

Incorporating Money into your Classroom

An e-book for Teachers



FINANCIAL AND
CONSUMER SERVICES
COMMISSION



#spendsmart

INCORPORATING MONEY INTO YOUR CLASSROOM:

An eBook for Teachers

How many times have you thought to yourself, “Wouldn’t it have been good to learn that when I was in school?” And how often do those issues have to do with money?

Now is your chance to incorporate those life lessons into your classroom to pass on to future generations. In a society where 58% of New Brunswickers are worried they will not have enough money for retirement, it is becoming even more important that young people know how to manage their money effectively.

Here at FCNB, we believe it is never too early to start talking about money. You, as teachers, are in the perfect position to help your students learn about money. You may think the only place financial education has is in a mathematics class, but this is certainly not the case. As you will see from the variety of activities and discussion points, this is not just for math teachers; this eBook is for every age level and for every type of classroom. To help you choose activities that are relevant to your classroom we’ve included a Curriculum Map at the end of the guide. **This is your chance to help future generations become extraordinary financial literacy students.**

In April and May of 2016, FCNB ran a contest for teachers asking them to share how they incorporated money lessons into their classrooms. Teachers from all different grades across the province shared creative lesson plans, presentations, and classroom discussion ideas.

This eBook is a collection of these entries to inspire you with creative ways to help your students build important life skills.



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Budgeting

Budgeting is the foundation of a solid financial future. A budget helps track and prioritize spending, avoid debt (or pay off debt), prepare for emergencies and save for the future. Teaching your students how to build a budget will help them form responsible habits and give them an opportunity to put their new skills into practice before there are major consequences of a budgeting mistake.

Make sure your students understand the basics!

Get the conversation started with these speaking points:

- Needs versus wants: If you only have a little bit of money, is it more important to spend your money on your needs or your wants?
- What is the difference between a fixed and variable expense?
- Why is value not always associated with the amount on a price tag?

Note: Tailor these speaking points to your students' grade level, interests, and experiences to get them interested and involved in the conversation!

Dive in with these hands-on-activities:

Elementary School:

- Set up a “store” and have students decide which items are needs and which ones are wants.
- Have students create a “piggy bank” covered in pictures and words (cut out of magazines) that represent their values and saving goals.

Middle School:

- Have students calculate the cost of having supper at a restaurant for a family of four including taxes and tips. Students will realize why having dinner at a restaurant is, for most families, a special occasion. Download [Make it Count](#) and use the “At the Restaurant” activity to get started.
- Have your students create a shopping list. Include things they need and things they want. Have them brainstorm ways to save money on these items.
- It is easy to go overboard with spending during the Holiday Season, so planning ahead and budgeting for gift-giving is important! Have your students set a realistic budget (based on their earnings from part-time jobs, allowances or savings) and research the total cost of the presents they want to buy. Costs must include taxes, shipping charges, and wrapping. This is a good place to emphasize the importance of saving and not using credit to buy things when you cannot afford them. You should only use credit when you can pay it off within a fairly short period of time. You do not want to turn a “jolly” time

of year into a stressful one because you have to think about paying for presents for the next 12 months.

- Have students track their monthly spending using the budgeting activity in the [Make it Count Guide](#).

High School:

- Give students a dollar amount as a budget for groceries for a week for a family of four. Have the students plan out three meals per day by researching grocery prices and finding recipes.
- Do you teach a Culinary Technology or Health class? For an added component, have the students ensure that Canada's Food Guide recommendations for the family are being met. Then, have the students make at least one of the meals that they planned.
- Brainstorm the pros and cons of different forms of transportation and how your students would plan to pay for the different forms. Research the costs of not only buying a car but operating one.
- Ask the class what they spend the majority of their money on. Are there ways of reducing how much they are spending? (e.g. If students are spending a lot of money on food at the cafeteria, then one way to save some money might be to pack their lunch a couple of times a week.)

Smart Shopping

Who doesn't like to save a few dollars? We know adults get especially excited about this, but we think your students should too! Did you know if you skipped that morning Tim's run and brought your own coffee instead, you would save about \$40 a month? This section of the eBook is not just about ways to save money. Here, we will also tackle practical questions including what products are taxed and the difference between a product and a service. These may be unfamiliar concepts to younger students, but this is their chance to get a peek of the real money world and learn.

Tip: Search #spendsmart for more tips on saving money

Get the conversation started with these speaking points:

- Review the difference between a need and a want.
- Talk about FOMO – the Fear of Missing Out. How can it make us overspend? What impact does social media have on our fear of missing out?
- Discuss the difference between a product and a service.
- Discuss the pros and cons of online shopping. Talk about taxes, exchange rates, and shipping costs. How do you know you are using a reputable site?
- What kinds of products are taxed? And what is the purpose of having taxes on products?
- What are some ways you can save money? (e.g. Thrift shopping, hand-me-downs, coupons, sales, etc.)
- Is the lowest price always best?
- Why is value not always associated with the price on the tag?
- Research consumer rights. Does the company have to refund you the price if you are not satisfied with the product? [Our website](#) is a great place to start.

Note: Tailor these speaking points to your students' grade level, interests, and experiences to get them interested and involved in the conversation!

Dive in with these hands-on-activities:

Elementary School:

- Set up a “store” and have students decide which items are products and which ones are services.
- Set up a “store” and have students decide which items are groceries and which ones are snacks. Which category is taxed?
- Set up a “store” and have students purchase two items with pretend money. Have them predict which ones will cost more than the price tag because of taxes.

Middle School:

- Have students make a “Wish List.” Then have them research the prices of these items including taxes and shipping charges where applicable. Have them do some research to see if there are any ways of saving money on those purchases.
- Have students track the price of a certain grocery item over several weeks or months and monitor price changes and patterns. What do they learn?

High School:

- Create a list of questions to help a middle school student decide if an item is a need or a want.
- Divide the class into several groups by category (e.g., laundry, grocery, gas, electronics, home heating, cell phones and calling plans, etc.) to research and brainstorm smart shopping tips (when and where to buy) for those items. What are some other considerations besides the price?
- Research the cost of everyday items (e.g., loaf of bread) in 1920 in your area. Chart the increase each decade. Then compare average income for the same decades. Are there any trends or patterns?

Earning Money

We all need money to survive and thrive. There are also certain responsibilities that come with making money, like paying income tax, understanding a paystub and reading lease agreements. Thinking about how you are going to make money is important because it determines how you will live.

Get the conversation started with these speaking points:

- What are some ways of earning income (gifts, allowance, part-time job, entrepreneur, scholarships, etc...)?
- How will your income and cash flow change over the next 20 years? Will you be making more? Will you have more financial responsibilities (e.g., down the road you will need to pay bills, set aside savings, and maybe support a family, etc.)?
- Think about your future. How much money will you need to be making per month if you are going to move out and live on your own right after high school? What are the average salaries for jobs you are interested in and will those salaries be enough for you to live the way you want?
- Having a conventional job (doctor, lawyer, teacher, etc.) is one way of making money but there are lots of other jobs. Teach your students about being their own bosses. Several big brands have been started right here in the Maritimes. (East Coast Lifestyle Apparel was started in Nova Scotia by students from Acadia University and Wear Your Label, a company that works to reduce the stigma surrounding mental illness, was started in Fredericton by students from UNB!)
- Use [The Real Game](#) to get some conversation started.

Note: Tailor these speaking points to your students' grade level, interests, and experiences to get them interested and involved in the conversation!

Let your
student's
imagination
run wild!

Dive in with these hands-on-activities:

Elementary School:

- What do you want to be when you grow up? Brainstorm possible careers with your students and let their imaginations run wild. Then, introduce them to some other possible jobs they may not have considered.
- Show your students pictures of people doing different jobs. Can your students name the job titles?

Middle School:

- Have students research their dream job. What is the average salary for someone in that field in New Brunswick? What if they lived elsewhere? Have students research the average cost of living in that city. Is the average salary from your dream job conducive to living where you want? Will you be able to support yourself and pay off any debt that you have?

High School:

- Practice reading paystubs, leases, credit card contracts and filling out tax forms – real world skills your students will need!
- Consider the dream job research listed in the middle school section but take it further. By this time they should be considering that they may not want to be living alone in 10 years' time. What about family expenses?

Investing

Investing may be intimidating to your students and they may not think that they need to worry about it yet. But investing is important to talk about because so many people do not understand how it works or know how to use it to their advantage. Not only will starting earlier allow them to take better advantage of compounding interest, teaching your students about investing early on opens their minds to the advantages of investing and also helps them to know their limits. Teaching about investing goes hand-in-hand with teaching about preventing investment fraud, which is a great way to help your students become more aware of the world around them. They will learn valuable skills so they will not be cheated out of their hard-earned money.

Investing
doesn't need
to be a scary
word!

Get the conversation started with these speaking points:

- What is investing and how can it help you?
- Discuss the difference between simple and compound interest. Compound interest is interest on interest. With simple interest, interest is not added to the principal, so there is no compounding.
- Introduce the idea of the Rule of 72 (a way of estimating the number of years required to double an investment at a given annual rate).
- What are RRSPs, RESPs and TFSAs and what can they help you with? (An RRSP itself is not an investment, but rather it is a vehicle for the investment you choose to put in it.)
- Have a general discussion about planning for the future and have students set some of their major life goals. Ask them how they plan to achieve these goals (in terms of financing them). Do they want to take a big trip? What about going to school? Then, there is always that big “one-day” goal of retirement. Investing can help your students achieve these goals.
- When should you start investing and who can help you make investment decisions? An adviser can help, but how do you know who to pick? Use [our website](#) as a starting point.

Note: Tailor these speaking points to your students' grade level, interests, and experiences to get them interested and involved in the conversation!

Dive in with these hands-on-activities:

Elementary School:

- Have students create a “bank” covered in pictures and words (cut out of magazines) that represent their values and saving goals.
- Have students create a list of items in which they would be willing to invest their time and effort (e.g., making the team, fund-raising for a trip). What are they getting out of that investment? Good discussion could be generated by evaluating why some students might not want to invest in some items suggested.

Middle School:

- Creative Writing Prompt: “Imagine you won \$1000, but could not spend it all shopping for yourself. What would you do with the money? Why?” Subsequent class discussion could focus on some of the options like donating it, investing it, paying off debt, buying things for someone else, etc. You will likely be surprised with the creativity of your students! This is also a nice opportunity to talk about “doing good with our money.” You can talk about people who are less fortunate and how there are organizations that need our donations to help these people. This could be a very important life lesson that does not just involve money.
- Investing is not a short-term activity. To help show your students the value of patience, long-term planning and starting early, ask them: “Which would you rather have, \$10,000 today, or 1 cent that doubles in value every day for a month?” Many students will likely jump at the \$10,000 option. But, if you do the math, the penny is the clear winner.

| | | |
|--------------|------------------|-----------------------------|
| Day 1: .01 | Day 11: 10.24 | Day 21: 10,485.76 |
| Day 2: .02 | Day 12: 20.48 | Day 22: 20,971.52 |
| Day 3: .04 | Day 13: 40.96 | Day 23: 41,943.04 |
| Day 4: .08 | Day 14: 81.92 | Day 24: 83,886.08 |
| Day 5: .16 | Day 15: 163.84 | Day 25: 167,772.16 |
| Day 6: .32 | Day 16: 327.68 | Day 26: 335,544.32 |
| Day 7: .64 | Day 17: 655.36 | Day 27: 671,088.64 |
| Day 8: 1.28 | Day 18: 1,310.72 | Day 28: 1,242,177.28 |
| Day 9: 2.56 | Day 19: 2,621.44 | Day 29: 2,684,354.56 |
| Day 10: 5.12 | Day 20: 5,242.88 | Day 30: 5,368,709.12 |

Although there isn't such a thing as a penny that doubles every day, this penny can teach us the power of compound interest. It can also introduce to students how important it is to be patient and give your money enough time to grow.

High School:

- Most investment involves compound interest. Research when simple interest is calculated in real-world situations.
- Calculate simple and compound interest as part of a math class. (You could have them calculate the penny example above for themselves.)
- Practice several calculations of compound interest for an investment, altering starting amount, length of time invested and interest rate for students to gain an appreciation of how these figures affect the investment. They can also be given a goal and asked to rearrange the compound interest formula to calculate how much money they would need to invest today to realize that goal.
- Research RRSPs, RESPs and TFSAs. When would you start one of these plans? What do you need to get started? Are there any limits? What about income tax?

Credit and Debt

Credit cards come in handy in an emergency but your students need to know the ins and outs of dealing with them responsibly. Signing up for a credit card is not a decision that should be taken lightly. It is a big responsibility. When high school students become post-secondary students, credit cards are offered to them left, right and centre. Credit cards are great for building your credit and establishing a healthy credit history, but, if they are used the wrong way, it is easy to get trapped by large amounts of debt (which seriously hurts your credit score). With high interest rates, credit card debt is not the kind of debt you should accumulate.

Get the conversation started with these speaking points:

- Is it better to save for the future, pay off your debt, or invest? Incorporate math by looking at interest rates (e.g., if your savings account only earns 1% interest, but your debt is costing you 19% interest, what makes the most sense?). The same exercise can be used for the question, “Should I save, invest, or pay off debt?”
- Talk about the importance of only using credit when you know you will be able to pay it off quickly. Get them to think about how much more something could end up costing in the end if they only pay the minimum monthly payment.
- Talk about FOMO – the Fear of Missing Out. How can it make us overspend? What impact does social media have on our fear of missing out?
- Have a discussion about the power of interest, and how it can work in your favour (when saving or investing) or against you (if you carry credit card debt).

Note: Tailor these speaking points to your students’ grade level, interests, and experiences to get them interested and involved in the conversation!

Dive in with these hands-on-activities:

Elementary School:

- Set up an imaginary store and bank. Give each child 10 counters (coins) and let them make a purchase at the store. If they do not have enough money for their purchase they can borrow from the bank. If they borrow, each day that their loan is not paid back it will cost them an additional counter. Have them settle their accounts two or three days later. Who gained the most?

Middle School:

- Have students research the charges involved in using a debit card in a machine from another bank. Then calculate and discuss how much it actually costs to get \$20 cash from another bank’s ATM.

High School:

- Research how much major financial institutions are making because clients are not paying off their debt.
- Research which credit card would be most suitable for them and at what stage in life after they graduate from high school. Include reasons why. What are the charges and when are these charges due?
- Calculate the interest owed if a credit card bill is not paid for two consecutive months. Students will have to consider the outstanding balance, interest rate, and penalties for non-payment.
- Ask students to research a product that may be purchased on a credit card (such as a TV, a piece of furniture, etc.). Have students calculate the real cost and time it would take to pay with cash, versus with a credit card paying only the minimum payment each month.
- Have your students research the total cost of any post-secondary programs they would like to complete. Then, have them research the average salary for the job they would like. If they are paying the minimum payment on their student debt each month, how long is it going to take to pay it off completely? What is a realistic monthly payment when they take their income and expenses into account?

Saving

News headlines continue to point out that Canadians have not saved enough to live comfortably in retirement. Far too many do not have enough savings to live on should they be unexpectedly out of work for more than a couple of weeks. Putting money aside with every paycheque allows you to plan for emergencies (like unplanned car repairs), plan for the future (education, travelling, buying a house, retirement) and provides you with financial security.

Learning to save money helps your students establish good financial habits early in life

Get the conversation started with these speaking points:

- Needs versus wants (If you only have a little bit of money, is it more important to spend your money on your needs or your wants?) Which should you plan for ahead of time and save up money for?
- Discuss the difference between a product and a service.
- Why is value not always associated with the amount on a price tag?
- Discuss the importance of having “emergency money” (e.g. What happens if you have a car and it breaks down and you have no extra money? You still have to get to work or school.)
- When should you start saving? What age and under what circumstances?
- Have a general discussion about planning for the future. Talk about things like how much money you will need if you are planning on going to university/college. How much money will you need to be making per month if you are going to move out and live on your own right after high school? Do you need to start saving now in order to reach your goals? What are the average salaries for jobs you are interested in and will those salaries be enough for you to live the way you want to?
- What are investments and what can they help you with? Why are they good to have?
- Discuss the difference between simple and compound interest (How does compound interest help you when saving money?)
- What are TFSAs, RRSPs and RESPs and what can they help you with? Why is it good to use these savings products?

Note: Tailor these speaking points to your students' grade level, interests, and experiences to get them interested and involved in the conversation!

Dive in with these hands-on-activities:

Elementary School:

- Set up a “store” and have students decide which items are needs and which ones are wants.
- Have students create a “bank” covered in pictures and words (cut out of magazines) that represent their values and saving goals.
- Brainstorm the difference between spending and saving. How do you know which one you are doing? What are some ways that you have seen people saving (e.g., piggy bank, savings account)? What are other things that people save besides money (e.g., recyclables, baseball cards, photographs, music, CDs) that could have value?

Middle School:

- Calculate simple and compound interest as part of a math class.
- Assume you can make \$100 per week and you put aside 15% each week into a separate bank account. How long would it take you to save to buy something you really want?
- Creative Writing Prompt: “Imagine you won \$1000, but couldn’t spend it all shopping for yourself, what would you do with it?” You can then go on to talk about some of the options (after your students have been creative on their own first, of course) like donating it, investing it, paying off debt, buying things for someone else, etc. You’ll likely be surprised with the creativity of your students! This is also a nice opportunity to talk about “doing good with our money.” You can talk about donating money to organizations that can help the less fortunate. This could be a very important life lesson that does not just involve money.

High School:

- Calculate simple and compound interest as part of math class.
- Financial experts advise everyone to save 10% of each paycheck at a minimum. Calculate how much of your paycheck should be put in a separate account for savings. Brainstorm when you know you have saved enough and when to use those savings. Then, research what financial experts recommend about savings.

Currency

It is important to be able to identify our own currency, particularly for those students who may be new to our country. Because of our proximity to the United States, it is also beneficial to expose students to American currency. Travelling is much more accessible and your students may be interested in travelling all over the world. Without some knowledge of different currencies and exchange rates, it will be difficult for your students to manage their money while travelling. You need to understand how exchange rates work in order to avoid risks and take advantage of potential benefits.

Get the conversation started with these speaking points:

- Discuss the physical appearance as well as the value/denominations of Canadian money.
- Discuss what countries (or groups of countries) use what currency. Talk about why many countries in Europe use the Euro.
- How can different exchange rates for different currencies affect you?
- What are some pros and cons of online shopping? Don't forget to talk about taxes, shipping and exchange rates.

Note: Tailor these speaking points to your students' grade level, interests, and experiences to get them interested and involved in the conversation!

Tip: talking about currency can easily be incorporated into Social Studies lessons when teaching about Canada or other countries!

Dive in with these hands-on-activities:

Elementary School:

- Compare Canadian money (physical appearance as well as denominations) to that of other countries.
- Practice making change with Canadian money as well as that of other countries.
- Research, for example, how much a bag of chips costs in another country. Then, have students act out the transaction. Students can be buyers and sellers, practicing counting the change they give or receive.

Middle School:

- Compare Canadian money (physical appearance as well as denominations) to that of other countries.
- Consult the current exchange rates for several countries and practice the conversion between Canadian dollars and several different currencies. Check with the online calculator on most major bank websites.

- Practice making change with fake foreign money.
- It is easy to go overboard with spending during the Holiday Season, so planning ahead and budgeting for gift giving is important! Have your students set a realistic budget (based on their earnings) and research the total cost of the presents they want to buy. Costs must include taxes, shipping charges, wrapping, and exchange rates if the purchase is outside Canada. This is a good place to emphasize the importance of knowing in which country the website is based. The price may not be as good as you thought it was once it is converted to Canadian Dollars.

High School:

- Practice the conversion between different currencies.
- You are leaving for a vacation in Europe next week. You go to the bank to order 500 euros for spending money. How much will it cost you in Canadian dollars?
- What happens if, at the last minute, you are forced to cancel your trip? What will the bank give you for your Euros? Did you gain or lose money in the process? How much?

Money Math

By teaching math using money, you are providing your students with skills that will last them a lifetime. Using money to teach abstract concepts such as fractions and decimals is ideal because it solidifies it in your students' minds. Using coins (or fake ones) allows your students to visualize these concepts which can help them make the connections they need. Tactile learners will benefit from concrete materials.

Get the conversation started with these speaking points:

- Have you ever heard older students say they will be so glad when they have finished their last math course? Will they really be done with math forever?
- Give several examples of how fractions are used in money matters.
- What is the decimal point all about in our number system?
- Why do we only use two decimal places in our money system?
- Do you think it is important for large companies to pay attention to differences of only a penny?

Show your students how much they use math outside of school – they may not even realize!

Note: Tailor these speaking points to your students' grade level, interests, and experiences to get them interested and involved in the conversation!

Dive in with these hands-on-activities:

Elementary School:

- Have students create a "bank" covered in pictures and words (cut out of magazines) that represent their values and saving goals.
- Have students list the four major math operations and brainstorm an example in real life money matters where they would use each one.

Middle School:

- Have students calculate the cost of having supper at a restaurant for a family of four including taxes and tips. Students will realize why having dinner at a restaurant is, for most families, a special occasion. Download [Make it Count](#) and use the "At the Restaurant" activity to get started.

- It is easy to go overboard with spending during the Holiday Season, so planning ahead and budgeting for gift giving is important! Have your students set a realistic budget (based on their earnings) and research the total cost of the presents they want to buy. Costs must include taxes, shipping charges, and wrapping. This is a good place to emphasize the importance of saving and not using credit to buy things you cannot afford. You should only use credit when you can pay it off within a fairly short period of time. You don't want to turn a "jolly" time of year into a stressful one because you have to think about paying for presents for the next 12 months.
- Research when and why Canadian or American companies and banks may use more than two decimals when recording transactions.

High School:

- Give students a dollar amount as a budget for groceries for a week for a family of four. Have the students plan out three meals per day by researching grocery prices and finding recipes.
- Do you teach a Culinary Technology or Health class? For an added component, have the students ensure that Canada's Food Guide recommendations for the family are being met. Then, have the students make at least one of the meals that they planned.
- Ask the class where they spend the majority of their money and how they can reduce their spending (e.g. pack your lunch a couple of times a week).

Fraud

The Internet can be a wonderful place. You have quick access to virtually everything you can imagine. Have a question? Google is there to answer. Need a new pair of jeans? With the click of a button, they will be sent straight to your door. More than ever before, we have access to information from around the world within seconds. With the majority of the country's population logging on to the Internet each day, there are always scam artists looking to exploit users. Whether you are posting on social media or buying a new pair of shoes, it is important to protect yourself and your personal information while online.

It's never too early to start talking about protecting yourself and your money!

Get the conversation started with these speaking points:

- Never use personal information (such as your date of birth) for your PIN or online passwords. This makes it easy for criminals to guess passwords and steal from you.
- Discuss the importance of never sharing your PIN, not even with family, friends or significant others.
- Talk about the contract between them and the bank on how their debit card is used. What happens if they become a victim of debit card fraud but have shared their PIN with someone?
- Phishing is a common form of scam that cyber criminals use to steal personal and financial information from you. They often contact you through fake emails, text messages and websites that are created to look like they are from authentic organizations. Talk about different ways to recognize these scam emails (spelling and grammar mistakes, unrealistic claims, links that redirect to another website, etc.).
- To help protect yourself from phishing and email scams, be suspicious of:
 - messages claiming to be from your bank
 - messages that claim you have won the lottery or a similar prize when you did not purchase a ticket
 - requests to help transfer funds from a foreign bank account (or claim an inheritance) in exchange for a reward
 - work-from-home opportunities that ask you to send personal information like your address or social insurance number
 - "risk-free" investment opportunities
- Always be careful when chatting with people online or by telephone and never give out personal information.

Note: Tailor these speaking points to your students' grade level, interests, and experiences to get them interested and involved in the conversation!

Dive in with these hands-on-activities:

Elementary School:

- What is the meaning of “fraud”?
- Brainstorm a list of things that students should never tell a stranger. Of course, this could be part of a much larger discussion than simply financial matters.

Middle School:

- Create a list of items individuals should not post on social media (e.g., how much money you have, vacation pictures showing your house is empty). Of course, this could be part of a much larger discussion than simply financial matters.

High School:

- Create a poster to warn younger students of potential online scams.
- Create a list of items individuals should not post on social media (e.g., how much money you have, vacation pictures showing your house is empty). Of course, this could be part of a much larger discussion than simply financial matters.
- Create a poster to help users recognize phishing emails.

Classroom Management

We know that you've been told many times that you should reward good behaviour. But what if you taught your students that good behaviour was their job? In this classroom management strategy, students have to make decisions at the beginning of the year including whether to rent or buy their desk. Then students receive a certain amount of "money" (tickets) each week as a salary for helping with jobs around the classroom. Good behaviour earns them "bonuses" (extra tickets) and bad behaviour earns them "fines" (tickets must be given back to the teacher). Extra tickets can be used to "purchase" prizes or can be saved and invested.

This classroom management strategy can be used for any grade level and can be tailored to fit any classroom. The possibilities are endless when using this approach. Your students will benefit from the hands-on experience and will learn life lessons that will lead them to a solid financial future.

Third Party Collaborations

We understand that not everyone is comfortable talking about money. If that's you (and don't worry if it is), there are plenty of other people who can help teach your class about money. Many organizations will visit your classroom free-of-charge and talk to students about financial topics. This can be a great way to give students a new perspective, expose them to other financial topics and life skills, and even introduce them to potential career choices.

- Representatives from a local bank or credit union can discuss different types of accounts and services, debit card safety, credit cards and lines of credit, and more.
- Financial advisers can help explain different types of investment products (such as mutual funds, bonds, stocks, etc.) as well as topics like compound interest.
- Real estate agents or mortgage brokers can cover the difference between renting and buying and explain how mortgages work.
- Guidance counsellors have a lot of insight into scholarships and student loans.
- Business professors and business professionals from the local university or community can speak to your class about financial math including calculating the future value of investments and financing a vehicle (lease vs buy).
- Don't forget that FCNB would love to visit your classroom and talk about any of the topics covered in this eBook. We will tailor our presentation to fit your classroom needs.

Other Resources

This section includes several links to other useful resources that you may want to use to help supplement material.

1. FCNB's Website: <http://fcnb.ca/FinancialConsumer.html>
2. Talk With Our Kids About Money: <http://www.moneysense.ca/tag/twokam/>
3. The City: <http://www.themoneybelt.gc.ca/theCity-laZone/eng/login-eng.aspx>
4. CHAT to the Future: <http://chattothefuture.ca/>
5. Tes Affaires: <http://www.tesaffaires.com/index.php/en/>
6. Financial Consumer Agency of Canada (FCAC) : <http://www.fcac-acfc.gc.ca/Pages/Welcome-Bienvenue.aspx>
7. Financial Literacy Database: http://www.fcac-acfc.gc.ca/Eng/resources/Pages/FLRDSAT-OAEBDRLF.aspx?WT.mc_id=CFLDHPBPERMENG

Curriculum Map

| Mathematics | |
|---|---|
| Mathematics Grade 1-8 | |
| General Curriculum Outcomes | Sections |
| GCO N: Develop number sense. | Budgeting Smart Shopping Currency Money Math |
| Geometry, Measurement and Finance 10 | |
| Specific Curriculum Outcomes | Sections |
| SCO N1: Solve problems that involve unit pricing and currency exchange, using proportional reasoning. | Currency |
| 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. | Investing |
| SCO N4: Demonstrate an understanding of financial institution services used to access and manage finances. | Credit and Debt Fraud |
| SCO N5: Demonstrate an understanding of credit options, including: credit cards and loans. | Credit and Debt |
| Financial and Workplace Mathematics 110 | |
| Specific Curriculum Outcomes | Sections |
| SCO N3: Analyze an investment portfolio in terms of interest rate, rate of return and total return. | Investing |
| SCO N4: Solve problems that involve personal budgets. | Budgeting Smart Shopping |
| Foundations of Mathematics 110 | |
| Specific Curriculum Outcomes | Sections |
| SCO N2: Analyze an investment portfolio in terms of: interest rate, rate of return, total return. | Investing |
| SCO N3: Solve problems that involve personal budgets. | Budgeting Smart Shopping |

Non-math Courses

| Course | Sections |
|--|---|
| Career Exploration 110 | Earning Money |
| Economics 120 | Earning Money |
| English Language Arts (all grades) | Investing (Creative writing prompt) |
| Entrepreneurship | Earning Money Investing Budgeting |
| French Second Language / French Immersion (all grades) | Investing (Creative writing prompt) |
| Hospitality and Tourism 110 | Earning Money |
| New Brunswick Youth Career Connections Program | Earning Money Third Party Collaborations |
| Nutrition For Healthy Living 120 | Budgeting Smart Shopping Money Math |
| Personal Development and Career Planning | Earning Money |
| You and Your World K-2 | Budgeting Smart Shopping |