



## MODULE 13: NON-EMPLOYMENT SOURCES OF INCOME

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](http://saskmoney.ca).

### OUTCOME

Examine non-employment sources of income.

#### INDICATORS

- Discuss how an inheritance may contribute to personal, family or community finances.
- Explain the purpose and function of a pension.
- Investigate risks associated with over-reliance on sources of income such as lotteries, gambling and pawn shops.
- Investigate eligibility criteria for a variety of government programs (e.g., tax benefits, welfare, employment insurance, grants and subsidized housing).
- Investigate financial obligations associated with treaties (e.g., treaty education outcome TR10—Examine contemporary economic implications of Treaties for all the people of Saskatchewan and other Canadian jurisdictions).

#### OVERVIEW

Students will have the opportunity to build an understanding of the implications of income gained without exchanging work for it, developing tools to make sound decisions about risky situations and considering multiple outcomes when making decisions about unexpected income.

#### PREREQUISITE

None

#### SUGGESTED TIME

3–5 hours

#### RESOURCES

##### • Online Tools:

- The Dollars and Sense of an Inheritance (*Educators Financial Group*)
- Everything You Need to Know About Your Company Pension (*moneysense.ca*)
- Saskatchewan Pension Plan
- Canada Pension Plan
- What to do with a Sudden Inheritance* (*moneysense.ca*)
- Financial Help—Saskatchewan.ca
- Employment Insurance Benefits (*canada.ca*)
- Social Programs*—Indigenous Services Canada
- Treaties and Agreements*—Government of Canada
- Office of the Treaty Commissioner

##### • Assignments and Activities:

- Media Smarts* Lesson Plan: Online gambling and youth
- The Dollars and Sense of an Inheritance
- What to do with a sudden inheritance—case study
- Inheritance Implications (and response key)
- Sudden Inheritance
- Gambling Myths* brochure

## MODULE 13: CONTINUED

### ASSESSMENT

- Monitor progress and accuracy as students work through the lessons and worksheets. Students should be able to identify and describe the implications of unexpected income as well as social supports in class discussion.
- Assessment for this module may focus on students' reflections on learning

### SUGGESTED ACTIVITIES

1. Have students in small groups read and discuss the article, [The dollars and sense of an inheritance—Educators Financial](#). As a large group, identify the four steps identified in the article and ask spokespersons for each group to share their discussion points: [www.educatorsfinancialgroup.ca/learning-centre/dollars-sense-inheritance/](http://www.educatorsfinancialgroup.ca/learning-centre/dollars-sense-inheritance/)
2. Share the case study, [What to do with a sudden inheritance](#). Discuss the advice from the experts and have the class generate a list of pros and cons from the perspectives of both Diego and Renata. Provide students with the Inheritance Implications handout to complete after they've thoroughly discussed the case study as a large group.
3. Have students explore a variety of pension options, including how they work and how they benefit participants using websites such as [Everything you need to know about your company pension](#), [Saskatchewan Pension Plan](#), and [Canada Pension Plan—Overview](#). Group students in heterogeneous groups to compare and contrast the different pension plan options.
4. Explore the risks associated with gambling using the lesson [Online Gambling and Youth](#) from [Media Smarts](#), as well as the brochure [Gambling Myths](#).
5. Have students explore a range of social assistance programs available to residents to Saskatchewan. Using one of the websites [Financial Help | Family and Social Support](#), [Employment Insurance benefits](#), or [Social programs](#), have student identify and report on the following for a variety of social programs available:
  - a. Benefits
  - b. Eligibility
  - c. Application process
6. Investigate the financial obligations associated with the traditional lands specific to your school. Students should identify the treaty annuity payments for First Nations that share the same region as them and the historical implications of those payments, as well as exploring economic treaty relationships, starting from the sites [Treaties and agreements](#) and/or [Office of the Treaty Commissioner](#). Whenever possible, an elder should be consulted to provide context and leadership.

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