

CFEE

CANADIAN FOUNDATION FOR ECONOMIC EDUCATION
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE



Welcome



Introduction - Brian Smith, Vice-President, Canadian Foundation for Economic Education

**Involved in promoting financial literacy resources
to youth in Montreal for the past eight years.**

**Creator of the Monnaie Money Financial Literacy
project at the Carrefour jeunesse-emploi de
Côte-des-Neiges.**

**Recipient of the Institute for Financial Literacy –
Financial Literacy Educator of the Year Award,
Prosper Canada Passion for Financial Literacy
Award Côte-des-Neiges / Notre Dame de Grâce
Outstanding Citizen Award.**





Introduction of Canadian Foundation for Economic Education

CFEE is a non-profit, non-partisan organization, founded in 1974, that works to improve economic, financial, and enterprising capability. CFEE works collaboratively with our funding partners, departments of education, school boards, schools, educators, and teacher associations to develop and provide free, non-commercial programs and resources for teachers and students – developed and reviewed by educators.

CFEE

CANADIAN FOUNDATION FOR ECONOMIC EDUCATION
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE



Our Two Main Resources for Financial Literacy

MONEY AND YOUTH
A GUIDE TO FINANCIAL LITERACY



Talk
with our kids
about money™



MONEY AND YOUTH

A GUIDE TO FINANCIAL LITERACY

The Canadian Foundation for Economic Education, in partnership with Investors Group, has produced this publication to provide youth with information that we believe will help them to better understand the world of money. We believe it will help enable them to begin to take more control over their financial future – and improve their chance of achieving success.



Main Page Available in Hard Copy, PDF Download and eBook

Français



MONEY AND YOUTH

A GUIDE TO FINANCIAL LITERACY

[The Book](#) [Teacher's Guide](#) [Parent's Guide](#) [Money Q&A's](#) [Links](#)
[Glossary](#) [Calculators](#) [Money and the Economy](#) [Investors Group](#) [Contact Us](#)

WELCOME TO THE MONEY AND YOUTH WEB SITE

Designed for teachers, parents, and youth to complement the book *Money and Youth*.

- Sponsored by Investors Group.
- Created by the Canadian Foundation for Economic Education.
- [Money and Youth is an Award Winning Program](#)

FEATURES OF THIS SITE

THE BOOK

Access Money and Youth here. Read it, review it, print it — in whole or in part (PDF Format).



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The Book, Sample Slide for Part 1 Chapter 1

Now available as an eBook

MONEY AND YOUTH

A GUIDE TO FINANCIAL LITERACY

★ Gary Rabbior
Canadian Foundation for Economic Education

CHAPTER 1:

Your Money Decisions: Who's in Control?

Let's discuss...

- ◆ Factors affecting money decisions
- ◆ Tips for making good money decisions
- ◆ Taking control: Setting goals and finding a balance in your life

Most people make decisions about how to use money every day. It may be to take a bus, or to buy something for lunch, or to put money in a parking meter, or buy a new "app", or go to a movie, or... Like it or not, we need money to get and do a lot of things. Try and think of the last day when you didn't spend money — or make a decision about how to use money — either yours or someone else's.



DO YOU FEEL DIFFERENT WHEN YOU PAY FOR SOMETHING WITH YOUR OWN MONEY THAN WHEN OTHERS BUY THINGS FOR YOU?

You probably make many such decisions involving money — and you have choices. But what things influence the decisions that you make?

A. Factors Affecting Money Decisions

Think about the last item of clothing that you bought. What factors affected your decision?

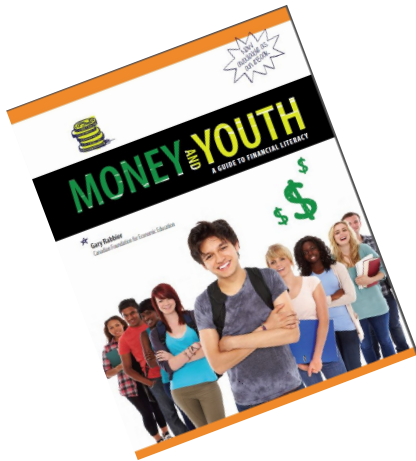
1. **Emotions:** Was it how you felt looking at the item — that is, your emotional response?
2. **Friends and Peers:** Was it your friends — and what you thought they would think about your choice — that is, some kind of "peer pressure" affecting your decision?
3. **Customs, Traditions, and Habits:** Was it because it was the style of clothes that you have always tended to wear in the past — that is, your custom, tradition, habit, or just falling in line with past choices?
4. **Family Members:** Did your parents, siblings, or other family members have any influence on your choice — that is, what they would think and how they would react?
5. **Latest Styles and Fads:** Was it because of any latest style or fad — that is, trying to stay current and with current trends?
6. **Advertising:** Was it because of any commercial, ad, promotion, or celebrity endorsement that you saw that had an impact on you — that is, some form of advertising?
7. **Incentives:** Was it because of a "sale" that was on or a discount coupon that you had — that is, some kind of incentive provided by the store to make you buy that product?
8. **Your Values and Confidence:** Was it because of what you thought — and what you wanted — and your own sense of values, style, and knowing what you want?



WHICH OF THE ABOVE FACTORS DO YOU THINK HAVE THE MOST INFLUENCE ON YOUR MONEY DECISIONS?



The Book, Sample Slide for Part 1 Chapter 1



CHAPTER 1:

Your Money Decisions: Who's in Control?

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- Factors affecting money decisions
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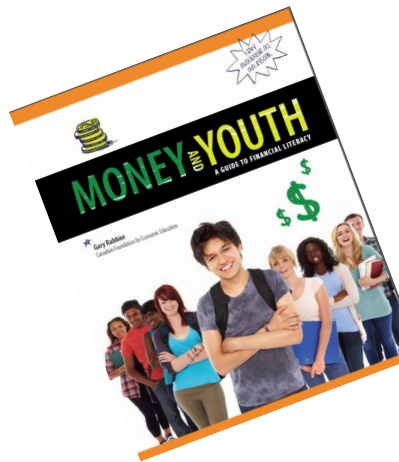
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WHICH OF THE ABOVE FACTORS DO YOU THINK
 HAVE THE MOST INFLUENCE ON YOUR MONEY DECISIONS?



Money and Youth – Teacher’s Guide: Chapter 1: Your Money Decisions: Who’s In Control?

Relevant Subjects and Topics:

Decision-making, Money, Advertising, Values, Financial Planning, Goal-setting

Overview and Background:

Many people go through life without ever learning how to make decisions. Good decision-making is a skill that young people should be taught and have a chance to practise. They should make decisions and learn from them, both good and bad.

A key part of making good decisions is to be aware of the influencing factors. These can include intentional ones such as advertising, or more subtle ones like parents, who are often role models for behaviour. If a person is aware of these factors they are better able to decide, to some degree, if they want to be influenced or not.

It is said by some that the most important thing we can teach young people about decision-making is “meta-cognition” – that is, to think about your thinking. This involves taking a moment to think about the decision that is being made, the benefits that will be derived, the trade-offs that will be incurred, and the factors that may be influencing the decision. Even if it is brief, research has shown that this pause and reconsideration can significantly affect decisions.

Another key factor is goals. If a person tends to set goals and objectives, then that person is likely to have today’s decision more influenced by what they may be trading off in the future. A person without goals and objectives will find it more difficult to factor future trade-offs into decisions.

This lesson is aimed at trying to alert students to the importance of making good money decisions, taking control of those decisions, and better understanding the factors that may be influencing them. It is based upon the first chapter *Money and Youth*. It also provides an opportunity for students and teachers to provide feedback, comments and suggestions for the new edition.

Outcomes:

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

- describe the various factors that can influence decisions about money
- summarize key tips for making good money decisions
- explain the importance of setting goals
- describe the role of money
- explain why it is important to have a plan to help with making good money decisions.

Time for Implementation:

Two class periods

Teacher's Guide, Sample Slide Chapter 1, (1-3)

**This is a Guide to assist you with the
delivery of the Financial Education Course**

**Additional links and supports are available
on the Money & Youth website**

(www.moneyandyouth.cfee.org)



Teacher's Guide, Sample Slide Chapter 1, (1-3) ... Outcomes

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Money & Youth a “top site” on LEARN

<http://www.learnquebec.ca/finedu>



TOP SITES: ADDRESSING MULTIPLE FINANCIAL ISSUES

Money and Youth (CFEE)

This resource is produced by the Canadian Foundation for Economic Education. There is a free ebook for students on a variety of financial topics as well as a Teacher guide with lesson plans to support the use of the ebook.

Practical Money Skills

Practical Money Skills is a free financial literacy program to help Canadians understand the fundamentals of money management. Created by Visa, the program offers money management resources including calculators, games, and lesson plans tailored for use by Canadian families and educators.

Making Good Choices

Making Good Choices Financial Literacy Series is a resource funded by the Ontario Ministry of Education. There are booklets on various financial topics that are written for English Language Learners who are emerging readers.

Next Gen Personal Finance

Next Gen Personal Finance is a non-profit American organization that aims to connect educators with free resources and train students with the knowledge and skills to lead financially successful and fulfilled lives.





Money & Youth in line with new program

<http://www.learnquebec.ca/finedu>



Consuming Goods and Services

"Consumption refers to the way a person or a community uses a good or service... and consuming goods involves choices!" These resources will help you and your students consider economic factors and social factors that affect decision-making in our society.

Consumption

Learning Activities

Money and Youth – eBook and Teachers Guide [Go to site](#)

Teacher's Guide: Chapter 2: Your Goals and your values. Lesson 2–Peer Pressure

Teacher's Guide: Chapter 4: Decision Making.

Teacher's Guide: Chapter 9: Taking Control of your money

Making Decisions (Practical Money Skills – Visa)

Consumer Awareness (Practical Money Skills – Visa)

Living on Your Own (Practical Money Skills – Visa)

Unit Plan: **Budgeting** (Next Gen Personal Finance)

Teacher Guide: Consumption Taxes (Revenue Quebec)

Student Booklet: Consumption Taxes (Revenue Quebec)

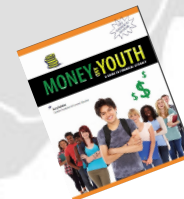
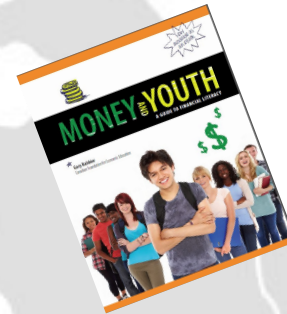
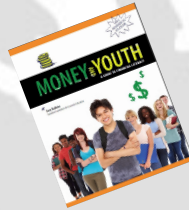
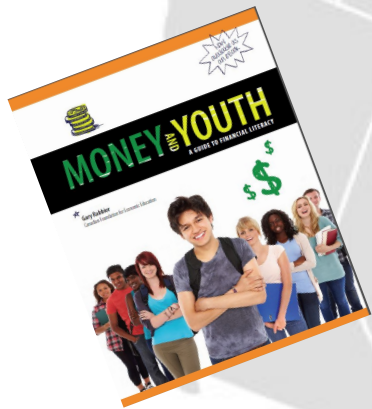




**There is no cost for this book. Just a fee
for shipping for the physical copies.**

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**We have circulated over
200 000 copies of this Guide
Across Canada**



Pause - 5 minute question period.....





Talk
with our **kids**
about **money**™

IT'S NEVER TOO LATE TO START!

The financial education of our children should start early. CFEE's Talk With Our Kids About Money program provides teachers and parents with free tools and resources designed/geared to help them have relevant/age appropriate conversations about money.



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REGISTER

OUR LATEST



April 18, 2018 is the next Talk With Our Kids About Money Day.

Over approximately 600,000 students participate in 2017!

LEARN MORE

SCHOOL RESOURCES



MATHEMATICS
Basketball (QC)

HOME RESOURCES



DONATING HELPING OTHERS
Donating Your Time



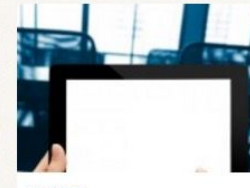
Money Fairs; What are they?

A Money Fair is a fun way for students to learn about a money related topic. Students select a topic, prepare a presentation and present it. It's a great way to showcase their work and share what they have learned.

LEARN MORE



ETHICS & RELIGIOUS CULTURE
Smart Spending (QC)



INVESTING
Beginning an Investment Portfolio

MONEY MANAGEMENT



VIEW ALL SCHOOLS





Teachers Registration Page

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Talk with our kids about money

contact

SCHOOL PROGRAM

By registering, educators will be able to access the resources, lesson plans for their specific province, and the Teacher's Guide.

NAME* **EMAIL***

PASSWORD* **CONFIRM PASSWORD***

SCHOOL* **SCHOOL BOARD***

SELECT PROVINCE* Send me a Teacher's Guide by email

REFERRED BY (OPTIONAL)

NEXT STEP

[Privacy Policy](#)

OUR LATEST

April 18, 2018 is the next Talk With Our Kids About Money Day

RESOURCES



Home Program – Main page



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CA ▾ FR | MY PROFILE

Resources ▾

Money Fairs

About ▾

News & Media ▾

Contact



TOOLKIT ▶

FILTER:

AGE RANGE ▾

ACTIVITY TYPE ▾

TOPIC ▾

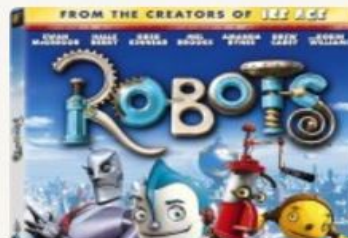
SEARCH



DECISION-MAKING, EARNING, SAVING
Hay Day



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



BUDGETING, CONSUMER, SHOPPING
Robots



BANKING, SAVING, SPENDING
Teaching the Importance of Saving



SAVING, SPENDING
Money Songs



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



DECISION-MAKING, EARNING
Jerry Maguire



DECISION-MAKING, EARNING, PLANNING
The Pursuit of Happyness



Search by Subject – ex. Social Studies

RESOURCES FOR: **QUEBEC** ▼

TOOLKIT ► VIEW TEACHER'S GUIDE ►

FILTER: **GRADE** ▼ **SOCIAL STUDIES** ▼ **TOPIC** ▼

SEARCH ►

MATHEMATICS, SOCIAL STUDIES
Money around the world (QC)

SOCIAL STUDIES, FRENCH
Chronology of the Royal
Canadian Mint (QC)

MATHEMATICS, SOCIAL STUDIES, FRENCH
Living in an apartment (QC)

MATHEMATICS, SOCIAL STUDIES, FRENCH
Cost of living (QC)



Search by Subject – ex. Ethics

RESOURCES FOR: **QUEBEC** ▼

TOOLKIT ▶ **VIEW TEACHER'S GUIDE** ▶

FILTER: **GRADE** ▼

ETHICS & RELIGIOUS CULTURE ▼

TOPIC ▼

SEARCH ▶



ETHICS & RELIGIOUS CULTURE
Avoiding Fraud (QC)



ETHICS & RELIGIOUS CULTURE
Smart Spending (QC)



MATHEMATICS, ETHICS & RELIGIOUS CULTURE
Using credit cards (QC)



ETHICS & RELIGIOUS CULTURE
An informed consumer (QC)



MATHEMATICS, ETHICS & RELIGIOUS CULTURE
Student employment (QC)



FRENCH, ETHICS & RELIGIOUS CULTURE
Thinking about the economy (QC)



MATHEMATICS, FRENCH, ETHICS & RELIGIOUS CULTURE
What community-based organizations can help you in financial education? (QC)



FRENCH, ETHICS & RELIGIOUS CULTURE
What ethical concerns could money raise? (QC)

School Program - Sample Lesson Plan

AN INFORMED CONSUMER (QC)

Subject Area: **Ethics & Religious Culture**

BRIEF OVERVIEW

This situation consists of raising awareness among youth to make them responsible and confident in their consumer habits.

AREA(S) OF LEARNING

- Ethics and Religious Culture

Skill 1: Reflect on ethical matters

Put a situation into context; compare points of view; compare one's analysis of the situation with that of his/her peers; suggest possible options or actions; examine the effects of these options or actions on oneself, on others or on the situation

EXPLANATION OF THE PURPOSE OF THE INSTRUCTION

The existence and usefulness of the *Office de la protection du consommateur (OPC)*

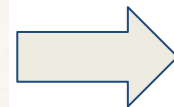
EXPECTED RESULTS

Lead the students in learning about the laws that exist to protect consumers and make them aware of safe behaviours to adopt as buyers.

ROLE-PLAYING EXERCISE

The teacher asks the students about situations that may have happened to them (dissatisfaction with a product purchased, use of the warranty, etc.), then shows the video (<https://www.youtube.com/watch?v=9hqL3tYscf0>) to introduce the *Office de la protection du consommateur*. Then, he questions the students to see if they knew it existed.

Continued





School Program - Sample Lesson Plan

PERFORMANCE

Students break into teams of two to four people and the teacher distributes a role-playing exercise to each team (Appendix) (several teams can work on the same situation). The teacher briefly introduces the Section dedicated to consumers, *Information per good or service* tab of the *Office de la protection du consommateur* website (<http://www.opc.gouv.qc.ca>) and invites the students to visit it to solve their role-playing exercise. The teacher should specify that all of the answers can be found on the *Office de la protection du consommateur* website.

★ Please note that all of the role-playing exercises were developed based on themes contained in the *Section dedicated to consumers*.

RE-INVESTMENT

As a group, each team presents its situation and the possible solutions that they have found on the OPC site. The teacher can add elements to the students' answers, particularly using the *Proposed Options* document (Appendix).

Let's go one step further...

The teacher can present the *Six résolutions faciles pour devenir un consommateur plus averti* presented by the OPC.

(<http://www.opc.gouv.qc.ca/actualite/conseil/article/six-resolutions-faciles-pour-devenir-un-consommateur-plusaverti/#.VMk-ht6bzs0>)

REQUIREMENTS

This situation requires Internet access. It can be done either individually or as a team.

MATERIAL REQUIRED

- Computers with Internet access
- Projector (or whiteboard)
- Appendix: Role-playing exercise
- Appendix: Proposed Options

Continued



School Program - Sample Lesson Plan

AREAS OF EVALUATION

Ethics and Religious Culture: Detailed analysis of a situation from an ethical perspective; Evaluation of possible options or action to determine if they promote togetherness (C.1)

* The teacher is free to adapt each of the sections based on his/her group and the course of the situation

Related Resources



ETHICS & RELIGIOUS CULTURE
Avoiding Fraud (QC)



ETHICS & RELIGIOUS CULTURE
Smart Spending (QC)

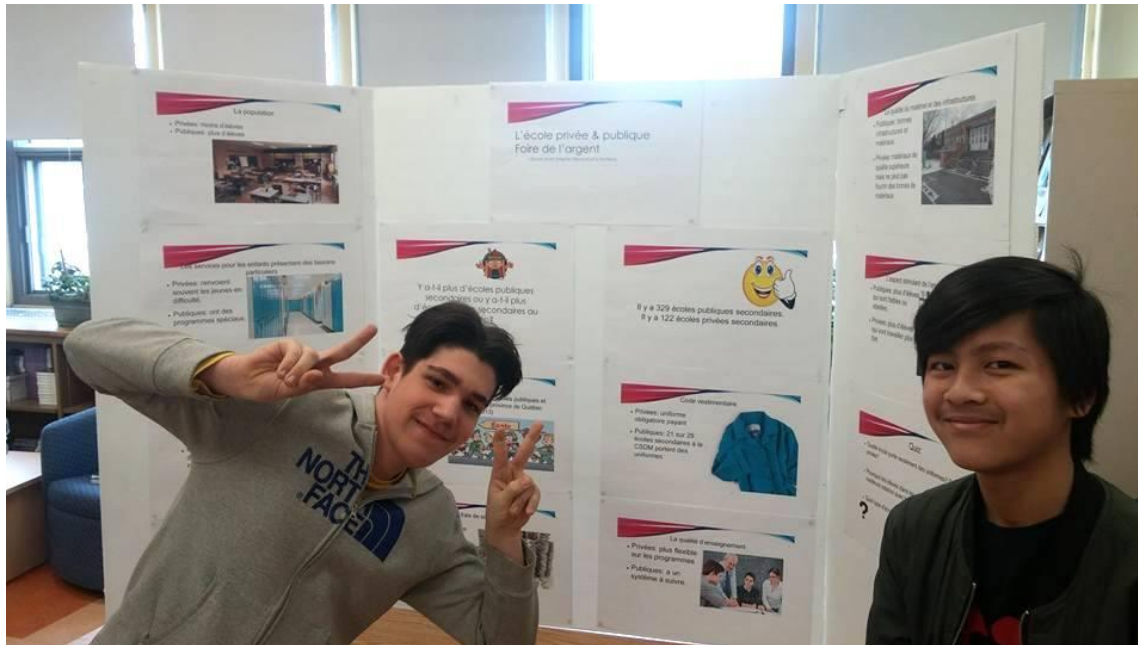


MATHEMATICS ETHICS & RELIGIOUS CULTURE
Using credit cards (QC)



Money Fair

A Money Fair involves pairs of students selecting a money topic that is of interest to them, undertaking research to explore and learn about that topic, and preparing a creative presentation that showcases the outcome of their research and what they learned.





Money Fair Video

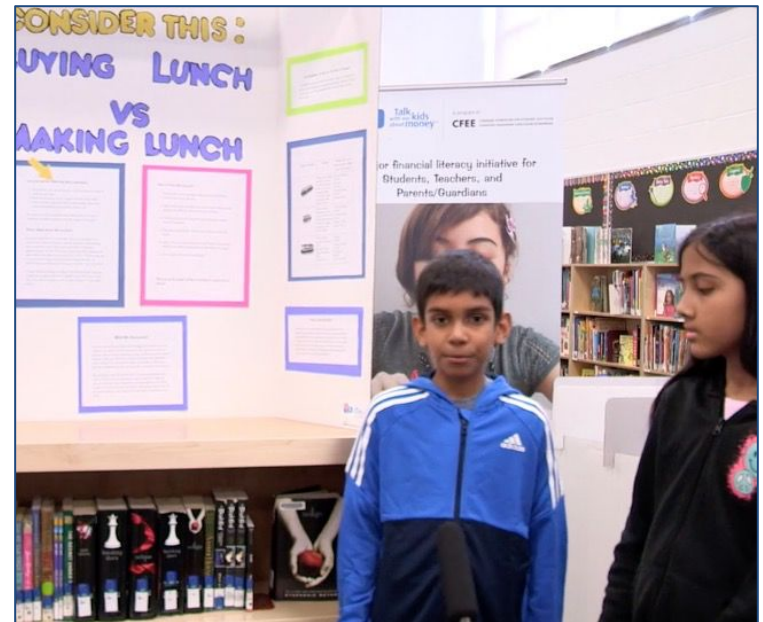


On Vimeo short and longer versions
<https://vimeo.com/156751608>



TWOKAM DAY (April 18, 2018)

Any day can be “Talk With Our Kids About Money Day.” While we are focusing on a single day to draw attention to the importance of talking with youth about money and money matters, parents, guardians, and teachers on any day can, and are encouraged to, have such a talk or to continue a talk that has been started.





Social Media Support

Pages available to share information through social media (Facebook, Twitter, Instagram)

TWOKAM @TWOKAMDAY As we kick off the school year, try integrating conversations about money into teaching in the classroom and at home whenever possible!

samantha @Sammybear my prof taught my class about credit cards because she said teachers don't talk about financial literacy enough in school and that is so important!





Questions?



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Thank you

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