



MODULE 15B: **PAYMENT FOR WORK**

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

Assess the financial, ethical and legal implications associated with different methods of paying for work.

INDICATORS

- Compare the advantages and disadvantages of being self-employed to being an employee.
- Calculate gross pay for various methods of earning (e.g., hourly, salary, commission, piecework, gig employment and wages).
- Differentiate between gross pay and net pay or “take home pay.”
- Explore the impact of different pay periods (e.g., project completion, weekly, bi-monthly and monthly) on managing one’s finances.
- Examine the responsibilities of employers, including those conducting business on First Nations reserves (e.g., urban) with respect to such things as:
 - issuing payment for work;
 - deducting income tax;
 - matching Canada Pension Plan deductions; and,
 - deducting employment insurance (EI) premiums as outlined in provincial and federal legislation. (e.g., treaty education outcome TR10—Examine contemporary economic implications of Treaties for all the people of Saskatchewan and other Canadian jurisdictions).
- Examine the ethics, legality, financial implications and human impact associated with various ways of paying for work (e.g., bartering and under the table payments).

OVERVIEW

Students will build an understanding of the responsibilities of employers, including themselves should they choose to become self-employed. They will participate in a dialogue about their responsibilities to participate in the national economy, and the implications of not doing so.

PREREQUISITE

Module 15A

SUGGESTED TIME

6–10 hours

RESOURCES

- Textbook (online or text):**
 - Money and Youth* (2018). Module 5: Sources of Income, pp. 49–54.
- Online Tools:**
 - Self-Employed or Employee (*Quickbooks*)
 - Employee vs. Self-Employed contractor (*taxtips.ca*)
 - Indian Act Exemption for Employment Income Guidelines (*canada.ca*)
 - The Underground Economy: Be part of the solution (*canada.ca*)
- Assignments and Activities:**
 - How Income Tax Works

MODULE 15B: CONTINUED

ASSESSMENT

- Understanding Types of Wages—*scholastic.com* lesson plan
- Understanding Types of Wages—Calculating wages
- Pay Periods
- *Rights and Responsibilities: A guide to employment standards in Saskatchewan* (Also available online)
- Understanding the Underground Economy (including key)

SUGGESTED ACTIVITIES

1. Read and discuss the sections “Employment Income: Working for others” pp. 49–54, and “Self-Employment: Working for Yourself” p. 54 in the textbook, **Money and Youth** (*available online or in hard copy*).
2. a. Students can compile comparative lists of the pros and cons of self-employment and being an employee. Websites such as Intuit’s **Self-Employed or Employee** and **Employee vs Self-Employed Contractor** provide a comprehensive study of both options.
b. Based on the results of their enquiry, students should complete a short written or video report to explain which option is the best for them at present, and what they would see as ideal 5 to 10 years in the future.
3. Use the lesson **Understanding Types of Wages** from to introduce a variety of ways that wages are calculated. The lesson is written at a Grade 6-8 level, but the content fits well with high school indicators.
4. Explore the impact of different pay periods and types of pay using the handout **Pay Periods**.
5. Conduct a jigsaw inquiry where students in pairs or individually explore the financial responsibilities of employers. Once completed and assessed for accuracy, students should compile the information to create a class overview of the responsibilities of employers.

These should include:

- EI deductions
- CPP deductions
- vacation pay
- the implications of Section 87 of the Indian Act, and how the government defines whether or not income Indigenous Canadians earn qualifies as being situated on a reserve.

*Many of these will be easily searched within the canada.ca website, as well as by exploring the Government of Saskatchewan handbook, **Rights and Responsibilities: A guide to employment standards in Saskatchewan**. The implications of Section 87 of the Indian Act are defined on the page, **Indian Act Exemption for Employment Income Guidelines**.

If time allows, this could be extended to include how these same policies affect self-employed individuals and comparing the impact on an individual.

6. Lead students through a study of the implications of the underground economy using the handout, Understanding the Underground Economy and the canada.ca website, **The underground economy: Be part of the solution**. Students should develop a clear understanding of the implications of under reporting or failing to report income. This activity can be extended into a study of the potential for self-employment based on taking advantage of skills and assets.

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