

Fin Lit 10.10 Unit Outline

Teachers! Please use some or all the following suggestions to complete the study of outcome 10.10 in the Saskatchewan Financial Literacy 10 curriculum. Connecting careers, lifestyle, and finance should be an engaging experience for each of your students, and this unit contains some locally developed resources from the Saskatoon Industry Education Council.

Resources are located below the Teacher's Guide on SaskMoney.ca/module/future/ or through links provided in this document.

Step 1: Begin with an Inquiry Question

- Ask students, “When you consider what your life may be like ten years from now, what questions do you have about how finances will affect your well-being?”
- Students should consider one of the most pressing questions that they have, and they can revisit the question throughout the unit.
- You may ask students to add their questions to a “Parking Lot”—a place in the class where everyone will be able to see the questions throughout the unit. Questions can be reviewed toward the end of the unit to see if any content relating to the outcome and indicators should be covered.

Step 2: Introduce “Lifestyle” (2-3 classes)

- Define lifestyle and its connection to a career journey.
 - Ask students for their guesses, and then display **Lifestyle Examples and Definition** slide.
- Ask students to evaluate their current lifestyle. The following links provide the option to print responses, or students could write down their answers.
 - [ALIS Balance Your Lifestyle](#)
 - [ALIS Increase Satisfaction in Key Areas of Your Life](#)
- Debate Option: Does our past and present limit what we can achieve in the future?
 - Use the Structure debate format:
 - Group A presents researched argument.
 - Group B presents a researched counterargument.
 - Group A responds uninterrupted.
 - Group B Responds uninterrupted.



- Open Discussion.
 - Time limits for each portion are recommended.
- If students are given time to research, they should hand in research notes and sources.
- A listening guide during the debate can be an effective assessment piece. A simple listening guide and sample self-evaluation is available on SaskMoney.ca.
- Reflect- What are your future lifestyle goals? How do they reflect your values? What will you need to do to reach these goals?

Step 3: Short-term Lifestyle and Finance Goals (1-2 classes)

- Discussion: How are lifestyle and finances connected?
 - Students read question and complete a *Turn and Talk* with a partner where each student responds and then one prepares to share their consensus or differing opinions with the class.
 - Teacher gathers opinions and lists on board, editing as needed, to form one complete answer to question.
- Students complete **Lifestyle Reality Check**
 - Address that the numbers for this activity were assembled in 2012. This will be considered in the next step.
 - You may choose to use the *Answer Sheet* after completing the following steps.
- Discuss Inflation: [Bank of Canada resource](#)
- Use BoC inflation calculator in link above to calculate inflation change since 2012 when Reality Check was assembled
- Reflect- What have I learned about costs to support my lifestyle when I leave high school? Note: The **Lifestyle Reality Check** document has reflection questions that you may use as well.

Step 4: Long-term Lifestyle Goals (2 classes)

- Students may respond to [Cal Newport's](#) future lifestyle questions.
 - Students may complete **My Rich Life** questionnaire and then reflect on their responses:
 - Why are your choices important to you?



- How do your choices reflect your needs, wants, and values?
 - “What do I need to support this lifestyle?”
 - Students research average costs of essentials they will want to suit their lifestyle (splitting the work between partners could be efficient). They can also add two to three more categories if they wish:
 - Housing: Condo/Home/Apartment, Rent or Own? (average rent in city vs. monthly mortgage payment on desired home)
 - Family: What is the average cost of raising a child in Canada (Saskatchewan specifically)? If a pet is desired, what is the average cost of owning a cat or dog?
 - Vehicle: What are the monthly payments for a student’s desired vehicle?
 - Utilities: How much do people in Saskatchewan pay for heating, electricity, water/sewer, phone, and/or internet?
 - What are the average monthly grocery costs for a family of ____ in your region?
 - What else will you require to suit your lifestyle? (add 2-3 more categories and complete the research)
 - What happens to a student’s budget when one or more of these situations are added:
 - Student loan monthly payment
 - Insurance bills: home/renter, vehicle, health
 - Your vehicle requires a \$2200 repair
 - Your furnace breaks down and needs to be replaced.
 - Your friend or sibling is getting married in the Cayman Islands. You’ll need around \$4000-\$5000.
 - Students report back to class and discuss what everyone has learned
- *NOTE: Learning about mortgages, car loans, etc. will be in-depth in the Financial Literacy 20-30 courses. This is basic, local research.*
- Reflect- Do you need to adjust any of your lifestyle goals? If not, how will you continue to support your desired lifestyle?

Step 5: Career Options to Support Lifestyle (2-3 classes)

- When choosing a profession to support a certain lifestyle, what specific questions should people ask themselves?



- Discuss as a class. *Turn and Talk* could be helpful again to gather initial thoughts before a whole-class discussion.
- Read [ALIS article](#)
 - Students engage in reading activity *First Word, Last Word*.
 1. As they read students should note one key phrase or passage that stands out to them.
 2. When their group has finished reading, the first person reads their selected passage, but makes no comment.
 3. One at a time, the other group members share what the passage makes them consider.
 4. The person who originally shared the passage then shares why they chose it.
 5. Repeat with each group member starting the conversation.
 - Debrief as class
- Research Local Career Options (Use the Reflect question below to guide students' search)
 - [Career Talks](#) (via [contact360.ca](#))- This resource features many interviews with Saskatchewan-based professionals. There is a printable viewing guide above the videos!
 - Students should watch an entire interview to learn about the profession, career path, what the person loves about their work, career advice, etc.
 - Depending on time, students can:
 - a. Find one video based on a profession they think they would enjoy.
 - b. Watch 2-3 videos (or more), Perhaps two could be from a profession they know little about. They could only complete the viewing guide for one or two, if necessary.
 - [Relevance Magazine](#) (via [contact360.ca](#))
 - A viewing guide is available and customizable to suit your students.
 - New editions are released every November, and past issues are available online.
 - Connect Careers to [Job Chart](#)
 - After researching a couple of career options, students can use the **Job Chart** in *Relevance Magazine* to discover:
 - job prospects,



- post-secondary pathways,
- salary ranges, etc.
- The *Relevance Discussion Guide* has a section for the Job Chart as well!
- If students do not find a preferred career in the chart, they can research using other Canadian tools such as myblueprint.ca (Click: Work → Occupations).
- The **Government of Canada Job Bank** and **myBlueprint** surveys can be used to connect students with professions. Even if they've completed the surveys before, responses change from year to year. (This is a great point of discussion!)
- Reflect- Identify one career that could support your lifestyle and explain why it would be a good path for you. Consider the financial benefits as well as how the profession supports lifestyle choices other than money (vacation time, work hours, etc.).
 - Students could use the **Lifestyle Reality Check** “Quick Quiz” reflection sheet.

Step 6: Map a Plan to Achieve Lifestyle Goals (1 class)

- Students can use the categories above in “What do I need to support this lifestyle?” and list what they will need to consciously do to have the finances to support their goals.
- After some research, students should compare their steps with a partner and consider if there is anything they've missed.
- Reflect- After your learning, how might you adjust your previous goals or inquiry question?

Step 7: Create Product to represent future lifestyle and career goals along with their connection to finances (2+ classes)

Encourage students to be creative by assembling a product that represents a link between their future lifestyle and career goals and their finances. Students should start by revisiting their initial inquiry question. Of course, they can revise their question based on the learning that has occurred.



A class discussion about what would make a successful version of these products will be very helpful for your students. Be sure to ask students if you can save work for exemplars for future classes!

- Video.
 - Set a time limit. 2 minutes is a lot of time in a successful video!
- Vision board
 - [“A Psychologist Explains the Power of Vision Boarding for Success” \(Forbes\)](#)
 - View [Benefits of a Vision Board](#) on SaskMoney.ca
 - There are lots of examples online. Be sure to discuss organization and justification of choices with students.
- Past-Present-Future
 - Students may be able to use samples from class work to represent how finances impacted their life to this point, and how they will impact their future lifestyle goals. This could be a poster or digital product.

Step 8: Reflect

Students should reflect on their learning for their project and the outcome. This can be done by filling in a self-assessment rubric.

- What have I learned about lifestyle, careers, and finances?
- What will I need to do to achieve my financial/lifestyle goals?

Notes:

- Step 9 could be “**Present**”, but likely only if students are presenting to those they are comfortable with.
- SaskMoney.ca’s Teacher Guide for this outcome also includes links to resources to support the long-term planning indicators in the curriculum.

Assessment Suggestions (Formative, Summative, Self-Assessment)

Co-constructing assessment criteria with your students can be very effective for a project-based assessment.

If using SaskMoney.ca rubrics, be sure to discuss the criteria so students understand what a successful project will contain.

Formative:

- Exit slips focused on _____ key concept from lessons



- Brief feedback on student reflections
- Feedback on Career Exploration task(s)

Summative (for the final project):

- Teacher Rubric (Samples available on SaskMoney.ca)
- Peer-Assessment (optional). This could also be used as a formative assessment piece before the final product is assembled.
- Self-assessment and reflection after the project is completed (Sample available)
- If presenting, students could supply peer feedback or use a listening guide to write down a key lesson from work of others. Note that a presentation is not required in the curriculum.

Self:

- Students can be given a copy of the Teacher Rubric to self-assess and provide a justification for their choices. This can be combined with the final reflection task. Providing the rubric at the start of the unit will give students a clear direction for their learning.

