

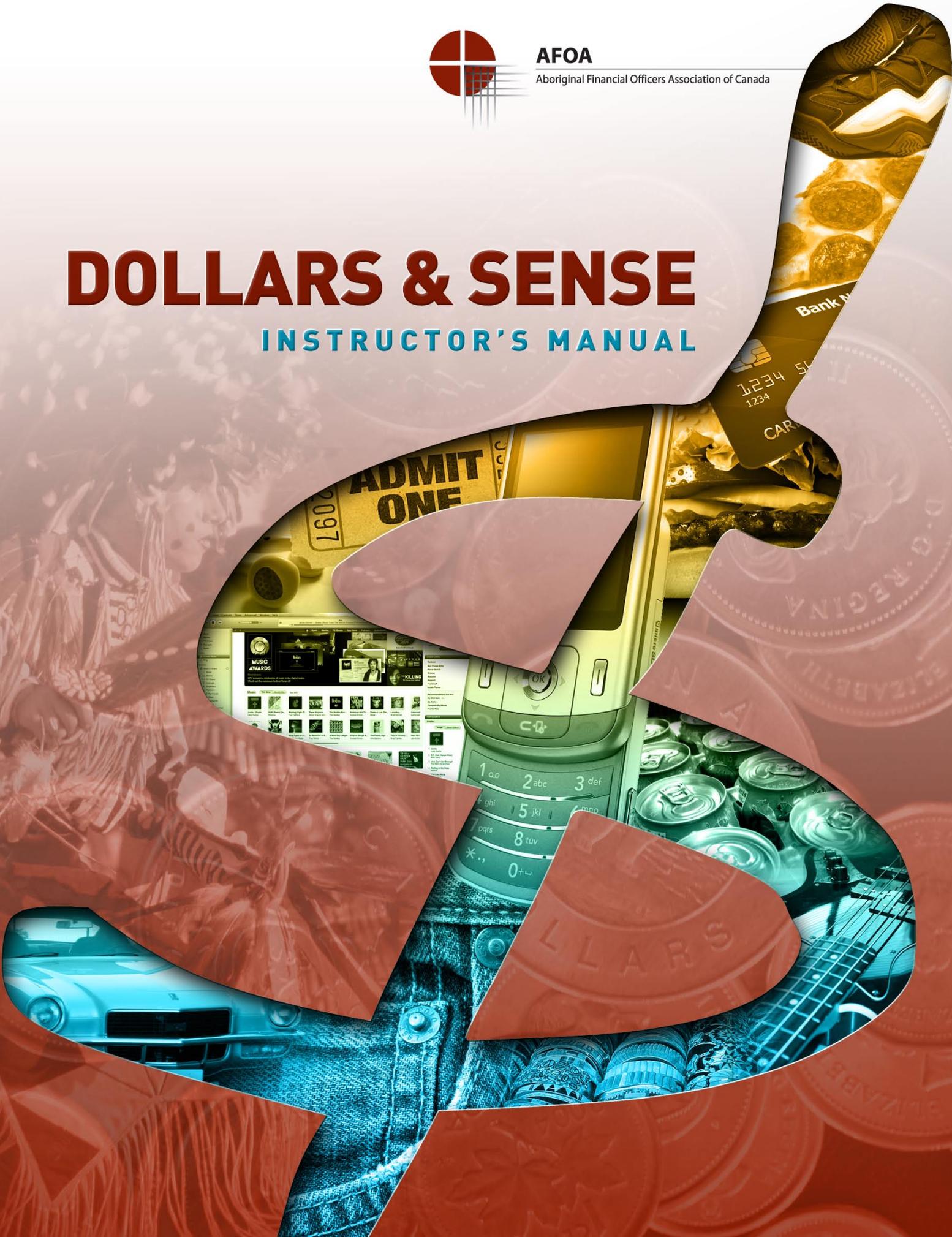


AFOA

Aboriginal Financial Officers Association of Canada

DOLLARS & SENSE

INSTRUCTOR'S MANUAL





AFOA Canada acknowledges the generous support of TD Bank Group without whose financial assistance this project would not be possible.

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A Message from AFOA to Aboriginal Youth

The Aboriginal Financial Officers Association of Canada (AFOA Canada) is a national, not-for-profit organization that helps to improve the management and governance of Aboriginal communities by focusing on management and financial skills. We support Aboriginal communities through the following activities:

- Undertaking research that increases Aboriginal financial and management capacity,
- Developing and delivering capacity building programs and services,
- Certifying Aboriginal financial managers,
- Certifying Aboriginal Public Administrators (Band managers);
- Providing opportunities for networking among Aboriginal management and finance professionals; and,
- Encouraging Aboriginal youth to enter into a career in finance and management.

We are pleased to offer this presentation to Aboriginal youth with the support and assistance of TD Bank Group.

During this presentation we hope that you will gain an appreciation of the importance of financial literacy in your day to day lives now, and in your future. We also hope that you begin to understand the impacts of good and bad financial management practices in your community on you and your family. And finally, we hope that you can get a sense of the career opportunities that are out there in the area of finance.

Enjoy the next few hours and have fun!

AFOA Canada & TD Bank Group

How to Use This Manual

This Instructor's Manual has been designed for seamless delivery of this Financial Literacy curriculum to Aboriginal Youth. Every one (1) of the six (6) lessons is clearly laid out with the specific expectations, materials needed, times allocated, procedures and instructor's script for successful implementation. The Youth Manual also has all the activity sheets required to complete this ½ day (3.5 hours) workshop.

Before You Begin

- Review the Instructor's Manual to familiarize yourself with the content. Review the Youth Manual to familiarize yourself with content as well.
- Find out the number of youth participating in the workshop. Ensure that you have enough Youth Manuals for the entire group and always bring an additional five (5) copies.
- Go and see the space that you have been assigned to carry out this workshop. Survey the space to ensure that you have the materials and the equipment necessary to successfully carry out this workshop.
- Test the equipment to ensure that you know how to use it, have the passwords and that it works.
- Load the Computer with your files ahead of time (PPT's and Videos).
- Arrange the room (workshop site) in a manner that promotes group learning. Desks or tables with three (3) to four (4) youth at each.
- At the workshop site, place the Youth Manuals with pens or pencils at their desks or tables.
- Write the agenda for the day on chart paper or on the whiteboard. See suggested agenda below.
- Remember that the youth also have an agenda map for each of the lessons. This helps them to see where you are going from the Introduction to the Closing.
- Write the rules for the day on chart paper or on the whiteboard. See suggested rules below.
- As the youth enter, be very friendly and greet them at the door with directions to their seats. Tell them to review the agenda and rules on the chart paper (or whiteboard).

- Suggested Agenda (Total of 3.5 hours): Introduction Activity (30 minutes), Theme 1 – Principles of Effective Money Management (30 minutes), Theme 2 – Income and Expenses, Budgeting and Goal Setting, Saving and Investing (50 minutes), Theme 3 – Purchasing, Consumer Awareness, Credit and Risk, Banking That's Right for You (50 minutes), Theme 4 – How Sound Financial Practices Can Impact You and Your Community? (30 minutes), Closing Activity (20 minutes).
- Suggested Rules: Be respectful, Keep an open mind, Listen while others are speaking, Only one (1) person out at a time (go to the bathroom when you need to or get a drink, you don't have to ask), Participate to the best of your ability, Be aware of time for the activities, Have fun.
- Stick to the times of the lessons. Remind the youth of the time as well when they are engaged in activities. One of the strategies is to have an assortment of stopwatches for the youth, or have clocks that are very visible.
- Familiarize yourself with the key terms used in this manual.

Key Terms Used in this Manual

- **Expectations:** This refers to focused statements in a subject or content area that are to be covered or measured. These statements are the foundation of a lesson and all activities/resources are planned around them.
- **Hook Activity:** This refers to the beginning of a lesson. It should be a short and fun activity that gets the youth excited about what they are about to learn.
- **Mini-Lesson and Interactive Activity:** This refers to the middle of the lesson and is the longest in committed time. The Mini-Lesson is the deliberate content that you want the youth to learn. The Interactive Activity is where the youth apply what they have learned or are about to learn from you. These can occur together or separately. They can also occur one before the other.
- **Closing Activity:** This refers to the end of a lesson. It should be a short wrap up of the key learning/s achieved by the youth.
- **Assessment Strategy:** This refers to the activities that the youth engaged in throughout the lesson to demonstrate achievement of the expectations.
- **Aboriginal:** This refers to people of First Nations, Métis and Inuit ancestry.

Note: ***Bolded and Italicized*** sections of text during the lessons represent the scripted parts of this manual. This means that you (the instructor) can read this verbatim word for word to convey the instructions (or desired knowledge) clearly and concisely to the youth.

Instructors Agenda at a Glance

Introduction (30 minutes)

Hook & Activity 1	10 minutes	Welcome students Introductions Review of Activity 1 Students complete Activity 1
Lesson & Interactive Activity	15 minutes	Review Activity 2 – Preliminary Quiz with students using PPT 1 Students complete Activity 2
Closing Activity	5 minutes	Summarize results of Activity 2 and discuss

Theme 1 – Principles of Effective Money Management (30 minutes)

Hook Activity	5 minutes	Raise hands exercise Play Video 1
Lesson	15 minutes	What learned from video PPT 2 - Principles of Effective Money Management
Interactive Activity	8 minutes	Aboriginal Currency exercise Share responses
Closing Activity	2 minutes	Review of Comic 1

Theme 2 – Income and Expenses, Budgeting and Goal Setting, Saving and Investing (50 Minutes)

Hook Activity	7 minutes	Play Video 2 Ask questions, record responses
Interactive Activity	25 minutes	Activity Sheet 4 – My Summer Job and \$1200.00 Dollars Review answers and discuss
Mini-Lesson	16 minutes	PPT 3 – Spending Plan Cycle Discuss PPT presentation Share examples and discuss Activity Sheet 5 – Spending Plan Worksheets
Closing Activity	2 Minutes	Review of Comic 2

Theme 3 – Purchasing, Consumer Awareness, Credit and Risk, Banking That's Right for You (50 minutes)

Hook Activity	7 minutes	Play Video 3 Ask questions and record responses
Mini-Lesson	25 minutes	PPT 4 – Consumer Awareness, Banking and Credit Activity Sheet 6 – Consumer Awareness, Banking and Credit Ball of Yarn exercise Activity Sheet 7 – Reading Between the Lines Review answers and discuss
Closing Activity	3 minutes	Review Comic 3

Theme 4 – How Sound Financial Practices Can Impact You and Your Community? (30 Minutes)

Hook Activity	5 minutes	Play Video 4 Ask questions and record responses
Mini-Lesson	8 minutes	PPT 5 – Sound Financial Practices Activity Sheet 8 – Impacts of Sound/Unsound Financial Practices
Interactive Activity	15 minutes	Activity Sheet 9 – Careers in Finance Activity Sheet 10 - Scavenger Hunt on Careers Record and Discuss answers
Closing Activity	2 minutes	Review Comic 4

Closing Activity (20 minutes)

Hook Activity	5 minutes	Post-It exercise
Mini-Lesson	9 minutes	PPT 6 – Post Quiz Activity Sheet 11 – Post Quiz Collect Quizzes
Interactive Activity	5 minutes	If I had a Million Dollars Discussion Activity Sheet 12 – Online Resources
Closing Activity	1 minute	Review Online Resources Thank the Youth

Materials Required

- Instructor's Manual
- Youth Manuals (enough for everyone)
- Microsoft Power Point Application and DVD Player on Computer
- LCD Projector (or Smart Board) with Computer
- Screen for DVD projection (if no Smart Board)
- Chart paper (or whiteboard) and markers
- Videos 1 – 4
- Activity Sheets 1-12
- PPT 1-6
- Comics 1-4
- Post-It Notes (3 for each youth)
- Calculators (one per youth)
- Large ball of yarn
- Small prizes for each youth

Introduction Activity

Expectations

- Identify their Aboriginal origins and communities
- Present one idea (major purchase) to the statement “If I had a million dollars, I would...”
- Complete a quiz to self-test their knowledge of and practices pertaining to personal finance

Length of Lesson

- 30 minutes

Materials Required

- Instructor's Manual
- Youth Manuals (enough for everyone)
- Activity Sheet 1 – “If I had a Million Dollars, I would...”
- Activity Sheet 2 – Preliminary Quiz
- PPT 1 – Preliminary Quiz
- LCD Projector (or Smart Board) with Computer
- Microsoft Power Point Application on Computer
- Screen for DVD projection (if no Smart Board)

Hook Activity (10 minutes)

The instructor will:

Say to the youth, ***“Welcome to the Making Cents Out of Money Workshop. To start the workshop we are going to do some introductions. I will begin by introducing myself and then we are going to introduce ourselves with a fun partner activity called “If I had a million dollars, I would...” Now open up your Youth Manual’s to Activity Sheet 1- If I had a million dollars, I would...”***

Quickly review the activity sheet and questions with the group. Tell them to bring their Youth Manuals (opened to this activity sheet with a pen) and form a circle.

Once in the circle place them into pairs. If there is an odd number, you will have to be that youth’s partner. Tell them they have three (3) minutes to complete this activity. This

means that each partner has one (1) minute and thirty (30) seconds to gather and write the information down about their partner. Tell them when you say **“Go”** they must begin. Watch the clock and let them know the amount of time they have left.

At the three (3) minute mark you need to begin sharing. As the instructor you need to start this part of the session by setting the tone for the day. If you did not have a partner (youth were equally paired), answer the questions from the **Activity Sheet 1 – “If I had a Million Dollars, I would...” to model the process.** Emphasize to the group that they need to use loud and clear voices. Have the entire group introduce each other. Once complete, send them back to their desks/tables.

Mini-Lesson and Interactive Activity (15 minutes)

Tell the youth to open up their manuals to Activity Sheet 2 – Preliminary Quiz. Say to the youth ***“It is possible for everyone to have a million dollars. This workshop today will give you some tools and knowledge on how to work towards a financial goal. Now, take your pens and put the mark 100% at the top of the page on this quiz. Everyone gets a perfect score on this test no matter what. This is a fun quiz to find out your current practices and understanding of money. You do not have to share any of your answers with anyone. This information is for your understanding.”***

Go through the PPT 1 – Preliminary Quiz carefully (but clearly) and review the questions and answers. Prompt the youth to answer the questions as you go through your version on the LCD projector (or Smart Board). Guide them through the entire completion of the quiz.

Note: If clicker technology is available, ask the youth to answer the quiz using the clickers. Explain that the clicker technology will not reveal the individual answers of each youth. It will only show the totals of the answers.

Closing Activity (5 minutes)

Say to the youth ***“Thank you for completing this quiz.”*** If you have clicker technology, share a quick sample of the responses. If you do not have clicker technology, ask the students ***“Is there anything that surprised you about this quiz? Did you learn something new? Or, how do you think this information will help you?”*** Make sure that you prompt the youth to get their feedback. Respectfully move on to the next section of this manual.

Assessment Strategy

The youth achieved the expectations through the partner activity, visioning a million dollars and completing the financial quiz.

Resources for this Lesson

PPT 1 – Preliminary Quiz

PowerPoint 1 Preliminary Quiz

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Preliminary Quiz

Question:
 Are you currently earning money from a job, allowance, honorarium or other income?

Select one of these answers:

- Yes
- No

If yes, do you save a portion of it regularly?

- Yes
- No

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Association of Financial Officers - Association of Canada

Preliminary Quiz

Question:
 What do you do with your loose change?

Select one of these answers:

- I regularly set aside some to save.
- Easy come, easy go.
- What loose change? I don't save money either because I don't think of it or I don't have any to bother.
- Other (please record response):

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Association of Financial Officers - Association of Canada

Preliminary Quiz

Question:
 If you had excess money, what is the top item you would save for?

Select one of these answers:

- Clothing
- Gifts for Others
- Travel
- Entertainment (movies)
- Technology (Cell phone, electronic games, computer)
- Sports or hobby activities
- Other (please record response):

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Preliminary Quiz

Question:
 Why do you think that people save money?

Select one of these answers:

- So they can have the lifestyle they want.
- For emergencies or the future.
- They are cheap.
- They don't save because they don't have money.
- Other (please record response):

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Preliminary Quiz

Question:
 What is your biggest concern for your financial future?

Select one of these answers:

- Finding a job.
- Having enough money to do what I want.
- Paying for school expenses.
- Other (please record response):

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Preliminary Quiz

Question:
 Have you ever been shown how to create a budget?

Answer:

- Yes or No

If yes, who showed you?

- Parent
- Other family member
- A friend
- A bank or other financial institution
- Other (please record response):

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Association of Financial Officers - Association of Canada

Preliminary Quiz

Question:
 How would you describe your personal finance skills?

Select one of these answers:

- I'm knowledgeable about money and make the right decisions when it comes to spending it.
- I could be better about dealing with money.
- I know I'm not okay with money and I'm okay with it.
- I know I'm not okay with money and it can be a source of stress to me.
- Other (please record response):

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Association of Financial Officers - Association of Canada

Preliminary Quiz

Question:
 Do you have a bank account?

Select one of these answers:

Yes or No

Is yes, who opened the bank account?

- You
- Parent
- Other family member
- Other (please record response):

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International Financial Officers Association of Canada

Preliminary Quiz

Question:
Thinking of your life today, how important is it for you to be aware of how to manage your money and know how to take care of finances?

Select one of these answers:

- Very important
- Somewhat important
- Neither important or unimportant
- Somewhat unimportant
- Not very important
- Other (please record response):

AFOA
International Financial Officers Association of Canada

Preliminary Quiz

Question:
Thinking of your community, how important are finance skills to the community?

Select one of these answers:

- Very important
- Somewhat important
- Neither important or unimportant
- Somewhat unimportant
- Not very important
- Other (please record response):

Activity Sheet 1 – “If I had a Million Dollars, I would...”

This is a partner activity. Quickly fill out the following information. Kindly follow the directions of the facilitator.

Print your name here:

.....

Now, what is your partner's name? Print their name here:

.....

What is your partner's Aboriginal origin and community? Print this information here:

.....

What is your partner's dream for a million dollars? Ask them this question and then complete this statement with their answer:

If my partner had a million dollars, they would

.....

.....

.....

.....

.....

.....

.....

.....

Activity Sheet 2 - Preliminary Quiz

1. Are you currently earning money from a job, allowance, honourarium or other income?

- Yes No

If yes, do you save a portion of it regularly?

- Yes No

2. What do you do with your loose change?

- I regularly set aside some to save.
- Easy come, easy go.
- What loose change? I don't save money either because I don't think of it or I don't have any to bother.
- Other (please record response):

3. If you had excess money, what is the top item you would save for?

- Clothing
- Gifts for Others
- Travel
- Entertainment (movies)
- Technology (Cell phone, electronic games, computer)
- Sports or hobby activities
- Other (please record response):

4. Why do you think that people save money?

- So they can have the lifestyle they want.
- For emergencies or the future.
- They are cheap.
- They don't save because they don't have money.
- Other (please record response):

5. What is your biggest concern for your financial future?

- Finding a job.
- Having enough money to do what I want.
- Paying for school expenses.
- Other (please record response):

6. Have you ever been shown how to create a budget?

- Yes No

If yes, who showed you?

- Parent
- Other family member
- A friend
- A bank or other financial institution
- Other (please record response):

7. How would you describe your personal finance skills?

- I'm knowledgeable about money and make the right decisions when it comes to spending it.
- I could be better about dealing with money.
- I know I'm not okay with money and I'm okay with it.
- I know I'm not okay with money and it can be a source of stress to me.
- Other (please record response):

8. Do you have a bank account?

- Yes No

If yes, who opened the bank account?

- You
- Parent
- Other family member
- Other (please record response):

9. Thinking of your life today, how important is it for you to be aware of how to manage your money and know how to take care of finances?

- Very important
- Somewhat important
- Neither important or unimportant
- Somewhat unimportant
- Not very important
- Other (please record response):

10. Thinking of your community, how important are finance skills to the community?

- Very important
- Somewhat important
- Neither important or unimportant
- Somewhat unimportant
- Not very important
- Other (please record response):

Theme 1 Principles of Effective Money Management

Expectations

- Identify the currency used by Aboriginal people in the past
- Compare the currency used by Aboriginal people in the past and present
- Become familiar with the principles of effective money management in their own words

Length of Lesson

- 30 minutes

Materials Required

- Video 1 – Aboriginal People and Currency of the Past
- LCD Projector (or Smart Board) with Computer
- Screen for DVD projection (if no Smart Board)
- Microsoft Power Point Application and DVD Player on Computer
- Chart paper (or whiteboard) and markers
- Activity Sheet 3 – Principles of Effective Money Management
- PPT 2 – Principles of Effective Money Management
- Post-It Notes (2 for each youth)
- Comic 1

Hook Activity (5 minutes)

The instructor will:

Say to the youth, ***“Raise your hand if you have heard that Aboriginal people are not business people and that we don’t save or manage money.”*** Count the number of hands in the group. Ask the youth to ***“Put their hands down”*** and let them know how many of them heard this myth. Reinforce to the youth that this is not true and that in this lesson we will learn about this topic. Tell the youth that we will now watch a short two (2) minute video about Aboriginal people and the currency of the past. Show Video 1 – Aboriginal People and Currency of the Past.

Mini-Lesson (15 minutes)

After the video, ask the youth, **“What are some of the key things that you have learned about Aboriginal People from the video?”** Record their answers on the whiteboard or chart paper. You may have to prompt the youth for answers. Do this by reminding them about key scenes and dialogue from the video. Review their responses. This portion of the mini-lesson should not take longer than five (5) minutes.

Tell the youth to open their manuals to Activity Sheet 3 – Principles of Effective Money Management. Let them know that we will quickly be reviewing these principles on the PowerPoint. Encourage them to think about their own lives as you present this information. Show PPT 2 – Principles of Effective Money Management. As you go through this PowerPoint ask the youth for examples from their worlds (or provide examples from your own). When you get to the section in this PPT on how Aboriginal people historically applied these principles, emphasize the importance of this information. This portion of the mini-lesson should not take longer than ten (10) minutes.

Interactive Activity (8 minutes)

Tell the students to grab their pen, get up from their seats and form a circle. Give each of the youth two (2) Post-Its each. Divide up the youth into three (3) groups. Name the 1st group **“Currency Used by Aboriginals in the Past”**, the 2nd group **“Currency Used by Aboriginals Today”** and the 3rd group **“What I Learned About Aboriginals and Money Management”**. Tell the youth that they have one (1) minute to record (write or draw) one (1) thing that they have learned on that topic (the name of their group). As the youth are writing or drawing their answers, record the name of the three (3) groups on the whiteboard or chart paper in three (3) separate columns.

After a minute, say to the youth ***“It’s time to share our responses, so listen to my instructions very carefully. I would like the 1st group called Currency Used by Aboriginals in the Past to carefully come up to the (whiteboard or chart paper) and post their answers in the 1st column. Once you have posted your answers return to your desks/seats. Now, I would like the 2nd group called Currency Used by Aboriginals Today to do the same by posting their answers in the 2nd column. Finally, I would like the 3rd group called What I Learned About***

Aboriginals and Money Management to finish this process and place their answers in the 3rd column. Now that everyone is back at their desks/seats, I will review our group's key ***learning.***" Share all the responses of the youth in an orderly manner.

Closing Activity (2 minutes)

Ask the youth to open up their manuals to Comic 1 . Tell them to read it silently to themselves. As they are reviewing this comic, say, ***"Today we are living in a different society where we don't fully live off the land. Many Aboriginals still harvest plants and animals and use it for personal purposes or trade. We now rely on others for supplies of entertainment, food, shelter and clothing. The people and companies who we purchase goods from prefer money in exchange. Dollars and cents are now what we use for trade. Money is the value of goods and services."*** Respectfully move on to the next section of this manual.

Assessment Strategy

The youth achieved the expectations through the video showing/questioning, PPT presentation, Post-It activity and reviewing the comic.

Resources for this Lesson

PPT 2 - Principles of Effective Money Management

Comic 1

Comic 1



PowerPoint 2 Principles of Effective Money Management

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Principles of Effective Money Management

LEARN - Build your skills to understand what you need or want in the future and how to generate the money needed for it. Figure out where your money is coming from and what you're spending your money on.



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Principles of Effective Money Management

PLANNING AND GOAL SETTING - What activity would you like to do in the future? What items would you like to own in the future? Identify the steps to achieve this future goal.



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Principles of Effective Money Management

SPENDING PLAN - Identify how much money you will need for your future goal. What are the steps to save the amount of money needed?



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Principles of Effective Money Management

JUST DO IT - Follow the steps that you've identified for your future goal.



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Principles of Effective Money Management

USE YOUR MONEY - Spend the money in the way that you've planned. Spend less money than you make. Consider all features and costs before making purchases.



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Principles of Effective Money Management

KEEP AN EYE ON THINGS - Keep track of how you are working through the steps to achieve the goal and save the money. If things change, update your planned steps.



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Principles of Effective Money Management

BUILD YOUR CASH RESOURCES - Build your financial resources. Set aside money needed for your future goal. Put your money in a deposit account and make money off it if you can.



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Principles of Effective Money Management

PROTECT YOUR FINANCIAL STORY - Protect your financial information. Pay your bills on time. Build a good credit history. Now, let's see how Aboriginal people have historically applied these principles.



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Principles of Effective Money Management and Aboriginal People in the Past

Aboriginal people have always been entrepreneurs and we have managed our resources. We traded goods and we saved goods for future use. Examples of our goods are hides, furs, berries, plants, medicines, meat, fish and many others.



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Principles of Effective Money Management and Aboriginal People in the Past

Aboriginal people understood the change of seasons. They knew what foods and medicines needed to be harvested in these seasons in order to survive in the winter months. Families taught their children and learned from other Nations as well.



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Principles of Effective Money Management and Aboriginal People in the Past

Aboriginal people planned for coming seasons and prepared. They have harvested plants and animals. Some food and medicine was used right away and others were saved for the future.



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Principles of Effective Money Management and Aboriginal People in the Past

Aboriginal people did not harvest everything. They left plants for re-growth. They left animals for reproduction. Leaving these alone was a form of investment.



Activity Sheet 3

Principles of Effective Money Management

Learn Build your skills to understand what you need or want in the future and how to generate the money needed for it. Figure out where your money is coming from and what you're spending your money on.

Planning and Goal Setting What activity would you like to do in the future? What items would you like to own in the future? Identify the steps to achieve this future goal.

Spending Plan Identify how much money you will need for your future goal. What are the steps to save the amount of money needed?

Just Do It Follow the steps that you've identified for your future goal.

Use Your Money Spend the money in the way that you've planned. Spend less money than you make. Consider all features and costs before making purchases.

Keep an Eye on Things Keep track of how you are working through the steps to achieve the goal and save the money. If things change, update your planned steps.

Build Your Cash Resources Build your financial resources. Set aside money needed for your future goal. Put your money in a deposit account and make money off it if you can.

Protect Your Financial Story Protect your financial information. Pay your bills on time. Build a good credit history.

Principles of Effective Money Management and Aboriginal People in the Past

Aboriginal people have always been entrepreneurs and we have managed our resources. We traded goods and we saved goods for future use. Examples of our goods are hides, furs, berries, plants, medicines, meat, fish and many others.

Aboriginal people understood the change of seasons. They knew what foods and medicines needed to be harvested in these seasons in order to survive in the winter months. Families taught their children and learned from other Nations as well.

Aboriginal people planned for coming seasons and prepared. They have harvested plants and animals. Some food and medicine was used right away and others were saved for the future.

Aboriginal people did not harvest everything. They left plants for re-growth. They left animals for reproduction. Leaving these alone was a form of investment.

Notes:

Theme 2 Income and Expenses, Budgeting and Goal Setting, Saving and Investing

Expectations

- List regular expenses incurred in daily life
- List sources of income accessible to youth
- Set a savings goal in their own words
- Prepare a spending plan
- Identify a future activity in a plan
- Develop a strategy to secure funds for a future activity

Length of Lesson

- 50 minutes

Materials Required

- Video 2 – Youth and Money
- LCD Projector (or Smart Board) with Computer
- Screen for DVD projection (if no Smart Board)
- Microsoft Power Point Application and DVD Player on Computer
- Chart paper (or whiteboard) and markers
- Activity Sheet 4 – My Summer Job and \$1200.00 Dollars
- Calculators (one per youth)
- PPT 3 – Spending Plan Cycle
- Activity Sheet 5 – Spending Plan Worksheets
- Comic 2

Hook Activity (7 minutes)

The facilitator will:

Say to the youth, ***“We are going to watch a really cool video that is about two young teens who are talking about money. This could be a story about someone you know or even be about yourselves (right now or in the near future). While you watch this video I want you***

to think about these things: What do the youth want? And, what are some ideas that they discuss for getting what they want?" Play the short two (2) minute video called Video 2 – Youth and Money.

While the video is playing, record on the whiteboard or chart paper these questions:

- What do the youth want?
- How can they get what they want?

After the video is finished, ask the group these questions and record their responses.

The potential answers for the 1st question are: money for the movies, money for hockey tournaments, money for laces for new skates, money for new shoes, money for medicine, money for art supplies, money for new cell phone, money for new YUU game, MONEY.

The potential answers for the 2nd question are: get a job, save lunch money, ideas for jobs – gas station, First Nation employment, bus captain, shovel driveways, deliver newspaper, cut firewood, babysit.

Quickly review their responses and make sure that you also include the potential answers provided above.

Interactive Activity (25 minutes)

Tell the youth that we are going to play a really fun game called My Summer Job and \$1200.00 Dollars. Have the youth open up their manuals to Activity Sheet 4 – My Summer Job and \$1200.00 Dollars. Ask them to grab a pen, bring their manuals and form a circle.

Say to the youth, ***“Congratulations!!! At your summer job you have saved \$1200.00. With this money you have two choices: SPEND or SAVE. I will be placing you into small groups of three (3) or four (4). I want your group to pretend that you are one (1) person. Here is a calculator for everyone in the group.”***

Give out the calculators, place them into groups and explain the game using these instructions:

“On your activity sheets called Activity Sheet 4 – My Summer Job and \$1200.00 Dollars are examples of things that you can buy. Each product or experience has an initial cost. However, other items have the initial cost and many other costs tied into it. You need to think “What are the benefits or consequences of this purchase? And, what are the real costs of this purchase?”

For example, if you buy a Smart Phone (similar to a cell phone but with tons of apps), it will cost you at the beginning \$200.00 to purchase. The other costs attached to this phone include the service plans (talk time, text time and digital time) that are approximately \$80.00 per month. Nearly every phone plan will make you sign a contract for one year. This means that it will cost you \$960.00 to keep this phone. So the real costs for one year of owning this new Smart Phone is \$1160.00 (cost to purchase the phone and the cost for the mandatory service plan). This means that you have spent nearly all of your \$1200.00 because you only have \$40.00 left ($1200.00 - 1160.00 = 40.00$).

Now, with your small group, your job is to take the \$1200.00 and in ten (10) minutes review the list of things or experiences that you can buy.”

Review the steps to this game with the small groups:

1. Review your items and place a checkmark ✓ in the column of things you want and are going to buy.
2. Go back and take a look at the items you have checked. Now, using your calculators, for each item record the real costs of this purchase (add the initial cost plus the other costs – results of spending).
3. Total up your real costs in the final column and record in that box. If you have decided to save some money, then follow the instructions in figuring this out (see the example).

Send them back to their desks in their small groups and say ***“Go”***. Remind them of the time factor and say ***“You have exactly ten (10) minutes to complete this task”***.

As the youth are working on this task, record on the whiteboard or chart paper, these headings:

- Real Costs
- Savings

At the ten (10) minute mark, have the groups return to the circle. For each of the groups record their total real costs under the heading of the same name. Repeat this process with the savings aspect. Take the real costs for each group and subtract from their \$1200.00. An example of this information is:

- Group 1 decides to buy only the Smart Phone.
- Record under Real Costs this information: Group 1 > Real Costs (Smart Phone) = \$1160.00, This means that $\$1200.00 - \$1160.00 = \$40.00$, Group 1 only has \$40.00 left. They decide to put \$40.00 into Savings.
- Record under Saving this information: Group 1 > $\$40.00 \times 5\% = \2.00 (interest), $\$40.00 + \$2.00 = \$42.00$, Therefore Group 1 has \$42.00 at the end.
- Group 1 has a Smart Phone and an additional \$42.00.

Complete this process for each of the groups and quickly share the information.

Send them back to their original areas and ask them, ***“What have you learned about finances and money from this exercise?”*** Have a quick discussion that will not go beyond five (5) minutes.

Mini-Lesson (16 minutes)

Tell the youth to open up their manuals to Activity Sheet 5 – Spending Plan Worksheets. Let them know that we are going to view a quick PowerPoint called PPT 3 – Spending Plan Cycle. This PowerPoint and worksheet go hand in hand.

Let them know, ***“This is an activity that you can take home with you. It is an exercise that I encourage you to do with your parents and/or guardians. We will review key aspects of this Activity Sheet 5 – Spending Plan Worksheet here today to give you a sense of the need to plan and set financial goals. It helps you to understand where your money is going and what items are necessary or not. Please keep your manuals open to this activity sheet. Now, focus your attention to the screen as I go through the PowerPoint that goes with this activity sheet.”***

Show the PowerPoint and elicit examples from their own life and give examples from your own. This PowerPoint should not take more than eight (8) minutes to deliver.

After the PowerPoint let the youth know, ***“A spending plan is also known as a budget. This is how we expect to use our money. We record the money we expect to receive, the money we expect to spend, and the money we expect to save. We have to decide what we need and what we want. A need is what is essential to living. Examples of needs are food, shelter, medicine and basic clothing. A want is what we determine enhances our life. Examples of wants are MP3 players, cell phones, restaurant food, designer clothes, jewellery and others. Setting a savings goal is part of our plan to achieve the things we cannot afford today. It is our plan for the future.”***

Have the youth share personal examples of needs and wants. Facilitate this discussion and keep it to five (5) minutes.

At the end of this five (5) minutes, end this discussion in a respectful way. Turn the youth's attention to Activity Sheet 5 – Spending Plan Worksheet. Tell them that this is a formal way to keep a spending plan and set goals. Review the importance of tracking every expenditure (including snacks with amounts) and income that is coming in (allowances, part

time jobs, honourariums). Let them know that this information will help them decide what they really need and what they really want. It will also assist them in deciding what to save. Remind them to make it a point to complete this activity at home with a parent or guardian. This review of selected aspects of Activity Sheet 5 – Spending Plan Worksheet should not exceed three (3) minutes.

Closing Activity (2 minutes)

Ask the youth to open up their manuals to Comic 2 . Tell them to read it silently to themselves. As they are reviewing this comic, say, ***“This comic is an example of setting a savings goal. The questions I want you to continue thinking about is: What is your savings goal? What are the items and experiences that you want? How will you achieve these goals? Are these realistic? And, do you have a plan?”*** Respectfully move on to the next section of this manual.

Assessment Strategy

The youth achieved the expectations through the video showing/questioning, group game on saving/spending, PPT presentation/discussion, review of activity sheet on spending plans and reflection on the comic.

Resources for this Lesson

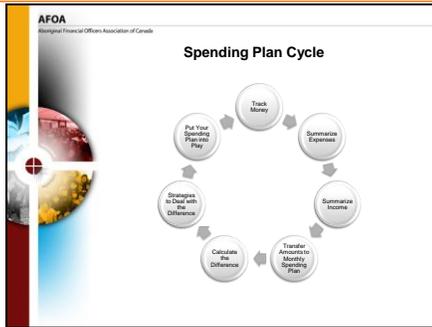
PPT 3 – Spending Plan Cycle

Comic 2

Comic 2



PowerPoint 3 Spending Plan Cycle



Step 1 – Track your Money

Keep track of all of the money that you are spending and that you have coming in over one week. Write it down. Identify whether each expense is related to savings, a fixed expense (never changes, ex. monthly insurance payment) and flexible expenses (changes based on your activity, ex. movie rentals). Identify money that either comes in or goes out that regularly happens, but didn't his week.

Step 2 - Summarize your Expenses

Add up your expenses for common categories, ex. food, entertainment, personal hygiene, school supplies. Total the amount of expenses for each category. Put them in order of savings, fixed expenses and flexible expenses.

Step 3 – Summarize your Income

Group your income into common categories, ex. wages, allowances, honouraria. Total the amount of expenses for each category.

Step 4 – Transfer Amounts to the Monthly Spending Plan

Take the totals for each of the categories of expenses and income and re-write them in the monthly spending plan. Make sure that irregular expenses such as gifts, registration fees are also included. Double check that the income and expenses are reasonable.

Step 5 – Calculate the Difference

Take the total income for the month and subtract the total expenses to find the difference.

Step 6 – Develop Strategies to Deal with the Difference

If your expenses are higher than your income, the number will be negative. Look at your expenses, particularly the flexible expenses, and decide what you can go without. Do you really need an expense or do you want it? Look at your income and decide if you can realistically earn additional money somewhere.

If your income is higher than your expenses, the number will be positive. Set a savings goal and set aside additional money in your plan toward that savings goal.

Revise your spending plan based on the strategies you've decided on.

Step 7 – Put Your Spending Plan into Play

Follow your spending plan. Before you spend money, ask yourself, do I really need this? Is it in my spending plan? If it isn't, what do I need to change in my spending plan so that I can afford it? Change your spending plan to fit it in, if it isn't already there.

Go back to the beginning of the cycle and monitor your spending and income.

Activity Sheet 4 – My Summer Job and 1200.00 Dollars

Instructions to Youth:

Congratulations!!! At your summer job you have saved \$1200.00. With this money you have two choices: SPEND or SAVE.

Listed below are examples of things that you can buy. Each product or experience has an initial cost. However, other items have the initial cost and many other costs tied into it. You need to think “What are the benefits or consequences of this purchase? And, what are the real costs of this purchase?”

For example, if you buy a Smart Phone (similar to a cell phone but with tons of apps), it will cost you at the beginning \$200.00 to purchase. The other costs attached to this phone include the service plans (talk time, text time and digital time) that are approximately \$80.00 per month. Nearly every phone plan will make you sign a contract for one year. This means that it will cost you \$960.00 to keep this phone. So the real costs for one year of owning this new Smart Phone is \$1160.00 (cost to purchase the phone and the cost for the mandatory service plan).

Now, with your small group, you have \$1200.00 and 10 minutes to review the list of things or experiences that you can buy. Here are the steps to this game:

1. Review your items and place a checkmark ✓ in the column of things you want and are going to buy.
2. Go back and take a look at the items you have checked. Now, using your calculator, for each item record the real costs of this purchase (add the initial cost plus the other costs – results of spending).
3. Total up your real costs in the final column and record in that box. If you have decided to save some money, then follow the instructions in figuring this out (see the example).

Possible Expenses:

Type of Expense	Initial Cost	Results of Spending (Other Costs)	Check ✓ if this is the item you are going to buy.	Record the real costs (initial cost + the other costs/ results of spending) of this item
Example: Smart Phone	\$200	Extra costs for the smart phone are \$50/month for talk time and \$30 for digital time. Total ongoing costs to maintain the smart phone for the year is $\$50 + 30 = \80.00 month $\$80.00 \times 12$ months = <u>\$960</u>	✓	$200 + 960 =$ <u>\$1160.00</u> for the year
Clothing	\$50 each	Will have the clothing for 1 ½ years		
10-year old car	\$1,000	Extra costs for the care are insurance of \$2,000, gas costing \$200/month, and repairs that cost \$2,000 over the year. Total costs to keep the car on the road are <u>\$6,400</u> for the year. The car might have been affordable in relation to your income, but the ongoing costs weren't.		
MP3 Player	\$200	Extra spending to purchase music was \$5/month. You didn't have a computer to download the music, so you used the computer in the school library. You forgot to logoff the computer in the library, and another student purchased \$100 of downloads on your account. The company required you to pay for it. The battery on the MP3 player died after 6 months, and you couldn't replace the battery. You no longer have an MP3 player that works, and you paid an extra <u>\$130</u> in costs.		
Electronic game system	\$400	The game system only came with 1 game. You spend an extra \$200 for games that you wanted to pay. You also spent an extra \$100 for a second game controller so you can play with your friends. The total additional spending for the game system was <u>\$300</u> .		
Birthday Gift for Sister – Took her out to dinner	\$100	Dinner was great. You have nothing to show for it, but your sister appreciated your thoughtfulness in taking her out for her birthday. You had some good laughs over dinner.		
Go to a dinner and a movie with friends.	\$80	Dinner and the movie was great. You have some good memories with your friends.		

Type of Expense	Initial Cost	Results of Spending (Other Costs)	Check ✓ if this is the item you are going to buy.	Record the real costs (initial cost + the other costs/ results of spending) of this item
Travel to a pow wow	\$200	Your trip was awesome. You met up with friends you haven't seen in a while, and you made some new friends. You spent an extra \$50 on food that you didn't plan on and you bought some t-shirts that cost \$50. You have some great memories from the trip. You spent \$100 more than you expected.		
Total up all items "Real Costs"				
SAVE MONEY		<p>Take the amount and multiply by 5% (bank rate of interest paid to you for saving your money with them in an account). Take these two amounts and add together. This is what you get to keep in your pocket.</p> <p>Example: $\\$1200 \times 5\% = \\60 $\\$1200.00 + 60 = \\1260.00 You have \$1260.00 in your bank account and it still collecting interest every day.</p>		Gained Money – How much did you gain?

Notes:

Activity Sheet 5 – Spending Plan Worksheet

Expense Tracker

Day of Week (ex. Monday)

Description of what you bought:	Cost
Lunch	
Snacks (name of store)	
Snacks (name of store)	
Snacks (name of store)	
Clothing (name of store)	
School Fees	
Other	
Other	
Total	

Monthly Expense Tracker

Expense Category	Amount
Fixed:	
Cell Phone Plan	
Rent	
Car Insurance	
Total Fixed	
Flexible:	
Food (Lunch, snacks, etc.)	
Clothing & Accessories	
Entertainment (Movies, video rentals, etc.)	
Transportation (bus fare, gas)	
School Supplies/Fees	
Gifts	
Personal Hygiene	
Sports/Hobbies	
Other:	
Total Flexible	
Total Monthly Expenses	

Convert your weekly expenses to a monthly expense by multiplying the amount by 4.

Include expenses that you only pay once per month.

Irregular Expense Worksheet:

Fixed:	Frequency	Amount	Converted to Monthly
Sports Registration Fees	Once/year		
Flexible:			
Christmas Gifts			
Birthday Gifts	Every 3 months		
Tournament Fees			
Travel			
School Clothing	Twice/year		

Note: To convert expenses to monthly, calculate the following:

Once/year: Divide the amount by 12.

Twice /year: Divide the amount by 6

Every 3 months: Divide the amount by 3

Monthly Income Worksheet:

Description of Income	Amount
Job	
Honourarium	
Allowance	
Other:	
Total Monthly Income	

Monthly Spending Plan Worksheet:

Description of Income and Expenses	Spending Plan	Actual Spending
INCOME		
Job		
Honourarium		
Allowance		
Other:		
TOTAL MONTHLY INCOME		
MONTHLY EXPENSES		
Savings: (ex. Entertainment, sports equipment)		
For:		
For:		
Emergencies		
College or University		
TOTAL SAVINGS		
Fixed:		
Cell Phone Plan		
Rent		
Car Insurance		
Sports Registration Fees		
Other:		
TOTAL FIXED		

Monthly Spending Plan Worksheet (continued)

Description of Income and Expenses	Spending Plan	Actual Spending
MONTHLY EXPENSES (continued)		
Flexible:		
Food (lunch, snacks, etc.)		
Clothing & Accessories		
School Clothing		
Entertainment (movies, video rentals, etc.)		
Transportation (bus fare, gas)		
School Supplies/Fees		
Travel		
Christmas Gifts		
Birthday & Other Gifts		
Personal Hygiene		
Tournament Fees		
Sports/Hobbies		
Other:		
TOTAL FLEXIBLE		
Total Monthly Expenses (Savings + Fixed + Flexible)		
Difference (Total Monthly Income – Total Monthly Expenses)		

Note: Transfer the amounts from the monthly expense summary and irregular expense worksheet and income worksheet. Complete the worksheet in pencil because you will need to change it once you calculate the difference.

Theme 3 Purchasing, Consumer Awareness, Credit and Risk, Banking That's Right for You

Expectations

- Describe strategies for mindful purchasing to preserve their personal finance story
- List the variety of financial institutions
- List the qualities to look for in a financial institution
- Define credit and the cost of using credit
- Define 'credit history' and describe its' purpose
- List the steps to build or repair a credit history
- Describe the benefits of a good credit record

Length of Lesson

- 50 minutes

Materials Required

- Video 3 – The Bank of Parents
- LCD Projector (or Smart Board) with Computer
- Screen for DVD projection (if no Smart Board)
- Microsoft Power Point Application and DVD Player on Computer
- Chart paper (or whiteboard) and markers
- PPT 4 – Consumer Awareness, Banking and Credit
- Activity Sheet 6 – Consumer Awareness, Banking and Credit
- Large ball of yarn
- Activity Sheet 7 – Reading Between the Lines
- Calculators (one for all youth)
- Comic 3

Hook Activity (7 minutes)

The facilitator will:

Say to the youth, ***“We are going to watch a really awesome video that is about two young teens who are talking about “The Bank of Parents”. This could be a story about someone you know or even be about yourselves (right now or in the near future). While you watch this video I want you to think about these things: What is credit? And, what is a credit history?”*** Play the short two (2) minute video called Video 3 – The Bank of Parents.

While the video is playing, record on the whiteboard or chart paper these questions:

- What is credit?
- What is a credit history?

After the video is finished, ask the group these questions and record their responses.

The potential answers for the 1st question are: everyone needs credit at some time, credit involves borrowing money to make a purchase, there is a plan to pay it back, for borrowing money you pay interest, there may also be an application fee.

The potential answers for the 2nd question are: it is a report of how you paid your debts in the past, banks look at your credit history when you apply for a loan or credit card, a credit report shows how you have handled credit before, it also has information on your current loans and employer.

Quickly review their responses and make sure that you also include the potential answers provided above.

Mini-Lesson (25 minutes)

Tell the youth to open up their manuals to Activity Sheet 6 – Consumer Awareness, Banking and Credit. Let them know that we will be viewing a PowerPoint called PPT 4 – Consumer Awareness, Banking and Credit. This PowerPoint goes hand in hand with their activity sheet.

The PowerPoint covers the topics of: How to establish and maintain good credit, How to protect your financial story, How to be an aware shopper (consumer), How to select a financial institution and How to protect debit/credit cards. The youth activity sheet mirrors aspects of the PowerPoint and gives details in terms of steps and the types of financial institutions available in Canada.

Show the PowerPoint called PPT 4 – Consumer Awareness, Banking and Credit. This section should not take more than ten (10) minutes.

After the PowerPoint ask the students to leave everything at their desks. Tell them to form a circle. Grab the ball of yarn and hold one end of the string in your hand (do not let it go until the end of this game). Tell the youth,

“We are going to do a review of what we just learned from the video, PowerPoint and activity sheet. This process is called the Web of Truth. I have a ball of yarn in my hand. I am holding on to one end (string) of this ball of yarn and I will not let go. I am going to throw the ball of yarn to a person across from me (while still holding onto the string). The person that I throw the ball of yarn too will catch it. When they catch it, they will share one (1) thing they have learned so far. Remember, there are no wrong answers!! And if someone says your answer, that is OK, just repeat the same answer. Once the person has shared their key learning, they will hold onto the yarn and toss the ball to someone else. This person will share their key learning, hold onto the yarn and toss the ball again to another person. This process will continue until everyone has had a turn. The end result is the creation of a web using yarn. This web represents what we have learned together. Remember, when you catch the ball of yarn you have only fifteen (15) seconds to share your response. ”

The instructor begins this activity by quickly sharing their key learning and modeling the process. If a youth gets stuck and can't think of an answer, you will have to prompt them. This means that you will have to share a key learning and ask them, ***“Is this something that you remember? And, is this something that you will take away and share with others?”***

This Web of Truth activity should only take fifteen (15) minutes at the most. When complete your group will have created a web made of yarn. When the last youth shares their key learning; ask the youth to gently place their part of the web on the floor. Say to the youth,

“We will be doing a small group activity called Reading Between the Lines. I will place each of you into eight (8) small groups. In your manuals you have an Activity Sheet 7 – Reading Between the Lines that you will need open and ready to go.”

Place the youth into eight (8) groups and send them back to their desks/tables.

Interactive Activity (15 minutes)

Ask them to quickly open up their manuals to Activity Sheet 7 – Reading Between the Lines. Assign each of the groups one (1) of the questions. All the groups must answer the final question as well. This activity sheet is an advertisement with contract terms for a Smart Phone. Tell the youth ***“Your groups have eight (8) minutes to answer your question and record one (1) point for the final question. Go to it!!”*** As they are working, roll up the yarn back into a ball from its web state on the floor.

At the eight (8) minute mark, say ***“Stop”***. Now, gather up their answers (you have the answers on your version of their worksheet). Review their responses or respectfully correct their responses. Facilitate a quick discussion (no more than 7 minutes) on ***“Is this a good deal? What happens if you do not make your payments or are late with payments? What new things have you learned about reading between the lines?”***

Closing Activity (3 minutes)

Ask the youth to open up their manuals to Comic 3. Tell them to read it silently to themselves. As they are reviewing this comic, say, ***“This comic is an example of the benefits of a good credit record. It also provides insight into how to build or repair your credit. The questions I want you to continue thinking about is: How will I begin to have a good credit record? What steps do I need to take now? And, what do I need to do to ensure that I keep my financial story secure?”*** Respectfully move on to the next section of this manual.

Assessment Strategy

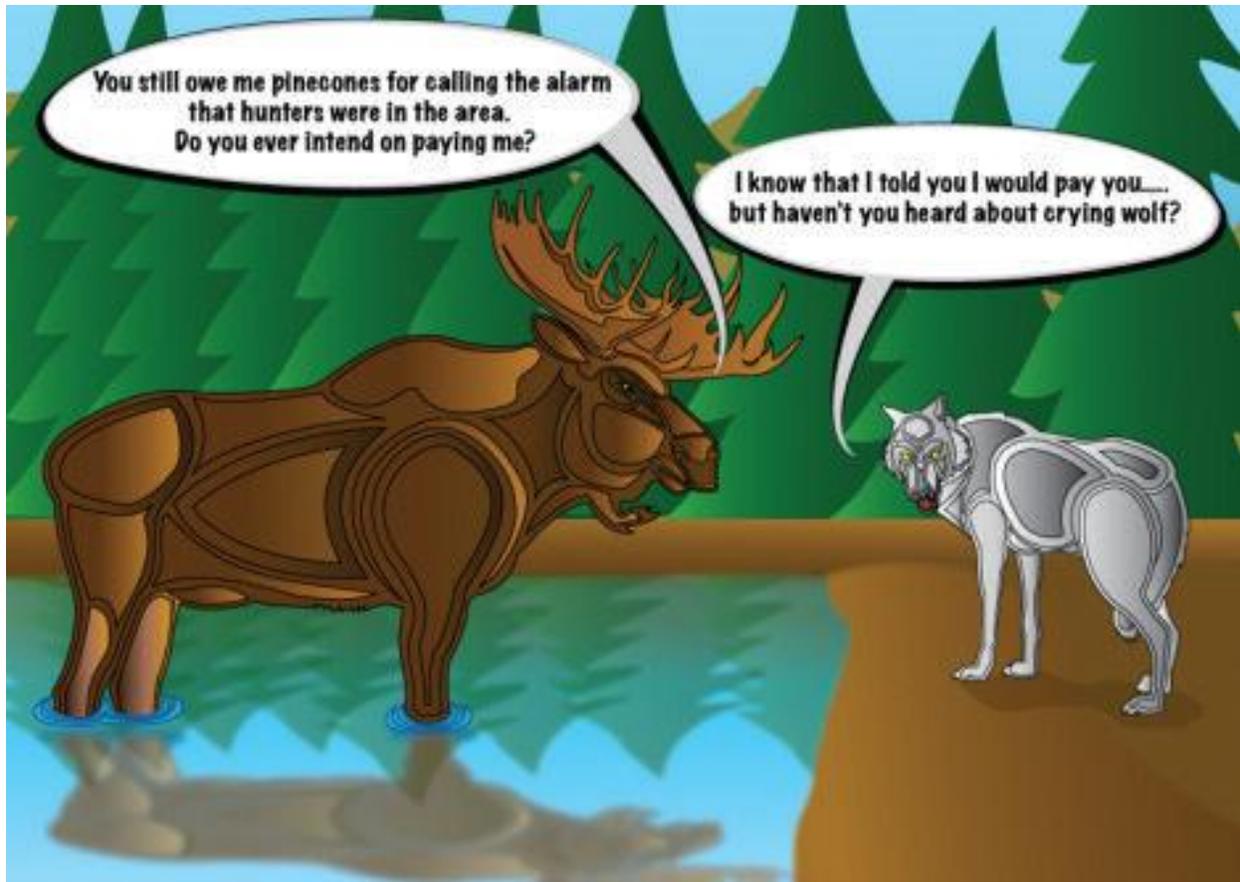
The youth achieved the expectations through the video showing/questioning, PPT presentation, web of truth discussion, group activity on reading between the lines and reflection on the comic.

Resources for this Lesson

PPT 4 – Consumer Awareness, Banking and Credit

Comic 3

Comic 3



PowerPoint 4 Consumer Awareness, Banking and Credit

AFOA
Aboriginal Financial Officers Association of Canada

Establishing and Maintaining Good Credit

- There are many steps to establishing and maintaining good credit. It means that you are a consumer that is aware and responsible. You need to:
 1. Establish a good financial story and protect it.
 2. Be a shopper (consumer) that is aware. This means that you stick to a spending plan. Ask yourself, do you need it? Or, if you want it, how are you going to save for it?
 3. Set up a personal deposit account with a financial institution.
 4. Protect your debit and credit cards.

AFOA
Aboriginal Financial Officers Association of Canada

Step 1 – Establish a good financial story and protect it.

Guard your personal information. Do not post your most personal information at a general social network. Some people can try to steal your identity and open accounts in your name (this has been done).

- Protect your Social Insurance Number (SIN). Keep this card in a safe place.
- Don't give out your bank, debit or credit account information to anyone. A financial institution will never ask you for your personal information via a phone call or an email.
- Shield your Personal Identification Number (PIN) always.
- Check your bills to make sure that you made the purchases. Report purchases that are not your own.

AFOA
Aboriginal Financial Officers Association of Canada

Step 2 - Be a shopper (consumer) that is aware. This means that you stick to a spending plan. Ask yourself, do you need it? Or, if you want it, how are you going to save for it?

Follow along and look at the 1st page of your **Activity Sheet 4 – Consumer Awareness, Banking and Credit**.

- 1st - Be aware of what influences your buying and what features are important to you.
- 2nd - Consider the full cost. Compare prices of similar products. Read the fine print of advertisements or coupons to make sure there are no hidden costs or restrictions. Are there extra charges (delivery or handling fees)? If you have a coupon – are there any restrictions? What is the refund or exchange policy? Can you return it for full value, is there only a limited number of days for exchange?
- 3rd - Be a savvy shopper when you're making purchases. Make mindful purchases. Sometimes, you don't get your money's worth, or it costs more than you expected.

AFOA
Aboriginal Financial Officers Association of Canada

Step 3 – Set up a personal deposit account with a financial institution. Follow along and look at the 2nd and 3rd pages of your **Activity Sheet 4 – Consumer Awareness, Banking and Credit**.

A financial institution keeps your money safe. They protect your money from being stolen. They are integral to your credit history. They can also be approached for credit (credit cards, loans for cars, loans for homes, student loans, lines of credit, other). You need to pick one based upon your needs (location, trust, services, cost, interest and awareness of Aboriginal community).

There are six (6) main types of financial institutions and these are: 1. Banks (Example: TD Canada Trust), 2. Trust & Loan Companies (Example: Peace Hills Trust), 3. Credit Unions & Caisse Populaire (Example: Desjardin Caisse Populaire), 4. Insurance Companies, 5. Investment Companies, and 6. Finance & Leasing Companies.

AFOA
Aboriginal Financial Officers Association of Canada

Step 4 – Protect your debit and credit cards.

When you set up a personal deposit account with a financial institution, you are often given a debit card. This card is for electronic purchases (spend and deposit money) and needs to be protected. For both debit and credit cards:

1. Memorize your PIN (Personal Identification Number) and do not give it to anyone.
2. Don't store your PIN with the card.
3. Shield your PIN when using the card.
4. Notify your financial institution immediately if your card is lost or stolen.

Activity Sheet 6

Consumer Awareness, Banking and Credit

Agenda Map

- Hook Activity (7 minutes)
- Mini-Lesson (25 minutes)
- Interactive Activity (15 minutes)
- Closing Activity (3 minutes)

Be a shopper (consumer) that is aware!!

1st – Do I really need this or do I want it? Is it in my spending plan?

2nd – What are the important features that it must have to satisfy me?



3rd – What is the full cost (purchase price including taxes, warranty, ongoing costs)?

Set up a personal deposit account with a financial institution.

Things to think about...	Questions to ask...	Answers to your questions...
Location	It is located close to you? Can you easily get to it, if you need to? If you can't easily go to their office, can you access it online or through automated banking machines?	
Trust	Do you have trust in the institution? Was the trust gained by your parent's use? Was it recommended by a family member or friend?	
Services	Does it provide services and access to your money in the way that you want? Can you access your account through the Internet or automated bank machines (ABM)? If you want to do your banking in-person, are you able to and what are the hours?	
Cost	What is it going to cost you to deposit your money and use it? What are the monthly service fees, withdrawal fees, ABM fees? Do you need to keep a minimum balance in your account? Can you save costs by using a special account package, ex. youth account.	
Interest	Are you interested in setting aside savings in an account to make money? If so, how much interest will be institution pay for using your money?	
Awareness of the Aboriginal community?	What is the institution's experience within the Aboriginal community and with other Aboriginal people? Does the institution have any Aboriginal employees? Is the bank familiar with some Aboriginal-specific issues such as tax-free income when they are looking at providing a loan?	

Financial Institution	Description
Bank	<p>A corporation that accept deposits and provide loans and other credit. Banks generally have branches across Canada. Example: TD Canada Trust, Scotiabank, First Nation Bank</p>
Trust and Loan Companies	<p>A corporation that administers trusts and estates. It also accepts deposits and provides loans and other credit. Trust companies usually provide services within a specific region. Example: Peace Hills Trust, All Nations Trust Company</p>
Credit Unions & Caisse Populaire	<p>Companies that accept deposits and provide loans and other credit. They are cooperative companies where they are owned and controlled by its members. To use its services, you need to be a member. Example: Desjardins Caisse Populaire Kahnawake, Me-Dian Credit Union</p>
Insurance Companies	<p>A corporation that you pay to insure your life or property against loss. If you experience a loss, the company pays an agreed amount to make up for your loss. Example: Car insurance – pay a monthly or annual fee. If there is an accident or loss to the vehicle, the insurance company pays the cost</p>
Investment Companies	<p>A company where you invest your savings to earn money and grow your savings. The company pays income to you for the use of your money. There will be fees related to your investment. Example: Invest your money in a company that holds bonds. Interested is paid to you at certain periods in the year.</p>
Finance and Leasing Companies	<p>Corporations that provide you with access to equipment and vehicles for a monthly payment. The company owns the equipment or vehicle until you pay off a specific financed value or return it (in the case of a lease). Example: If you want to buy a boat, but you don't have all of enough money. You enter into an agreement with the finance company. The company takes ownership of the boat, but provides the boat to you to use. You pay the company a monthly amount and all costs to operate and maintain the boat. At the end of the finance period, you've paid all of the financing on the boat, and the ownership is given to you.</p>

Activity Sheet 7 - Reading Between the Lines



GREAT DEAL!!

NEW SMART PHONE FOR SALE!!
COOLEST APPS AND COOLEST COLOURS FOR THE TEEN ON THE GO!!
BE THE FIRST ONE TO OWN ONE OF THESE!!

***0 \$\$\$ DOWN! 1ST THREE (3) MONTHS FREE!!**

*This offer is conditional upon ability to get credit or have a co-signer.

You must sign a contract for two (2) years to be eligible for this special offer.

Contract terms:

After the three (3) months, the regular monthly rate plan for ownership is \$25.00. You must pay this monthly rate for twenty-one (21) months as covered in the two (2) year contract. This covers only local talk time, up to a maximum of sixty (60) minutes, per month. Each additional one (1) minute of talk time is 0.15 cents.

Each text will cost 0.25 cents. This includes outgoing and incoming messages.

Each digital download and app will range from \$1.00 to \$2.50.

All transactions are subject to the HST (13%)

The cost of cancelling this phone is full payment of the twenty-four (24) months (2 years) and a service charge of \$150.00. This is also subject to the HST (13%).

Smart Phone Activity

Question or Problem	Answers
<p>Group 1 - What are the key features of this phone? What words do the advertisers use to hook you in?</p>	
<p>Group 2 - Let's find out the real costs! Calculate the contract of owning of this phone. You must sign a contract and commit to paying for twenty-one (21) months. How much is this? Add in the HST. Example ($\\$100.00 \times 13\% = 13.00$, Therefore, the total, including taxes, is \$113.00)</p>	
<p>Group 4 - How much local talk time do you get? Is this enough per month?</p>	
<p>Group 5 - What is the cost of extra talk time per month? *Did you know that the average teenager will talk 600 minutes per month on a phone?</p>	
<p>Group 6 - What is the cost of texting? *Did you know that the average teenager receives 300 texts per month and sends about 300 texts per month (for a total of 600 sent and received)?</p>	
<p>Group 7 - What is the cost of downloads and apps? *Did you know that the average teenager will download (music, wallpaper, video) many apps (games, social networks) onto their phones? The average is 50 downloads and apps per month.</p>	
<p>Group 8 - What is the cost of cancelling the phone? *Did you know that the average teen will upgrade their phones every one (1) to two (2) years? This means they have to pay a service charge for this upgrade.</p>	
<p>All Answer: Is this a good deal? Why or why not?</p>	

Other Key Things to Consider:

If you default on your payments, which means that you don't pay or are late with payments.

This information goes into your credit history. This information can damage your credit history.

You need to make your payments on time.

Remember these steps that are necessary in building or repairing your credit history

1. Don't make purchases for other people on your credit card. You aren't guaranteed to receive the money in time to make the payment.
2. Pay all of your bills on time. Late payments on a cell phone bill will be reported on your credit report.
3. Pay your debts as quickly as possible. It shows that you are serious about paying your credit.
4. Limit the number of credit applications that you make. If you make numerous credit applications, institutions become suspicious.
5. Review your monthly statements and make sure they are correct.
6. Report unauthorized transactions on your credit card immediately to get it resolved.

Theme 4 How Sound Financial Practices Can Impact You and Your Community?

Expectations

The Aboriginal Youth will:

- Discuss the impacts of sound financial practices on them
- Identify the benefits and consequences of sound (and unsound) financial practices on their communities
- Understand the relationship between the individual and community in financial practices
- Identify a variety of occupations and the effect of the occupation on a lifestyle
- Identify finance occupations that may be pursued

Length of Lesson

- 30 minutes

Materials Required

- Video 4 – Impact of Financial Practices
- LCD Projector (or Smart Board) with Computer
- Screen for DVD projection (if no Smart Board)
- Microsoft Power Point Application and DVD Player on Computer
- Chart paper (or whiteboard) and markers
- Activity Sheet 8 – Impacts of Sound/Unsound Financial Practices
- PPT 5 – Sound Financial Practices
- Activity Sheet 9 – Careers in Finance
- Activity Sheet 10 – Scavenger Hunt on Careers
- Small prizes for each youth
- Comic 4

Hook Activity (5 minutes)

The facilitator will:

Say to the youth, ***“We are going to watch a really interesting video that is about two young teens who are talking about how financial practices directly affect them. This could be a story about someone you know or even be about yourselves (right now or in the near future). While you watch this video I want you to think about these things: What is the problem or issue that the youth are discussing? And, what are the impacts of sound/ unsound financial practices?”***

Play the short two (2) minute video called Video 4 – Impacts of Financial Practices.

While the video is playing, record on the whiteboard or chart paper these questions:

- What is the problem/issue that the youth are discussing?
- What are the impacts of sound/unsound financial practices?

After the video is finished, ask the group these questions and record their responses.

The potential answers for the 1st question are: impacts of sound/unsound financial practices, issue affects communities/individuals.

The potential answers for the 2nd question are: impacts of sound financial practices – money is used on programs and activities within the community or within the family, if the community practices sound financial management - the community is able to maintain programs and services for community members, the community may start new programs, if the family practices sound financial management, family spending is kept up to date and savings are set aside for future activities, impact of unsound financial practices – a parent loses a job due to unsound financial practices of their employer, parents limit family spending only to needed items, youth aren't able to participate in activities that cost money, parents may worry over money and whether they can pay all their bills, if parents aren't able to keep paying bills.

Quickly review their responses and make sure that you also include the potential answers provided above.

Mini-Lesson (8 minutes)

Tell the youth to open up their manuals to Activity Sheet 8 – Impacts of Sound/Unsound Financial Practices. Let them know that we will be viewing a PowerPoint called PPT 5 – Sound Financial Practices. This PowerPoint goes hand in hand with their activity sheet.

The PowerPoint covers the topics of: How financial practices affects communities, How financial practices affects individuals, Revenues in communities and Services/Programs affected. The youth activity sheet mirrors aspects of the PowerPoint and gives details in terms of how financial practices affect them.

Show the PowerPoint called PPT 5 – Sound Financial Practices. This section should not take more than eight (8) minutes.

After the PowerPoint ask the students to leave everything at their desks. Tell them to form a circle.

Interactive Activity (15 minutes)

Now that you have all the youth in a circle, tell them that we are going to play a Scavenger Hunt. This version of the Scavenger Hunt is all about the various careers that require some type of financial skills.

Say to the youth, ***“The 1st thing I need to do is place you into teams. Each of your teams will be named by a career in finance. These potential careers are found in your manual under the name Activity Sheet 9 – Careers in Finance. There are seven (7) potential careers that are described and potential employers are also mentioned. We will not be going through this activity sheet. But please take the time to review this information at home.”*** Place the youth into these seven (7) teams under these seven (7) names: 1. Financial Auditor/Accountant, 2. Financial/Investment Analysts, 3. Loan Officer, 4. Bookkeeper, 5. Accounting/Related Clerks, 6. Payroll Clerks, and 7. Customer Service Representative.

Send the youth back to their desks/tables in these groups. Tell them to open up their manuals to Activity Sheet 10 – Scavenger Hunt on Careers.

Say to the youth,

“On your activity sheet you will see these nine (9) careers: Cashier, Elementary School Teacher, Financial Manager, Automotive Service Technician, Construction Trades Labourer, Artisan/Craftsperson, Chief Executive Officer, Flight Attendant and Financial Auditor. Each of these nine (9) careers are described in terms of their job description (which is what they do), skills/education needed, wage range and lifestyle characteristics (which is time for family/hobbies, ability to own things and travel). At the end of these careers is a question sheet called Scavenger Hunt Q & A. Your team’s goal is to answer all of these questions. All the answers to these questions can be found in Activity Sheet 10 – Scavenger Hunt on Careers that you are currently looking at. All teams have ten (10) minutes at the most to answer these questions. My suggestion to complete this scavenger hunt is to quickly divide up the questions in your small groups. Each group member should take two (2) to four (4) questions and immediately start answering these. You have ten (10) minutes. Go to it!!”

While the youth are working on their scavenger hunt questions, record the team names on the chart paper or whiteboard: 1. Financial Auditor/Accountant, 2. Financial/Investment Analysts, 3. Loan Officer, 4. Bookkeeper, 5. Accounting/Related Clerks, 6. Payroll Clerks, and 7. Customer Service Representative. Beside their team names record this title: # of questions answered from scavenger hunt.

Say to the youth, ***“Time is up! Now, how many questions did each team answer?”*** Record this information on the whiteboard or chart paper. Do this in an orderly manner beginning with the team name that begins first and ending with the team name that occurs last.

Go to your answer sheet in the Appendices section of this manual under the title Activity Sheet 10 – Scavenger Hunt on Careers and quickly share the answers with the entire group.

Let the youth know that all seven (7) teams are winners. The objective of the scavenger hunt was to realize that all different types of jobs require financial skills. Give each youth a small prize for their efforts.

Closing Activity (2 minutes)

Ask the youth to open up their manuals to Comic 4 . Tell them to read it silently to themselves. As they are reviewing this comic, say, ***“This comic is an example of the relationship between individuals and the community in regards to financial practices. The questions I want you to continue thinking about is: What does this mean to me? What career can I pursue to be financially sound? And, how do I ensure that I keep my financial story secure?”*** Respectfully move on to the next section of this manual.

Assessment Strategy

The youth achieved the expectations through the video showing/questioning, PPT presentation, scavenger hunt on careers and reflection on the comic.

Resources for this Lesson

PPT 5 – Sound Financial Practices

Comic 4

Comic 4



PowerPoint 5 Sound Financial Practices

AFOA
Aboriginal Financial Officers Association of Canada

How Sound/Unsound Financial Practices Affect You?

Your Community:

If the community practices sound financial management, the community is able to maintain programs and services for community members. For example: the community may start new programs like monthly youth recreation trips to the movie theatre or be able to open up the gym.

AFOA
Aboriginal Financial Officers Association of Canada

How Sound/Unsound Financial Practices Affect You?

Your Parents/Guardians:

If the family practices sound financial management, family spending is kept up to date and savings are set aside for future activities (trip to a theme park or a powwow).

There is a sense of stability and wellness within the family knowing that there is enough money to pay bills. The family is better prepared to pay for unexpected expenses (fees for a school activity).

AFOA
Aboriginal Financial Officers Association of Canada

How Sound/Unsound Financial Practices Affect You?

Unsound financial practices – An example of this is if a parent/guardian loses a job (or is unable to secure a job) this means that: they can only cover needed items (food, shelter), youth aren't able to participate in activities that cost money (hockey or figure skating), parents may worry over money and whether they can pay their bills, and if parents aren't able to keep paying bills (car loan) they may need to give up that item (their car).

AFOA
Aboriginal Financial Officers Association of Canada

How Sound/Unsound Financial Practices Affect You?

Many Aboriginal communities have revenues that come from these sources:

- Funding – Indian and Northern Affairs Canada, Health Canada, Provincial Government
- User Fees – Water, Waste Disposal, Community Centre Rentals,
- Taxes, Business Licensing
- Business Enterprises – Stores and Resorts, Natural Resource Harvesting, Lottery Operations
- Credit – Loans for Housing, Operating Lines of Credit

AFOA
Aboriginal Financial Officers Association of Canada

How Sound/Unsound Financial Practices Affect You?

Many Aboriginal communities spend those revenues on these items:

- Community Programs and Services – Health, Schools, Economic Development, Day Care
- Build and Maintain Community Facilities – Roads, Water System, Buildings
- Employees – Band Manager, Finance Officer, Community Health Nurse, Day Care Workers, School Bus Driver, Maintenance Workers

AFOA
Aboriginal Financial Officers Association of Canada

Key Thought

If a community has unsound financial practices, then all individuals are put at risk. This means that all the programs and services are put in jeopardy.

If a parent/guardian has unsound financial practices, then the entire family is put at risk. The basic needs are compromised and there is no room for any wants.

Activity Sheet 8 – Impacts of Financial Practices

Impacts of Sound/Unsound Financial Practices

How do sound and unsound financial practices affect you?

Your Community:

If the community practices sound financial management, the community is able to maintain programs and services for community members. For example: the community may start new programs like monthly youth recreation trips to the movie theatre or be able to open up the gym.

Your Parents/Guardians:

If the family practices sound financial management, family spending is kept up to date and savings are set aside for future activities (trip to a theme park or a powwow).

There is a sense of stability and wellness within the family knowing that there is enough money to pay bills. The family is better prepared to pay for unexpected expenses (fees for a school activity).

Unsound financial practices:

An example of this is if a parent/guardian loses a job (or is unable to secure a job) this means that: they can only cover needed items (food, shelter), youth aren't able to participate in activities that cost money (hockey or figure skating), parents may worry over money and whether they can pay their bills, and if parents aren't able to keep paying bills (car loan) they may need to give up that item (their car).

Activity Sheet 9 - Careers in Finance

Occupation	Description	Potential Employers
Financial Officer or Manager	Examine and analyze the accounting and financial records of individuals, businesses and organizations to ensure accuracy and compliance with established accounting standards and procedures. Plan, organize and administer accounting systems for individuals, businesses and organizations. Articling students in accounting firms are included in this unit group.	Aboriginal community/band offices, Tribal Councils, Aboriginal organizations, banks, other financial institutions and accounting firms employ financial officers and managers. Financial officers, managers and accountants may also be self-employed.
Financial and Investment Analysts	Collect and analyze financial information related to stocks, bonds and other investments to provide financial and investment or financing advice for their company or their company's clients.	A wide range of organizations in the private and public sector use financial analysts such as banks, brokerage houses, insurance companies, investment companies, manufacturing firms, trust companies, utility companies and underwriting firms. Brokerage houses and trust companies primarily use investment analysts.
Loan Officer	Examine, evaluate and process credit and loan applications.	Banks, trust companies, credit unions and similar financial institutions use loan officers.
Bookkeeper	Maintain all accounting records, process and record financial transactions for a business or organization. May provide personal bookkeeping services.	Public and private sector organizations that are small enough that they don't need individual accounting clerks use bookkeepers. A bookkeeper may be self-employed and maintain the records for small businesses and organizations.
Accounting and Related Clerks	Calculate, prepare and process bills, invoices, accounts payable and receivable, budgets and other financial records according to established procedures.	Larger public and private sector organizations use accounting clerks.
Payroll Clerk	Collect, verify and process payroll information. Determine pay and benefit entitlements for employees within a department, company or other establishment.	All public and private sector organizations that employ a large number of people use payroll clerks.
Customer Service Representative	Process customers' financial transactions and provide information on related banking products and services.	Banks, trust companies, credit unions and other financial institutions use customer service representatives.

Source: National Occupational Classification, Human Resources and Skills Development Canada

Activity Sheet 10 – Scavenger Hunt on Careers



Cashier

Career Attributes		Life Style Characteristics	
Job Description	Record and receive payment from customers in stores, restaurants, movie theatres, and other establishments.	Wage Range	\$10.25 to \$15.00 per hour
		Time for Family and Hobbies	Significant time is available for family and hobbies because job responsibilities are limited to working hours.
Skills and Education Needed	Skills - Math, read price tag, use cash register, oral communication, and significant use of memory. Education - Some secondary school is usually required	Ability to Own Things	Ability to own things is limited due to the lower income level.
		Ability to Travel	Ability to travel is limited due to lower income level.



Elementary School Teacher

Career Attributes		Life Style Characteristics	
Job Description	Prepare courses for students, teach students according to a systematic lesson plan, assign and correct homework, prepare and correct tests, and assess the progress of students in learning curriculum.	Wage Range	\$11.90 to \$51.70 per hour
		Time for Family and Hobbies	Summers can be taken off, unless you choose to take courses and upgrade. However, significant work is completed in evenings during the school year to prepare for classes and correct homework and tests.
Skills and Education Needed	<p>Skills - Critical thinking skills are needed to determine students` understanding of topics. Oral communication skills are needed to speak with students, parents, suppliers and school workers. Ability to work with others including parents and other school workers.</p> <p>Education - Bachelor`s Degree in Education, an additional Undergraduate Degree in the Arts or Sciences and a Provincial Teaching Certificate is Required</p>	Ability to Own Things	Once the higher wage level is achieved, there is a greater ability to own things.
		Ability to Travel	Once the higher wage level is achieved, there is a greater ability to travel due to the increased income level.



Financial Manager

Career Attributes		Life Style Characteristics	
Job Description	Plan, direct, organize and control the operation of an accounting or other finance department. Implement financial policies and procedures. Prepare or coordinate the preparation of budgets and financial statements of the organization.	Wage Range	\$11.38 to \$48.00 per hour
		Time for Family and Hobbies	Significant time commitment is required to the job including working evenings or weekends to prepare or provide financial reports as required.
Skills and Education Needed	<p>Skills - A strong understanding of accounting and financial analysis is required. Computer use is required for word processing, financial analysis and the operation of specific accounting software. Strong numeracy skills required. Oral communication skills are needed to interact with employees and coworkers within other departments of the organization.</p> <p>Education - A Bachelor`s Degree in Business Administration, Economic, Commerce or other related field is required. An accounting designation or Master`s Degree in Business Administration may also be required. AFOA Canada also offers the Certified Aboriginal Financial Management (CAFM) designation.</p>	Ability to Own Things	Once the higher wage level is achieved, there is a greater ability to own things.
		Ability to Travel	Once the higher wage level is achieved, there is a greater ability to travel due to the increased income level.



Automotive Service Technician

Career Attributes		Life Style Characteristics	
Job Description	Inspect and test motor vehicles. Adjust, repair or replace parts on motor vehicles. Perform maintenance service such as oil changes.	Wage Range	\$10.50 to \$26.00 per hour
		Time for Family and Hobbies	Significant time is available for family and hobbies because work is limited to work hours. Some automotive service technicians may work on-call which impacts family time.
Skills and Education Needed	<p>Skills - Must be able to adjust, repair and replace automotive parts and perform routine maintenance. Oral communication is needed to discuss issues with co-workers and talk to customers to discuss their vehicle. Problem solving is needed to assess required repair issue.</p> <p>Education - Completion of high school is generally required. Completion of apprenticeship or a combination of trade school and work experience. Automotive service technician certification is required in most provinces.</p>	Ability to Own Things	Once the higher wage level is achieved, there is a greater ability to own things.
		Ability to Travel	Once the higher wage level is achieved, there is a greater ability to travel due to the increased income level.



Construction Trades Labourer

Career Attributes		Life Style Characteristics	
Job Description	Load and unload construction materials, move materials to work areas, erect and dismantle concrete forms/scaffolding at construction sites, assist tradespersons in construction activities, level earth to grade specifications, and direct traffic at or near construction sites.	Wage Range	\$11.25 to \$23.00 per hour
		Time for Family and Hobbies	Time available for family and hobbies is depending on the construction season. This occupation generally works long hours and weekends at the height of the construction season. In cold climates, construction trades labourers have the winter off.
Skills and Education Needed	<p>Skills - Some experience in general construction is required. Oral communication skills are required to interact with coworkers. Ability to perform manual labour is required.</p> <p>Education - There is no required education. Although, a grade 12 diploma is encouraged and a Construction Helper certificate from a college is also encouraged.</p>	Ability to Own Things	Once the higher wage level is achieved, there is a greater ability to own things.
		Ability to Travel	Once the higher wage level is achieved, there is a greater ability to travel due to the increased income level.



Artisan/Craftsperson

Career Attributes		Life Style Characteristics	
Job Description	Create art or crafts through the use of tools, natural and synthetic materials	Wage Range	\$11.25 to \$28.50 per hour
		Time for Family and Hobbies	Many artisans and craftspersons create art as a hobby. A number of artisans and craftspersons are self-employed, and their time available for family is dictated by their commitment to their art.
Skills and Education Needed	<p>Skills - Creative ability and talent, as demonstrated by a portfolio of work, knowledge of safe handling of material, tools and equipment are required. Arts or craft making skills are generally acquired through working with a master crafts person.</p> <p>Education - There is no required education. A degree in fine arts may be required for some employment.</p>	Ability to Own Things	Once the higher wage level is achieved, there is a greater ability to own things.
		Ability to Travel	Once the higher wage level is achieved, there is a greater ability to travel due to the increased income level.



Chief Executive Officer

Career Attributes		Life Style Characteristics	
Job Description	Establish objectives for the company and formulate or approve policies and programs. Allocate material, human and financial resources to implement company policies and programs. Coordinate the work of regions, divisions or departments. Represent the company in negotiations or other official functions	Wage Range	\$13.57 – \$274.52 per hour
		Time for Family and Hobbies	Significant demands are placed on the individual outside of work hours. This limits the time available for family and hobbies.
Skills and Education Needed	<p>Skills - Analytical and problem solving skills are required to assess opportunities and issues. A high level of oral and written communications is needed. The ability to supervise and direct employees is essential.</p> <p>Education - University degree or college diploma in engineering, business administration, commerce or other discipline related to the company's product is usually required.</p>	Ability to Own Things	Due to the high wage range, the ability to own things is high.
		Ability to Travel	The ability to travel is high due to the opportunity to earn a high income. This occupation may also involve significant travel related to work.



Flight Attendant

Career Attributes		Life Style Characteristics	
Job Description	Greet passenger, explain and demonstrate safety procedures, serve food and beverages to passengers, and attend to passenger safety during take-off, landing and emergencies.	Wage Range	\$20.00 to \$51.30 per hour
		Time for Family and Hobbies	Time for family and hobbies is limited by the shift work and out-of-town travel required by the job.
Skills and Education Needed	<p>Skills - Oral communication skills are required to interact with coworkers, take orders from passengers and provide information to passengers. Numeracy skills are required to process payment for purchases. Problem solving and decision making skills are needed to address issues with passengers.</p> <p>Education - High school diploma. Completion of Transport Canada approved training program is required.</p>	Ability to Own Things	Upon increasing to the higher wage level, the ability to own things is increased.
		Ability to Travel	Significant travel is required of this occupation.



Financial Auditor

Career Attributes		Life Style Characteristics	
Job Description	Examine and analyze journal and ledger entries, bank statements, tax returns and other accounting and financial records, of a company to ensure financial recording accuracy and compliance with established accounting standards, procedures and internal controls. Prepare detailed reports on audit findings and recommend improvements to accounting and management practices	Wage Range	\$15.30 to \$49.00 per hour
		Time for Family and Hobbies	This occupation requires significant time working outside of work hours which will impact time for family and hobbies.
Skills and Education Needed	<p>Skills - Accounting and financial analysis skills are required. Significant document use skills are required including reviewing documents and locating required financial information, completing entry forms and entering data in lists and tables. Oral and written communications skills are required to prepare and provide reports to clients. Strong numeracy and analytical skills are also required.</p> <p>Education - University degree in business administration or commerce. An accounting designation is also required. Licensing by a provincial governing body to practice public accounting is also required.</p>	Ability to Own Things	Once the higher wage range is achieved, the ability to own things exists.
		Ability to Travel	Travel is required meet with clients at their office. The ability to travel for personal use increases with the wage range.

Scavenger Hunt Q and A

Your name:

Indicate the name of the group you are in:

- | | |
|--------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Financial Auditor/Accountant | <input type="checkbox"/> Accounting/Related Clerks |
| <input type="checkbox"/> Financial/Investment Analysts | <input type="checkbox"/> Payroll Clerks |
| <input type="checkbox"/> Loan Officer | <input type="checkbox"/> Customer Service Representative |
| <input type="checkbox"/> Bookkeeper | |

1. Under the career **Cashier**, what is the key thing that they do (job description)?

YOUR ANSWER.

“Record and receive payment from customers in stores, restaurants, movie theatres, and other establishments.”

2. Under the career **Elementary School Teacher**, what time is there for family and hobbies?

YOUR ANSWER.

“Summers can be taken off, unless you choose to take courses and upgrade. However, significant work is completed in evenings during the school year to prepare for classes and correct homework and tests.”

3. Under the career **Financial Manager**, what is the education required for this job?

YOUR ANSWER.

“Education - A Bachelor`s Degree in Business Administration, Economic, Commerce or other related field is required. An accounting designation or Master`s Degree in Business Administration may also be required.”

4. Under the career **Automotive Service Technician**, what is the key skill that they must possess?

YOUR ANSWER. *“Skills - Must be able to adjust, repair and replace automotive parts and perform routine maintenance. Oral communication is needed to discuss issues with co-workers and talk to customers to discuss their vehicle. Problem solving is needed to assess required repair issue.”*

5. Under the career **Construction Trades Labourer**, what is the wage range?

YOUR ANSWER.

“\$11.25 to \$23.00 per hour”

6. Under the career **Artisan/Craftsperson**, what is the ability to own things?

YOUR ANSWER.

“Once the higher wage level is achieved, there is a greater ability to own things.”

7. Under the career **Chief Executive Officer**, what is the ability to travel?

YOUR ANSWER.

“The ability to travel is high due to the opportunity to earn a high income. This occupation may also involve significant travel related to work.”

8. Under the career **Flight Attendant**, what is the education needed?

YOUR ANSWER.

“Education - High school diploma. Completion of Transport Canada approved training program is required.”

9. Under the career **Financial Auditor**, what is the key thing that they do?

YOUR ANSWER.

“Examine and analyze journal and ledger entries, bank statements, tax returns and other accounting and financial records, of a company to ensure financial recording accuracy and compliance with established accounting standards, procedures and internal controls. Prepare detailed reports on audit findings and recommend improvements to accounting and management practices.”

Closing Activity (20 minutes)

Expectations

- Restate or identify their dream purchase or activity from the day
- Present one idea to the statement “The key thing I have learned today is...”
- Complete a post-workshop quiz.

Length of Lesson

- 20 minutes

Materials Required

- Post-Its (one for each youth)
- Activity Sheet 11 – Post Quiz
- PPT 6 – Post Quiz
- Activity Sheet 12 – Online Resources
- LCD Projector (or Smart Board) with Computer
- Microsoft Power Point Application on Computer
- Screen for projection (if no Smart Board)

Hook Activity (5 minutes)

The facilitator will:

Say to the youth,

“I am coming around to give each of you a post-it. As soon as you get your post-it I would like you to write or draw the one (1) key thing that you have learned today. Do not worry about spelling or anything like that. Everyone gets 100% on this activity no matter what. As soon as you record your key learning come on up and post your post-it on the whiteboard (or chart paper). Then return to your desks/tables. You have one (1) minute to complete this task.” After one (1) minute and after all the students have posted their key learning, quickly review their responses with them.

Mini-Lesson (9 minutes)

Ask the youth to open up their manuals to Activity Sheet 11 – Post Quiz. Tell them that you will be showing the final PowerPoint that is the mirror of this quiz. Let the youth know that you will walk them through this quiz. They are to answer the questions as you go through each screen. Show the PowerPoint called PPT 6 – Post Quiz. Prompt the youth to answer the questions.

Once the quiz is completed ask the youth to detach this paper from the manual. Say to the youth, ***“Now that you are done the quiz, I would like you to carefully tear out the quiz from your manual. Bring this sheet of paper to me and form a circle.”*** Collect the quizzes.

Interactive Activity (5 minutes)

Now that the youth have formed a circle, ask them, ***“Our final task is for you to complete the statement – If I had a million dollars I would _____.”*** Let them know that there is no wrong way to answer this statement. Remind them that they have ten (10) seconds to come up with a response. Go around the circle and have each youth quickly answer. Let them know that ***“a million dollars is possible, with the right plan, career and attitude”***. Send them back to their desks. Have them open up their manuals to Activity Sheet 12 – Online Resources.

Closing Activity (1 minute)

Quickly review the Online Resources on this activity sheet. Thank the youth for being such wonderful participants. Let them know that the website for the Aboriginal Financial Officers Association is full with amazing resources. Emphasize the importance of them going to these links when they are at home or at school.

Assessment Strategy

The youth achieved the expectations through the Post-It activity, Post Quiz and sharing circle.

Resources for this Lesson

PPT 6 – Post Quiz

PowerPoint 6 Quiz

AFOA
Affiliated Financial Officers Association of Canada

Post Quiz

Question:
 What is **NOT** a principle of sound money management?

Select one of these answers:

- a) Identify how much money you'll need for a future goal.
- b) Get an understanding of where your money comes from and where you spend it.
- c) Spend, spend, spend – until all my money is gone.
- d) Use a spending plan
- e) Pay your bills on time

AFOA
Affiliated Financial Officers Association of Canada

Post Quiz

Question:
 Would you consider working in a finance job?

Select one of these answers:

- Yes
- No

AFOA
Affiliated Financial Officers Association of Canada

Post Quiz

Question:
 When deciding whether or not to buy something, what influences your decision?

Select one of these answers:

- a) Brand Name
- b) Price
- c) Do I Need This?
- d) All of the Above
- e) None of the Above

AFOA
Affiliated Financial Officers Association of Canada

Post Quiz

Question:
 If you don't already have one, will you use a personal deposit account to help keep your money safe?

Select one of these answers:

- Yes
- No

AFOA
Affiliated Financial Officers Association of Canada

Post Quiz

Question:
 Thinking of a future goal that you have, how important is it for you to protect your financial story?

Select one of these answers:

- a) Very important
- b) Somewhat important
- c) Neither important or unimportant
- d) Somewhat unimportant
- e) Not very important

AFOA
Affiliated Financial Officers Association of Canada

Post Quiz

Question:
 Would you lend money to someone who didn't repay money that they borrowed from you in the past?

Answer:

- Yes
- No

AFOA
Affiliated Financial Officers Association of Canada

Post Quiz

Question:
 Thinking about the programs and services that you or your family use within your community, how much do the financial decisions made by your community impact your life?

Select one of these answers:

- a) Very Much
- b) Somewhat
- c) Not Much
- d) Not at All

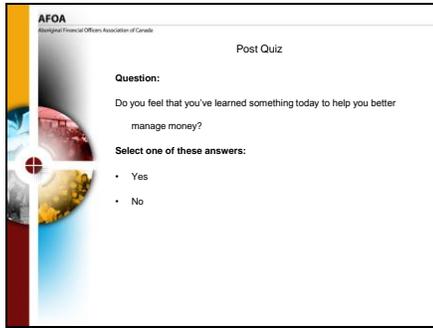
AFOA
Affiliated Financial Officers Association of Canada

Post Quiz

Question:
 When you are shopping for a personal deposit account, what quality would you look for in a financial institution?

Select one of these answers:

- a) Located close to you
- b) Recommendation by family or friends
- c) Fees to access my money
- d) Internet access
- e) All of the above



AFOA
Association of Financial Officers - Association of Canada

Post Quiz

Question:
Do you feel that you've learned something today to help you better manage money?

Select one of these answers:

- Yes
- No

The screenshot shows a quiz interface with a decorative graphic on the left side featuring a globe and a target symbol. The text is clear and legible.

Activity Sheet 11 - Post Quiz

Circle the answer that applies to you. Once complete, detach and give to your instructor.

What is NOT a principle of sound money management?

- Identify how much money you'll need for a future goal.
- Get an understanding of where your money comes from and where you spend it.
- Spend, spend, spend – until all my money is gone.
- Use a spending plan
- Pay your bills on time

Would you consider working in a finance job?

- Yes
- No

When deciding whether or not to buy something, what influences your decision?

- Brand Name
- Price
- Do I Need This?
- All of the Above
- None of the Above

If you don't already have one, will you use a personal deposit account to help keep your money safe?

- Yes
- No

Thinking of a future goal that you have, how important is it for you to protect your financial story?

- Very important
- Somewhat important
- Neither important or unimportant
- Somewhat unimportant
- Not very important

Would you lend money to someone who didn't repay money that they borrowed from you in the past?

- Yes
- No

Thinking about the programs and services that you or your family use within your community, how much do the financial decisions made by your community impact your life?

- Very Much
- Somewhat
- Not Much
- Not at All

When you are shopping for a personal deposit account, what quality would you look for in a financial institution?

- Located close to you
- Recommendation by family or friends
- Fees to access my money
- Internet access
- All of the above

Do you feel that you've learned something today to help you better manage money?

- Yes
- No

Activity Sheet 12 - Online Resources

Aboriginal Financial Officers Association (AFOA)

www.foa.ca

Financial resources for Aboriginal people working in finance. This includes information on becoming a Certified Aboriginal Financial Manager, resources for community financial management, and membership with the AFOA.

Your Money

www.yourmoney.cba.ca

Financial literacy resource for young people to learn how to use money wisely to reach their goals. Resources for classrooms and teachers are also available on this site.

The Money Belt

www.themoneybelt.ca

Information and resources to build your knowledge and confidence in handling finances and making decisions about money. The web site features, The City, online activities that can be used by students and teachers to learn financial life skills.
