



MODULE 1: WHY MONEY MATTERS

Choose from the Suggested Activities below to find activities to help your students meet the outcome for this module from the Saskatchewan Financial Literacy 20/30 curriculum.

All resources for this module's activities can be found on saskmoney.ca.

OUTCOME

Explore the value of money.

INDICATORS

- a. Explore common responses to questions such as:
 - Why do we have money?
 - How much money does one really need?
 - What are common money decisions people face?
 - How do personal decisions about money affect self and others?
 - Why is it important to manage personal and community finances?
 - What influences one's perception of, and value of, money?
- b. Discuss reasons (e.g., safety and security, freedom, ability to have choices, ability to give back and to share, comfort and control, adventure) why people value money.
- c. Explain the concept that every money decision involves a trade-off (i.e., opportunity cost).

OVERVIEW

Students will explore the concept of money as an introduction to this financial literacy unit.

PREREQUISITE

None

SUGGESTED TIME

2-4 hours

RESOURCES

- Financial Literacy Vocabulary sheet
- The City: Financial Life Skills Pre-Assessment
- Make it Count Lesson and Worksheet (2 Options)
- The City—Lifestyle Reality Check
- "Video Series: Money Break"
- Opportunity/Cost Assignment Sheet (Secondary Students)
- See Supplementary Resources chart on *Money Sense* page

ASSESSMENT

- Anecdotal
- Group feedback on the quality of worksheet(s)

MODULE 1: CONTINUED

SUGGESTED ACTIVITIES

1. Discuss each of the questions and concepts listed in the indicators with your students. Students could interview each other before having a class discussion.
2. Have students fill in **Financial Literacy vocabulary handout** based on what they already know. Discuss definitions as a class. Followed up with **The City— Financial Life Skills Pre-Assessment**: students will be able to identify the extent of their current knowledge and gaps in their knowledge about financial life skills. It is suggested that certain questions be eliminated based on relevance to age group (ex. #3, #7, #15, #16).
3. Modify the activities in either of the “**Make It Count**” lessons to suit the needs of your class. Each of the lessons have a worksheet.
4. **The City—Lifestyle Reality Check** (module 2): students will complete a questionnaire on their future lifestyle goals comparing expenses to a realistic income level and discuss the need for a realistic understanding of personal finances. (You may choose to save this for a budgeting lesson).
5. Use one or two of the “**Video Series; Money Break**” links for class discussion. Have students respond to a clip that stands out to them.
6. **Opportunity Cost**—definition and calculations (More appropriate for secondary students).

For more curriculum information, please visit the Government of Saskatchewan curriculum website.