



Building Futures in Alberta

Helping Kids Prepare for their Financial Future

▶ Visit Site

<https://buildingfuturesinalberta.com>

Building Futures in Alberta **Financial Literacy Resources**

Online Courses & Resource

Canadian Foundation for Economic Education (CFEE)
FREE Resources & Activities

Supports for the implementation
of
Financial Literacy Education & Financial Literacy Outcomes





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Land Acknowledgement for All Treaty Areas Within Alberta

CFEE acknowledges Treaty 4, 6, 7, 8 and 10 territories within Alberta.

We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations.

We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us.

We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.

(Source: Alberta Teachers' Association)



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“What are the most important areas of financial, economic, and enterprising knowledge, skills, abilities, and behaviors in the education of Alberta children and youth needed to prepare them for their financial futures and enable youth to achieve and sustain financial health?”



Canadian Foundation for Economic Education (CFEE) Mission

Enable Canadians to undertake their economic and financial decisions and actions with confidence and competence

CFEE Background:

- Established in 1974.
- Non-profit, non-partisan, charitable organization
- Funder by project partnerships
- Challenges us to be an entrepreneurial non-profit

CFEE 4 pillars to building a successful financial future:

- C**areer Exploration and Development
- F**inancial Capability
- E**conomic Capability
- E**ntrepreneurship and Enterprising Capability



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The Canadian Foundation for Economic Education (CFEE) is pleased and honored to announce that the Foundation is again one of the organizations selected to receive an additional continuing **3-year grant from the Government of Alberta** to help **improve financial education**, and the level of **financial literacy**, for Alberta students Grades 7-12.

CFEE extends our thanks to the Government of Alberta and Alberta Education for having confidence in CFEE and our ability to make a difference in the financial futures of Alberta youth.

For further information about CFEE go to www.cfee.org and for “*Building Futures in Alberta*” go to <https://buildingfuturesinalberta.com>.



Financial Literacy Importance For Youth

What we know:

- The important link between **financial health** and **mental health**
- Many youth are **susceptible to depression**
- Social media** is having a huge **impact on self-image** and **confidence**.
- Money and **“financial” status** play a key role

So CFEE took it to the students...



Why is financial literacy important for youth?

Grades 7-12 - National Students Surveyed - Identified these topics of interest:

1. Best ways to prepare for earning money and getting a good job and career
2. Making good spending decisions
3. Ways and means to save money
4. How to plan for my future education – and be able to pay for it
5. Taxes and how to file taxes
6. Investing money – ways to invest, types of investments, and possible risks and returns
7. Moving out – the costs and potential challenges when you leave home
8. How to avoid frauds and scams
9. Making larger purchases – such as a computer, car, etc.
10. Budgeting money
11. Understanding how student loans work
12. Credit cards – how they work and how to pick the right one

Goals of the “Building Futures in Alberta” Program:

www.buildingfuturesinalberta.com

<https://cfee.org/program/building-futures-in-alberta/>

- Provide, or produce, resources, programs and professional development to support teachers – Grades K-12
- Support teachers in helping all Alberta children and youth be able to build a happy, healthy, financial future;
- Help children and youth stay in control of their financial life to avoid stress and anxiety and sustain good mental health;
- Engage children and youth in creative activity, exploration of possibilities, and achieving goals to build a strong sense of financial self-confidence.



Helping Students Prepare
for their

**BUILDING
FUTURES**

in Alberta

FINANCIAL FUTURE

Building Futures in Alberta provides teachers, parents, and interest groups with **FREE** access to a wide array of **bilingual** instructional financial literacy **programs, supports, lessons, and resources** to help prepare students for their **financial future**

The **Learning Framework**, correlated to **Alberta Curriculum**, highlights what to teach at different grades to help improve financial literacy



- Structured Lessons
- Comprehensive Resources
- Correlated to Alberta Curriculum
- Free for students and instructors

BuildingFuturesInAlberta.com

Contact debvrance@cfee.org or deborahmacfadyen@cfee.org for more information



BFIA Website

A short survey to help us customize resources for Alberta students

bit.ly/BFIAteachers

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So . . . we have . . .

- ✓ identified several possible curriculum integration points . . . but . . .
- ✓ there are a great many places in the Alberta curriculum where financial literacy education can be integrated



Please Note: *Teaching Units provided are for support and consideration by teachers and are not prescriptive.*

A TYPOLOGY of CLASSROOM QUESTIONS

Generative

Exploring the topic

- Authentic questions or wonders that teacher doesn't know the answer to
- Essential questions that initiate exploration of a topic

Facilitative

Promotes the learner's own thinking and understanding

- Requesting elaboration, reasons, evidence, justification
- Generating discussion among the class to hear different perspectives
- Clarifying and uncovering

Constructive

Building new understanding

- Extending and interpreting
- Connecting and linking
- Orienting and focusing on big ideas, central concepts, or purpose
- Evaluating

Procedural

Directing the work of the class

- Going over directions and assignments
- Clarifying
- Checking for attention, agreement
- Task completion
- Organizational and management related

Review

Recalling and reviewing of knowledge and information

- Terminology
- Procedures
- Context
- Events & Context



We're all here: lots of questions - trying to find the answers as we navigate the new Alberta K-3 Curriculum:

- **Generative** – exploring the topic: *financial literacy*
- **Facilitative** – promoting the learner's own thinking and understanding
- **Constructive** – building new understanding
- **Procedural** – directing the work of the class
- **Review** – recalling and reviewing of knowledge and information

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[BLOG](#) [OUR PROGRAMS](#) [ABOUT](#) [OTHER RESOURCES](#) [NEWS](#) [EVENTS](#) [CONTACT](#)



Our Programs

Over the years, CFEE has produced a wide range of programs and resources to support our four pillars upon which we focus – Career Development Capability, Financial Capability, Economic Capability, and Enterprise Capability. We have produced print, video, and web-based resources.

 All Categories

All Groups

\$



**BUILDING
FUTURES**
in Alberta

At the heart of Building Futures is a vision of... [more](#)

\$



LET'S TALK MONEY
seniors

With a little preparation, talking about financial matters can help... [more](#)

\$

WebPD

Research is showing a strong correlation between financial health and... [more](#)

\$

CANADIAN FINANCIAL
EDUCATION CHALLENGE

**MY MONEY
MY FUTURE**

\$



Talk
with our kids
about money™

\$

MONEY AND YOUTH
Guide

SEARCH 

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Helping Kids Prepare for their Financial Future

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Project Overview

At the heart of Building Futures is a vision of improving the financial literacy of Alberta's youth.

How can we make sure they understand how money works? How can we help them prepare to make smart money decisions throughout their lives?

Building Futures focuses on the money topics most important for students from grades 7 to 12. Teachers can access "Supports for Instruction" that are aligned with the topics and curriculum instruction opportunities. A host of other free resources in English and French are also available for use in classrooms. The program also provides easy and free access to other CFEE financial literacy resources.

[LINK: Building Futures in Alberta | Canadian Foundation for Economic Education \(cfee.org\)](#)

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Alberta New Curriculum K-3

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|------------------|--|--|--|--|
| Organizing Idea | <u>WE WANT STUDENTS TO UNDERSTAND:</u> - Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities. | | | |
| Guiding Question | <u>FRAME THE TASK & ID KEY CONCEPTS:</u> | | | |
| | <ul style="list-style-type: none">What is money? | <ul style="list-style-type: none">In what ways can money be used? | <ul style="list-style-type: none">How does decision making influence money management? | <ul style="list-style-type: none">In what ways can money management be supported? |
| Learning Outcome | <u>LEARNING OUTCOMES - MUST BE ASSESSED:</u> | | | |
| | <ul style="list-style-type: none">Children explore money. <i>(Explore the value of Canadian coins and bills.)</i> | <ul style="list-style-type: none">Students explore money and how it is used for everyday living. <i>(Money has value and purpose in everyday living.)</i> | <ul style="list-style-type: none">Students relate money and decision making. <i>(Decisions about money include how much to spend, save, and share.)</i> | <ul style="list-style-type: none">Students describe strategies that support responsible money management. <i>(Discuss the importance of responsible spending and saving.)</i> |

INFORMATION TO SUPPORT TEACHERS

(Source: Calgary Regional Consortium (CRC))

| Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|---|---------|---------|---------|
| <p><u>FLEXIBILITY</u> - LO's and KUSPS DO NOT represent equal weight in time. KUSPs need to be addressed.</p> <ul style="list-style-type: none">• May change based on student needs, etc.• Also, many designed to be transdisciplinary and combined with other subject areas. | | | |
| <p><u>CURRICULUM</u> - things to include consider:</p> <ul style="list-style-type: none">• Freedom - KUSPS can be introduced in a transdisciplinary way, blending or including within other subject domains• Freedom - teachers can use KUSPs from earlier or higher grades, if students need them• Freedom - HOW you teach and learners learn, how you assess, how students demonstrate learning | | | |
| <p><u>RESOURCES</u> – things to consider:</p> <ul style="list-style-type: none">• Freedom - KUSPS can be introduced in a transdisciplinary way, blending or including within other subject domains• Freedom - teachers can use KUSPs from earlier or higher grades, if students need them• Freedom - HOW you teach and learners learn, how you assess, how students demonstrate learning | | | |
| <p><u>ASSESSMENT AND REPORTING</u> – things to consider:</p> <ul style="list-style-type: none">• Freedom - use learning data collected to inform next instructional steps (assessment for learning)• Freedom - school divisions/school authorities have the freedom to design reporting structures• Freedom - triangulation of assessment data to inform evaluation of student learning• Freedom - teachers have the freedom to determine what's included in assessment and evaluation for reporting purposes | | | |

KUSPs - Knowledge, Understanding, Skills & Procedures

| KINDERGARTEN: KNOWLEDGE | UNDERSTANDING | SKILLS & PROCEDURES | CANADIAN FOUNDATION FOR ECONOMIC EDUCATION (CFEE) RESOURCES |
|--|--|---|--|
| <p>Canadian money comes in many forms, such as</p> <ul style="list-style-type: none"> • coins • bills <p>Canadian coins and bills come in different denominations, such as</p> <ul style="list-style-type: none"> • loonies • toonies • \$5 • \$10 <p>Canadian coins and bills have different features, such as</p> <ul style="list-style-type: none"> • colour • number • images • size | <p>Money has unique features to represent its value.</p> | <p>Explore the value of Canadian coins and bills.</p> <p>Identify features of Canadian coins and bills.</p> | <p>LEARNING OUTCOME:</p> <ul style="list-style-type: none"> • Children explore money. <i>(Explore the value of Canadian coins and bills.)</i> <p><u>FRAME THE TASK: ENCOURAGING AND GUIDING CLASSROOM DISCUSSIONS / PROJECTS</u></p> <p><u>GUIDING QUESTION:</u></p> <ul style="list-style-type: none"> • What is money? <p><u>DISCUSSION QUESTIONS TO CONSIDER:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What do Canadian coins look like? <input type="checkbox"/> What do the Canadian bills look like? <input type="checkbox"/> What do the numbers on the bills mean? On the coins? <input type="checkbox"/> Can we make a chart to identify the value of each of the different money – coins and bills? <input type="checkbox"/> What do they look like? What is on each coin? Each bill? Are they the same or different? Add it to the chart. <input type="checkbox"/> What is their size? What size is each coin? Each bill? Are they the same or different sizes? Add it to the chart. <input type="checkbox"/> Can you design your own coin? How much is it worth? What is the value of your coin? Share with a partner. Share with the class <input type="checkbox"/> Can you design your own bill? How much is it worth? What is the value of your bill? Share with a partner. Share with the class <input type="checkbox"/> Review the values of Canadian money. (If the school doesn't have class money sets, samples of Canadian coins and bills can be downloaded from the internet) at http://www.math4children.com/Grade4/worksheets/index.html or http://www.mint.ca <p><u>CFEE RESOURCE SAMPLER</u></p> |

| GRADE 1: KNOWLEDGE | UNDERSTANDING | SKILLS & PROCEDURES | CANADIAN FOUNDATION FOR ECONOMIC EDUCATION (CFEE) RESOURCES |
|---|--|---|--|
| <p>Canadian money comes in many forms, such as</p> <ul style="list-style-type: none"> • coins • bills • debit cards • credit cards <p>Canadian coins and bills come in different denominations, such as</p> <ul style="list-style-type: none"> • nickels • dimes • quarters • loonies • toonies • \$5 • \$10 • \$20 • \$50 • \$100 <p>Images on Canadian coins and bills include</p> <ul style="list-style-type: none"> • wildlife • sports • boats • emblems • historic figures <p>Money can be</p> <ul style="list-style-type: none"> • shared • earned • saved • spent • borrowed <p>Goods are things that are made and produced and can be touched, such as</p> <ul style="list-style-type: none"> • toys • cars • clothing • electronics • books <p>Services are things individuals do for others, such as</p> <ul style="list-style-type: none"> • health services • personal services • entertainment * restaurants * recreational * activities | <p>Money can be used to exchange for goods and services.</p> <p>Money has value and purpose in everyday living.</p> <p>Money has unique features to represent its value.</p> | <p>Explore the value of Canadian coins and bills.</p> <p>Sort Canadian coins and bills.</p> <p>Identify goods and services that can be exchanged for money.</p> | <p><u>LEARNING OUTCOME:</u> Students explore money and how it is used for everyday living. (Money has value and purpose in everyday living.)</p> <p><u>FRAME THE TASK: ENCOURAGING AND GUIDING CLASSROOM DISCUSSIONS / PROJECTS</u></p> <p><u>GUIDING QUESTION:</u></p> <ul style="list-style-type: none"> • In what ways can money be used? <p><u>DISCUSSION QUESTIONS TO CONSIDER:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What do the numbers on the coins mean? <input type="checkbox"/> What do the numbers on the bills mean? <input type="checkbox"/> How do those features help us to know how much the money is worth? <input type="checkbox"/> What's a debit card? <input type="checkbox"/> What is a credit card? <input type="checkbox"/> What is an ATM machine? <input type="checkbox"/> What are goods? <input type="checkbox"/> What are services? <input type="checkbox"/> How do we use our money? What do we use our money for? <p><u>CFEE RESOURCE SAMPLER</u></p> |

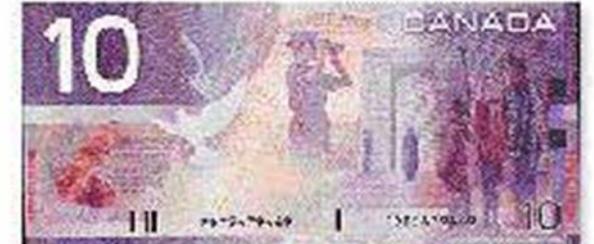
| GRADE 2: KNOWLEDGE | UNDERSTANDING | SKILLS & PROCEDURES | CANADIAN FOUNDATION FOR ECONOMIC EDUCATION (CFEE) RESOURCES |
|---|--|---|--|
| <p>Decisions about money include how much to</p> <ul style="list-style-type: none"> • spend • save • share <p>Individuals can have a limited amount of money to spend.</p> <p>Money spent on one item means less money for other items or activities.</p> <p>Individuals can save money for an item, an event, or the future.</p> <p>Individuals can donate money through charities, organizations, and agencies to help others or support a cause.</p> <p>Money can be earned in exchange for work that is done or goods and services that are provided.</p> <p>Responsible decision making involves spending money on needs before wants.</p> | <p>Managing money involves making decisions.</p> <p>Decisions related to money are based on needs and wants.</p> | <p>Distinguish between a paying job and volunteer work.</p> <p>Describe how money can be divided for different purposes.</p> <p>Practice making money-related decisions in a variety of contexts.</p> | <p><u>LEARNING OUTCOME:</u> Students relate money and decision making. <i>(Decisions about money include how much to spend, save, and share.)</i></p> <p><u>FRAME THE TASK: ENCOURAGING AND GUIDING CLASSROOM DISCUSSIONS / PROJECTS</u></p> <p><u>GUIDING QUESTION:</u></p> <ul style="list-style-type: none"> • How does decision-making influence money management? <p><u>DISCUSSION QUESTIONS TO CONSIDER:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> How do you get money? <input type="checkbox"/> Do you work? What kinds of work can you do? <input type="checkbox"/> Do you volunteer? <input type="checkbox"/> Are there other ways to donate besides using money? <input type="checkbox"/> What decisions do you make about YOUR money? <input type="checkbox"/> Do you save your money? <input type="checkbox"/> Do you donate any of your money? <input type="checkbox"/> Do you share your money? <input type="checkbox"/> Others can try and influence money decisions. How do we use our money? What decisions do we need to make about using our money? <input type="checkbox"/> Why is saving important? What are some of the possible benefits from saving? <input type="checkbox"/> Why can't we have everything we want? <input type="checkbox"/> What is a need? <input type="checkbox"/> What is a want? <input type="checkbox"/> Spending uses money today, saving stores it for future use. What do you think is responsible money management? <input type="checkbox"/> What kinds of money decision have YOU made? Was it a want or a need? <input type="checkbox"/> What kinds of money decisions has YOUR FAMILY made? Was it a want or a need? <p><u>CFEE RESOURCE SAMPLER</u></p> |

| GRADE 3: KNOWLEDGE | UNDERSTANDING | SKILLS & PROCEDURES | CANADIAN FOUNDATION FOR ECONOMIC EDUCATION (CFEE) RESOURCES |
|---|--|---|---|
| <p>Good money habits allow individuals to appreciate the value of money and the importance of managing it.</p> <p>Responsible spending can be supported through strategies, such as</p> <ul style="list-style-type: none"> • buying needed items first • buying items that are affordable • taking time when making purchases • not purchasing more than is needed <p>Saving means not spending in order to keep money aside for unexpected expenses and to pay for purchases, activities, and future plans or goals.</p> <p>Responsible saving can be supported through strategies, such as</p> <ul style="list-style-type: none"> • considering needs and wants • setting financial goals • establishing a savings account • putting earned money aside on a regular basis <p>Responsible money management can allow individuals to help others in need through donation.</p> | <p>Individuals can develop good habits early in life to make responsible money decisions now and in the future.</p> <p>Saving is essential for personal short-term and long-term goals.</p> <p>Donating money can have a significant impact on the well-being of others.</p> | <p>Discuss the importance of responsible spending and saving.</p> <p>Identify possible short-term and long-term saving goals.</p> | <p><u>LEARNING OUTCOME:</u></p> <ul style="list-style-type: none"> • Students describe strategies that support responsible money management. <i>(Discuss the importance of responsible spending and saving.)</i> <p><u>FRAME THE TASK: ENCOURAGING AND GUIDING CLASSROOM DISCUSSIONS / PROJECTS</u></p> <p><u>GUIDING QUESTION:</u></p> <ul style="list-style-type: none"> • In what ways can money management be supported? <p><u>DISCUSSION QUESTIONS TO CONSIDER:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What are some ways that people can get money? <input type="checkbox"/> Why do you think that people get different amounts of money from different kinds of work? <input type="checkbox"/> What kinds of things do you think affect how much money a person can make? <input type="checkbox"/> What does it mean to value all forms of work? <input type="checkbox"/> How can people with more money can help those with less? <input type="checkbox"/> Consider opportunities there may be to assist others. <input type="checkbox"/> What do you think is responsible saving? <input type="checkbox"/> What do you think is responsible spending? <input type="checkbox"/> What's a goal? <input type="checkbox"/> What's a short-term goal? <input type="checkbox"/> What's a long-term goal? <input type="checkbox"/> How can a plan help to achieve goals? <input type="checkbox"/> What do you think are the benefits of having a plan to follow to save, spend or donate money? <input type="checkbox"/> Why might you have to adjust a plan to achieve a goal? <input type="checkbox"/> Why does working with others to develop a plan and complete a task make sense? <input type="checkbox"/> Why do you think its important to know how your money is being used? <p><u>CFEE RESOURCE SAMPLER</u></p> |

| GRADE 3: KNOWLEDGE | UNDERSTANDING | SKILLS & PROCEDURES | CANADIAN FOUNDATION FOR ECONOMIC EDUCATION (CFEE) RESOURCES |
|---|--|---|---|
| <p>Good money habits allow individuals to appreciate the value of money and the importance of managing it.</p> <p>Responsible spending can be supported through strategies, such as</p> <ul style="list-style-type: none"> • buying needed items first • buying items that are affordable • taking time when making purchases • not purchasing more than is needed <p>Saving means not spending in order to keep money aside for unexpected expenses and to pay for purchases, activities, and future plans or goals.</p> <p>Responsible saving can be supported through strategies, such as</p> <ul style="list-style-type: none"> • considering needs and wants • setting financial goals • establishing a savings account • putting earned money aside on a regular basis <p>Responsible money management can allow individuals to help others in need through donation.</p> | <p>Individuals can develop good habits early in life to make responsible money decisions now and in the future.</p> <p>Saving is essential for personal short-term and long-term goals.</p> <p>Donating money can have a significant impact on the well-being of others.</p> | <p>Discuss the importance of responsible spending and saving.</p> <p>Identify possible short-term and long-term saving goals.</p> | <p><u>LEARNING OUTCOME:</u></p> <ul style="list-style-type: none"> • Students describe strategies that support responsible money management. <i>(Discuss the importance of responsible spending and saving.)</i> <p><u>FRAME THE TASK: ENCOURAGING AND GUIDING CLASSROOM DISCUSSIONS / PROJECTS</u></p> <p><u>GUIDING QUESTION:</u></p> <ul style="list-style-type: none"> • In what ways can money management be supported? <p><u>DISCUSSION QUESTIONS TO CONSIDER:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What are some ways that people can get money? <input type="checkbox"/> Why do you think that people get different amounts of money from different kinds of work? <input type="checkbox"/> What kinds of things do you think affect how much money a person can make? <input type="checkbox"/> What does it mean to value all forms of work? <input type="checkbox"/> How can people with more money can help those with less? <input type="checkbox"/> Consider opportunities there may be to assist others. <input type="checkbox"/> What do you think is responsible saving? <input type="checkbox"/> What do you think is responsible spending? <input type="checkbox"/> What's a goal? <input type="checkbox"/> What's a short-term goal? <input type="checkbox"/> What's a long-term goal? <input type="checkbox"/> How can a plan help to achieve goals? <input type="checkbox"/> What do you think are the benefits of having a plan to follow to save, spend or donate money? <input type="checkbox"/> Why might you have to adjust a plan to achieve a goal? <input type="checkbox"/> Why does working with others to develop a plan and complete a task make sense? <input type="checkbox"/> Why do you think its important to know how your money is being used? <p><u>CFEE RESOURCE SAMPLER</u></p> |

Building Futures in Alberta (BFIA) and Canadian Foundation for Economic Education (CFEE) Resources:

| GRADE | LESSON TITLE | TOPIC | CFEE URL |
|-------|------------------------------------|--|---|
| K-3 | Change Maker | Making Change | https://talkwithourkidsaboutmoney.com/resources/change-maker/ |
| K-3 | Chores Chart | Teaching the Value of Money — Nickels, Dimes, Quarters | https://talkwithourkidsaboutmoney.com/resources/chores-chart/ |
| K-3 | Coat of Many Colors (Library Book) | Money doesn't make you rich | https://talkwithourkidsaboutmoney.com/resources/coat-of-many-colors/ |
| K-3 | FOR ME, FOR YOU, FOR LATER | Saving, Spending, Sharing | https://talkwithourkidsaboutmoney.com/resources/for-me-for-you-for-later/ |



PAPER MONEY BAG

Category: [Crafts](#) | Grade K-3

TOPIC: What is Money?

RESOURCES NEEDED:

Paper, glue, stickers, crayons, markers, ribbon, buttons, or other craft materials

LEARNING OPPORTUNITY:

It is never too early to teach your students the names of Canadian coins and paper money. It is the beginning of their money education so they can see how money is used in the world. This activity not only teaches your students to understand Canadian money.

THE ACTIVITY:

- Open the following links and choose one idea for making a paper bag, or be creative and use your own ideas.
 - <http://www.wikihow.com/Make-a-Paper-Bag>
 - <http://papercraftprintable.com/triangle-gift-bag-template-and-tutorial/>
- Ask your students to decorate their bag using whatever craft supplies you have.
- Print out the two money sheets provided and help your students cut out the coins and bills and place them in the bag.
- Ask them to remove from the bag one coin or bill at a time and tell them the name of the coin. Ask them to say the name. Continue until all the money is out of the bag.
- Then ask them to put back the money as you call out a name. For example, put back the coin called a nickel. Continue until all the money is back in the bag.

FOLLOW UP IDEAS:

- Visit the Royal Canadian Mint web site. <http://www.mint.ca>
- Extend their knowledge by using the money names for making purchases. For example, when they ask for a drink of juice, say "That will cost you one quarter please!" or "Give me a loonie and you can have a cookie too!"

WEBSITES:

- <http://www.whyfor.com/nocents/nocents.htm>
Read why the penny was taken out of circulation.
- http://en.wikipedia.org/wiki/History_of_Canadian_currency
The history of Canadian currency.
- <http://www.whattoexpect.com/toddler/photo-gallery/teaching-kids-about-money.aspx>
7 Games That Teach Kids About Money



TIC TAC “DOUGH”

Category: [Activities: Home](#) | Grade K-1

TOPIC: Identifying Canadian coin values

RESOURCES NEEDED:

Computer, printer and a pencil, a collection of Canadian coins

LEARNING OPPORTUNITY:

Children learn from their parents that money can be exchanged for toys, food, and other items in stores, but they often do not know the number of bills or coins needed or their value. Once they understand the values of coins, they can start to appreciate how much things cost. This knowledge will help them at school when money concepts are taught.

THE ACTIVITY:

- Print out a copy of the Tic Tac “DOUGH” sheet provided.
- Mount the sheet onto a heavy piece of paper or cardboard.
- Show your students the various kinds of coins used in Canada and explain what the value of each coin is. Point out the pictures on each one. (One cent has been included as they are in circulation, and children may be exposed to pennies in other countries’ currencies.)
- Explain the activity to your students while doing it yourself first. Holding a pencil in your hand, place the tip of the pencil in the middle of the Tic Tac Dough board. Close your eyes and say the following rhyme while moving the pencil around the board in circle: Tic Tac Dough, round I go, I won’t miss, I’ll stop on this!
- Now it’s the students turn.
- Whatever value they stop on, they must tell you what coin matches that money value. For example, if they stop on 25 cents, they must tell you that a quarter is worth 25 cents.

FOLLOW UP IDEAS:

- Place some coins on a table and ask your students to sort them from the smallest value to the largest value.
- Save a jar full of coins and ask your students to sort them into piles, e.g. all nickels, dimes, quarters, loonies, toonies.

WEBSITES:

- <http://www.canadianfamily.ca/articles/earlier-better-teach-your-kids-about-money/>
Canadian Family website: Earlier is better to teach kids about money
- <http://www.fcac-acfc.gc.ca/eng/consumers/lifeevents/teachchild/index-eng.asp>
Government of Canada site. Teaching children about money
- <http://www.homeschoolmath.net/worksheets/canadian-money.php>
A site to make worksheets for counting Canadian coins.



TIC TAC “DOUGH”



| | | | | |
|----------|----------|----------|----------|----------|
| \$2.00 | 25 cents | \$1.00 | 10 cents | 5 cents |
| \$1.00 | 10 cents | 5 cents | 25 cents | \$2.00 |
| 25 cents | \$2.00 | 1 cent | 5 cents | 25 cents |
| 10 cents | \$2.00 | 5 cents | 10 cents | \$1.00 |
| 5 cents | \$1.00 | 25 cents | 10 cents | \$1.00 |

Building Futures in Alberta

Helping Kids Prepare for their Financial Future

► Visit Site

<https://buildingfuturesinalberta.com>

ALBERTA NEW CURRICULUM GR. 4-6

| | Grade 4 | Grade 5 | Grade 6 |
|---------------------|--|---|---|
| Organizing Idea | <u>WE WANT STUDENTS TO UNDERSTAND:</u> | | |
| | Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities. | | |
| Guiding Question | <u>FRAME THE TASK & ID KEY CONCEPTS:</u> | | |
| | What is personal finance? | In what ways can financial goals be supported? | How can personal finances be enhanced? |
| | <u>LEARNING OUTCOMES - MUST BE ASSESSED:</u> | | |
| | <ul style="list-style-type: none">• Students examine factors that influence spending. <i>(Learn ways money can be exchanged and factors influencing spending)</i> | <ul style="list-style-type: none">• Students demonstrate how planning can support financial goals. <i>(Learn about planning and financial goal setting, including budgeting)</i> | <ul style="list-style-type: none">• Students investigate borrowing and investing in a variety of situations. <i>(Learn about aspects of borrowing and investment in a variety of situations)</i> |



Canadian Foundation for Economic Education

RESOURCE SAMPLER – Gr.4-6

The Canadian Foundation for Economic Education (CFEE) is pleased and honored to announce that the Foundation is again one of the organizations selected to receive an additional continuing 3-year grant from the Government of Alberta to help improve financial education, and the level of [financial literacy](#), for Alberta students. CFEE extends our thanks to the Government of Alberta and Alberta Education for having confidence in CFEE and our ability to make a difference in the financial futures of Alberta youth. For further information about CFEE go to www.cfee.org and for "Building Futures in Alberta" go to <https://buildingfuturesinalberta.com>.

The 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 its 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 also has a range of programs to assist newcomers to Canada as they look to settle and integrate into their new country.

Please visit the CFEE website at www.cfee.org to learn more about the Foundation and its programs. I can be reached via email at debvance@cfee.org.

PLEASE NOTE:

While every effort has been made to ensure these resources will meet the needs of the classroom, there may be some identified that span a number of grades, include American references and money pictures (but the activity is appropriate and could quickly be tailored to use Canadian money), need to be used as an idea only or are sensitive topics that will need support or should be omitted altogether.

*** Regardless of the resource, please preview to ensure appropriate suitability for your curriculum and the learners.

GENERIC RESOURCES TO CONSIDER:

Commonly Used:

- Alberta Education - <https://www.alberta.ca/k-12-education.aspx>
- LearnAlberta - <https://curriculum.learnalberta.ca/home/en>
- Alberta Assessment Consortia (AAC) - <https://aac.ab.ca/>
- Alberta Regional Professional Development Consortia (ARPD) - <https://arpdc.ab.ca/>
- Indigenous: Weaving Ways – TQS#5 - an introductory guide to support consideration of Indigenous knowledge systems can support a rich experience for students in their classrooms.
– <https://empoweringthespirit.ca/classroom-supports/>
– <https://empoweringthespirit.ca/wp-content/uploads/2018/09/Weaving-Ways-Introductory-Documents-10-09.pdf>

Other:

- Brainstorming – <http://www.graphic.org/money.html>
- Government of Canada – Financial Tools And Calculators - <https://www.canada.ca/en/services/finance/tools.html>
- Government of Canada - Your Financial Toolkit (Teacher primer – webinars: A comprehensive learning program that provides basic information and tools to help adults manage their personal finances and gain the confidence they need to make better financial decisions. Learn more about the program and [how to use the learning modules](#).) - <https://www.canada.ca/en/financial-consumer-agency/services/financial-toolkit.html>
- Government of Canada Official Website | Canada Site - <http://www.gc.ca/home.html>
- Graphic Organizers – <http://www.enchantedlearning.com/graphicorganizers/>
- Mind Mapping – <http://www.mapyourmind.com/howto.htm>
- Practical Money Skills Canada – Calculators - <https://www.practicalmoneyskills.ca/calculators/>
- The Jigsaw Classroom – <http://www.jigsaw.org/overview.htm>
- The Royal Canadian Mint – LEARN - <https://www.mint.ca/en/get-started>
- The Royal Canadian Mint (*cost involved*) - <https://www.mint.ca/en/visit-the-mint>
- <http://www.whyfor.com/nocents/nocents.htm>
Read why the penny was taken out of circulation.
- http://en.wikipedia.org/wiki/History_of_Canadian_currency
The history of Canadian currency.
- <http://www.whattoexpect.com/toddler/photo-gallery/teaching-kids-about-money.aspx>
7 Games That Teach Kids About Money
- <http://www.canadianfamily.ca/articles/earlier-better-teach-your-kids-about-money/>
Canadian Family website: Earlier is better to teach kids about [money](#)
- <http://www.fcac-acfc.gc.ca/eng/consumers/lifeevents/teachchild/index-eng.asp>
Government of Canada site. Teaching children about money
- <http://www.homeschoolmath.net/worksheets/canadian-money.php>
A site to make worksheets for counting Canadian coins.
- ATB accounts, debit cards, credit cards, investments and more - <https://www.atb.com/personal/>
- CIBC accounts, debit cards, credit cards, investments and more - <https://www.cibc.com/en/personal-banking.html>
- President's Choice - accounts, debit cards, credit cards, investments and more -

Internet Games – Some Websites To Consider:

NOTE: Please preview for suitability prior to using in class.

- > Good content and refresher for some students struggling with the use of money.
- > Good content for some students who need a challenge with the use of money.
- > Some resources may reference American currency.

- www.ixl.com
Price Lists Game. There are 5 money activities at this website.
- <http://www.practicalmoneyskills.com/games/>
This website contains a fun game called Ed's Bank. You have to help Ed collect enough money to shop for his favorite things. It teaches young children about saving and the different values of money.
- <http://r53-vip-soup.pbskids.org/itsmylife/money/spendingsmarts/index.html>
Students have to save up enough money for items they want to buy.
- <http://r53-vip-soup.pbskids.org/itsmylife/money/making/index.html>
Students investigate how to make money.
- <http://r53-vip-soup.pbskids.org/itsmylife/money/managing/index.html>
Now you have money, so how do you manage it?
- <http://pbskids.org/itsmylife/games/boss/>
Students get to be their own boss and make money decisions.
- https://www.mathplayground.com/candy_cashier.html
- https://www.mathplayground.com/puzzle_pics_money.html
Here is a chance for kids to practice math while shopping at a virtual mall, counting money. They must find the exact change, calculate the interest earned at the bank, compare health memberships at the gym, and figure out how much to tip the waiter at The Happy Hamburger. ** Good content and refresher for students struggling with the use of money – American currency.
- https://youth.handsonbanking.org/wp-content/uploads/2020/03/Elementary_4-6_MaketheMostofYourMoney.pdf
4-6 (content suitable for older students): Make the Most of Your Money – lessons on budgeting, interest, wants vs needs and smart shopping techniques. ** Good content and refresher for students struggling with the use of money – American currency.
- <https://www.homeschoolmath.net/worksheets/canadian-money.php>
- <http://www.math4children.com/Grade4/worksheets/index.html>
- <http://theteacherscorner.net/printableworksheets>
- <http://www.abcteach.com>
- <http://www.math-aids.com/Money/> or www.homeschoolmath.net/worksheets/canadian-money.php
- <https://www.the-best-childrens-books.org/One-Cent-Two-Cents.html>

Building Futures in Alberta (BFIA) and Canadian Foundation for Economic Education (CFEE)

Resources:

| GRADE | LESSON TITLE | TOPIC | CFEE URL |
|-------|--|--|---|
| 4-6 | ALADDIN | Don't let money change your relationships | https://talkwithourkidsaboutmoney.com/resources/aladdin/ |
| 4-6 | Trick or Treat | Sneaking some Financial Management into the Treat or Treat Bag | See Attached Document |
| 4-6 | FILLING IN THE SKELETON | Becoming a Wise Consumer | https://talkwithourkidsaboutmoney.com/resources/filling-in-the-skeleton/ |
| 4-6 | Money Can Cause Lifestyle Changes | Money Can Cause Lifestyle Changes | https://talkwithourkidsaboutmoney.com/resources/when-times-are-tough/ |
| 4-6 | Taking Care of Your Money | Using Money Wisely – Saving, Spending, Sharing | https://talkwithourkidsaboutmoney.com/resources/taking-care-of-your-money/ |
| 4-6 | LUNCH-TIME! COMPARING PRICES AND MAKING A DECISION | How much things cost, making choices, and how to save money | https://talkwithourkidsaboutmoney.com/resources/lunch-time-comparing-prices-and-making-a-decision/ |
| 4-6 | MONEY MANAGEMENT | Important Money Concepts | https://talkwithourkidsaboutmoney.com/resources/money-management/ |
| 4-6 | Saving for a Rainy Day | The Importance of Saving | https://talkwithourkidsaboutmoney.com/resources/saving-for-a-rainy-day/ |
| 4-6 | The Importance of Building Trust | Establishing a Credit Rating | https://talkwithourkidsaboutmoney.com/resources/the-importance-of-building-trust/ |
| 4-6 | Impulse Shopping | The Need for Choices and Trade-offs | https://talkwithourkidsaboutmoney.com/resources/impulse-shopping/ |
| 4-6 | Ways in Which You Can Help Others | Charity | https://talkwithourkidsaboutmoney.com/resources/ways-in-which-you-can-help-others/ |

