



MODULE 17B: LIFESTYLE AND CAREER B

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

Evaluate the viability of one's chosen career to support one's desired future lifestyle.

INDICATORS

- Compare the earning potential of one's chosen career to the costs associated with one's desired future lifestyle.
- Discuss ways (e.g., increase income and reduce expenses) to align the earning potential of one's chosen career with the costs associated with one's desired future lifestyle.
- Suggest opportunities (e.g., side businesses, e-commerce, buy-and-sells, odd jobs, raises, promotions and bonuses) for earning additional income to support one's desired future lifestyle.
- Suggest ways to reduce expenses associated with one's desired future lifestyle.
- Investigate advantages and disadvantages (e.g., flexibility of hours, worker benefits and sick days) associated with one's chosen career.
- Discuss how one's career path may involve multiple occupations or job loss (e.g., due to natural disaster, economic downturns, layoffs or medical issues) that require resilience and adaptability to overcome.

OVERVIEW

Students will evaluate the viability of one's chosen career to support one's desired future lifestyle.

PREREQUISITE

Module 17A

SUGGESTED TIME

3-5 hours

RESOURCES

- Assignments and Activities:**
 - A Reality Check for Millennial Couple's Ambitious Retirement Goals (*Globe and Mail*)
 - 4 Men with 4 Very Different Incomes Open Up About the Lives They Can Afford (*Esquire*)
 - Dream Big: Money and Goals (Practical Money Skills)*
 - The City: Lifestyle Reality Check*
 - Attitudes About Money (*incharge.org*)
 - Show Me the Money: Reaching Your Goals
 - Emergency Funds
 - Lifestyle and Career Assignment Ideas
- Videos** (links in *Resources* folder):
 - How Do I Live Within My Means (FCAC)
 - Interviews with First Nation Elders
- Website:** myblueprint.ca

ASSESSMENT

- formative feedback on brief activities and at each step of the research project
- summative assessment of students' final reflection and/or research project (hard copy or presentation)

SUGGESTED ACTIVITIES

Note: Students will likely bring varying levels of experience with career planning to this module. Some may have considered future career paths quite a bit in other classes (e.g. Career Education).

1. Use the **Lifestyle and Career Assignment Ideas** document to form a project to gather evidence of student learning. Depending on sequencing and prior teaching, steps for a project could be assigned at the beginning of this module with formative feedback throughout and summative assessment at the end.
2. Read and reflect on:
 - **“A Reality Check for Millennial Couple...”** This article has vocabulary and numbers that could confuse and/or overwhelm many students. However, as an introduction, confusion may be a good thing since students should realize that lifestyle and career decisions have complex implications.
 - **“4 Men with 4 Very Different Incomes Open Up About the Lives They Can Afford”** (*Esquire.com*). Compare the career choices and lifestyles of each of the subjects. How do the students view each person’s situation and perspective on their lives?
2. Students who have not recently considered Needs vs. Wants and Decision Making (Module 2) should find relevance in the **Dream Big: Money and Goals**. Follow with reflection in student’s finance journal/portfolio.
3. If students have not used this resource before, access **The City: Lifestyle Reality Check** to create a snapshot of students’ current lifestyle needs vs. wants vs. realities. Updating costs to the current year will be helpful. **Attitudes About Money** from *incharge.org* also has several activities that can help students focus on ways to save money and help achieve lifestyle goals.
4. Use online resources such as **myblueprint.ca** for a starting point of researching a career path and its financial implications. Have students consider training costs as well as annual income. (Students should consider deductions from their paycheque. If students have not completed modules on taxes—14 A-C—this would be a good time to briefly look up tax brackets and consider how deductions affect a person’s net income.)
5. Activity: **Show Me the Money: Reaching Your Goals** is a basic financial goal setting sheet. It would be helpful for students as they work through what they will actually be able to afford in the future depending on their career and lifestyle choices.
6. Use the **How Do I Live Within My Means** video to help students consider budget and lifestyle changes that save them money to help achieve financial goals. Choosing one or two clips from **Interviews with First Nation Elders** will provide interesting context.
7. **Emergency Funds: READ** Article, **WATCH** Video, & **ANSWER** Questions. This would be an excellent step to discuss with students as they prepare a plan for their future.

ADDITIONAL RESOURCES

Please access the **Additional Resources** folder to find several documents to supplement student learning based on their prior experience with career development, budgeting, etc.

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