much less would you have after 10 weeks compared to the amount you would have if you chose not to buy the item?

	Saved	Matched	Total
Week 1		\$1	\$1
Week 2	\$1	\$1	\$2
Week 3	\$2	\$2	\$4
Week 4	\$4	\$4	\$8
<i>You use \$7 of your \$8 saved by week 4 to buy something at the mall, leaving you with \$1 in savings</i>			
Week 5	\$1	\$1	\$2
Week 6	\$2	\$2	\$4
Week 7	\$4	\$4	\$8
Week 8			
Week 9			
Week 10			



100 + 1 ways to make money

What could give you more independence than starting your own business? What does it take to sell a good product or service?

Think about what kind of business you might like to run, and consider the following examples to help you get started.

Skill, hobby or activity	Earning money now	Future career opportunity
Chores and odd jobs		
<i>Yard maintenance</i>	<i>Mow lawns and weed gardens</i>	<i>Landscape architect</i>
<i>Organized and tidy</i>	<i>Clean pet cages/yard</i>	<i>Humane society staff</i>
<i>Horseback riding</i>	<i>Muck the stalls and feed the animals</i>	<i>Jockey</i>
Use your skills		
<i>Drawing and illustration</i>	<i>Design a newsletter for community club</i>	<i>Graphic designer</i>
<i>Speaking another language</i>	<i>Tutor students</i>	<i>Government translator</i>
<i>Organizing people and events</i>	<i>Organize a yard sale</i>	<i>Event planner/project manager</i>



100 + 1 ways to make money

Skill, hobby or activity	Earning money now	Future career opportunity
Care for others		
<i>Good with kids</i>	<i>Babysit</i>	<i>Daycare operator</i>
<i>Good with people</i>	<i>Read to a senior</i>	<i>Health-care professional</i>
Make things and sell them		
<i>Baking cookies</i>	<i>Hold a bake sale</i>	<i>Work in a restaurant or bakery</i>
<i>Crafting bracelets</i>	<i>Organize a craft sale</i>	<i>Jewelry designer/ gemologist</i>

Section B

Out and about

Costs and concepts associated with day-to-day transactions in places such as a grocery store, a bank or other financial institution, a restaurant and the mall are explored in this section.





At the grocery store

OBJECTIVES

1. To facilitate an understanding of the costs associated with food.
2. To encourage students to develop practical money-saving techniques.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- Who is responsible for the food budget in the family?
- Do you pack your own lunch? If not, who does? Do you get money for lunch?
- How much do you think it would cost to buy groceries for yourself for a day? How about a week?
- What is the difference between shopping at a convenience store and a grocery store?
- What are some different ways that you could save money when grocery shopping or buying lunch (buying the store brand, buying in bulk, using coupons, etc.)?
- Is there a significant difference between the cost of a “homemade lunch” and a “cafeteria bought” lunch? Why?
- Does it cost more to eat healthfully? How can poor nutritional habits affect your bank account?

ACTIVITY

LUNCH IN A \$5 CASH CRUNCH

Length: 30–45 minutes

Materials: *Lunch in a \$5 cash crunch handout*, grocery store flyers and coupons



- In this activity, students will need to come up with a clever \$5 (or less) lunch idea. On their own or in pairs, have students brainstorm ideas on how to make or buy a lunch for \$5. Students will need to read and fill out the information on the *Lunch in a \$5 cash crunch handout*. They will need to name their lunch, describe it in an appetizing way and provide a description of each item in the lunch and the cost associated with it.
- Once complete, combine the \$5 lunch ideas into a booklet for distribution. Decide collectively on a booklet title (for example, “Five-dollar dining”).



EXTENSION

- Ask students to think about what they brought or bought for lunch that day. With the help of a parent or through online research, ask the student to estimate the following:
 - How much did this lunch cost?
 - How could they save money on the next day's lunch?
 - Assuming this lunch cost more than \$5, subtract \$5 from the cost of this lunch to determine what the savings might have been. What would these savings amount to over the course of a week? A month? A year?



COLLABORATIVE FEEDBACK

- Discuss how each student's or group's \$5 lunch ideas might be improved. Are there any recurring savings tips?



TEACHER TIPS

- Reward the most creative, nutritional or inexpensive lunch with a \$5 cafeteria voucher.
- Arrange for the nutrition teacher or a registered dietitian to come in and speak about healthy food choices and cost-saving meal ideas. Many grocery stores employ dietitians who will visit your classroom for free!
- Bring a lunch as an example for discussion.



PRE- AND POST-ASSESSMENT OF LESSON

- How can managing your money wisely affect your spending decisions?
- How did managing your money wisely affect your spending decisions?





At your financial institution

OBJECTIVES

1. To promote an understanding of basic financial products and services.
2. To encourage analysis of the most effective use of various types of accounts.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- What are financial institutions used for?
- Does anyone have a bank account? Is it a savings account or a chequing account?
- What do you think the difference is between a savings account, a chequing account and a credit card?
- Why is it important to understand the difference between these accounts?
- What are the pros and cons to each account?
- What other services do financial institutions offer?

ACTIVITY

HELD ACCOUNTABLE

Part 1

Length: 1.5 hours + presentation prep time

Materials: *Held accountable handout (Part 1)*, printouts from financial institutions on types of accounts and computer for research (optional)



- Divide the class into three groups and assign each group a role of chequing account, savings account or credit card.
- Have students research their assigned account and fill out their account's section of the *Held accountable handout (Part 1)* as a group.
- Once students have finished their research, have them present their findings to the class. During the presentations, the students will need to fill out the rest of their handouts.

Part 2

Length: 1 hour

Materials: *Held accountable handout (Part 2)*

- In this part of the activity, students will need to fill out the *Held accountable handout (Part 2)* and go through each of the transactions that are listed, determining the most appropriate account to use for each. In some situations, the transaction will affect two accounts.



- After students have filled out their charts, go through the list of transactions as a class. Once complete, have the students calculate the statement balance at the end of the month.

EXTENSION

- Have students put together lists of account features that are important to them (for example, free ATM withdrawals on a chequing account) and encourage them to investigate banks, credit unions and other financial institutions that offer those features.



COLLABORATIVE FEEDBACK

- What surprises did each group find when researching the different accounts?
- Did students find any differences between the offerings of the financial institutions?



TEACHER TIPS

- Arrange a trip to a financial institution or have a representative come and speak to the class.



PRE- AND POST-ASSESSMENT OF LESSON

- How does choosing an appropriate account make a difference in your ability to save and spend?
- How did choosing an appropriate account make a difference in your ability to save and spend?





At the shopping mall

OBJECTIVES

1. To encourage students to think about clothing and shopping from a “needs” perspective.
2. To demonstrate creative ways to save money related to clothing and shopping.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- How are buying decisions made? For example, “I need something” or “I really want a new...”
- What does a clothing budget mean to you? How is this budget made?
- What encourages shopping? How does a store advertise clothing?
- How do peers (including online peers) influence your clothing purchasing decisions?
- Have you ever regretted a purchase? Why do you regret the purchase?
- Does paying more for a product mean it is higher quality?
- What happens if you change your mind? Can you return a purchase and get your money back?
- What should you do if the product breaks or wears out sooner than expected?



Teacher information: Consumer rights

Returns: The 30-day return policy is a myth. Each business sets its own return policies and does not have to accept returned items or give customers a refund or exchange. Always ask about a company’s return or exchange policy BEFORE you make a purchase.

Warranties: Many products come with a manufacture warranty that promises to repair or replace defective products. New Brunswick consumers also automatically have warranty rights through a law called the *Consumer Product Warranty and Liability Act*.

For more information about your rights as a consumer, visit the Commission’s [Consumer Protections web page](#)*.

ACTIVITY

SHOP SMART

Length: Part 1 – 45 minutes (at school); Part 2 (at home);
Part 3 – 45 minutes (at school)

Materials: *Shop smart handout*, flyers, catalogues and computer (optional)



* fnb.ca/en/consumer-protections



Part 1 (At school): Clothing wish list

- Have students put together a wish list of clothing items that they believe they will need for the school year or for a warm winter vacation. Using the *Shop smart handout*, have students record their clothing wish list, and then research and record the cost of each item.

Part 2 (At home): Clothing inventory

- Have students record the details of their wardrobe (Clothing inventory section of the handout). Students will then record which of the clothes they actually wear, as well as which items they would be willing to trade.

Part 3 (At school): Clothing budget

- Have students cut their clothing wish list by half and brainstorm cost-saving techniques (second-hand clothing, trades or clothing swaps, etc.). Have students compare their clothing wish list against their clothing inventory and see if they can eliminate any duplicates or items they do not need.

EXTENSION

- Help students organize a clothing swap. The “trade” items from the clothing inventory section of the handout may be included.
- Ask students to come up with other ways to manage their clothing inventory, such as buying and selling items at a garage sale or consignment store.



COLLABORATIVE FEEDBACK

- What were the pros and cons of the clothing swap (body image and style differences may be addressed here)?
- How do money and clothing influence important issues such as identity and fitting in?
- How much money was saved as a class after the wish lists were revised?



TEACHER TIPS

- Have students organize a discount fashion show. Students will need to put together an outfit from discount or second-hand stores.
- Discuss the idea of donating clothing (or lost and found items) to a charity.



PRE- AND POST-ASSESSMENT OF LESSON

- How does planning ahead help you make clothing purchase decisions?
- How did planning ahead help you make clothing purchase decisions?





At a restaurant

OBJECTIVES

1. To promote awareness of the potential costs and savings associated with dining out.
2. To provide the tools to make informed choices.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- What kinds of restaurants appeal to you?
- Why might we choose to eat at a restaurant instead of preparing a meal at home? Convenience? Celebration? Entertainment?
- What are some of the costs associated with going to a restaurant?
- What might an average individual meal cost?
- Who pays for meals at a restaurant?
- How are taxes and tips calculated on restaurant purchases?
- What are some ideas for saving money at a restaurant?

ACTIVITY

HOW MUCH IS A MEAL?

Length: (45 minutes – 1 hour)

Materials: *How much is a meal handout*, restaurant menus from your local area and arts and crafts supplies



- Have students look through real menus and find two restaurant meals that cost less than \$15 and one that costs less than \$10 (including taxes and tip). Have them record their choices on the *How much is a meal handout*.
- Once the students have chosen three meals, they can use arts and crafts supplies to create their own restaurant guide. The guide can include special deals offered at local restaurants and tips for dining on the cheap.
- Once the activity is complete, the guides can be displayed in the classroom to offer other students money-saving ideas.



EXTENSION

- Have students bring in restaurant coupons from flyers, saver books or online, and organize a coupon exchange.



COLLABORATIVE FEEDBACK

- After discussing savings ideas as a class, record the group's ideas (for example, drinking water, finding coupons, splitting meals, specials, etc.).
- What are the pros and cons of dining out versus eating at home?



TEACHER TIPS

- Organize a debate around the idea of “to tip or not to tip” as a means of saving money. Should a consumer’s tip be based on the service or out of obligation? Is a 15% tip average, minimum or high? Do you need to tip everywhere (for example, take-out, over-the-counter restaurants, cafés, hair salons, taxis)?
- Ask the nutrition teacher or a registered dietitian to talk to the class about the relationship between restaurant costs and food quality, nutritional value and quantity. Many grocery stores employ dietitians who will visit your class for free!
- Tell students who have not yet learned percentages to set aside \$1 for tip and \$1 for taxes. They will still get the lesson without being hung up on the calculation.



PRE- AND POST-ASSESSMENT OF LESSON

- How does choosing an appropriate meal at a restaurant make a difference to your spending?
- How did choosing an appropriate meal at a restaurant make a difference to your spending?





On the town

OBJECTIVES

1. To encourage creativity in seeking affordable entertainment.
2. To develop familiarity with search techniques and community resources.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- As a class, define the word “entertainment.” Given that the idea of entertainment might be quite individual, encourage creativity and thinking outside of the box to create the definition.
- Brainstorm the students’ favourite entertainment activities and write them on the board.
- Where do you go to find events and activities in your town?
- How much do you spend on entertainment each week? Is this amount reasonable?
- What are the consequences of spending most (or all) of your money on entertainment? Will you be able to do this once you are living on your own?

ACTIVITY

NEWSCAST

Length: 45 minutes

Materials: *Newscast handout*, brochures and pamphlets from a local tourism office and [Tourism New Brunswick website](http://www.tourismnewbrunswick.ca)*



- Have groups of two to three students brainstorm two economical entertainment activities, such as bowling or a walk in the park with an ice cream.
- Using the *Newscast handout*, have students record their ideas as well as the cost of the activity, including transportation, food, etc.
- Have students present their ideas to the class in the form of a newscast.

* www.tourismnewbrunswick.ca



FUN FOR LESS

Length: 45 minutes

Materials: *Fun for less handout*, brochures and pamphlets from a local tourism office, municipal website and newspapers

- Break students into seven groups (one for each day of the week) and have them find a discounted activity within the community that takes place on their assigned day. Have students record their group's idea in the "Fun activity for our day" section of the *Fun for less handout*.
- Once complete, have all of the groups write down their activities on the board. The students can then fill in the Fun for less for the week section of their handout. This will serve as a resource of affordable entertainment for every day of the week!

EXTENSION

- Put it on video: If students are feeling creative, they can film an on-location entertainment newscast to show to the class.



COLLABORATIVE FEEDBACK

- Discuss the obstacles in finding discounted entertainment.
- Discuss some of the best resources for finding cheap entertainment.



TEACHER TIPS

- Play an entertainment or community bulletin segment of your local news to give students a better idea of what a newscast could look like.



PRE- AND POST-ASSESSMENT OF LESSON

- How does managing your money wisely when planning an activity affect your spending decisions?
- How did managing your money wisely when planning an activity affect your spending decisions?





On the road

OBJECTIVES

1. To reinforce planning and budgeting skills.
2. To create awareness of the potential costs and savings associated with different types of transportation.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- How do you get to school? What are the costs associated with those forms of transportation?
- Are there pros and cons to different types of transportation (for example, a bus is less expensive but slower and strictly scheduled; a taxi is convenient but expensive and comes with environmental concerns, etc.)?
- What are some ways you can reduce the cost of day-to-day travel (for example, get a bus pass, carpool, walk, ride a bicycle, etc.)?
- Are certain lifestyles better suited to certain modes of transportation than others (for example, a large family might need a car)?

ACTIVITY

FIELD TRIP

Length: 1.5 hours

Materials: Flip chart paper, pens, field trip brochures, computer and phone



- Tell the class that you will be planning a year-end field trip. Give them options or have the students come up with their own ideas.
- In groups, have the students figure out how much it would cost to get to each location, using public transportation, taxis or a school bus. Allow students the opportunity to contact, make phone calls or search online to determine the costs. Students should also determine admission costs to each venue. As a group, have them discuss their findings and decide which activity makes the most sense from a cost and learning experience.



EXTENSION

- Challenge students to calculate the cost of owning a car. Make sure that they include the cost of purchasing the car, insurance, parking, gas and maintenance. Much of this is likely unknown to new drivers! The Commission's [Buying a Vehicle Workbook](#)* and [Auto Insurance Infographic](#)** can help them get started. You may choose to assign them all the same car or let them pick their own to see how the cost varies. They could also examine the costs associated with purchasing a brand new vehicle compared to a used one.



COLLABORATIVE FEEDBACK

- Have the students calculate the transportation costs of their commute to and from school. On a large piece of paper, post each type of transportation and the associated costs.



TEACHER TIPS

- Bring in a guest speaker from an auto insurance agency, transit or a taxi company.



PRE- AND POST-ASSESSMENT OF LESSON

- How does choosing an appropriate mode of transportation make a difference to your spending?
- How did choosing an appropriate mode of transportation make a difference to your spending?



* fcnb.ca/en/online-services/resources

** fcnb.ca/en/online-services/resources



Lunch in a \$5 cash crunch

You've got \$5 and you are hungry. You have got to make that \$5 count! Brainstorm ideas on how to make or buy a lunch for \$5 and fill out the chart below. Will you bring it from home? Will you buy it? What will the lunch include? Remember, even lunches brought from home have a cost.

Make sure your lunch is nutritious and make it fun and creative! You may want to have a themed lunch or call it something memorable. Then you can share the idea with others.

My \$5 lunch (Name and describe your lunch and make it sound good!)

Item	Price
	\$
	\$
	\$
	\$
	\$
TOTAL	\$

Draw a picture of your lunch. Make it look good!



Held accountable (part 1)

Accounts, interest rates, credit cards, cheques... it all sounds so confusing! Fill in the chart specific to your group to sort it all out! Fill in the blanks during the other group presentations!

	Savings account	Chequing account	Credit card
How it works			
Features included		*Explain how to use a cheque	
Monthly cost			*Explain minimum payment
Interest rate earned /owed			
Pros			
Cons			



Held accountable (part 2)

Now that you understand the different types of accounts, let's put your knowledge to the test!

Figure out the most appropriate account to use for each of the transactions. Then, assign the transaction to a specific account and calculate the balance. Remember that some transactions will require you to balance TWO accounts!

Transactions

1. Purchased lunch at school for a cost of \$5.
2. Purchased a birthday gift for a friend off the Internet for \$20.
3. Went to see a movie and purchased a ticket that cost \$10.
4. Took all of your piggybank change (\$30) to the bank.
5. Purchased cookies from a friend's bake sale and spent \$5.
6. Purchased a movie prop from an online auction for \$30.
7. Went bowling with friends and played two games for a combined cost of \$10.
8. Received \$20 in birthday money and put it into a savings account.

Chequing account

Item description	Debit	Credit	Balance
<i>Babysitting income</i>	---	\$50.00	\$50.00
<i>Lunch at school</i>	\$5.00	---	\$45.00

Statement balance at the end of the month: _____



Held accountable (part 2 continued)

Savings account

Item description	Debit	Credit	Balance
<i>Birthday money</i>	---	\$100.00	\$100.00

Statement balance at the end of the month: _____

Credit card - limit: \$200

Item description	Debit	Credit	Balance

Statement balance at the end of the month: _____



Shop smart

Part 1 (At school): Clothing wish list

Clothes can be very costly. Start to explore clothing costs by filling out the table below. In the first column, make a list of what you believe to be a realistic amount of clothes that you would like for this school year. In the second column, research the approximate cost of this clothing.

Part 2 (At home): Taking inventory at home

What's in your closet? Your drawers? What about the laundry basket? Take inventory of the clothes that you already have at home (chart on next page). Note whether or not you wear each piece of clothing and whether or not you would be willing to trade the item.

Part 3 (At school): Clothing budget

Now it's time to revisit your Clothing wish list and compare the new information to your Clothing inventory chart. Are there items that may be removed from the wish list? Is there any duplication in the lists?

Part 1: Clothes wanted	Approximate cost at a store
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
TOTAL	\$

Part 3: Clothes wanted	Approximate cost at a store
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
TOTAL	\$

After discussing ideas on saving money with the class, record some of your favourites:



Shop smart

My clothing inventory

Description of clothing	Do I wear it?		Would I trade it?	
	YES	NO	YES	NO
<i>Jeans - dark blue</i>	X			X
<i>Hawaiian t-shirt for cousin's party</i>		X	X	



How much is a meal

Create an affordable menu!

Using real-life menus, come up with two meal combinations that cost less than \$15.00 and one that costs less than \$10 including taxes and tip! Using this information, create your own menu (citing the exact costs and the restaurant itself). You can record your menu ideas below, then create a real menu with arts and crafts supplies. Be creative!

UNDER \$15

UNDER \$15

UNDER \$10

Restaurant saving ideas: _____



Newscast

Imagine you and your group members are going to be on the news. Fill in the chart below with two creative and inexpensive entertainment ideas. Then, sell your idea to the public (your classmates) in the form of an entertainment newscast.

	Idea #1	Idea #2
Activity name		
Activity costs		
Transportation costs		
Food costs		
Other costs		

Fun for less

Find a discounted activity within your community on your assigned day of the week.

Your group's day of the week: _____

Cheap activity for our days

Cheap fun for the week (add your classmates' ideas below):

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Section C

Lessons for life

This section provides an opportunity to promote financial awareness through life lessons such as owning a cellphone, managing household living costs, giving to those in need and recognizing frauds and scams.



First cellphone

OBJECTIVES

1. To promote budgeting and tracking of spending.
2. To develop an understanding of the full costs associated with cellphones in various situations.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- What are the pros and cons to having a cellphone?
- What are the costs associated with a cellphone?
- Why does signing a contract affect the price of a cellphone? Are \$0 phones really free?
- What does it mean to sign a contract? What promises are you making by signing one? What happens if you don't hold up your end of the bargain?
- Talk about some of the terminology associated with cellphone plans (daytime minutes, mobile data, text messages, roaming fees, overage charges, device payment).
- Who has ever gone over their data limit or used up their "pay-as-you-go" credits before the end of the month? How much did it cost you? How often does it happen? How did you resolve the problem?
- What are the different types of cellphone plans?
- What features are most appealing and which ones are most used?

ACTIVITY

CALL WAITING GAME

Length: 1–2 hours

Materials: *Instructions for call waiting*, *Plan sheets* (five cards), *Calling cards* (20 cards) and calculator



- In this activity, teach and lead students through the game. Divide students into five groups and assign each group to a plan (this game can also be played individually, with one person per *Plan sheet*). Read through each of the *Plan cards* to ensure an understanding of the specific features described on each plan. Students take turns drawing a *Calling card* and (based on their specific plan) will record on their *Plan sheet* how calls, texts, downloads and browsing affected their bill.
- The game is complete once all of the *Calling cards* have been picked.



EXTENSION

- Divide students into two groups and have them debate the pros and cons of having a cellphone. Do the benefits outweigh the cost?
- After the game is over, put all of the *Calling cards* back into a pile. As a class, go through the calling cards and assign each card to the *Plan card* (cellphone plan) with which it best fits (for example, the plan which would record the lowest charge).



COLLABORATIVE FEEDBACK

- Which plan would best suit your phone habits?
- Were you surprised by extra charges?
- Ask students to compare the cost of landlines, online phones and cellphones.



TEACHER TIPS

- Bring in actual phone bills to compare.



PRE- AND POST-ASSESSMENT OF LESSON

- How does choosing an appropriate cellphone plan make a difference to your saving or spending?
- How did choosing an appropriate cellphone plan make a difference to your saving or spending?





Giving back

OBJECTIVES

1. To encourage a culture of good citizenship and charitable giving.
2. To work cooperatively in researching and planning a giving activity.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- What does it mean to give back?
- Is it important to give back? Why or why not?
- Is volunteering a way to give back?
- What charity groups exist in our community?
- Does anyone contribute individually, as a family or otherwise to a charity?
- What is a reasonable amount of money to set aside for charity? Emphasize that any amount is reasonable!
- How do you know if a charity is legitimate? Do charity scams exist?

ACTIVITY

CASH FOR A CAUSE

Length: 1 hour

Materials: *Cash for a cause handout*, brochures and pamphlets from local charities and computer



- Have students research various charities in your community and fill out the first part of the *Cash for a cause handout*.
- Students may want to start a *Saver sheet* and make a personal donation to their selected charity, but as a class you will decide to donate to one charity.
- Once the charity is selected, have the class decide how much money to give. Discuss the advantages and disadvantages of everyone giving the same amount versus giving a percentage of each individual's income (for example, everyone giving a set amount may be unaffordable to some, while giving a percentage will result in everyone giving different amounts).
- Have the students choose whether they prefer to give a set amount or a percentage of their income. If the class chooses the percentage option, student donations must be placed in a sealed envelope with their name on the front to allow for privacy regarding the donated amount. Have the students write their letters to the charity indicating their reasons for donating.
- Total the final amount and submit the donation to the charity on behalf of the class.



EXTENSION

- Challenge students to discuss the following question: “What would you give up to give?”
- Have students come up with a list of volunteer opportunities around the community and post a list in the classroom to encourage participation.



COLLABORATIVE FEEDBACK

- What were some of the challenges when considering donating to a charity? Was the class conflicted as to which charity they wanted to choose?
- How does giving back change the way students think about materialism?



TEACHER TIPS

- Have students organize a school-wide donation drive for toys, canned food or pet supplies.
- Organize a class trip to volunteer at a local organization.



PRE- AND POST-ASSESSMENT OF LESSON

- What do you know about giving to charity?
- What did you learn about giving to charity?





Frauds and scams

OBJECTIVES

1. To inform students how to secure their financial information.
2. To teach students to recognize the most common forms of frauds and scams.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:

- What is a fraud? A scam? A scheme?
- Who can be targeted by a scam?
- What is ATM fraud?
- What is investment fraud?
- Who generally carries out frauds and scams?
- What are some of the types of online fraud?
- What is identity fraud? How can this happen?
- Has anyone been a victim or know a victim of fraud?
- What role does trust play in frauds and scams?
- How can you protect yourself against frauds and scams?



ACTIVITY

SCAM SPECIALISTS

Length: Research 30 minutes; Jigsaw 40 minutes

Materials: *Scam specialists handout* and computer

- In this activity, students will learn and teach their classmates about four common scams.
- The first part of the activity is research. Assign students to groups. Using the websites listed in the “Teacher tips” section, have them research one of the following: online scams, ATM scams, identity theft and investment scams. These are very broad categories, so have students record whatever they can and provide some examples in the *Scam specialists handout*. You will not be able to cover all facets of fraud, however, this activity is meant to introduce the idea of fraud to students, not overwhelm them with definitions.





- Once students have filled out their portion of the *Scam specialists handout*, number each student in each group.
 - Move all of the ones, twos, threes, etc. to form new groups. The idea is that each of the new groups have a representative from each of the original research groups. The representatives from each research group will take turns teaching their new group about their findings, allowing everyone else to complete their charts.
 - The activity is complete once all students fill in their *Scam specialists handouts*.
- Note: If the original research groups differ in size, there may be two experts in the newly formed groups.

EXTENSION

- Create a fraud awareness poster to inform other students about frauds and scams.
- Have students discuss the *Scams specialist handout* with their families.



COLLABORATIVE FEEDBACK

- What did your family learn about spotting fraud?
- As a group, establish five basic rules to help avoid frauds and scams.



TEACHER TIPS

- Arrange for a guest speaker to come from FCNB, your local police service or the RCMP to talk to the class about frauds and scams.
- Visit the following web pages for information about common frauds and scams:
 - [The Commission's Frauds and Scams web page](#)*
 - [The Competition Bureau's Little Black Book of Scams](#)**



PRE- AND POST-ASSESSMENT OF LESSON

- What do you know about frauds and scams that are operating in New Brunswick?
- What did you learn about frauds and scams that are operating in New Brunswick?



* fcnb.ca/en/frauds-and-scams

** www.competitionbureau.gc.ca/eic/site/cb-bc.nsf/eng/03074.html



Rent, Lease, Buy

OBJECTIVES

1. To define the terms rent, lease, buy.
2. To compare the advantages and disadvantages of renting, leasing and buying.
3. To analyze the factors that influence one's decision to rent, lease or buy.
4. To build capacity to make informed decisions related to major purchases by increasing understanding of financing options available.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests, and experience:



- What do you think of when you hear the terms rent, lease, buy?
- What are some advantages and disadvantages to owning versus renting or leasing?
- When you sign a contract to buy, rent or lease something:
 - Do you own it at the end of the contract? (buying)
 - Are you finished with it at the end of the contract and must give it back? (renting or leasing)
 - Are you buying it out for an additional fee at the end of the contract? (leasing)

Important to note that “rent” is short-term (e.g., you rent an airBNB or a hotel room). In terms of an apartment we often say we are paying our “rent”, but we actually sign a “lease”.

ACTIVITY

WHICH ONE SHOULD I CHOOSE? PART ONE: PROS AND CONS

Length: 1-2 class periods

Materials: *Which one should I choose? Pros and Cons* handout (can be used as either an assessment piece to gauge comprehension or a reference guide to help complete the activity)



- Divide the class into 3 groups (or have students do each option individually). Have each group find real-world examples of one of the following options:
 - Renting: vehicles and/or property. (Examples for research: Airbnb, Vrbo, hotel websites, commercial and residential real estate websites, vehicle and moving rental companies, and car sharing sites like Turo)
 - Leasing: vehicles and/or property (Examples for research: new and used vehicle dealerships, social buy and sell sites, realtor companies)
 - Buying: vehicles and/or property (Examples for research: new and used vehicle dealerships, social buy and sell sites, realtor companies)



- Have each group discuss and list all the pros and cons of their option. Encourage them to consider reasons why someone might choose their option (e.g., life expectancy of the item, income, new vs used item, short-term vs long-term need)
- Once the students have completed their research, discuss their findings in class.

WHICH ONE SHOULD I CHOOSE? PART TWO: CALCULATIONS

Length: 1-2 class periods

Materials: *Buying vs. Leasing* handout

- Have the students calculate leasing versus buying options for a vehicle. (This can be done in groups or individually).

Bonus: Have students calculate renting vs buying options for a property using the links at the end of the *Buying vs. Leasing* handout.

ADDITIONAL RESOURCES: [Buying a Vehicle Workbook*](#); [When Making a Large Purchase**](#); [Rent-to-own plans - Canada.ca***](#); [Buy now, pay later plans - Canada.ca****](#)

EXTENSION

Discuss the following and have students explain why their answers to the questions below might differ depending on their situation.

You want/need:

- to watch a movie with friends. Would you rent or buy?
- an electric scooter to get around the city. Would you rent, lease or buy?
- a textbook for university. Would you rent or buy?
- a car to get to and from your job. Would you rent, lease or buy?
- an ATV or four-wheeler. Would you rent, lease, or buy?
- to find a location to open a new bicycle repair business. Would you rent, lease or buy?
- a cellphone, computer or television. Would you rent, lease or buy?
- to furnish your apartment. Would you rent, lease or buy?



COLLABORATIVE FEEDBACK

- Based on the research shared in class, what are some additional questions or considerations to think of when renting versus leasing versus buying?
- What might be a good reason to rent? To lease? To buy?



PRE- AND POST-ASSESSMENT OF LESSON

- What do you know about renting, leasing and buying?
- What did you learn about renting, leasing and buying?



* fcnb.ca/sites/default/files/2020-06/Buying_a_Vehicle_Workbook.pdf

** www.youtube.com/watch?v=JK_XrviD3no&list=PLfIU2fk_WluYW9vL2deuAbzravvgJLIX6o&index=3&t=40s

*** www.canada.ca/en/financial-consumer-agency/services/loans/rent-to-own.html

**** www.canada.ca/en/financial-consumer-agency/services/loans/buy-now-pay-later.html



Instructions for call waiting game

1. On one side of the **Plan card**, there is a chart to record all of your cellphone charges. Have this side of the chart facing your group.
2. Place the **Calling cards** face down. The starting team may then draw a **Calling card**. This team should then record the relevant information on their **Plan card** in the chart provided.

Check out this example

Distance assistance pulls this Calling card →

You want to check out a new web video on your phone. You browse through 30 different pages before finding the right video.

DISTANCE ASSISTANCE PLAN	\$30 per month
Includes: <ul style="list-style-type: none"> · 200 anytime/anywhere minutes in Canada · No long distance charges for calls made within Canada or from Canada to the U.S. 	Extra charges: <ul style="list-style-type: none"> · Daytime minutes - \$0.50 per minute · Long distance minutes - \$0.60 per minute · Browsing - \$0.25 per page · Downloads - \$1 per download · Texting - \$0.20 per sent/received text

Minutes left	Call	Text	Download	Browse	Description	Rate	Charge
200	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	surfing 30 web pages	0.25	\$7.50
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Instructions for call waiting game

Day and night delight pulls this Calling card →

You call one of the group members of Text etiquette on Friday at 7 p.m. when you are out of province. You talk for 40 minutes.

DAY AND NIGHT DELIGHT PLAN \$30 per month

Includes:

- 250 daytime local minutes
- Unlimited local evenings and weekends starting at 5 p.m.

Extra charges:

- Daytime minutes - \$0.50 per minute
- Long distance minutes - \$0.60 per minute
- Browsing - \$0.25 per page
- Downloads - \$1 per download
- Texting - \$0.20 per sent/received text

Minutes left	Call	Text	Download	Browse	Description	Rate	Charge
250	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	long distance 40 minutes	0.60	\$24

The Text etiquette group will also need to track this call:

TEXT ETIQUETTE PLAN \$30 per month

Includes:

- 200 daytime local minutes
- Unlimited text messaging
- Unlimited local evenings and weekends starting at 8 p.m.

Extra charges:

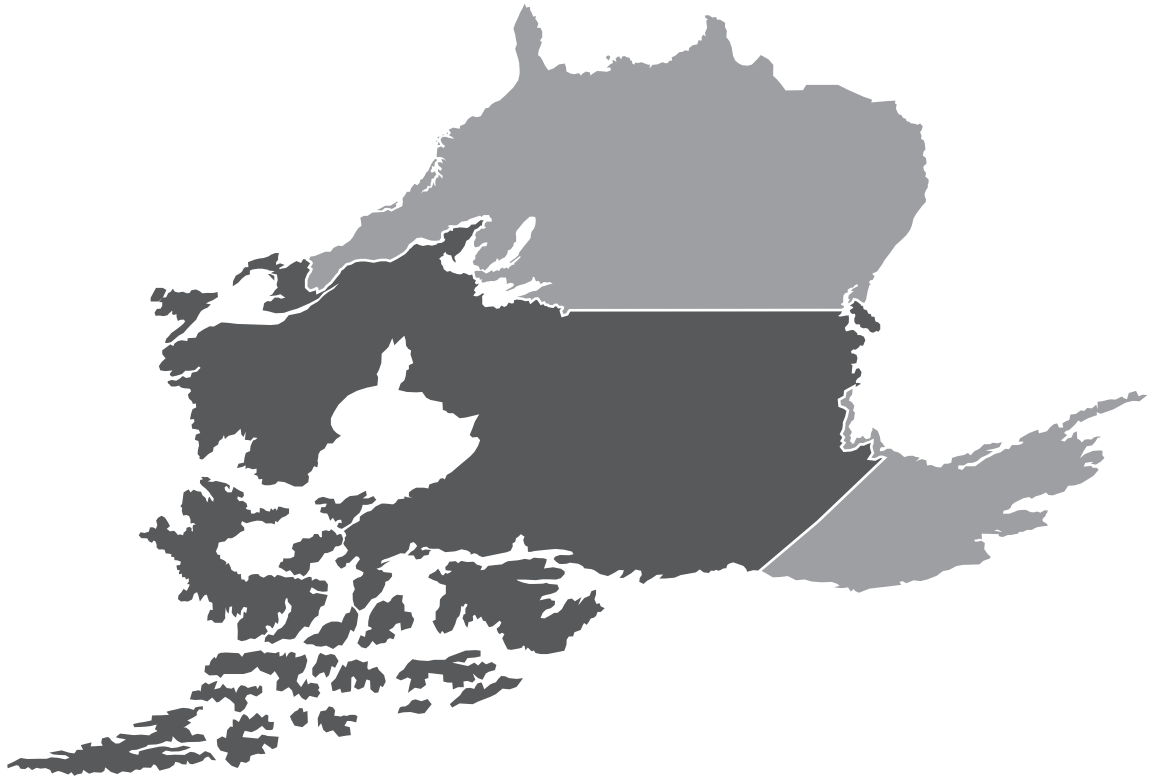
- Daytime minutes - \$0.50 per minute
- Long distance minutes - \$0.60 per minute
- Browsing - \$0.25 per page
- Downloads - \$1 per download

Minutes left	Call	Text	Download	Browse	Description	Rate	Charge
160	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	long distance 40 minutes	0.60	\$24

3. Continue until all of the **Calling cards** have been drawn or the allotted time for the activity is over.

4. Following the activity, each team must calculate all the charges on their bill. The group with the lowest phone bill wins.

Distance assistance



fold

fold

DISTANCE ASSISTANCE PLAN

\$30 per month

Includes:

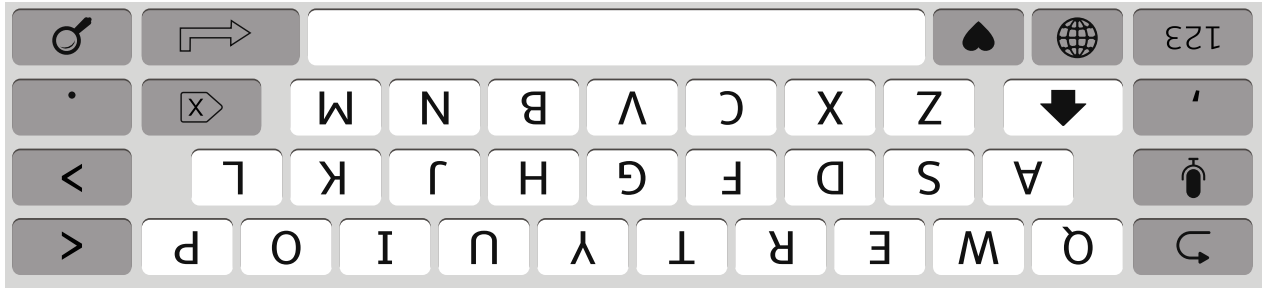
- 200 anytime/anywhere minutes in Canada
- No long distance charges for calls made within Canada or from Canada to the U.S.

Extra charges:

- Daytime minutes - \$0.50 per minute
- Long distance minutes - \$0.60 per minute
- Browsing - \$0.25 per page
- Downloads - \$1 per download
- Texting - \$0.20 per sent/received text

Minutes left	Call	Text	Download	Browse	Description	Rate	Charge	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Plan charge + Activation charge								\$37.95
Subtotal								
Subtotal + tax (15%) = TOTAL								

Text etiquette



fold

fold

TEXT ETIQUETTE PLAN

\$30 per month

Includes:

- 200 daytime local minutes
- Unlimited text messaging
- Unlimited local evenings and weekends starting at 8 p.m.

Extra charges:

- Daytime minutes - \$0.50 per minute
- Long distance minutes - \$0.60 per minute
- Browsing - \$0.25 per page
- Downloads - \$1 per download

Minutes left	Call	Text	Download	Browse	Description	Rate	Charge
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Plan charge + Activation charge							\$37.95
						Subtotal	
Subtotal + tax (15%) = TOTAL							

Day and night delight



fold

fold

DAY AND NIGHT DELIGHT PLAN **\$30 per month**

Includes:

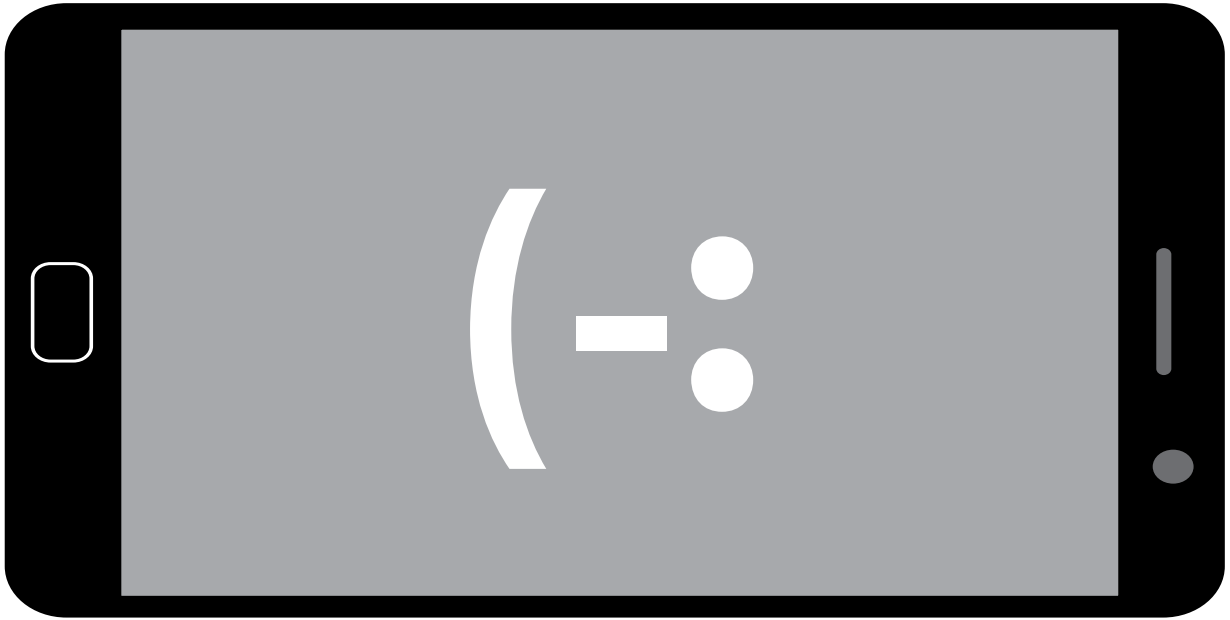
- 250 daytime local minutes
- Unlimited local evenings and weekends starting at 5 p.m.

Extra charges:

- Daytime minutes - \$0.50 per minute
- Long distance minutes - \$0.60 per minute
- Browsing - \$0.25 per page
- Downloads - \$1 per download
- Texting - \$0.20 per sent/received text

Minutes left	Call	Text	Download	Browse	Description	Rate	Charge
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Plan charge + Activation charge							\$37.95
Subtotal							
Subtotal + tax (15%) = TOTAL							

Premade prepaid



fold

fold

PREMADE PREPAID PLAN

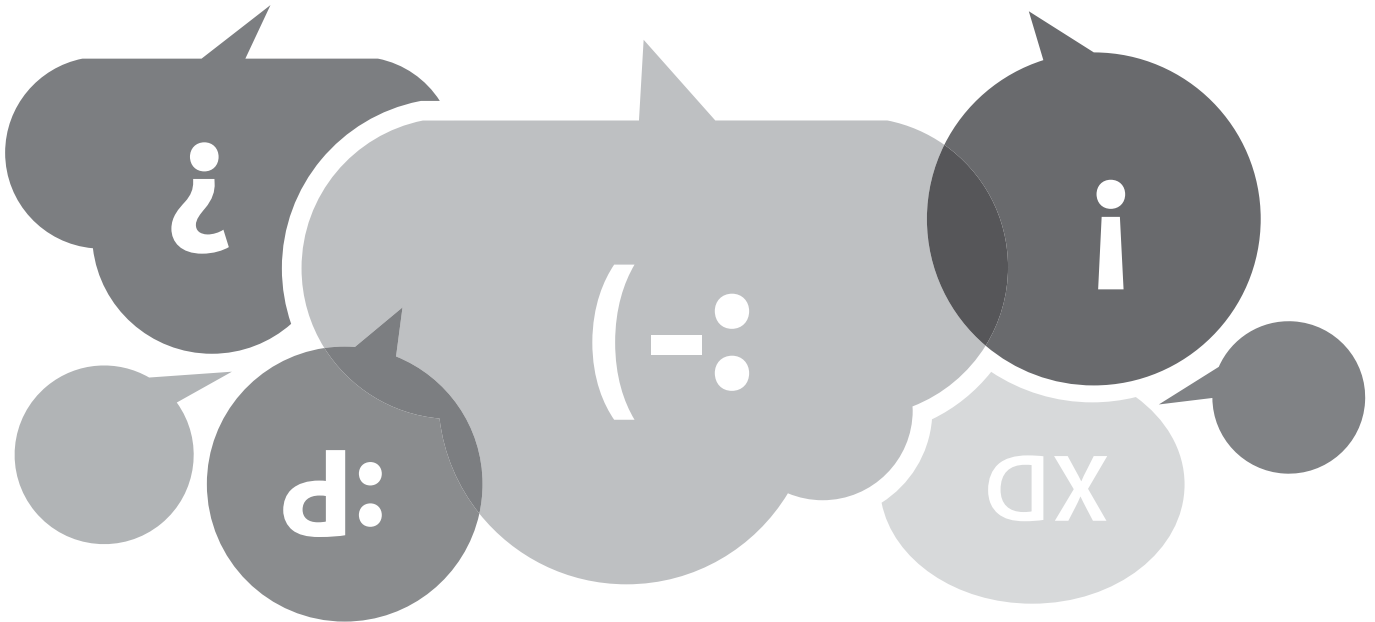
\$0 per month

Charges:

- Daytime minutes - \$0.50 per minute
- Long distance minutes - \$0.60 per minute
- Browsing - \$0.25 per page
- Downloads - \$1 per download
- Texting - \$0.20 per sent/received text

Minutes left	Call	Text	Download	Browse	Description	Rate	Charge
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Plan charge + Activation charge							\$7.95
Subtotal							
Subtotal + tax (15%) = TOTAL							

Super talk



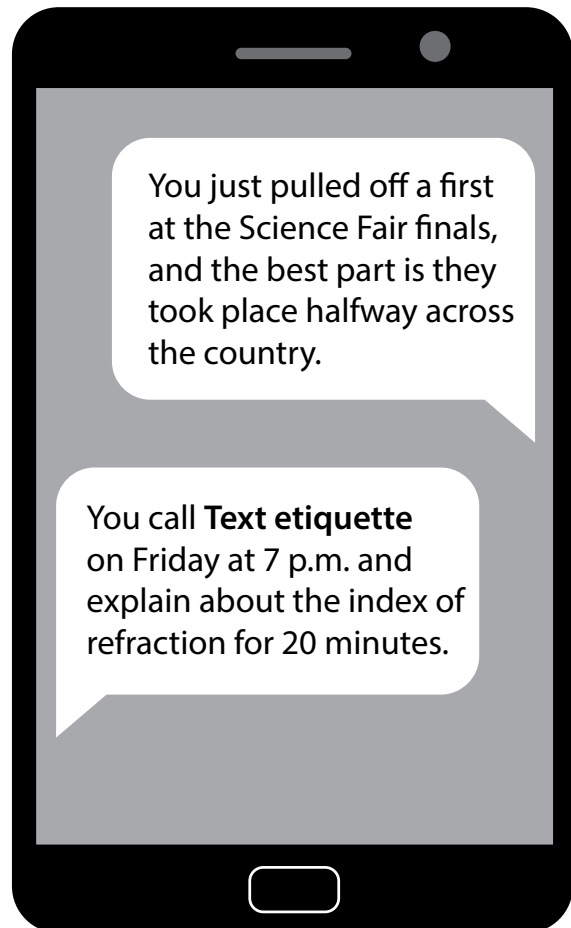
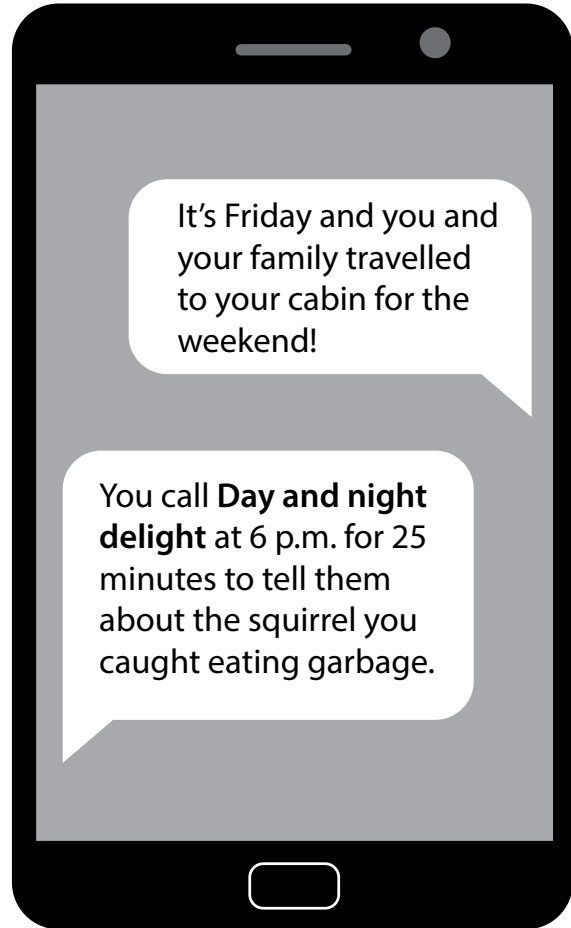
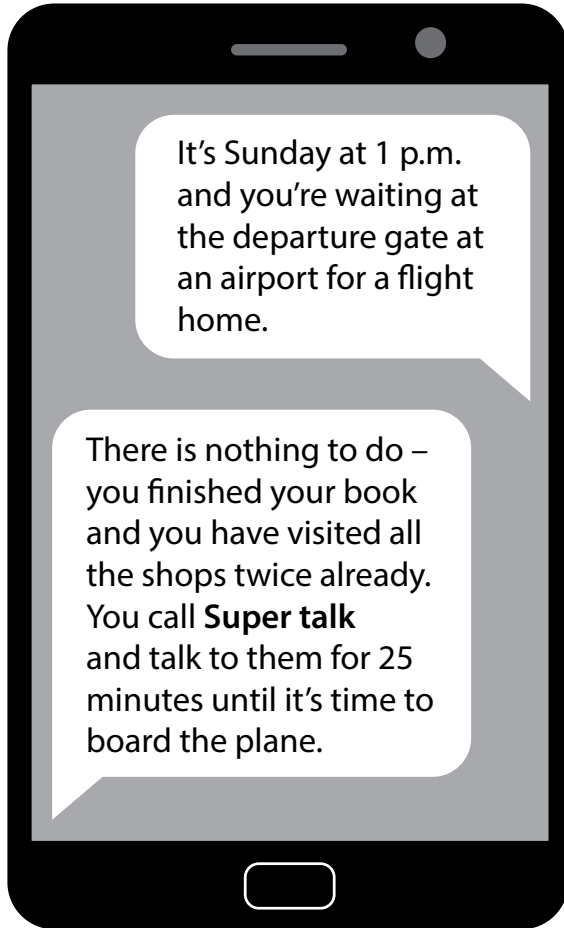
fold

fold

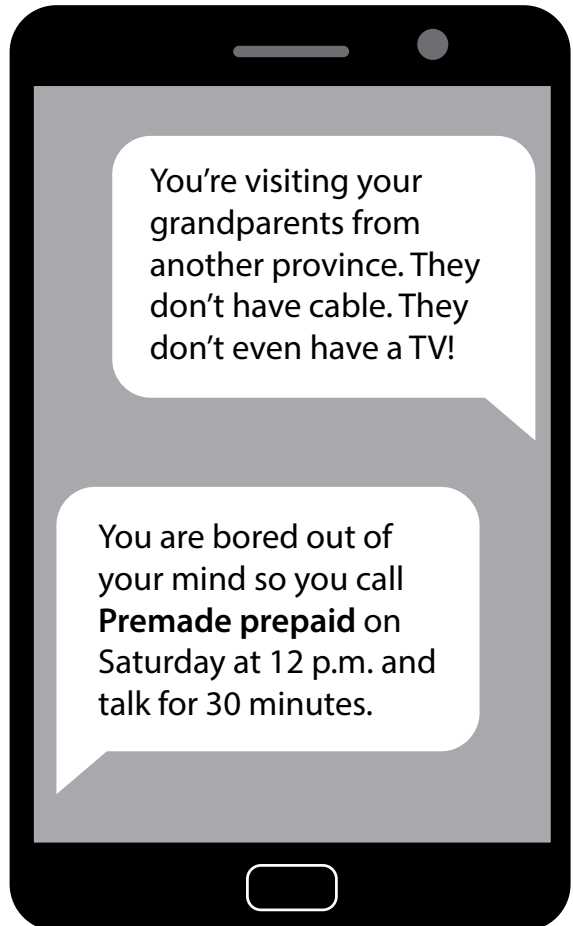
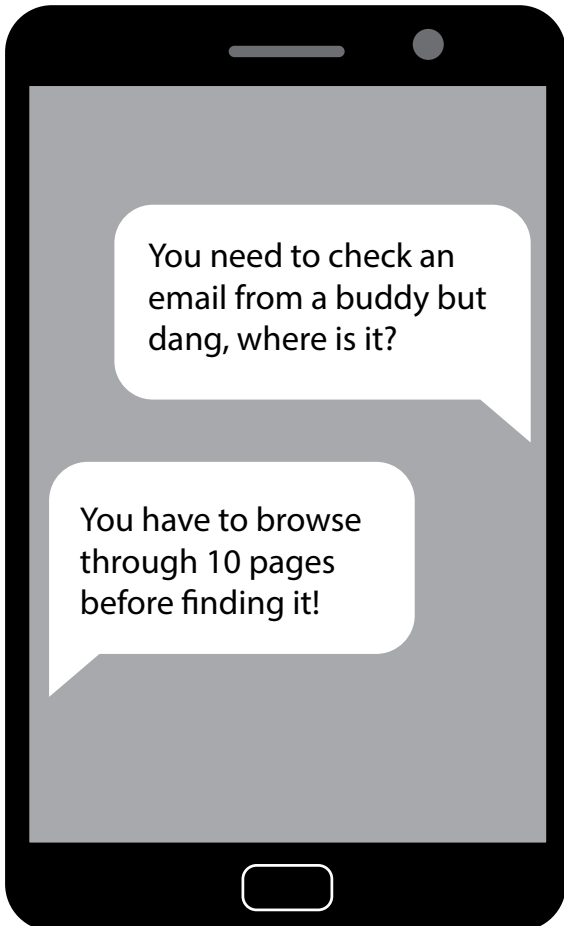
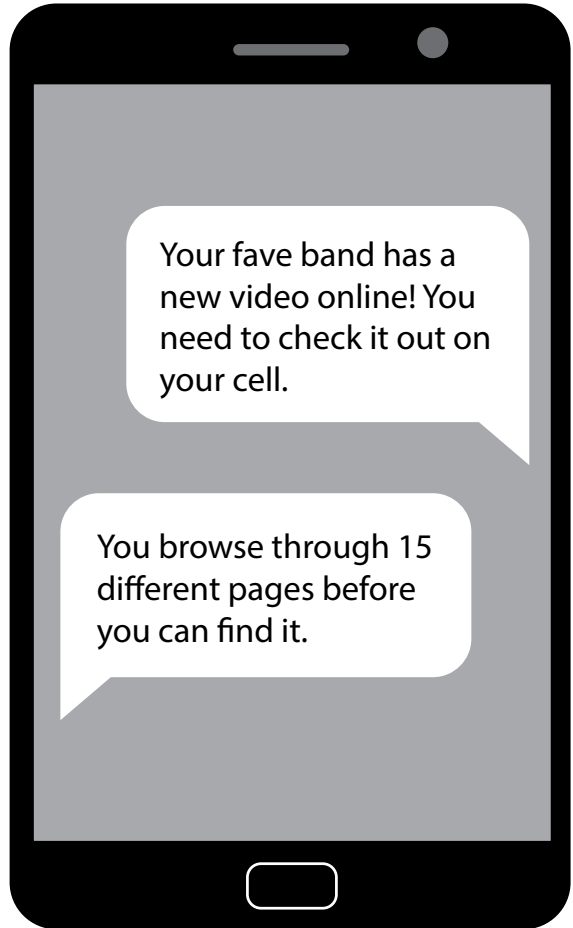
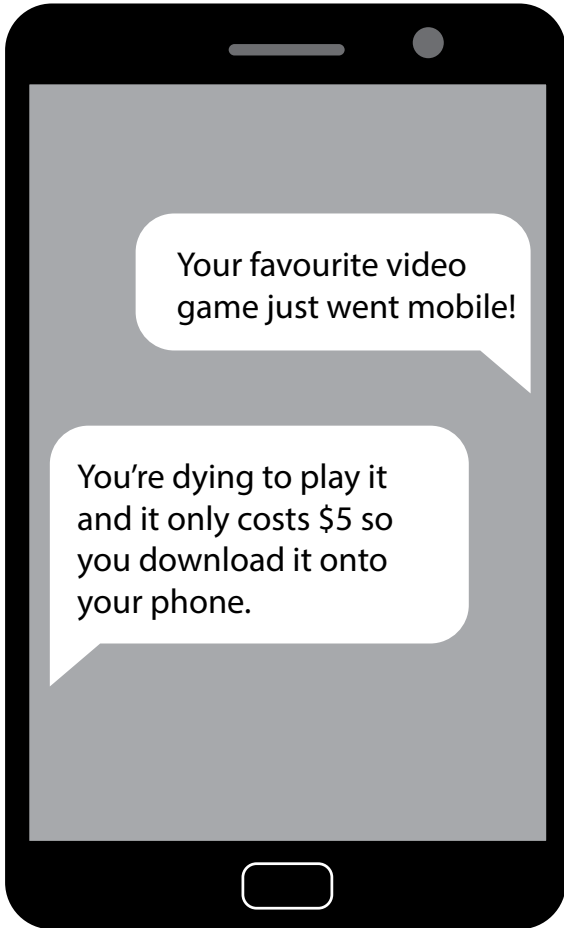
<p>SUPER TALK PLAN</p> <p>Includes:</p> <ul style="list-style-type: none"> · 200 daytime local minutes · Unlimited data 	<p>\$30 per month</p> <p>Extra charges:</p> <ul style="list-style-type: none"> · Daytime minutes - \$0.50 per minute · Long distance minutes - \$0.60 per minute · Texting - \$0.20 per sent/received text
---	---

Minutes left	Call	Text	Download	Browse	Description	Rate	Charge
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Plan charge + Activation charge							\$37.95
Subtotal							
Subtotal + tax (15%) = TOTAL							

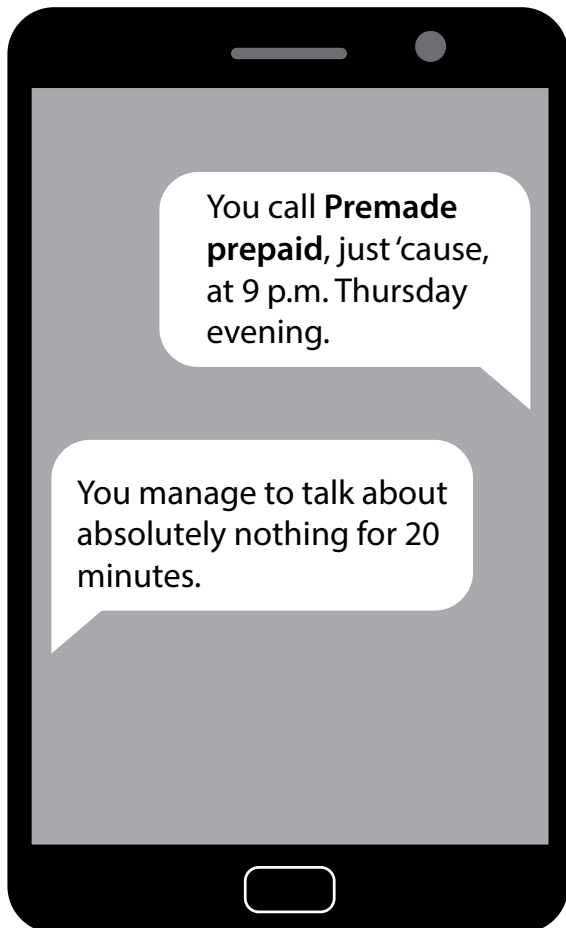
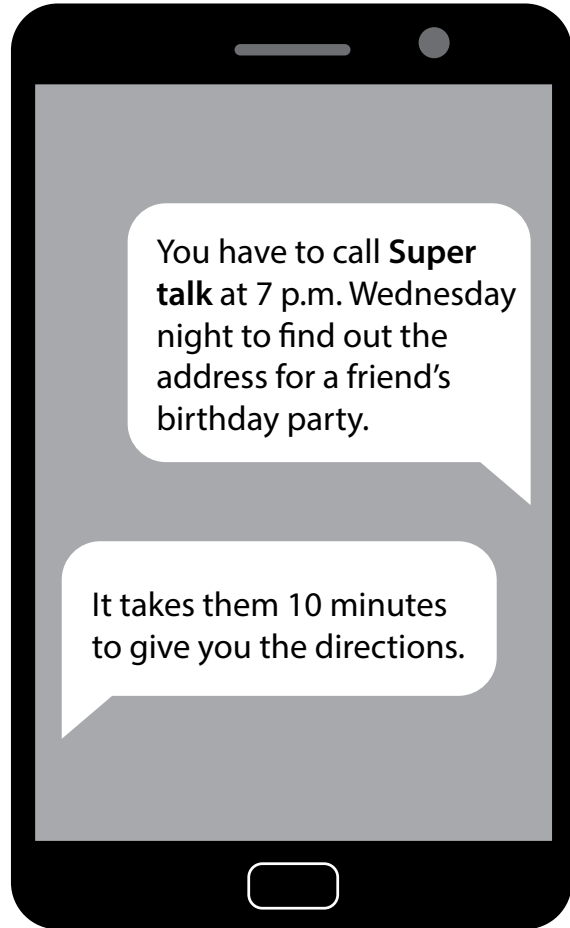
Calling cards



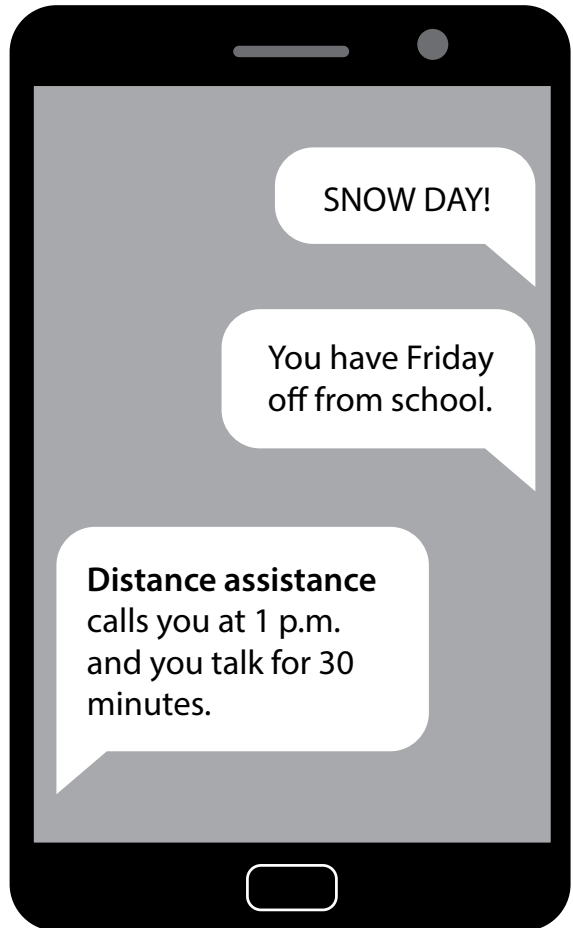
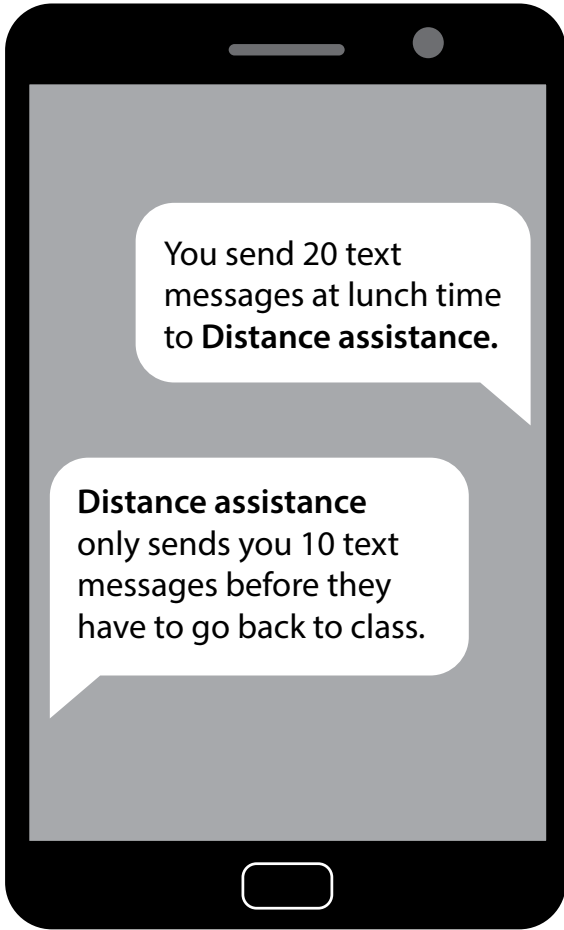
Calling cards



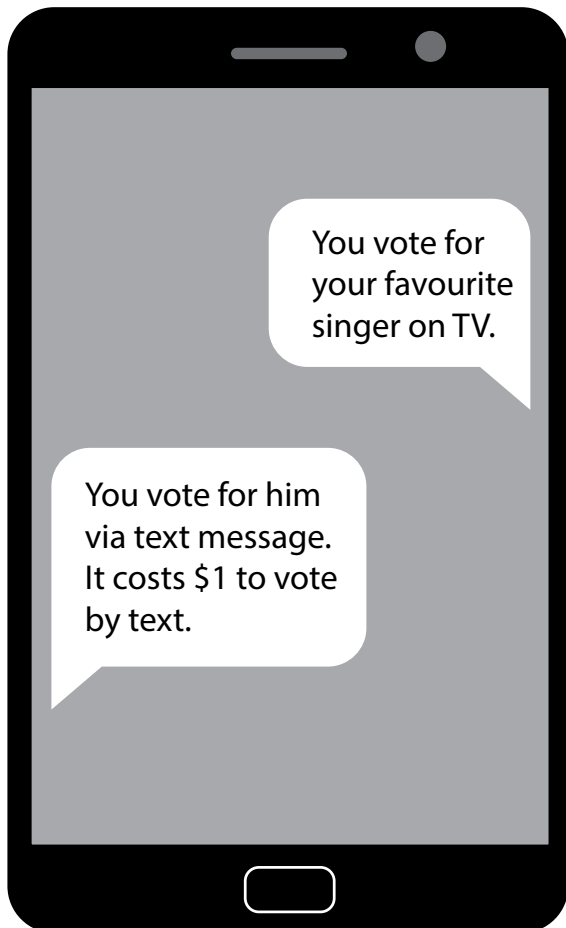
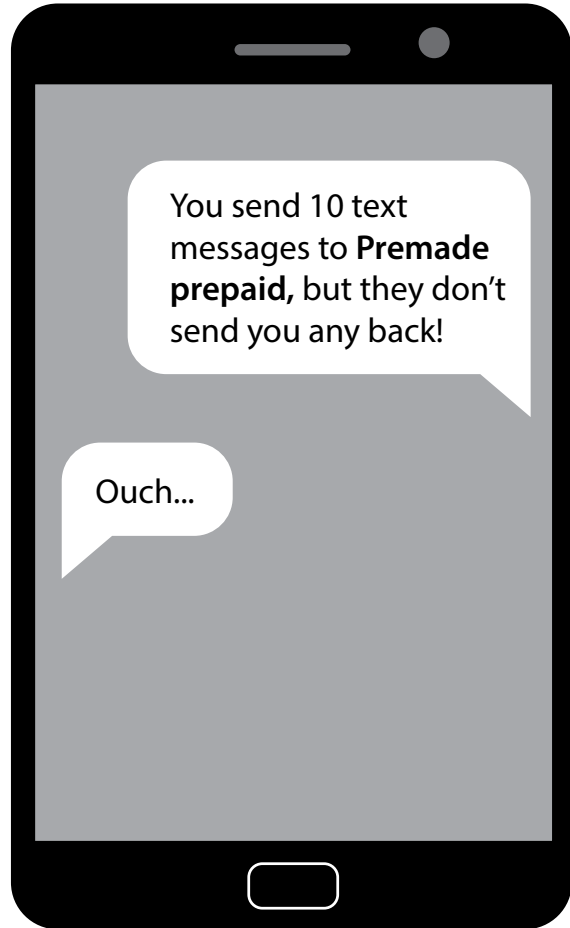
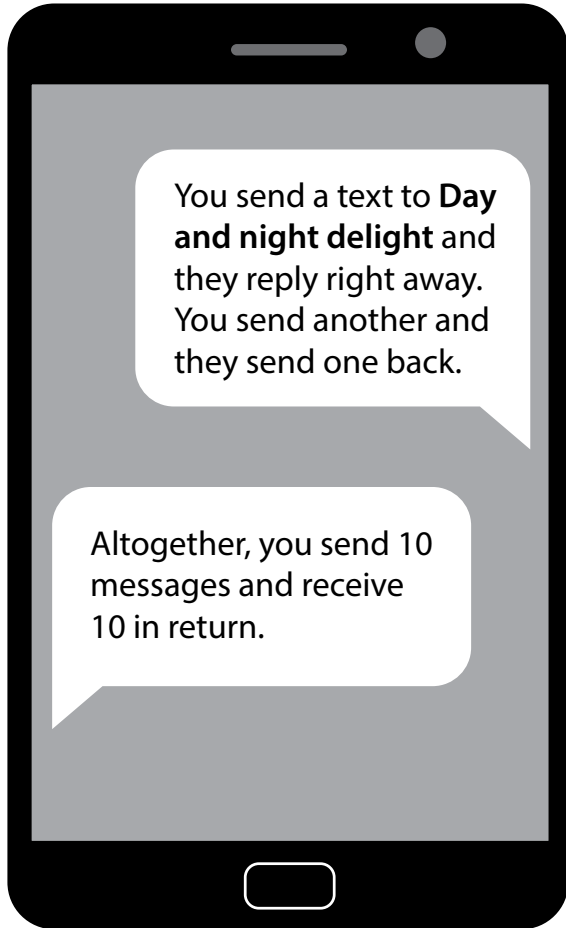
Calling cards



Calling cards



Calling cards





Cash for a cause

CHOOSE A CHARITY

What is a cause close to your heart? If you were going to donate money to a charity, which one would it be, and why? These are a few things to think about when researching charities to donate to:

What charity did you research? _____

What does this charity do? _____

Why did you choose this charity? _____

How much money does this charity need each year to be successful? _____

How do you know this charity is legitimate and not a scam? _____

Who did the class decide to donate to? Why? _____

YOUR CLASS GIFT

As a class, you will have chosen a charity to donate to. Consider the following:

What is the best way for your group to donate (percentage of income versus set amount)?

What are the pros and cons of each method? _____

What will be the donation amount? _____



Scam specialists

Frauds and scams are way too common! Learn as much as you can about how they work, and provide real life examples to help you explain how they work to others.

	How does this scam work?	Real-life examples
Online scams		
Identity theft		
ATM fraud		
Investment scams		

Which one should I choose? Pros and Cons

Cut out the individual squares. Shuffle the pieces of paper and place in a pile. Either cut out the titles RENT, LEASE and BUY or write them on a separate piece of paper. Match the squares to their corresponding title. Discuss the results in groups or as a class.

EXAMPLE 1 – PROPERTY (apartment, house, commercial building etc.)

RENT	LEASE	BUY
Sign a short-term agreement or contract (usually 30 or less days).	Sign a long-term agreement or contract (usually 6-12 months).	Sign an agreement of purchase and sale (if you are purchasing the home outright). A mortgage loan may be available to help you pay the set price in installments over a period of several years.
At the end of the agreement (e.g., 30 days) you and the rental agency may change the terms of the agreement. The price of the rental unit may increase or decrease.	No changes can be made to the agreement before the end of the term (e.g., 6-12 months), including changes to the monthly price of the leased unit.	Over time, the value of your home could increase or decrease compared to what you paid for it, depending on what's happening in the economy (i.e., a natural disaster could lower the value of your home).
You owe nothing if you want to move out. You may get money back depending on the cancellation agreement in the rental agreement.	You may owe a fee if you move out before the date noted in the lease agreement.	While paying your mortgage loan, you own the home. However, the home is collateral for your mortgage loan – meaning the financial institution who loaned you the money could take the home from you if you don't pay back the loan.
When the payment term is complete, you can move out or sign a new agreement or contract.	When the payment term is complete, you can move out or sign a new agreement or contract.	When the mortgage loan is paid in full (usually many years – 15, 25, 30), you own the home “free and clear” . (If you own an asset “free and clear,” the asset is completely paid off and no creditor can take it from you).

Which one should I choose? Pros and Cons

EXAMPLE 2 – VEHICLE (car, truck, SUV etc.)

RENT	LEASE	BUY
<p>Pay a fee (usually daily or weekly); you use the vehicle for the length you need. There may be rules in the agreement that state how many kilometres you are “allowed” to drive the vehicle while renting it. If you go over that amount, you will have to pay additional fees when you return the vehicle.</p>	<p>Pay a fee (usually monthly or every two weeks). You use the vehicle for the length of the contract (typically 2 to 4 years). At the end date of the contract, you may have a lease buyout option. The lease payment is typically lower than if you were buying the vehicle.</p> <p>(Lease buyout - buying a leased vehicle at the end, or sometimes before the end, of your contract. Usually at the time you sign a lease for a vehicle, the lease buyout price is already listed in the contract.)</p>	<p>You can pay for the vehicle outright and own it “free and clear” or you can finance a vehicle through a loan from the dealership or a financial institution.</p> <p>(When you finance a vehicle, you pay the entire purchase price of a vehicle over the life of the financing plus fees and interest.)</p>
<p>You pay the price set by the rental company.</p>	<p>The seller sets the price; you and the seller may be able to negotiate the payment and buyout cost at the end of the lease term and/or additional features. There may be rules in the lease agreement that state how many kilometres you are “allowed” to drive the car each year. If you go over that amount, you will have to pay additional fees when you return it.</p>	<p>The seller sets the price; you and the seller can negotiate the price and/or additional terms.</p>
<p>You don’t always get to choose the type of vehicle they give you.</p>	<p>You have a choice of the type of vehicle.</p>	<p>You have a choice of the type of vehicle.</p>
<p>When the rental term is complete, you must return it to the rental company.</p>	<p>When the lease term is complete, you must either return the vehicle to the company you leased it from and owe nothing OR opt for a lease buyout.</p>	<p>When your financing term is complete, you own the vehicle (if you buy the vehicle in cash, you own the vehicle immediately).</p>
<p>You owe nothing once you return it but you may have to pay additional fees if the car is returned with damage. You are responsible for gas, but not routine maintenance (i.e. oil changes, brakes, etc.) You may also be charged for any extra kilometers driven if there is a limit in the rental agreement.</p>	<p>You must take care of it as if you own it (make repairs, routine maintenance i.e., oil changes, brakes etc.) If you don’t purchase the vehicle at the end of your lease, you must return it and pay for any damages and/or additional mileage.</p>	<p>You must take care of it (make repairs, routine maintenance i.e., oil changes, brakes etc.).</p>

As with any contract, make sure you fully understand what you are being asked to agree to and that you are given a breakdown of the total cost of the product or service including the taxes, interest, and any other fees. Make sure you understand the cost of any extras they may offer you like extended warranties, additional insurance, specialty coverage (leather seat repair, etc.) Remember, you are not required to buy these products as a condition of purchase. Always take your time to understand what you are paying for and don’t feel pressured.

Buying vs. Leasing: How much will it cost?

Buying a big-ticket item, like a vehicle, is a major purchase.

For many people, a vehicle is more than just a fun way to get from A to B. It's often an expression of personal style, a bit of a status symbol, and represents freedom. Of course, it's important to remember that it's also a major financial commitment.

Use the Government of Canada's [Vehicle Lease or Buy Calculator](#) to help you compare the cost of a new \$30,000 vehicle over a 5-year financing term.

Links:

Vehicle Lease or Buy Calculator – <https://ic.gc.ca/app/scr/oca-bc/ssc/vehicle.html>

Financing a Car – <https://www.canada.ca/en/financial-consumer-agency/services/loans/financing-car.html>

Research your own amounts or use these as a guide:

Selling price of the vehicle (also known as sale or pre-tax selling price – price before taxes, fees and interest is added): **\$30,000**

Tax Rate in NB: **15% HST**

Down Payment (amount of money you might pay at the beginning of your contract to lower the total cost of the loan/lease): **\$0.00**

Number of Months (also known as term – length of time you will make payments): **60 (5 years)**

Interest Rate (amount of money the lender charges the borrower – calculated as a percentage of the loan/lease): **6.99%**

Residual Value/Buyout (amount dealer tells you the vehicle is worth at the end of your term): **\$12,000**

FINANCE

Sale price:

Monthly payment:

Total investment (monthly payment x 60):

FINANCE WITH DOWN PAYMENT

(now recalculate how much you would be paying with a down payment of \$5,000)

Down payment:

Sale price:

Monthly payment:

Total investment [(monthly payment x 60) + down payment]:

LEASE

Sale price:

Monthly payment:

Total investment (monthly payment x 60):

Residual value at end of term (without buying out lease):

LEASE WITH DOWN PAYMENT

(now recalculate how much you would be paying with a down payment of \$5,000)

Down payment:

Sale price:

Monthly payment:

Total investment [(monthly payment x 60) + down payment]:

Residual value at end of term (without buying out the lease):

Bottom Line

Fill in the total investment for each option:

Finance – no down payment

Lease – no down payment

Finance – down payment

Lease – down payment

Q: Which option is best for a short-term budget?

A:

Q: Which option is best for a long-term budget?

A:

BONUS: BUYING vs. RENTING – Property

What about when you are deciding where to live? How much does it cost to buy a house versus renting a house or apartment in the long run? Use the Canadian Mortgage and Housing Corporation's [Affordability Calculator](#) to help you compare the cost of renting versus buying when it comes to places to live.

Links:

Affordability Calculator – <https://www.cmhc-schl.gc.ca/en/consumers/home-buying/calculators/affordability-calculator>

Buying a Home – <https://www.canada.ca/en/financial-consumer-agency/services/buying-home.html>

Renting your first apartment or house – <https://www.canada.ca/en/financial-consumer-agency/services/renting-first-apartment.html>

Section D

Fun with friends

This section covers relevant topics associated with the costs and potential savings that can be found in daily recreation activities, at parties or while hanging out with friends.



Recreational spending

OBJECTIVES

1. To encourage analysis of the costs of a variety of activities.
2. To encourage creativity and cost effective solutions in devising alternative entertainment ideas.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:



- What type of spending could be considered recreational?
- How much do you spend on recreation each week?
- If you were creating a budget, what percentage of your income would you spend on recreation? Would this percentage change over time?
- What role do peers play in your recreational spending?
- What are fun recreational activities that do not require spending money?
- How can you save on recreational spending?

ACTIVITY

AT-HOME ALTERNATIVES

Length: 1 hour

Materials: *At-home alternatives handout*



- In this activity, students will need to come up with an idea for a recreational activity. Have students investigate the costs associated with this activity and record it on the *At-home alternatives handout*.
- Next, they will need to come up with a low- or no-cost at-home alternative. Challenge students to be creative. This may involve bowling with pop bottles in the yard instead of going to the bowling alley.
- After the costs for both activities have been calculated, have the students determine the total savings.
- Have students present their low cost activities to the class.
- Have students vote on the best low-cost activity and try the winning activity as a class.



EXTENSION

- Ask students to estimate how much they spend on recreation each week. Multiply this amount by 52 to determine what is spent over the course of the year. What percentage of their yearly income is spent on recreation? How might they save money?



COLLABORATIVE FEEDBACK

- Ask students to share their ideas from the Extension on how to save money spent on recreation.
- Were students surprised by how much they could save?



TEACHER TIPS

- Suggest a recreation day incorporating several of the at-home alternatives!



PRE- AND POST-ASSESSMENT OF LESSON

- How does choosing an appropriate activity make a difference in the amount you spend?
- How did choosing an appropriate activity make a difference in the amount you spend?



Planning a party

OBJECTIVES

1. To demonstrate how to work within a set budget.
2. To encourage teamwork and creativity in the planning process.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:

- What is involved in planning a party? What costs and tasks need to be considered (for example, invitations, food, activities, etc.)?
- How much money do you think it would cost to throw a party? What kinds of expenses are associated with parties?
- What is the most significant expense?
- What are some ideas for spending wisely?
- Is it wise to spend your entire budget? Would you be prepared for surprise expenses (extra guests, rental fees, etc.)?



ACTIVITY

PLAN A CLASS PARTY

Length: 2–3 hours (minimum of two classes)

Materials: *Plan a class party handout*

- In this activity, students will work together to plan a class party. Before starting the activity, discuss the party's associated costs.
- As a class, determine an overall party budget and decide what needs to be planned for the party (for example, invitations, food, activities, loot bags, theme, decorations, etc.).
- Next, break the students into committees (one for each of the planning areas) and assign their responsibilities. Assign a portion of the budget to each of the committees. For example, food may account for 30% of the budget.
- Each of the committees should then brainstorm party ideas and decide how they will spend their portion of the budget. Have them fill out the "Responsibility" and "Estimated cost" columns of the handout. The "Actual cost" column cannot be filled in until the activity is complete.





- Have committees present their proposed budget to the class for approval. If it is not approved, committees will need to revise their budget.
- When all of the committee budgets have been approved, it is time to make the party happen.
- Once the students have had the party, they will need to fill out the “Actual Cost” column on the handout to see how close they came to their initial estimate.

EXTENSION

- How much money could have been spent (or wasted) on this party without a plan? How much was saved?



COLLABORATIVE FEEDBACK

Following the party, discuss the following:

- What were some of the challenges when trying to work within the budget?
- What was liked or disliked about the party? How could it be improved?
- What costs could be avoided in the future?



TEACHER TIPS

- Discuss the idea of planning for a special event such as a prom or birthday party. What other costs might students need to plan for?



PRE- AND POST-ASSESSMENT OF LESSON

- In what ways does planning ahead for a party help you make decisions with your money?
- In what ways did planning ahead for a party help you make decisions with your money?



On vacation

OBJECTIVES

1. To analyze the costs associated with vacation and travel.
2. To promote skills involved in planning, budgeting and booking travel-related activities.



DISCUSSION

Get your students involved by tailoring these discussion points to their grade level, interests and experience:

- What does your dream vacation look like?
- Where do you want to go?
- Who do you want to go with? For how long?
- What do you want to do when you get there?
- What are the costs associated with going on a trip?
- How might you save money on travel expenses?
- How does the duration of the trip impact the cost of the trip?



ACTIVITY

VACATION

Length: 4–5 hours (this can take place over a few days)

Materials: *Vacation handout*, *Trip itinerary handout*, vacation brochures, hotel brochures, menus and computer



- In this activity, students will need to plan a three-day vacation. Assign the destination and a total trip budget.
- To start, have students read the first page of the *Vacation handout*.
- Students can then begin researching all of the plans and costs associated with the trip. Using the planning space on their handout, they can brainstorm different ideas for meals and activities and record them in their *Trip itineraries*.
- Once the students have finished their *Trip itinerary* (on budget), the activity is complete. Class presentations are optional.



EXTENSION

- Tell students that a \$100 airport tax has been implemented. Have students cut costs accordingly.



COLLABORATIVE FEEDBACK

- Discuss the obstacles in planning a trip.
- Discuss the most useful or efficient ways of researching costs.
- How did students prioritize their budget?



TEACHER TIPS

- Encourage or reward innovative thinking such as renting a bicycle or visiting free attractions.
- Try this same activity, but with locations close to home. It could be a camping trip or a weekend music festival.



PRE- AND POST-ASSESSMENT OF LESSON

- In what ways does setting a budget help you make decisions with your money?
- In what ways did setting a budget help you make decisions with your money?





At-home alternatives

Save money and have fun by recreating your favourite activity!

Check out this example

Activity name: Four friends at the theatre

Description	Cost: at the theatre	Cost: at home
<i>Tickets</i>	<i>\$40</i>	<i>\$5</i>
<i>Popcorn</i>	<i>\$20</i>	<i>\$5</i>
<i>Pop</i>	<i>\$20</i>	<i>\$5</i>
<i>Total</i>	<i>\$80</i>	<i>\$15</i>

Total savings: \$65

Now it's your turn!

Activity name: _____

Description	Cost	Cost at home
<i>Total</i>		

Total savings: _____



Plan a class party

Party committee: _____

Our committee's total budget: _____

Party ideas: _____

Committee budget:

Responsibility	Estimated cost	Actual cost
<i>Making 20 cookies</i>	<i>\$4</i>	<i>\$5.25</i>
<i>Total</i>		

Note: Remember, even if you make cookies at home, you will have to buy the ingredients.

Vacation

You are in charge of organizing a three-day vacation. You will be given a destination and a budget and will need to plan a three-day trip!

Here's what you need to consider:

1. Air travel: How are you going to get there?

Find the best deal on booking a flight! Will you use websites or maybe a travel agent? Don't forget that taxes will be added to the flight's list price. You also need to consider the cost of getting from the airport to wherever you are staying!

2. Accommodation: Where are you going to stay?

A hotel, a motel, a hostel or maybe you have a more creative idea that may be cheaper?

3. Activities: What are you going to do and see?

Do you like athletic activities or maybe more of an arts scene? Choose among your group (or on your own) – just track your costs!

4. Food: Where are you going to eat?

There is a lot of room for creativity here. Will you make your meals? Eat fast food? Dine in fancy restaurants? Make sure that your budget will support whatever your ideas might be!





Trip itinerary

Destination: _____ Total budget: _____

Planning space:

Travel and accommodation	Details	Cost	Comments/Savings info
Flight			
Accommodation			
Total			

Day one	Details	Cost	Comments/Savings info
Breakfast			
Activity 1			
Lunch			
Activity 2			
Dinner			
Activity 3			
Total			



Trip itinerary

Day two	Details	Cost	Comments/Savings Info
Breakfast			
Activity 1			
Lunch			
Activity 2			
Dinner			
Activity 3			
Total			

Day three	Details	Cost	Comments/Savings Info
Breakfast			
Activity 1			
Lunch			
Activity 2			
Dinner			
Activity 3			
Total			

Grand total =

Extras

This section contains a list of publications, websites and other resources that extend the concepts found in the guide.





Websites

Bank of Canada

www.bankofcanada.ca

Financial and Consumer Services Commission of New Brunswick

www.FCNB.ca

Financial Consumer Agency of Canada

www.canada.ca/en/financial-consumer-agency.html

Government of Canada Student Financial Assistance (formerly CanLearn)

www.canada.ca/en/employment-social-development/services/student-financial-aid.html

Royal Canadian Mounted Police

www.rcmp-grc.gc.ca/scams-fraudes/index-eng.htm

The Competition Bureau's Little Black Book of Scams

www.competitionbureau.gc.ca/eic/site/cb-bc.nsf/eng/03074.html

The Canadian Anti-Fraud Centre

www.antifraudcentre-centreantifraude.ca/index-eng.htm

Student Financial Services, NB

www.studentaid.gnb.ca

Guest speakers

CLASSROOM PRESENTATIONS

The Commission offers free money management presentations to students of all ages. Presentation content is tailored to match class curriculum. Each presentation is typically one hour with time for discussion and questions, and is available in French and English.

To book a presentation, contact us at fcnb@fcnb.ca or 1-866-933-2222.

FINANCIAL EDUCATION NETWORK (FEN)

Are you looking for a guest speaker to enhance your money lesson? FEN is made up of people and organizations that are involved in or have an interest in the delivery of financial literacy programs and services. Visit fcnb.ca/en/personal-finances/financial-education-network-nb for more information.



Commission publications

Visit fcnb.ca/en/online-services/resources to download the following publications. To order free print copies, contact us at fcnb@fcnb.ca or 1-866-933-2222.

ABCs of investments: Learn about different types of investments and how they work.

Build a Budget That Works: Track your expenses and plan your finances with this monthly budget.

Buying a Vehicle Workbook: Use this workbook to help you spend smart when shopping for a vehicle.

So, you say you want a credit card? (infographic): Learn the basics of credit cards.

For more investing and money management resources, visit fcnb.ca/en/online-services/resources.

A glossary of terms

It is important to understand the language of basic financial matters. If you'd like more information about any money management concepts or more detailed explanations about different types of savings or investment products, visit fcnb.ca or contact us at 1-866-933-2222.

Account statement

A record of transactions in an account at a financial institution or investment firm over a specific period of time.

Allowance

Money that is regularly given to a child by their parents.

Amortization period

The amount of time it will take to pay off a loan in full, if payments and interest rate stay the same and no payments are missed.

Annual percentage rate (APR)

The total annual cost of borrowing, including the interest rate and any non-interest finance charges. APR may be different from advertised interest rates.

Automated teller machine (ATM)

A machine that allows an account holder to withdraw cash or complete other banking transactions by inserting a debit or credit card.

Bond

An investment in which an investor lends their money to an entity (a government or company) and the entity promises to repay money borrowed at a specified time and to pay interest at a specified rate.

Budget

An estimate of income and expenses over a certain period of time.

Canada Education Savings Grant

A grant from the Government of Canada to help save for a child's post-secondary education.

Capital gain

An increase in an investment's value compared to the purchase price.

Capital loss

A decrease in an investment's value compared to the purchase price.



Compound interest

Interest that is paid on the original amount deposited and on any interest that has been earned in previous periods (for example, in year one, the financial institution pays \$5 interest on a \$100 deposit. In year two, it pays interest on \$105).

Cost of credit

The cost of borrowing money, including interest payments and other financing charges.

Credit

The ability to borrow money or charge purchases to an account, usually for a fee, and repay the money borrowed at a later date.

Credit card

A card issued by a financial institution that lets the account holder borrow money to pay for purchases and re-pay the financial institution at a later date.

Credit check

A review of a person's borrowing history and financial reputation.

Credit score

A rating that summarizes a person's financial reputation and credit history. Financial institutions use this information when considering loan applications to determine an applicant's ability to repay a loan.

Creditor

A person or company that lends money.

Debit card

A card issued by a financial institution that allows the holder to pay for purchases by transferring money electronically from their account to the retailer.

Debt

Money that has been borrowed and must be repaid.

Default charges

Penalties charged for late or missed payments.

Deposit

Money that is held in an account at a bank, credit union or trust company.

Discretionary income

The amount of income available for spending, saving and investing after necessities have been paid for.

Diversification

Investing in a mix of investments with the goal of reducing risk. Holding a variety of investments reduces the possibility that all investments will lose value at the same time.

Dividend

A portion of a company's profits paid to shareholders.

Dollar cost averaging

Buying a specific dollar amount of an investment on a regular schedule. The investor buys more shares when prices are low and fewer shares when prices are high, with the hope of reducing average share cost.

Exchange traded fund (ETF)

An investment fund that chooses investments based on a market index or sector. ETFs trade like a common stock on a stock exchange.

Expenses

Money spent to pay for an item or service.

Fees

The amount you pay to a financial institution or advisor for services.

Financial advisor

An individual who sells or offers advice about buying or selling investments.

Financial plan

A written plan that identifies a person's financial goals and the actions required to achieve them.

Fraud

Deceiving or deliberately tricking someone for money or something else of value.

Fund facts

A user-friendly document that provides key information about a mutual fund, including fees and past performance. Mutual fund companies are required to give investors a copy before they decide to purchase a fund.

Grace period

A period of time when a borrower is not being charged interest and may not be required to make a payment.

The terms 'advisor' and 'financial advisor' used here generally refer to a financial professional, and do not indicate a category of registration or licence. The registration category and type of licence is more important than a title. Visit fcnbc.ca to check now!



Goal

A measurable and specific objective to be reached in a set period of time.

Guaranteed investment certificate (GIC)

An investment product in which money is deposited for a fixed period of time at a financial institution and the investor receives a specified rate of interest.

Identity theft

When someone steals a person's personal information and uses it to make purchases, borrow money or commit fraud.

Income

Money received from all sources, including wages, salaries, profits, interest payments, rent and other forms of earnings.

Insurance

A contract that can help cover the cost of unexpected events (like a car accident, illness or property damage).

Interest

The amount paid to borrow or use someone else's money. A borrower pays interest, and a lender (or investor) may earn interest.

Investing

Using money for financial gain, with the expectation that it will provide income, increase in value or both.

Line of credit

A pre-approved loan that allows you to borrow money when you need it, up to a maximum amount.

Loan

Money that is borrowed and repaid on a specific schedule at an agreed-upon interest rate.

Manufacturer's warranty

A written promise from a manufacturer to replace or repair a product, if necessary, within a set period of time.

Mutual fund

A pool of money that's invested for a group of investors by a professional money manager.

Need

Something you must have, something that is essential (for example, food).

Pay yourself first

Prioritizing savings by putting money into your savings account as soon as you are paid before spending on anything else.

Payroll deductions

An amount of money automatically deducted from your paycheque for taxes, employment insurance, pension contributions, etc.

Profit

The money that remains after expenses are subtracted from money earned.

Principal

The amount of money originally invested or borrowed.

Prospectus

A legal document that sets out the full, true and plain facts you need to know about an investment. It contains information about the company or mutual fund selling the security, its management, products or services, plans and business risks.

Registered Education Savings Plan (RESP)

A type of savings plan registered with the government that allows people to put money aside for a child's post-secondary education expenses.

Return

The profit you make on an investment from interest, dividends or the increased value of the investment.

Risk

Amount of uncertainty about the expected return from an investment. This includes the possibility that the investment may lose money or become worthless.

Risk tolerance

How comfortable you are to risk losing your money on an investment.

Registered Retirement Savings Plan (RRSP)

A type of savings plan registered with the government that allows you to reduce the income tax you pay on money you save within the plan for retirement.



Savings

Money put aside in an account to accumulate as a reserve for future needs.

Scam

Deceiving or deliberately tricking someone for money or something else of value.

Scam artist

Someone who attempts to deceive or deliberately trick someone else for financial gain.

Scheme

A plan to do something dishonest or illegal.

Securities regulator

An independent government agency that regulates trading in securities (stocks and bonds) and protects investors in their home province.

Simple interest

Interest that is paid only on the amount of the initial deposit and not on any interest the deposit earns over time (for example, in year one, the bank pays you \$5 interest on your \$100 deposit. In year two, it again pays you interest only on the original \$100 deposit).

Stock

Ownership in part of a company.

Tax Free Savings Account (TFSA)

An account that provides tax benefits for savings accounts in Canada. You will be able to withdraw money anytime from the account tax-free.

Term

The period of time interest rates on an investment or loan rate will be in effect.

Value

Ideals that motivate and guide a person's life and define them as an individual (for example, honesty, trust, etc.).

Want

Something you desire but do not need.



FINANCIAL AND
CONSUMER SERVICES
COMMISSION OF
NEW BRUNSWICK



Name:

Make it Count

Student workbook

Make it Count

Student workbook

Name:



FINANCIAL AND
CONSUMER SERVICES
COMMISSION OF
NEW BRUNSWICK

Curriculum guide

*The curriculum guide links lessons to
New Brunswick curriculum outcomes
across a variety of courses.*



Curriculum guide

GCO= GENERAL CURRICULUM OUTCOME

SCO= SPECIFIC CURRICULUM OUTCOME

SLO= SPECIFIC LEARNING OUTCOME

English language arts:

All lessons support the following GCOs for English language arts (K-12): speaking and listening; reading and viewing; and writing and representing/writing and other ways of representing.

French immersion:

All lessons support the following GCOs for French immersion (K-12): listening and oral expression; reading and viewing; writing and representing.

Elementary School

Course	Curriculum outcome	Lessons
Mathematics 4	SCO N11: Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by: <ul style="list-style-type: none"> • using compatible numbers; • estimating sums and differences; and • using mental math strategies to solve problems. 	<ul style="list-style-type: none"> • Setting goals • Budgeting • Earning money • At the grocery store • At your financial institution • At the shopping mall • At a restaurant • On the town • On the road • First cellphone • Around the house • Giving back • Recreational spending • Planning a party • On vacation



Elementary continued

Mathematics 5	SCO N2: Use estimation strategies including: <ul style="list-style-type: none"> • front-end rounding; • compensation; and • compatible numbers in problem-solving contexts. 	<ul style="list-style-type: none"> • Setting goals • Budgeting • Earning money • At the grocery store • At the shopping mall • At a restaurant • On the town • On the road • First cellphone • Around the house • Giving back • Recreational spending • Planning a party • On vacation
	SCO: N5: Demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems.	<ul style="list-style-type: none"> • At the grocery store
You and Your World K-2	K 1.1 Demonstrate an understanding of themselves as unique and special.	<ul style="list-style-type: none"> • Values
	K 1.3 Identify needs and wants that are common to all children.	<ul style="list-style-type: none"> • Wants and needs
	1.3.2 Explain how good eating habits contribute to health and well-being.	<ul style="list-style-type: none"> • At the grocery store • At a restaurant
	2.3.1 Appreciate the changing nature of work.	<ul style="list-style-type: none"> • Earning money
	2.3.2 Give examples of how children and their families use economic decision making as consumers.	<ul style="list-style-type: none"> • Money • At the shopping mall
	2.4.1 Understand, develop and maintain a healthy lifestyle.	<ul style="list-style-type: none"> • At the grocery store • At a restaurant
Personal Wellness 3-5	GCO 1: Students will make responsible and informed choices to promote and maintain a healthy lifestyle.	<ul style="list-style-type: none"> • Needs and wants • At the grocery store • At a restaurant
	GCO 2: Students will develop positive mental health.	<ul style="list-style-type: none"> • Values
	GCO 4: Students will develop knowledge of self and explore the world of work.	<ul style="list-style-type: none"> • Earning money
Social Studies-Grade 3	SCO 3.1.3: Examine where people live and how people make a living in their province.	<ul style="list-style-type: none"> • Earning money
Social Studies-Grade 4	SCO 4.1.1: Explore the concept of exploration.	<ul style="list-style-type: none"> • On vacation

Middle School

Course	Curriculum outcome	Lessons
Mathematics 6	SCO N5: Demonstrate an understanding of ratio, concretely, pictorially and symbolically.	<ul style="list-style-type: none"> • Around the house
	SCO N6: Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially and symbolically.	<ul style="list-style-type: none"> • Setting goals • Budgeting • At your financial institution • At a restaurant • Giving back • Recreational spending
	SCO N8: Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors).	<ul style="list-style-type: none"> • First cellphone • Giving back • Recreational spending • Planning a party
Mathematics 7	SCO N2: Demonstrate an understanding of the addition, subtraction, multiplication and division of decimals (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected) to solve problems.	<ul style="list-style-type: none"> • At the grocery store • First cellphone • Giving back • Recreational spending
	SCO N3: Solve problems involving percents from 1% to 100%.	<ul style="list-style-type: none"> • Setting goals • Budgeting • At your financial institution • At a restaurant • First cellphone • Giving back • Recreational spending
Mathematics 8	SCO N3: Demonstrate an understanding of percents greater than or equal to 0%.	<ul style="list-style-type: none"> • Setting goals • Budgeting • At your financial institution • At a restaurant • Giving back • Recreational spending
Personal Development and Career Planning 6-8	GCO 3.1: Having completed the 6-8 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate an understanding of the important linkages between educational achievement and career opportunities.	<ul style="list-style-type: none"> • Earning money • Credit and debt
Health - Grade 6-8	Personal Wellness-B2: Identify strategies for promoting nutrition and physical activity.	<ul style="list-style-type: none"> • At the grocery store • At a restaurant
Health 7	Personal Wellness-B2: Identify needs pertaining to student wellness in school.	<ul style="list-style-type: none"> • Wants and needs



High School

Course	Curriculum outcome	Lessons
Geometry, Measurement and Finance 10	SCO N1: Solve problems that involve unit pricing and currency exchange, using proportional reasoning.	• At the grocery store
	SCO N2: Demonstrate an understanding of income, including: wages, salary, contracts, commissions and piecework to calculate gross pay and net pay.	• Earning money
	SCO N3: Demonstrate an understanding of compound interest.	• Saving and investing
	SCO N4: Demonstrate an understanding of financial institution services used to access and manage finances.	• At your financial institution
	SCO N5: Demonstrate an understanding of credit options, including: credit cards and loans.	• Credit and debt
Financial and Workplace Mathematics 110	SCO N2: Costs and benefits of renting, leasing and buying	• Which one should I choose? Pros and Cons • Buying vs. Leasing: How much will it cost?
	SCO N3: Analyze an investment portfolio in terms of interest rate, rate of return and total return.	• Saving and investing
	SCO N4: Solve problems that involve personal budgets.	• Budgeting • At the grocery store • At the shopping mall • Planning a party • On vacation
Foundations of Mathematics 110	SCO N1: Costs and benefits of renting, leasing and buying	• Which one should I choose? Pros and Cons • Buying vs. Leasing: How much will it cost?
	SCO N2: Analyze an investment portfolio in terms of: interest rate, rate of return, total return.	• Saving and investing
	SCO N3: Solve problems that involve personal budgets.	• Budgeting • At the grocery store • At the shopping mall • Planning a party • On vacation
Career Exploration 110	SCO 1.3: Identify potential career areas that might suit personal characteristics.	• Earning money

High School continued

Entrepreneurship	GCO 1: Demonstrate entrepreneurial concept.	• Earning money
	GCO 2: Students initiate improvements through the implementation of a venture.	• Earning money
	GCO 3: Students develop a business plan for a venture.	• Earning money
Hospitality and Tourism 110	GCO 5: Demonstrate career opportunities in hospitality and tourism.	• Earning money • Credit and debt
New Brunswick Youth Career Connections Program	Objective: Student exploration of career potential.	• Earning money
	Objective: Student development of employability and occupational specific skills.	• Credit and debt
Nutrition For Healthy Living 120	GCO 4: Identify consumer issues related to food.	• At the grocery store • At a restaurant
	GCO 5: Identify post-secondary education programs available to those who wish to pursue a career in nutrition.	• Earning money • Credit and debt
Residential and Finish 120	GCO 8: Identify various careers available in the residential/commercial finish industry.	• Earning money • Credit and debt
Personal Development and Career Planning 9-10	SCO3.4: Explore the realities and requirements of various education, training, and work settings.	• Earning money • Credit and debt

