

Dollars & Sense

Financial Literacy Course Curriculum Manual



Literacy develops in families first

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Objectives

The goals of the Financial Literacy Courses are to help learners of three levels—Beginner, Intermediate, and Advanced—as well as English Language Learners:

- A) Reduce their anxieties regarding math skills in every day life.
- B) Gain proficiency in reading and writing numbers.
- C) Become knowledgeable about math functions related to finances.
- D) Learn basic functional math and how to use tools such as calculators and rulers to solve everyday financial problems.
- E) Learn how to estimate total costs when shopping.
- F) Learn financial terminology.
- G) Review and/or master math concepts that are necessary to improve their financial literacy skills.
- H) Practice newly learned skills with the guidance of both “experts” and volunteers.
- I) Work at a pace and in a learning style that is appropriate to them.
- J) Use technology to aid in dealing with finances.
- K) Become familiar and comfortable with Internet and telephone banking.
- L) Gain skills in using Excel for basic math and budgeting spreadsheets.
- M) Gain practical, applied financial literacy skills in banking, shopping, budgeting
- N) Practice financial literacy skills in context through role plays and field trips
- O) Learn to analyze and evaluate the impact of interest rates, inappropriate credit ventures, etc.
- P) Become more employable by demonstrating proficiency with everyday financial transactions such as giving change.

Dollars & \$ense

Financial Literacy Curriculum

Facilitator's Manual

How to Use this Manual

This curriculum manual is intended for facilitator or instructor use only and is not to be handed out to students. It consists of titled modules (i.e.: income, spending, budgeting) that are broken down into topics related to the module. Topics were chosen based on common questions raised by adult students as well as their relevance to adults in daily life: banking, income, saving, credit & debt to name a few.

This manual includes four levels: Beginner, Intermediate, Advanced and ELL; students do not necessarily have to complete one level to move on to the next. The Beginner level is intended for very low literacy adults. It focuses on basic math skills and handouts are in larger print & in accessible language. Intermediate is intended for students with a good grasp of basic math skills and with some computer experience. Advanced level topics delve into spreadsheets, mortgages and financial planning after review of mental math skills. The ELL level, intended for English language learners, is vocabulary heavy and includes discussions about idioms and activities that allow conversational practice. See "Choosing the Right Level," below, for more information on levels and coding.

Organization of the Lessons

Each topic starts with an objective, terms addressed within the context of the lesson, followed by suggested activities, and brief instructions for the facilitator.

Suggested activities are just that, "suggested," and their inclusion is left to the discretion of the instructor; the completion of all activities may not be feasible during the course of one session. Lessons should be customized based on the skill and interests of their students. The instructions should be similarly regarded as a guide.

A variety of instructional techniques are used, including lecture format, class discussion, and whole group, partner, or small group activities. Activities that encourage conversation are an excellent tool for ELL students and for those

with low literacy levels, enabling them to practice new skills in a safe and comfortable environment. Computer use and take-home activities may also be useful for some classes.

The last topic in each module is called *MoneySense* and is intended as a consumer information piece related to the theme of the module. The majority of these topics are in a group discussion or handout format but several include class activities. A glossary of terms, financial idioms, hints for teaching basic math facts, supplementary topics and sample evaluations are included in the “Appendices” section of the manual.

The computer workshop was added to preceding modules to enhance the learning in the classroom for topics like online banking and searching for financial information online, but is not mandatory. Such workshops offer students “hands-on” experience with topics like creating spreadsheets for budgeting and using mortgage calculators. Topics for the computer workshop are at the instructor’s discretion and can be based on student skill and interest levels.

Sections of the Manual

Section 1 of the manual includes modules and corresponding activities for levels ① ② ③, while Section 2 is intended for English Language Learners (ELL). At times, modules in Section 2 will refer to activities in Section 1 that may be used for or adapted to suit an ELL audience. Section 3 includes the appendices. For ease of use, activities and instructions that include level ① are coded in **turquoise**, any level beyond that will be in black. Activities and instructions in Section 2 that refer back to Section 1 are coded in **green**.

Choosing the Right Level

This manual includes materials for the following levels:

- ① - “Beginner”
- ② - “Intermediate”
- ③ - “Advanced”

Section 2:
English Language Learners (ELL)

The levels have been divided according to math skills at particular grade levels. Information taught in ① corresponds to math skills that are at a grade 1-3 level, ② corresponds to grades 4-6, and ③ to grades 7-9. Use the following checklist to determine which level will be best suited to your class. If your students have a good grasp of most concepts in ① for example but struggle with a couple of concepts, use the curriculum and handouts for ②, but supplement with handouts from ① to further explain topics that students need extra assistance with.

Level ① is suggested for students interested in or wanting to gain skills in the following areas:

- ✓ Counting money (in quarters, a dollar and bills to \$10)
- ✓ Adding/subtracting to 1000 with regrouping
- ✓ Recalling multiplication/division facts up to 7×7
- ✓ Using a calculator to verify addition and subtraction estimation
- ✓ Using an ATM
- ✓ Creating and recognizing that a given value of money can be represented in many different ways
- ✓ Estimating, counting and recording collections of coins & bills up to \$10
- ✓ Making purchases and change up to \$10
- ✓ Reading and writing both money notations (\$0.89 & 89¢)
- ✓ Recognizing the value of bills up to \$100

Level ② is suggested for students who have mastered most of the topics in ① and are interested in or wanting to gain skills in the following areas:

- ✓ Adding and subtracting up to 10,000
- ✓ Multiplying and dividing 3 digits by 1 digit
- ✓ Using a calculator to verify multiplication and division estimations
- ✓ Calculating GST
- ✓ Estimating, counting and recording collections of coins and bills up to \$50
- ✓ Online banking
- ✓ Credit and debt
- ✓ Budgeting with spreadsheets

Level ③ is suggested for students who have mastered all of the topics in ① most in ② and are interested in or wanting to gain skills in the following areas:

- ✓ Multiplying and dividing with 2-digit numbers

- ✓ Adding, subtracting, multiplying and dividing decimals (for more than 2-digit divisors or multipliers)
- ✓ Compound interest
- ✓ Mortgages

English Language Learners (ELL)

This level was designed as a vocabulary rich curriculum; 70% of our English language learners are seeking help to learn the English math/financial terms. They already have a good grasp of how to complete complex calculations. Only about 30% of our students need help with both learning vocabulary and learning basic math skills.

To advertise the class to potential students, the following topics of interest were found to be useful in helping students determine which class suited their needs and skill level best:

Level One

Do you have difficulty...
making change?
using ATMs?
reading your pay cheque stub?

Level Two

Do you have difficulty...
figuring out GST?
with online banking?
budgeting?

Level Three

Do you have difficulty...
understanding credit?
doing mental math?
understanding mortgages?

English Language Learners

is for people who have a strong understanding of math but need help with vocabulary and idioms.

Activities

All activities are optional and are intended as a guide – you do not have to go through every activity with the class. Instructors may choose to supplement topics with their own activities, handouts and worksheets where appropriate. Each activity is also labeled (top right corner) with the symbol of the level for which it is intended. They are simply intended to provide you with a selection from which you may choose, based on the skill levels, interests, and schedule of your class.

Materials

Instructor/Class Materials: Curriculum manual, a whiteboard/markers, and a class set of calculators are required for every class, for every level. Useful, but not required, are a flipchart with markers for small group activities, computer(s) with internet access to demonstrate links/websites referred to in class, and an overhead projector & transparencies.

Materials for specific levels:

Rulers (class set for “Rounding & Estimating” Activity)	①
Imitation Currency (bills & coins)	① ② ELL
Sample credit cards and used gift cards (optional for “Credit Cards” topic)	All levels

Student Materials: students require only a notebook or paper and a pencil/pen to take notes and complete written activities for the class. Instructors or institutions may wish to supply students with these materials during the first class, to be used for the duration of the program and taken home upon program completion.

Instructional Timeline

The following modules were designed to be taught over a period of eight sessions and were divided/grouped according to the following timeline:

Session Day →	1	2	3	4	5	6	7	8	
Beginner ①	1	2	3	4	5	6	7 & 8	10	Module
Intermediate ②	1	2	3 & 4	5	6	7	8	10	
Advanced ③	1	2	3 & 4	5	6	7 & 8	9	10	
ELL	1	2	3 & 4	5	6	7 & 8	9	10	

Modules were organized for each level according to the amount of information on each topic, as appropriate for each level.

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Topic B: Money Math

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Topic C: Investment Income

Topic D: *Money Sense* – Spending Traps

Module 3: Spending

Topic A: Taxes and Receipts

Topic B: Spending Diary

Topic C: *Money Sense* – Unfair Sales Tactics

Module 4: Saving

Topic A: Small-scale Saving

Topic B: *Money Sense* – Tax – Free Savings Account

Module 5: Budgeting

Topic A: Rounding and Estimating ①

Topic B: Understanding Bills ①

Topic C: Income and Expenses ② ③

Topic D: Creating a Budget ①

Topic E: Finding a Balance ② ③

Topic F: *Money Sense* – Your Children and Money ① ② ③

Module 6: Banking

Topic A: Banking Services

Topic B: Savings and Chequeing Accounts

Topic C: Bank Cards and ATMs

Topic D: *Money Sense* – Banking Security

Module 7: Credit

Topic A: Credit Cards

Topic B: Credit Continued

Topic C: *Money Sense* – The Cost of Carrying a Balance

Module 8: Debt

Topic A: Introduction to Debt

Topic B: Taking Control

Module 9: Getting Specific

Topic A: Your Car
Topic B: Your Home
Topic C: *Money Sense* - Insurance
Module 10: Computer Workshop

Section 2 – English Language Learners

Module 1: Money and Math

Topic A: Understanding Money
Topic B: Money Math
Topic C: *Money Sense* – Your Rights

Module 2: Understanding Income

Topic A: Employment Income
Topic B: Government Transfers
Topic C: Investment Income (optional)
Topic D: *Money Sense* – Spending Traps

Module 3: Spending

Topic A: Taxes and Receipts
Topic B: Spending Diary
Topic C: *Money Sense* – Unfair Sales Tactics

Module 4: Saving

Topic A: Small-scale Saving
Topic B: *Money Sense* – Tax – Free Savings Account

Module 5: Budgeting

Topic A: Income and Expenses
Topic B: Finding a Balance
Topic C: *Money Sense* – Your Children and Money

Module 6: Banking

Topic A: Banking Services
Topic B: Savings and Chequeing Accounts
Topic C: Bank Cards and ATMs
Topic D: *Money Sense* – Banking Security

Module 7: Credit

Topic A: Credit Cards
Topic B: Credit Continued
Topic C: *Money Sense* – The Cost of Carrying a Balance

Module 8: Debt

Topic A: Introduction to Debt
Topic B: Taking Control

Module 9: Getting Specific

Topic A: Your Car

Topic B: Your Home
Topic C: *Money Sense* - Insurance
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Appendix E: Supplementary Materials for Specific Activities (sample receipts & sample contract)

Appendix F: Sample Course Evaluation

Appendix G: Useful Web Links & Articles

Bibliography

Module 1 - Money and Math

Topic A: Understanding Money

Objective	<p>① Students will become proficient in everyday money skills as well as in reading and writing numbers.</p> <p>② ③ Students will demonstrate the ability to complete basic mathematic calculations, including addition and subtraction, in their heads.</p>
Key Terms	<p>① Money, currency</p> <p>② ③ Currency; mental math.</p>
Suggested Activities	<p>① ② ③ Ice Breaker Activity</p> <p>① Currency Identification: using imitation currency, have students identify the value of each coin/bill.</p> <p>① Worksheet: "Counting Money Worksheet" - can be done independently, in small groups or as a whole class.</p> <p>① Number and Word Notation</p> <p>② ③ Mental Math Activity – Shopping Scenario</p> <p>② ③ Mental Math Worksheet</p>
Instructions	<p>① ② ③ Introduce the plan for the first lesson and for the course, more generally.</p> <p>① Icebreaker: "What is money?" and/or "What is money used for?" – record student responses on a flipchart.</p>

Instructions
continued

- ① Explain to students:
 - to work with money it is important to know some basic math
 - importance of lining up the decimals and place values of numbers when adding and subtracting
 - concept of parts versus whole while applying the idea to currency (i.e.: there are 4 quarters in one dollar)
- ① Demonstrate a few addition and subtraction problems on the board (without and with regrouping). See Appendix for further information on addition, subtraction, multiplication, division, fractions and percents.
- ① Define currency, if necessary: the bills and coins that serve as money. Currency varies country to country; some currencies are more valuable than others.
- ① Number and Word Notation: Write a mix of numbers/dollar amounts in numerals and in words on the board and have student volunteers either write the number out in words or use the words to write out the numeral (time permitting). Alternatively, instructor could just explain this on the board. Start with a couple of examples of each and then have the students do several different ones.
- ② ③ Icebreaker: have students discuss the uses of money; record their answers, placing them in the appropriate column: "Spending," "Saving," or "Investing."
- ② ③ Complete the Mental Math Activity.

Counting Money Worksheet

Set a) quarter nickel penny dime loonie penny dime nickel =



Set b) penny penny penny quarter dime quarter dime nickel =



Set c) dime \$5 bill penny nickel loonie dime \$10 bill quarter =



1. What is the value of each coin separately?

2. Write down the value of each coin and keep a running total.

3. What is the final total or amount of the coins?

Adapted from: Math in Daily Life by Susan Devins

Mental Math Activity: Shopping Scenario

Students will add product prices and calculate exact change mentally or on paper, depending on their skill levels.

1. Suppose you've gone to the grocery store. You go to the cashier with several items, but the till doesn't work and the cashier needs help.

You're buying one cucumber (\$0.99), orange juice (\$4.89), 3 bagels (\$0.65 each), and a blueberry pie (\$4.49).

a) Will a \$10.00 bill be enough? (determine mentally)

b) How much should you get back in change if you hand the cashier \$20.00? (complete with pen and paper; double check with a calculator if necessary)

Ask students how they answered the first question. Go over the concept of rounding briefly and have the students fill-in the chart on the following page if practice is needed.

Items to be purchased	Rounded price of each item	Total cost estimate	+/- Adjustment	Exact total
6 items at \$2.95 each	\$3.00	\$18.00	Subtract $6 \times 5\text{¢}$ Or 30¢	$\$18.00 - 30\text{¢} =$ \$17.70
5 items at \$3.05 each				
7 items at \$9.96 each				
2 items at \$39.50 each				
13 items at \$1.10 each				
4 items at \$2.17 each				

Answers: Total of all the items: \$12.32.

a) No. You will need \$2.32 more to pay for your purchases.

b) If you gave the cashier \$20 you would receive \$7.68 as change.

Mental Math Worksheet

See how many of the following questions you can answer without using pencil and paper or a calculator.

- 1) $\$1.17 + \$5.65 + \$14.90 =$

- 2) Add seventy-five dollars and five cents to nine dollars and sixty-seven cents.

- 3) On the way home from work, Dave stopped at the store to buy yogurt (\$2.47) and bread (\$1.89). He has a coupon for the bread, 20¢ off. What will his total be before tax?

- 4) $\$375.50 + \$43.65 + 36¢ + \$27.00 =$

- 5) If you give the cashier a twenty-dollar bill to pay for lunch for two, \$14.72. How much change should you receive?

- 6) At a restaurant, Sheena paid \$40.00 for a \$35.89 bill. She told the waiter to keep the change. How much was his tip?

The following questions can be added for level 3:

- 7) Subtract nine dollars and sixty-seven cents from seventy-five dollars and five cents.

- 8) How much will 300 g of roast beef from the deli cost if it's \$1.89 per 100 g?

- 9) If three apples come to \$2.28, how much does each apple cost?

Module 1 - Money and Math

Topic 2: Money Math

Objective	<p>① Students will become knowledgeable about basic math functions related to finances.</p> <p>② ③ Students will recognize the importance of math in daily life and begin to work with percentages. Students will demonstrate an understanding of decimals, fractions, and percentages as well as basic mathematic functions.</p>
Key Terms	<p>① Decimal, sum, difference, place value, regrouping</p> <p>② ③ Unit price; Goods and Services Tax (GST)</p>
Suggested Activities	<p>① Have students identify symbols and what each used for + – × ÷ = % (plus, minus, multiply, divide, equals, and percentage)</p> <p>Calculator work give students some problems to work out and then verify with a calculator:</p> <ul style="list-style-type: none"> • basic addition and subtraction problems (up to 1000 with regrouping) • multiplication and division (with one digit multiplicands) <p>Students may also want to practice making change using the sample currency.</p> <p>② ③ Class Discussion – “We’ve seen that math may be used in the checkout line at the grocery store, but in what other ways is it useful in finance?”</p> <p>Unit Prices Activity – multiplication and division at the store.</p> <p>Checkout Activity – calculating sale prices, taxes, and totals.</p>
Instructions	<p>① Explain to students:</p> <ul style="list-style-type: none"> ▪ to work with money it is important to know some basic math ▪ importance of lining up the decimals and place values of numbers when adding and subtracting ▪ concept of parts versus whole while applying the idea to currency (i.e.: there are 4 quarters in one dollar) <p>Demonstrate a few addition and subtraction problems on the board (without and with regrouping)</p>

Instructions
continued

See Appendix for further information on addition, subtraction, multiplication, division, fractions and percents.

② ③ Refocus students following independent or group work with class discussion.

Gage your students' comfort levels with multiplication and division and review if necessary.

Define unit-price. Ask students how they decide which product to buy when there are several brands available at the store. One way to compare brands is by unit-price.

Complete the Unit Prices Activity.

Review the concepts of decimals, fractions, and percentages. If students have previous knowledge of these concepts, proceed to the Checkout Activity.

③ The difficulty level of the material may be tailored to student skills simply by substituting in more complex number problems.

Math Worksheet

1) $\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	2) $\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$	3) $\begin{array}{r} 15 \\ +11 \\ \hline \end{array}$	4) $\begin{array}{r} 19 \\ +36 \\ \hline \end{array}$	5) $\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$	6) $\begin{array}{r} 45 \\ +30 \\ \hline \end{array}$	7) $\begin{array}{r} 68 \\ 105 \\ \hline +3 \end{array}$
8) $3 + 4 + 7 + 8 =$	9) $\begin{array}{r} 6 \\ 10 \\ 100 \\ 45 \\ \hline +92 \end{array}$	10) $7 + 16 + 21 + 300 + 5 =$	11) $\begin{array}{r} \$1.02 \\ \hline +0.98 \end{array}$	12) $\begin{array}{r} \$0.64 \\ \hline +0.33 \end{array}$	13) $\begin{array}{r} \$10.50 \\ \hline +9.27 \end{array}$	

1) $\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	2) $\begin{array}{r} 16 \\ -12 \\ \hline \end{array}$	3) $\begin{array}{r} 24 \\ -18 \\ \hline \end{array}$	4) $\begin{array}{r} 18 \\ -10 \\ \hline \end{array}$	5) $\begin{array}{r} 40 \\ -19 \\ \hline \end{array}$
6) $99 - 83 =$	7) $\begin{array}{r} \$7.32 \\ \hline -0.30 \end{array}$	8) $\begin{array}{r} \$0.99 \\ \hline -0.82 \end{array}$	9) $\begin{array}{r} \$2.48 \\ \hline -0.72 \end{array}$	

Counting (Fill in the blanks)

- 1) 1, 2, 3, _____, _____, 6, _____, 8, 9 2) 2, _____, 6, 8, _____, _____, 14
- 3) _____, 3, 5, _____, 9, _____, 13 4) 10, _____, 30, _____, 50, _____, 70, 80
- 5) _____, 3, 4 6) 6, 7, _____ 7) 11, 12, _____ 8) 13, _____, 19, 22

Adapted from: Math in Daily Life by Susan Devins

$$1) \begin{array}{r} 3 \\ \times 3 \\ \hline \end{array} \quad 2) \begin{array}{r} 4 \\ \times 4 \\ \hline \end{array} \quad 3) \begin{array}{r} 8 \\ \times 8 \\ \hline \end{array} \quad 4) \begin{array}{r} 8 \\ \times 5 \\ \hline \end{array} \quad 5) \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad 6) \begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$7) \begin{array}{r} 16 \\ \times 2 \\ \hline \end{array} \quad 8) \begin{array}{r} 27 \\ \times 3 \\ \hline \end{array} \quad 9) \begin{array}{r} 12 \\ \times 21 \\ \hline \end{array} \quad 10) \begin{array}{r} 102 \\ \times 60 \\ \hline \end{array} \quad 11) \begin{array}{r} 50 \\ \times 40 \\ \hline \end{array} \quad 12) \begin{array}{r} 27 \\ \times 15 \\ \hline \end{array}$$

$$13) \begin{array}{r} 86 \\ \times 47 \\ \hline \end{array} \quad 14) \begin{array}{r} 283 \\ \times 32 \\ \hline \end{array} \quad 15) \begin{array}{r} \$3.75 \\ \times 0.12 \\ \hline \end{array} \quad 16) 4 \times 36 =$$

$$1) \quad 2 \overline{)8} \quad 2) 3 \overline{)27} \quad 3) 5 \overline{)15} \quad 4) 9 \overline{)36} \quad 5) 14 \overline{)28} \quad 6) 22 \overline{)176}$$

$$7) 36 \overline{)252} \quad 8) 99 \div 3 = \quad 9) 4 \overline{)35} \quad 10) 107 \div 2 = \quad 11) \$0.22 \overline{)\$1.10}$$

$$1) \begin{array}{r} 0.25 \\ +0.33 \\ \hline \end{array} \quad 2) 0.02 + 0.1 = \quad 3) \begin{array}{r} 0.12 \\ -0.01 \\ \hline \end{array} \quad 4) 0.24 - 0.1 = \quad 5) \begin{array}{r} 0.14 \\ \times 0.7 \\ \hline \end{array} \quad 6) 0.24 + 0.6 =$$

Adapted from: Math in Daily Life by Susan Devins

Unit Prices Activity

1) You've stopped at the store to buy a pack of gum. You can buy one pack, two packs, or five packs. Which quantity corresponds to the lowest price per pack of gum?

- 1 pack of gum for \$0.50
- 2 packs of gum for \$1.25
- 5 packs of gum for \$5.00

2) Here's a similar problem: which quantity of milk represents the lowest unit price?

- 1 litre of milk for \$2.25
- 2 litre of milk for \$4.00
- 3 litre of milk for \$6.50

3) Alex wants to buy a movie to watch on his new TV. He can buy....

- 1 DVD for \$30 (*\$30.00 per movie - not the best deal*)
- 3 DVDs for \$70
- 5 DVDs for \$115

Which deal represents the best unit-price?

4) The corner store by Melissa's house sells 320 g bags of potato chips, at two bags for \$6.00, and 280 g bags of tortilla chips, at two bags for \$5.00. Which type of chip represents the best deal? Students may use a calculator to double-check their answer.

For additional practice, give students a recipe and flyers for a grocery store. Have them calculate unit prices, quantities, etc. How much do they have to spend?

Unit Prices Activity (Instructor's Key)

1) You've stopped at the store to buy a pack of gum. You can buy one pack, two packs, or five packs. Which quantity corresponds to the lowest price per pack of gum?

- 1 pack of gum for \$0.50 (*\$0.50 per pack - the best deal*)
- 2 packs of gum for \$1.25 (*\$0.63 per pack - not the best deal*)
- 5 packs of gum for \$5.00 (*\$1.00 per pack - not the best deal*)

2) Here's a similar problem: which quantity of milk represents the lowest unit price?

- 1 litre of milk for \$2.25 (*\$2.25 per litre - not the best deal*)
- 2 litre of milk for \$4.00 (*\$2.00 per litre - the best deal*)
- 3 litre of milk for \$6.50 (*\$2.17 per litre - not the best deal*)

3) Alex wants to buy a movie to watch on his new TV. He can buy....

- 1 DVD for \$30 (*\$30.00 per movie - not the best deal*)
- 3 DVDs for \$70 (*\$23.33 per movie - not the best deal*)
- 5 DVDs for \$115 (*\$23.00 per movie - the best deal*)

Which deal represents the best unit-price?

4) The corner store by Melissa's house sells 320 g bags of potato chips, at two bags for \$6.00, and 280 g bags of tortilla chips, at two bags for \$5.00. Which type of chip represents the best deal? Students may use a calculator to double-check their answer.

(Determine the price per 100 g for each type of chip. The tortilla chips represent the better deal)

Checkout Activity: Sales, Tax, and Totals

To the right is a receipt for four items: hamburger buns, plums, a pack of gum, and salad greens. Answer the following questions.

1) If the buns were put on sale for 20% off, what would the new total be before GST?

Note: GST is only charged on the pack of gum.

2) If the customer had paid with a \$20.00 bill alone, how much change would have been given?

3) Add these items to the bill and recalculate the subtotal, GST, and total amount due.

- Laundry detergent: \$4.99
- 2 lb of ground beef at \$3.49/lb
- 200 g of Swiss cheese at \$2.49/100g



Answers: 1) \$10.16; 2) \$8.98; 3) subtotal: \$27.91, GST: \$0.31, total: \$28.22

Module 1 - Money and Math

Topic C: *Money Sense* – Your Rights

Objectives	<p>① Students will become aware that there are laws, voluntary codes of conduct and public commitments in place to protect consumers in making financial decisions.</p> <p>② ③ Students will come to understand their rights as consumers as well as the importance of keeping financial records.</p>
Key Terms	<p>① Contracts, financial records</p> <p>② ③ Contract; negotiate; guarantee/warranty; terms and conditions; fine-print.</p>
Suggested Activities	<p>① Group discussions on the importance of keeping good financial records and which financial records are important to keep.</p> <p>① Put up an overhead of a basic sample contract and go through it with the students.</p> <p>② ③ Contract Activity – have students go through sample contracts, highlighting words/sections they struggle with. Discuss.</p> <p>② ③ Record Keeping Activity – Spending Scenario.</p>
Instructions	<p>① Define what a contract is. Explain to students that they shouldn't feel pressured into signing contracts –take the time to understand (or get help in understanding) before making an important financial decision. Other important point to go over:</p> <ul style="list-style-type: none"> • Do not sign a contract without reading it. It is important to understand what you're about to sign. If you aren't sure about a contract's meaning, take the time to ask a lawyer or counselor. • If you're feeling pressure to make a purchase due to sales tactics on the phone or in person, hang-up or walk away. You don't want to be rushed into making a poor financial decision. • Spoken promises are not enough. If a business makes you an offer or deal, get it in writing. • Do not give out your SIN (Social Insurance Number) or inessential personal information. Your SIN number should only be given to your employer and shared for tax or government transfer purposes. You should not share your credit card or PIN numbers

Instructions
continued

and passwords with anyone (more info in *Money Sense* for Module 6.)

② ③ What is a contract? A contract is an agreement between two or more people, or “parties,” that is enforceable by law. Contracts often involve an offer and acceptance of that offer.

Before signing a contract...

- Shop around: ensure that you’ve compared contracts as well as products
 - Take your time to read and fully understand the “fine print”
 - Know the company’s reputation: check with the Better Business Bureau if you’re unsure
 - Fill in blank spaces to prevent content from being added later
 - It is worth attempting to negotiate a contract’s terms
 - Take your time: make sure you’re making the right decision
 - Understand how to terminate the contract and whether or not there’s a penalty attached to termination
 - Retain a copy of your contract
- See www.fcac.gc.ca for more information.

② ③ Complete the Contract Activity.

② ③ Proceed to the Record Keeping Activity

Record Keeping Activity

Read the record of Jill's spending to the class. At the end of the day she'd like to go out for dinner, but does she have enough money? The students who trace Jill's spending by writing it down have demonstrated the importance of keeping good financial records: they'll be able to determine whether or not Jill can afford to eat out, while the other students can only guess.

Jill begins the day with \$100.00 in her wallet. She makes all her purchases with cash.

First, she stops for coffee and a muffin on her way to work - \$3.18

Then she realizes she should fill her car with gas - \$40.00

She and a coworker go out for lunch; Jill picks up the tab – \$22.50

On the way home she stops at the drug store to pick up a prescription for her son – \$16.99 as well as a bottle of shampoo – \$4.89

Jill would like to go out for dinner with her family. She'll need at least \$30.00. Does she have enough cash left at the end of the day to eat out?

Answer: No. She has already spent \$87.56. If she hadn't kept track of her spending, Jill might have overspent by using a credit card to pay for dinner. It is important to keep good financial records to manage spending and avoid debt.

Module 2 – Understanding Income

Topic A: Employment Income

Objectives	<p>① Students will gain an understanding of various types of income and in particular employment income</p> <p>② ③ Students will demonstrate the ability to calculate net pay, recognize different forms of income, and become familiar with the concept of deduction.</p>
Key Terms	<p>① Net income; gross income; deductions; wage; salary.</p> <p>② ③ Gross pay; net pay; overtime pay; vacation pay; deduction; benefits; premium; union dues; Employment Insurance (EI); Canada Pension Plan (CPP); Registered Retirement Savings Plan (RRSP).</p>
Suggested Activities	<p>① Ice Breaker: Class discussion/list on board the different kinds of income; include some of the following concepts: wages, salary, government payment, gifts, interest, etc. Ask how many in the class work/earn an income.</p> <p>① Paystubs Activity Worksheet: Pass out the sample pay stubs and have students identify and record number of hours worked, rate of pay, and money earned. As well they should make a note of the gross pay, the net pay and any deductions that were incurred.</p> <p>② ③ Icebreaker– discussion of different kinds of income.</p> <p>② ③ Net Pay Activity and Paystub Activity</p>
Instructions	<p>① ② ③ Introduce the concept of income: most of us will earn money, or “income” as payment for our work/labour. This payment can be made hourly, as a wage, or on the basis of one year’s work, as a salary (it is important to keep paystubs for your records). Other types of income include government transfers (such as the child tax benefit), inheritances, investment income, gifts, allowances, business income, awards, etc.</p> <p>Discuss net versus gross pay</p> <p>Discuss with students what deductions are and if they can give some examples (EI, CPP, Blue Cross, etc) (Source: Service Canada website)</p> <p>② ③ Explain vacation pay and overtime pay.</p>

Instructions
continued

② ③ Define deductions: Money subtracted from a total or gross amount. For example, Employment Insurance and Canada Pension Plan are deducted, or subtracted, from monthly paychecks. In Canada, EI and CPP are required deductions that must be withheld from your paycheck by law. You may also have other deductions such as health insurance (i.e.: Blue Cross), employer benefits, and union dues.

② ③ Complete the Net Pay Activity

② ③ Proceed with the Paystub Activity

Sample – Statement of Earnings (Pay Stub)

YOUR NAME		Employee #	0032344589	Employer #	11 - 36	Pay from	2007 / 11 / 26	To	2007 / 12 / 09	Date	2007 / 12 / 13
STATEMENT OF EARNINGS											
EMPLOYEE DEDUCTIONS AND EMPLOYER CONTRIBUTIONS											
TYPE	HOURS	RATE	AMOUNT	Y.T.D.	TYPE	CURRENT	Y.T.D.	TYPE	CURRENT	Y.T.D.	
001 BASIC PAY	40.00	11.00/hr	440.00	440.00	E.I. CPP / QPP TAX	7.92 15.20 68.20	7.92 15.20 68.20	* QPIP	1.83	1.83	
SUMMARY											
GROSS PAY		DEDUCTIONS		NET PAY		NET PAY ALLOCATION					
CURRENT	440.00	91.32	348.68	348.68	348.68 – CHEQUE						
Year-to-date	440.00	91.32	348.68	348.68							

Paystub source: www.cra.gc.ca

Identify the following on the sample pay stub above:

- 1) Start date of the pay period: _____.
- 2) Method by which the pay has been transferred: _____.
- 3) Wage: _____.
- 4) Amount deducted for Employment Insurance: _____.
- 5) Amount deducted for Canada Pension Plan: _____.

Net Pay Calculator Activity

Wage \times hours worked per day \times days worked during the week \times weeks in the month = gross monthly earnings.

Gross earnings – deductions = net pay.

Overtime pay is earned at time-and-a-half.

Complete the following questions with a calculator.

1) Sylvia makes \$15/hour and is paid for 37.5 hours each week. At the end of September, what is her gross pay if she took September 14th off without pay?

2) Camilo earned \$2160.00 last month, working 40 hours per week. What is his hourly wage?

3) Lynn works for 20 hours every other week at her father's furniture store. Halfway through August, he gave her a raise of \$1.25, bringing her wage up to \$9.00/hour. What will her gross pay be at the end of the month?

4) David earned \$115.80 working four hours of overtime. What is his regular hourly wage?

Answer Key: 1. \$2362.50, 2. \$13.50/hr (presuming a 4 week month), 3. \$335.00, 4. \$19.30 is his regular hourly wage.

Paystub Activity

Identify the following on the sample pay stub above:

Sample – Statement of Earnings (Pay Stub)

YOUR NAME		Employee # 0032344589	Employer # 11 - 36	Pay from 2007 / 11 / 26	To 2007 / 12 / 09	Date 2007 / 12 / 13				
STATEMENT OF EARNINGS				EMPLOYEE DEDUCTIONS AND EMPLOYER CONTRIBUTIONS						
TYPE	HOURS	RATE	AMOUNT	Y.T.D.	TYPE	CURRENT	Y.T.D.	TYPE	CURRENT	Y.T.D.
001 BASIC PAY	40.00	11.00/hr	440.00	440.00	E.I.	7.92	7.92	* QPIP	1.83	1.83
					CPP / QPP	15.20	15.20			
					TAX	68.20	68.20			
SUMMARY		GROSS PAY	DEDUCTIONS	NET PAY	NET PAY ALLOCATION					
CURRENT		440.00	91.32	348.68	348.68 – CHEQUE					
Year-to-date		440.00	91.32	348.68						

- 1) Start date of the pay period: _____.
- 2) Method by which the pay has been transferred: _____.
- 3) Wage: _____.
- 4) Amount deducted for Employment Insurance: _____.
- 5) Amount deducted for Canada Pension Plan: _____.
- 6) Total deducted: _____.
- 7) Is the paystub the employee's first from this employer? How do you know?

Paystub source: www.cra.gc.ca

Module 2 – Understanding Income

Topic B: Government Transfers

Objectives	① ② ③ Students will gain an understanding of the various types of government payments.
Key Terms	① ② ③ EI, CPP, GST Credit, AISH
Suggested Activities	① ② ③ Discussion and information handouts, as required.
Instructions	<p>② ③ Define and explain “government transfer” and relate to paystub deductions.</p> <p>① ② ③ Explain to students that the EI and CPP that is deducted goes to pay for social programs like the Employment Insurance (EI) program which provides temporary financial assistance to unemployed Canadians who have lost their job through no fault of their own, while they look for work or upgrade their skills.</p> <p>Other reasons for EI eligibility may include:</p> <ul style="list-style-type: none"> • those who are sick, pregnant, or caring for a newborn or adopted child, • those who must care for a family member who is seriously ill with a significant risk of death, <p>Explain CPP: The Canada Pension Plan (CPP) provides Canadians with a stable income they can build on for retirement. Contributions to this plan also provide financial protection for you and your dependants in case of death or disability.</p> <p>Explain the GST/HST Credit program: allows Canadians with low and modest incomes to claim all or part of the GST/HST they pay. To receive the GST/HST credit, the recipient has to apply for it, even if it was received in the previous year. To apply, the recipient must file an Income Tax and Benefit return, even if there is no income to report. Briefly explain income taxes.</p> <p>Explain AISH: The Assured Income for the Severely Handicapped (AISH) program provides financial and health-related assistance to eligible adults with a disability. The disability must be permanent and severely limit a person’s ability to earn a living. AISH clients may also be eligible to receive supplemental assistance (a child benefit and personal benefits) through the AISH program. AISH health benefits and supplemental assistance may also assist clients’ cohabiting partners and dependent children.</p>

Instructions
continued

- ② ③ Old Age Security (OAS): retirement income provided to Canadians by the federal government.

Guaranteed Income Supplement (GIS): retirement income for low-income seniors provided by the federal government.

<http://www.servicecanada.gc.ca/eng/sc/ei/index.shtml?cs>

Module 2 – Understanding Income

Topic C: Investment Income

Objectives	② ③ Students will gain a basic understanding of investment and income derived from investment.
Key Terms	② ③ Investment; dividend; interest; payment; stock; bond; mutual fund; Guaranteed Investment Certificates (GICs); risk; return
Suggested Activities	<p>③ Investment Handout</p> <p>② ③ Risk Tolerance Activity – have students complete a questionnaire to determine their tolerance of risk. If students are not comfortable with this, the class may look at the questionnaire together.</p>
Instructions	<p>② ③ Explain to students that most people earn money through employment; others receive money from the government. Investment represents yet another source of income.</p> <p>Define investment; tell students that investment occurs in many different forms (from real estate, to GICs, to high risk stocks) and that investment income is similarly varied (from interest payments, to dividends, to capital gains).</p> <p>Explain the concepts of risk and return and their relationship.</p> <p>Complete the Risk Tolerance Activity.</p> <p>The risk-age connection: age is often the most important factor in determining the level of risk a person can manage for their investments. A risky investment probably isn't a good choice for someone looking to retire within the next few years.</p> <p>③ Review the Investment Handout</p>
Notes:	<p>If students have specific question about investing, connect them with the appropriate resources. Investment is a broad topic, the specifics of which will not be covered in class. If students in a level 2 class express interest, review the Investment Handout with them or offer them a copy to take home.</p>

Risk Tolerance

Above Average – Because you are not dependant on your investment income, you can ride out market fluctuations. Stocks and stock funds may be appropriate for you.

Average – Some stocks and stock funds are appropriate for this risk tolerance level.

Low – Many in the low risk tolerance range may be older (and therefore closer to retirement and its financial constraints), have little investment experience or few financial resources, or have dependents.

Extremely Low – Those in the extremely low risk tolerance category are too conservative to enter the stock market. Government bonds and other guaranteed investments might be appropriate.

Complete the New York Institute of Finance's tolerance quiz online, as a class, at http://www.ici.org/risk/risk_quiz.html (if server not found, put this address into Google search, and click on the first result "Measuring Your Risk Tolerance" PDF.)

Investments

Bond: the government as well as a number of private companies sell bonds to raise money. Money invested in bonds can be likened to a loan: the government or company repays the amount in full at a specified time, plus interest. Bonds vary in terms of their maturity dates (when the amount in full is available to investors), interest rates, and levels of risk.

Guaranteed Investment Certificates (GICs): and savings bonds are among the safest investments. GICs may be purchased from banks, credit unions, and trust companies. Like bonds, they represent loaned money, are guaranteed, and earn interest. Savings bonds may be purchased from the federal government at a set time during the year, usually between October and the end of March.

Mutual fund: a broad range of investments, including stocks, managed by a financial professional. Many different people invest in a single mutual fund; if the fund does well, the unit price increases and investors may make money by selling at the appropriate time.

Real estate: purchasing a home can be a wise investment if you can afford it. Unlike rent, mortgage payments are seen as investments because real estate may be sold at a future date, likely for a profit. This type of investing is relatively safe, but housing prices can fall and result in financial loss.

Registered Retirement Savings Plan (RRSP): a savings account that is not taxed until the money is withdrawn upon retirement. The savings are used to buy investment.

Stock: when an investor buys stock in a company, they own a share of that company. Stock prices change quickly and frequently. If the value of a stock is thought to increase, more people will want to buy and the price is driven up. Stock investments are riskier than others. Make sure you understand the company and the risks involved before investing.

Tax Free Savings Account (TFSA): while an RRSP is aimed at saving for retirement, TFSAs are set up for other types of saving. There are no penalties for withdrawing money and the savings can be used to purchase GICs, stocks, and bonds or held as cash like a regular savings account. Canadians over the age of eighteen can save \$5,000 a year in a TFSA.

Tip: Diversify! Don't put all your money in a single investment or investment type. If it does poorly, you'll have nothing to fall back on.

Module 2 – Understanding Income

Topic D: *Money Sense* - Spending Traps

Objectives	<p>① Students will become aware of some of the financial dangers of using alternative methods of cheque-cashing and getting loans.</p> <p>② ③ Students will come to understand the true costs association with cheque-cashing businesses, payday lenders, and pawnshops.</p>
Key Terms	<p>① Payday loans, pawnshop</p> <p>② ③ Payday loan; overdraft protection; cash advance; line of credit.</p>
Suggested Activities	<p>① ② Role-playing activity to show how much money is lost through using payday loans and cheque-cashing services.</p> <p>③ Loan Comparison Graph (as overhead or handout) and accompanying discussion.</p> <p>③ Handout – Calculating the Cost of a Loan</p>
Instructions	<p>① ② ③ Explain to students that spending traps make you spend more money than you need to; they include fees for convenience and can be very costly. They know that people will use these services if they are desperate. Cheque-cashing businesses, payday lenders, and pawnshops are three examples of spending traps. For example, payday lenders may charge \$25 for a loan of \$100.</p> <p>Define payday loan: is an expensive, short-term loan that you have to pay back from your next pay cheque. It is usually due within two weeks. A number of private companies offer this type of loan.</p> <ul style="list-style-type: none"> • Payday loans cost much more than other types of loans. • What make payday loans so expensive are all of the fees and charges you have to pay on top of the interest. Extra charges — such as for a late payment — can add up quickly and get you into financial difficulty. <p>Explain why people may use cheque-cashing companies instead of cashing/depositing their cheques in the bank. Some people may think that it is convenient and fast, but many cheque-cashing businesses charge you about 15% of the cheque plus a \$2.50 transaction fee per cheque.</p>

Instructions
continued

① ② ③ Define pawnshops: are businesses that lend people money in exchange for something they give as collateral, but there is interest and other fees charged on top of that loan. For example, for a loan of \$10, I may need to pay \$12.20 (that's 2 percent interest plus 20 percent in fees on my \$10) within 30 days. Imagine how much you'd be paying for \$100 loan!

③ Look at the Loan Comparison Graph as a class and discuss.

② ③ Review other types of less costly loans: overdraft protection, line of credit, and credit card cash advance.

③ Calculating the cost of a loan: complete as a class; practice, as necessary.

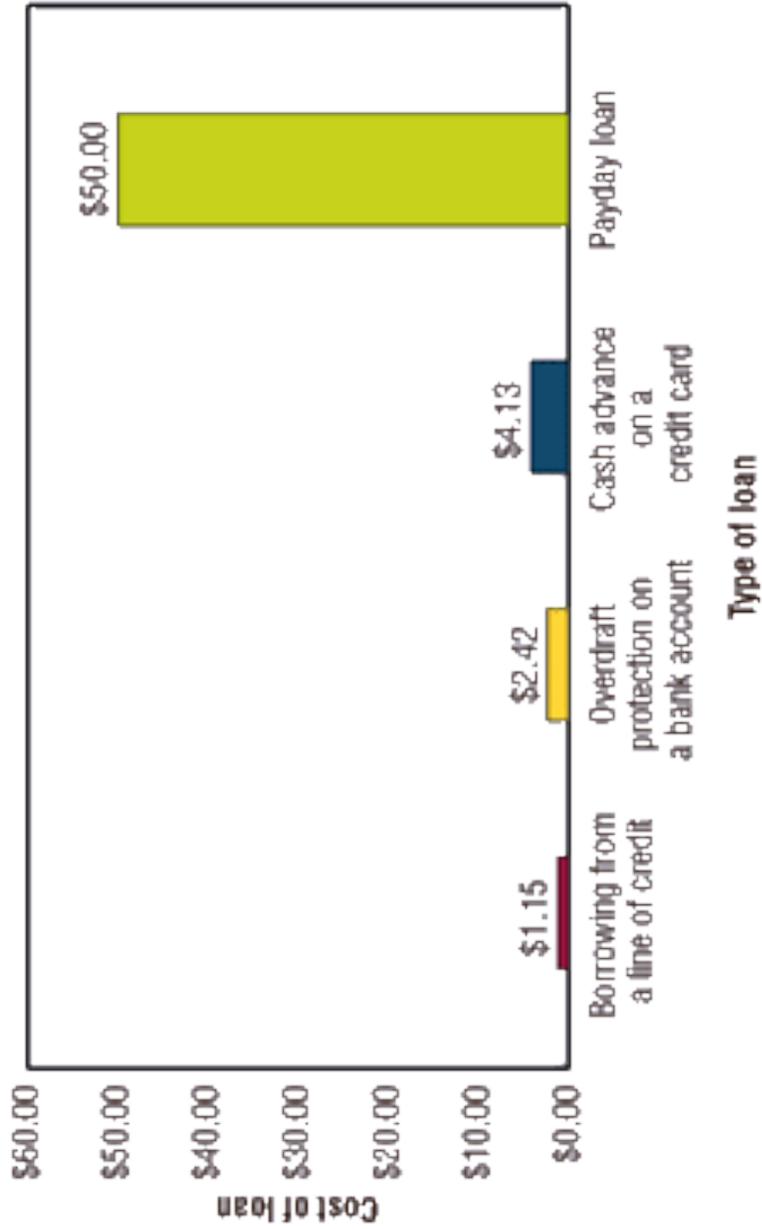
Notes

"Understanding the Cost of a Payday Loan" – Tip sheet can be printed out as a handout for students. <http://www.fcac-acfc.gc.ca/eng/publications/TipSheets/PDFs/TSPayDayL-eng.pdf>

Source: Financial Consumer Agency of Canada
<http://www.fcac.gc.ca/eng/publications/paydayloans/paydayloans-6-eng.asp>

Comparing the cost of a payday loan with other types of short-term loans

Based on a \$300 loan taken for 14 days



Calculating the Cost of a Loan

It's good to calculate the full cost of a loan. What percentage of the amount borrowed are you paying in interest? Follow the steps below to determine the total cost of a loan.

Step 1:

Calculate how much interest you will pay. What is the annual interest rate that applies to the loan (if there is one)? Figure out the loan's daily interest rate by dividing the annual interest rate by 365 days.

Next, multiply the daily rate by the duration of the loan (the amount of time it will take you to repay the amount borrowed in full). Finally, multiply the result by the dollar amount borrowed:

$$\text{Amount of interest} = \frac{\text{Annual interest rate}}{365 \text{ days}} \times \text{Length of the loan} \times \text{Amount of the loan}$$

(number of days)

Step 2:

Find out what fees apply to the loan and add them to the cost of the interest, found in Step 1.

$$\text{Total cost of the loan} = \text{Amount of interest} + \text{Total fees}$$

Step 3:

To estimate the annual cost of the loan, expressed as a percentage of the amount borrowed, divide the total cost of the loan, found in Step 2, by the amount of the loan. Then, divide this rate by the duration of the loan (in days) and multiply it by 365 (the number of days in the year):

$$\text{Annual cost of the loan (\%)} = \frac{\text{Cost of the loan}}{365 \text{ days}} \div \frac{\text{Amount of the loan}}{\text{(number of days)}} \times$$

Here is some additional information about the short-term loan options mentioned in the preceding chart.

Overdraft protection

Overdraft protection allows you to withdraw more money than you have in your bank account. The amount you owe for an overdraft is the difference between the money you have in your account and the amount you withdraw from your account. For example, if you have \$200 in your chequing account and you withdraw \$300 at an automated banking machine (ABM), the amount of your overdraft will be \$100.

The bank charges you interest on the amount you are overdrawn until you make a deposit that equals the overdraft, plus any interest and fees you have to pay. Overdraft is much cheaper than a payday loan.

Not all financial institutions offer overdraft protection. Contact your bank or credit union to see if it offers overdraft protection on its accounts and, if so, find out how much the overdraft costs and how it works.

Cash advances

Cash advances on your credit card are cash withdrawals, usually made with your credit card at an ATM/ABM or a bank. They can be as high as your credit limit. There is no interest-free period. Interest is charged from the day you withdraw money from your credit card account until the day you pay back the cash advance in full. This is also a cheaper option than a payday loan.

Lines of credit

This type of loan, offered by financial institutions, allows you to withdraw money, as needed, up to a maximum credit limit. You are charged interest from the day you withdraw money from your line of credit until you pay the loan back in full. A line of credit offers several payment options that you can choose from. The interest rate on a line of credit is usually lower than the interest rate on a credit card or overdraft.

Source: Financial Consumer Agency of Canada

<http://www.fcac.gc.ca/eng/publications/paydayloans/paydayloans-6-eng.asp>

Module 3 - Spending

Topic A: Taxes and Receipts

Objective	<p>① Students will gain an understanding of why we pay GST and why it is important to retain receipts.</p> <p>② ③ Students will gain an understanding of taxation and importance of retaining receipts.</p>
Key Terms	<p>① GST, receipts</p> <p>② ③ Tax; income tax; property tax</p> <p>Note: Modules 3 & 4 were designed to be taught in one session for ② & ③</p>
Suggested Activities	<p>① ② ③ Icebreaker – Needs vs. Wants (Discussion Activity)</p> <p>① Reading and understanding receipts.</p> <p>② ③ Class discussions on taxes (GST, etc).</p>
Instructions	<p>① ② ③ Ice Breaker: Ask students to give examples for the following questions: What are needs? What are wants? Record their answers on a white board/flip chart.</p> <p>① Have samples of receipts (see Appendix E for samples) to hand out to students, have them identify the total cost, the total before GST and how much GST was paid. Switch so that everyone has a chance to see a few different receipts.</p> <p>Explain that:</p> <ul style="list-style-type: none"> • Buying on impulse, without planning, can be risky, especially if your needs haven't been covered yet. • Most items in Canada are taxed with GST and most provinces also have PST, but not Alberta. <p>① Taxes are payments required by the government. Goods and Services Tax (GST), income tax, and property taxes are just three examples.</p> <ul style="list-style-type: none"> • Taxes go to the government and help pay for highways, bridges, health care, education, and more.

The Goods and Services Tax is applied to most consumer goods and services in Canada. As of January 2008 the GST was lowered to 5%.

① Explain to students the importance of saving receipts to balance your budget at the end of the month. Similarly, it is good to save your credit card receipts to check against your credit card statement. Some receipts should be saved for income tax purposes. Define and briefly explain income tax.

② ③ Taxes: taxes are payments required by the government. Goods and Services Tax (GST), income tax, and property taxes are just three rate is 5%. 5 percent = .05 = 5/100 (Example: $\$200.00 \times .05 = \10 in tax). Taxes help pay for infrastructure (highway, bridges, etc.), health care, education, and more.

As mentioned earlier, the Goods and Services Tax is applied to most consumer goods and services in Canada. As of January 2008, the GST rate is 5%. 5 percent = .05 = 5/100. $\$200.00 \times .05 = \10 in tax. To calculate the GST on an item, remember that 5% = 0.05

Receipts: it is important to save your receipts to balance your budget at the end of the month. Similarly, it is good practice to save your credit card receipts to check against your credit card statement. Some receipts should be saved for income tax purposes.

Define & briefly explain income tax (see definition in Appendix A.)

Module 3 - Spending

Topic B: Spending Diary

Objective

- ① Students will gain an understanding of how to monitor their spending habits.
- ② ③ Students will demonstrate the ability to maintain and draw conclusions from a spending diary.

Suggested Activities

- ① Robert's Spending Diary Activity
- ② ③ Spending Diary Activity 1 – Keeping a Spending Diary
- Spending Diary Activity 2 - Robert's Weekly Spending Chart

Instructions

- ① ② ③ Robert's Spending Diary Activity: (Put up overhead of Spending Diary)

Here's Robert's spending diary for one week. It may not look like he's spending much. Have students use a calculator to or mentally add up Robert's total spending for the week. (\$156.50)

- ① Ask students to calculate: How much does Robert spend on lunch in a week, in a year? Ask them how they would go about calculating this and use the calculators to find the answers. After the activity explain: If Robert continues to buy his lunch every weekday, he will be spending \$35.00/week.

$\$35 \times 52 \text{ weeks in a year} = \$1820.00 \text{ spent during the year}$

- ② ③ Complete Spending Diary Activity 1 and 2. Robert's Weekly Spending Chart can be completed as a class activity; encourage discussion.

Questions and explanations are more complex for ② ③

- ① Optional Activity: If students want to make their own spending diary on their own time, explain to them how they may do so. (Printable instructions on following page)

- ① Homework: Ask students to think about ways Robert could save money during the week, and continue this discussion next week in Lesson 4 on saving.

Keeping a Spending Diary

Take a blank piece of paper and create a column for each day of the week, Monday through Friday. Keep your receipts and record how much you spend and on what, no matter how small the item.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Item and amount							
Item and amount							
Item and amount							
Item and amount							
Item and amount							
Total							

At the end of the week, organize the items that you spent money on throughout the week into the following categories: food, transportation, entertainment, clothing, housing, and other. Add up your expenses in each category.

Once you have completed your calculations, look carefully at your totals. Does anything surprise you? Are you spending more money than you thought on small items? Things such as coffee, drinks, and cigarettes can really add up in a week. Just think, if you spend \$3 on coffee everyday, that's \$21 a week or \$1,092 a year! Identify these areas that surprise you and look for opportunities to cut back on your spending.

Keeping a daily spending diary is an easy way to identify some bad spending habits and take control of your spending overall. Once you're familiar with your spending, you can create a personal budget. In Module 5 we'll explain how to set up a budget.

Robert's Spending Diary

Here's Robert's spending diary for one week. It may not look like he's spending much.

Use a calculator to add up Robert's total spending for the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Lunch \$7.00	Shampoo \$6.00	Lunch \$7.00	Jacket \$40.00	Lunch \$7.00	Breakfast \$4.50	Coffee \$2.00
CD \$14.00	Lunch \$7.00	Bus \$3.00	Lunch \$7.00	Movie \$12.00	Haircut \$40.00	
Total: \$21.00	\$13.00	\$10.00	\$47.00	\$19.00	\$44.50	\$2.00

How much does Robert spend on lunch in a week, in a year?

If Robert continues to buy his lunch every weekday, he will be spending _____/week.

\$_____ × _____ weeks in a year = \$_____ spent during the year.

Homework: Think about ways Robert could save money during the week.

Keeping a Spending Diary

Take a blank piece of paper and create a column for each day of the week, Monday through Sunday. Keep your receipts and record how much you spend and on what, no matter how small the item.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Item and amount							
Item and amount							
Item and amount							
Item and amount							
Item and amount							
Total							

At the end of the week, organize the items that you spent money on throughout the week into the following categories: food, transportation, entertainment, clothing, housing, etc. Add up your expenses in each category.

Determine what percentage of your spending falls into each category by dividing the total for each category by your total spending for the week. For example, you may have spent 66% on food ($\$57.30/\86.70).

Once you have completed your calculations, look carefully at your analysis. Does anything surprise you? Are you spending more money than you thought on small items? Things such as coffee, drinks, and cigarettes can really add up in a week. Just think, if you spend \$3 on coffee everyday, that's \$21 a week or \$1,092 a year! Identify these areas that surprise you and look for opportunities to cut back on your spending.

Keeping a daily spending diary is an easy way to identify some bad spending habits and take control of your spending overall. Once you're familiar with your spending, you can create a personal budget. Next week we'll explain how to set up a budget.

Robert's Weekly Spending Chart

Here's Robert's spending diary for one week. It may not look like he's spending much, but his total for the week is _____.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Lunch \$7.00	Shampoo \$6.00	Lunch \$7.00	Jacket \$40.00	Lunch \$7.00	Breakfast \$4.50	Coffee \$2.00
CD \$14.00	Lunch \$7.00	Bus \$3.00	Lunch \$7.00	Movie \$12.00	Haircut \$40.00	
Total: \$21.00	\$13.00	\$10.00	\$47.00	\$19.00	\$44.50	\$2.00

1) If Robert continues to buy his lunch every weekday, how much will he spend on lunch throughout the year?

2) What percentage of Robert's weekly income is spent on entertainment (music and movies)?

3) What percentage of Robert's weekly income is spent on personal care (haircuts and hygiene products)?

4) How do you think Robert should cut down on his spending?

Answer Key: 1. \$1820 (for 52 weeks in the year); 2. ~17; 3. ~29%; 4. Bring his own lunch and coffee from home, buy shampoo/jacket when it's on sale, answers will vary.

Module 3 - Spending

Topic C: *Money Sense* – Unfair Sales Tactics

Objectives

- ① Students will be aware of attractive sales pitches designed to appear as though they are getting a good deal until you read the fine print.
- ② ③ Students will learn to recognize certain sales tactics as unfair and how to avoid them.

Suggested Activities

- ① Newspapers/flyer advertisements
- ① Go over the “Unfair Sales Tactics Tip Sheet”
- ② ③ Discussion – have you ever felt pressured into a sale? What was the result?

Instructions

① Have students work in groups/pairs and go through the newspapers/flyers to find ads for furniture/appliances, and cars and list what words are used to attract/lure customers in. Next have students read the fine print or the asterisked (*) areas and ask them if it is in fact a good deal – why or why not?

Explain:

- It’s ok to say no or walk away from a sale if feeling pressured into buying something; it’s ok to take the time to think over a big purchase or read the fine print on an offer
- A number of retail stores advertise low-interest or no-payment periods for purchases, but you may be required to pay the full price of the item at the end of the period or risk being charged a high interest rate dating back to the original date of sale.
- Phone calls, letters, and e-mails claiming that you’ve won a prize are common. Never respond to any offers that require you to pay something order for you to receive a prize

① Based on the general literacy level of the class, highlight/read to the class relevant portions of the following information from the “Canadian Consumer Handbook”, <http://www.consumerhandbook.ca/en/topics>

Advance Fee Scams
Charities
Misleading Advertising
Telemarketing

Instructions
continued

② ③ Discussion Activity

Share the following tips for avoiding deceptive sales tactics with the class:

- Take your time and get all the information you need. Some companies may attempt to pressure you into buying through “limited time offers.” Don’t commit in a hurry.
- Compare products and services to ensure that you’re not paying too much.
- Check with the Better Business Bureau to see if complaints have been made about the company.
- Don’t fall for telemarketers that claim you’ve won a prize, especially if they ask for your credit card number or charge a fee for you to access your “prize.”
- Advance fee scams promise guaranteed loans, employment, credit repair, debt repair, and more but demand the fee be paid before the service is rendered. In many cases, the service is not fully provided or not provided at all.
- Do not give out personal information unless it is necessary.
- Ask to see the identification number and license or registration of the seller before committing to a door-to-door sales purchase.

Encourage students to share additional tips with the class if they know of any.

Unfair Sales Tactics – Tip Sheet

Take your time and get all the information you need. Some companies may attempt to pressure you into buying through “limited time offers.” Don’t make decisions too quickly.

Compare products and services to ensure that you’re not paying too much.

Check with the Better Business Bureau to see if complaints have been made about the company.

Don’t believe telemarketers that claim you’ve won a prize, especially if they ask for your credit card number or charge a fee for you to receive your “prize.”

Advance fee scams promise guaranteed loans, employment, credit repair, debt repair, and more; but demand the fee be paid before any service is given. In many cases, the service is not fully provided or not provided at all.

Do not give out personal information unless it is necessary, i.e.: providing SIN only to employers and government, not most other businesses.

Ask to see the identification number and license or registration of the seller before committing to a door-to-door sales purchase.

Module 4 - Saving

Topic A: Small-scale Saving

Objective	<p>① Students will gain an understanding of small changes they can make in everyday life to save and how much these savings can add up to in the long-term.</p> <p>② Students will demonstrate an understanding of the importance of saving and the significance of interest as well as the ability to calculate simple interest.</p> <p>③ Students will demonstrate an understanding of the importance of saving and the significance of interest as well as the ability to calculate compound interest.</p>
Key Terms	<p>② ③ Interest; compound interest.</p>
Suggested Activities	<p>① Robert's Spending Diary – Ways to Save Money Group Brainstorming Activity Saving Tip Sheet (included in large font)</p> <p>② ③ Brainstorming Activity – small-scale savings Compound Interest Activity (optional for ②) Saving Tip Sheet</p>
Instructions	<p>① Ask students some of the ways they came up with for Robert to save on his daily/weekly expenses (answers may include, but are not limited to: bring lunch from home instead of buying it everyday, buying shampoo when it's on sale, making coffee at home, etc.)</p> <p>Divide students into groups. Groups will brainstorm ways to save money on groceries, clothes, transportation, etc. Have each group share what they came up with and discuss. Answers might include use of coupons, buying bulk, using public transit, etc.</p> <p>Discuss with students the merits of saving for the future (putting a percentage of income in the bank; retirement savings): it is far better to put your money in a savings account, where interest is earned on savings and security is guaranteed through deposit insurance, than to save it at home.</p> <p>Explain small scale saving: coupons, comparing unit prices, flyer specials and sales.</p> <p>Savings may be used to buy expensive items, to pay bills expected during the year, for emergencies, or for long-term goals.</p>

Instructions
cont'd

② ③ Brainstorming Activity: divide students into groups. Groups will brainstorm ways to save money on groceries, clothes, transportation, etc. Have each group share what they came up with and discuss. Answers might include use of coupons, waiting for sales, buying bulk, using public transit, etc. Alternatively, have students walk around the classroom and ask the other students what they do to save money and compile the list of everyone's answers (this exercise will help with students' conversational skills and increase student confidence surrounding financial vocabulary).

Discuss with students the merits of saving for the future (putting a percentage of income in the bank; retirement savings): it is far better to put your money in a savings account, where interest is earned on savings and security is guaranteed through deposit insurance, than to save it at home.

Define and explain what interest is: banks pay for your savings through interest payments. If a bank pays 5% interest annually on the \$100 in your savings account, you will make \$5. Your new total savings will be \$105.

To calculate simple interest: principle \times rate \times time (in years). Complete several problems with the class on the board.

③ Explain compound interest and complete the Compound Interest Activity as a class, if appropriate.

Review the Saving Tip Sheet with the class, if time permits.

Compound Interest Activity

What is compound interest? Some banks pay interest on the interest added to your savings and not just on the money you've put into a savings account. Without compounding and at 5.25% interest you make \$5.25 on your \$100 saved, but with daily compounding at the same rate of interest you make \$5.47 over the year. It may not sound like much, but imagine the difference it could make if your savings were larger! Compound interest is good for your savings, but bad for your loans.

Compounding period: how often compound interest is calculated.

Example: you invest \$10,000 and receive a 6% interest rate, compounded annually for three years.

- During the first year, simple interest is calculated as follows:

$$\$10,000 \times .06 = \$600 \text{ earned as interest}$$

- During the second year, simple interest is calculated in the same way, but the principle amount is now \$10,600:

$$\$10,600 \times .06 = \$636 \text{ earned as interest}$$

- During the third and final year, you earn 6% interest on \$11,236, adding \$674.16 to the value of your investment. You will earn a total of \$1,910.16 in compound interest over the three years. Simple interest, on the other hand, represents a profit of \$1,800.

Compound interest offers higher returns than simple interest. The mathematical formula for compound interest is:

Principal \times (1 + Periodic Rate) ^{Number of Periods} = Future Amount

$$\$10,000 \times (1 + .06)^3 = \text{Future Amount}$$

$$\$10,000 \times (1.06 \times 1.06 \times 1.06) = \text{Future Amount}$$

$$\$10,000 \times 1.191016 = \$11,911.6$$

Answer the following questions:

- 1) If you invest \$30,000 today and earn 8.25% interest, how much will you have earned in interest in four years?

* Do only question #1 if using for ②, add #2 if doing for ③

- 2) Ali invested \$8,000 and got \$9245 back. If he earned an interest rate of 7.5%, compounded annually, what was the term of the investment?

Saving Tip Sheet

Here are some tips to help increase your savings:

1. Save early and often.
2. Save as much as possible (but pay off a credit card or loan first).
3. Earn compound interest.
4. Try to earn a high interest rate.
5. Leave deposits and interest in the account as long as possible.

Saving Tip Sheet

People put their savings in many places. For example, some choose to invest their savings in stocks. Purchasing stocks means buying some ownership (equity) in a company. Stocks have earned higher returns than savings accounts on average, over time, but may be too risky for your financial needs. Here are some basic tips that will help your savings grow, no matter where you put them:

- 1) Save early and often.
- 2) Save as much as possible.
- 3) Try to earn a high interest rate.
- 4) Earn compound interest when possible.
- 5) Leave deposits and interest in the account if you can.
- 6) Choose accounts for which interest is compounded often.

Can you think of any other saving tips? List them below.

Module 4 - Saving

Topic B: *Money Sense* – Tax-Free Savings Account

Objectives

① ② ③ Students will learn about the new Tax-Free Savings Account (TFSA) program offered by the Government of Canada

Suggested Activities

① ② ③ Discussion on what the TFSA program is about and answer any questions. Do this section only if time and class skill level permit. It can just be briefly explained and for more information, students can go to a bank to learn more about this type of savings account.

Instructions

Briefly explain, in detail appropriate to the level:

Since January 1, 2009, the Tax-Free Savings Account (TFSA) is an account that provides tax benefits for saving. Contributions to a TFSA will not be deductible for income tax purposes but investment income, including capital gains, earned in a TFSA will not be taxed, even when withdrawn.

TFSA savings can be used to purchase a new car, renovate a house, start a small business or take a family vacation.

Starting in 2009, Canadians aged 18 and older can save up to \$5,000 every year in a TFSA.

- You can withdraw funds from the TFSA at any time for any purpose.
- The amount withdrawn can be put back in the TFSA at a later date without reducing your contribution room.
- Neither income earned in a TFSA nor withdrawals will affect your eligibility for federal income-tested benefits and credits.

From: www.budget.gc.ca

Module 5 - Budgeting

Topic A: Rounding & Estimating

Objectives	Students will learn how to estimate to make numbers easier to deal with for the purpose creating and maintaining a budget.
Key Terms	Budget, rounding, estimating
Suggested Activities	<ol style="list-style-type: none"> 1. Ice Breaker: What is a budget? Why use a budget? Use group discussion to get ideas from the class and write them on the board. 2. On the board, go over some rounding problems as a group. Round the following numbers to the nearest ten. For example 17 may be rounded off to 20. a) 312 _____ (310) b) 32 _____ (30) c) 1328 _____ (1330) d) 9 _____ (10) 3. Have students estimate the value of the sum of a set of numbers (say three or four 3-digit numbers), by rounding the numbers to the nearest ten. Then students can enter the exact numbers into their calculator and see how close their estimations were. Ask the class if it was a good estimate, why or why not? 4. Estimating activity, using rulers: Using the "Ruler Worksheet", have students estimate the length of the items listed, and then use a ruler to actually measure the item. Instruct them to first estimate the lengths of the items and then once they are done all the estimations they can actually measure the item using the ruler.
Instructions	<p>Define budget: is a way to manage your money using estimated amounts. How much will you earn next month and what will you spend? A budget can be an excellent planning tool and can help ensure you don't spend more than you have; it gives you a good picture of where your money is coming from and where it is going.</p> <p>Define rounding and estimating: are useful skills to help make numbers easier to work with when making your budget; useful as well when you are shopping to add up your purchases in your head.</p>

Rounding and Estimating

Rounding: numbers can often be rounded to approximate values when exact numbers are not necessary – it is not as accurate, but makes the numbers easier to work with. Good technique to use at the grocery store when you are trying to stick to your budget.

For example, the number 14 can be rounded down to 10 because 10 is closer to 14 than 20, and the number 37 can be rounded up to 40 because it is closer than rounding down to 30 (examples of rounding exercises can be found in Math Sense: Whole Numbers and Money p 22-23.)

Rounding gives us an answer that is an **estimate** – it is reasonably close to the exact answer. A calculator is a useful tool to check your estimations.

Show students the ruler and explain the different scales, in Canada we go by the metric system – cm and mm.

Linear measure

1 millimetre (mm) = .001 centimetres (cm)

1 centimetre (cm) = 10 millimetres (mm)

1 decimetre (dm) = 10 centimetres

1 metre (m) = 100 centimetres (or 10 decimetres)

1 dekametre (dam) = 10 metres

1 hectometre (hm) = 100 dekametres

1 kilometre (km) = 1000 metres (or 10 hectometres)

Metric - English Linear Equivalents

1 cm = .39 inches

1 m = 3.28 feet

1 m = 1.09 yards

1 km = .62 mile

Adapted from Math in Daily Life

Rounding & Estimating Worksheet

Estimate the length of each item. Then, use a ruler to measure each item. Find two other items to add to your chart, then estimate and measure.

Item	Estimate (cm)	Actual Measurement (cm)
Pen		
Piece of paper		
Your hand		
Your shoe		
Width of door		

How close were your estimations? Where else might estimating be useful?

Module 5 - Budgeting

Topic B: Understanding Bills

Objectives	Students will learn how to read and understand bills using sample utility bills.
Suggested Activities	Activity: "Understanding Bills"; use the following questions, they can be printed out as a worksheet or written on the board:
Instructions	<p>Have students answer the following questions for each of the three sample bills provided, sample bills follow:</p> <p>Bill #1 (Direct Energy)</p> <ol style="list-style-type: none">1. What is the statement date?2. What is the total amount due?3. What do fixed and variable delivery charges mean? <p>Bill#2 (EPCOR)</p> <ol style="list-style-type: none">1. Was last month's bill paid in full? What was the amount?2. Estimate the total cost of the charges for water and drainage combined.3. How much more will it cost if the bill is paid after June 17, 2009? (Use a calculator if necessary) <p>Bill#3 (Telus Mobility)</p> <ol style="list-style-type: none">1. How much GST is charged?2. How many more text messages were received than sent?3. Based on this bill, what amount should be estimate for the next month's budget?

Energy Provided By:



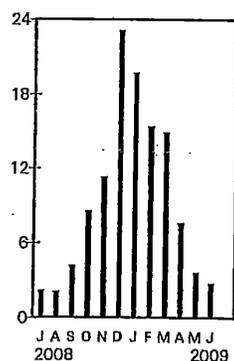
ACCOUNT NUMBER	STATEMENT DATE
	JUL 07 2009

CUSTOMER COPY

SITE ID	FROM	TO	RATE CODE	ENERGY USED (GJ)	CHARGE DATE
	May 11	May 31	E1N - Residential	2.50	Jul 07 2009
	May 31	Jun 26	E1N - Residential	2.77	Jul 07 2009

May 11	May 31	Cost of Gas	\$	3.007000	x	2.50	=	7.52
May 31	Jun 26	Cost of Gas	\$	3.261000	x	2.77	=	9.03

GJ Consumption By Billing Cycle



MULTI-PERIOD BILL

Current Energy Charges		
Administration Fee - Fixed		9.11
Cost of Gas - Variable		16.55
Sub-Total		25.66
GST		1.29
CURRENT ENERGY BILLING		26.95
		26.95

Distribution provided by:

ATCO GAS (NORTH)

SITE ID	FROM	TO	DISTRIBUTION USAGE
	May 11	Jun 26	5.27

Current Distributor Charges		
Delivery Charge - Fixed		37.31
Delivery Charge - Variable		7.15
Rate Rider		1.40
Municipal Franchise Fee		14.68
Sub-Total		60.54
GST		3.03
CURRENT DISTRIBUTOR BILLING		63.57
		63.57

TOTAL AMOUNT DUE (RETAIL & DISTRIBUTION)

90.52

LAST METER READINGS PROVIDED BY ATCO GAS (NORTH)

DATE		METER NUMBER	READ		CONVERSION FACTOR	ACTUAL USAGE GJ	
FROM	TO		FROM	TO			
MAY 11	MAY 27	206	208	1.070000		2.14
MAY 27	JUN 26	208	211	1.043333		3.13

STATEMENT DEFINITIONS
<p>Administration Fee (Fixed/Variable) – This fee covers the costs related to billing you for natural gas and providing customer service.</p> <p>Conversion Factor – The volume used between meter readings is measured in units of thousands of cubic feet (MCF). This volume is then multiplied by a conversion factor that takes into account the energy content, the pressure at which your gas is delivered, and the conversion from imperial units to metric. The result is the energy consumption that appears on your bill.</p> <p>Cost of Gas – This charge covers the cost of buying the natural gas that you used during the billing period.</p> <p>Delivery Charge (Fixed/Variable) – All operating costs and revenue for ATCO Gas are recovered through the delivery charges. The fixed charge is a daily charge to recover a portion of the total delivery charges. The variable charge covers the remainder of the total delivery charges. The variable charge is based on natural gas consumption for the billing period.</p> <p>DERS Estimated Delivery Charge – In the absence of actual delivery charges for the billing period, these charges are estimated.</p> <p>Energy Used (GJ) – The energy used represents the gigajoules you consumed in the billing period. This can either be an actual or an estimate.</p> <p>From and To Reads – The "From" and "To" reads are your last actual meter readings.</p> <p>Meter Number – This is the number attached to the meter installed on your premise.</p> <p>Municipal Franchise Fee – This fee is set by your municipality as a charge for natural gas facilities on municipal property. ATCO Gas remits this amount to your local municipality.</p> <p>Production Rider – Each customer's share of the monthly financial gain or loss achieved through production facilities owned by ATCO Gas South.</p> <p>Rate Rider(s) – This item reflects temporary changes to your bill approved by the Alberta Utilities Commission. It may be a credit or a debit.</p> <p>Storage Rider – Each customer's share of the monthly financial gain or loss achieved through the use of storage facilities owned by ATCO Gas South.</p>

CUSTOMER ASSISTANCE CENTRE										
<p>ACCOUNT SERVICES (e.g. Moves, adds or changes to your account, billing inquiries and general inquiries)</p> <p>Direct Energy Regulated Services</p> <table> <tr> <td>Calgary and local area</td> <td>403-245-7838</td> </tr> <tr> <td>Edmonton and local area</td> <td>780-420-7838</td> </tr> <tr> <td>All other areas</td> <td>1-866-420-3174</td> </tr> </table> <p>Visit our website at www.DirectEnergyRegulatedServices.com</p> <p>EMERGENCY SERVICES (e.g. Gas leaks/gas odors)</p> <table> <tr> <td>ATCO Gas Ltd.</td> <td>1-800-511-3447</td> </tr> </table> <p>DISTRIBUTION / DELIVERY SERVICES (e.g. Meter reads, new lines)</p> <table> <tr> <td>ATCO Gas Ltd.</td> <td>310-5678</td> </tr> </table>	Calgary and local area	403-245-7838	Edmonton and local area	780-420-7838	All other areas	1-866-420-3174	ATCO Gas Ltd.	1-800-511-3447	ATCO Gas Ltd.	310-5678
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ATCO Gas Ltd.	1-800-511-3447									
ATCO Gas Ltd.	310-5678									

PAYING YOUR BILL ON TIME
<p>The payment must be received by Direct Energy Regulated Services on or before the current charges Due Date shown on the front of the bill to avoid a late penalty charge. Please allow sufficient time for payments to reach our office by the Due Date. Some financial institutions take up to 4 business days to forward payments to our office. Any balance forward is overdue. There may be a charge for each cheque that is returned due to insufficient funds. Please note that if your payment does not reach Direct Energy Regulated Services by the Due Date, you will be subject to a monthly penalty of 1.5% on the outstanding overdue balance. The 1.5% is a penalty for default, not an arrangement to advance credit to you.</p>

MOVING?
<p>When moving or canceling service, please give us 3 business days notice, as you are responsible for all charges until service has been cancelled. You can arrange for service by calling our Customer Assistance Centre at 1-866-420-3174.</p>

TERMS AND CONDITIONS
<p>Terms and Conditions are approved by the Alberta Utilities Commission and are available from the applicable company offices or websites.</p>



EASIEST PAYMENT OPTION!

- Try the **Preauthorized Payment Plan** (automatic bank withdrawal or credit card withdrawal)
- Also available are **Budget Payment Plans** (equal monthly payments)
- To enroll, phone our Customer Assistance Centre at 1-866-420-3174

OTHER PAYMENT METHODS

- **Financial Institutions** (in person, by phone, internet banking) – contact your local bank and/or financial institution for details
- **Mail** – Direct Energy Regulated Services, PO Box 2427, Edmonton, AB T5J 2R4

Please make all cheques payable to: **DIRECT ENERGY REGULATED SERVICES**



Your utilities bill

Statement Date May 27, 2009

Questions? Call 310-4300
 Toll Free 1-800-667-2345
 Monday to Friday 8 am - 8 pm,
 Saturday 8 am - 6 pm,
 Closed Sundays and Stat. Holidays
 Web site: www.epcor.ca

Utility Repair / Emergency Calls Only
 Power (780) 412-4500
 Water (780) 412-6800
 Sewage (780) 496-1717
 Natural Gas 310-5678

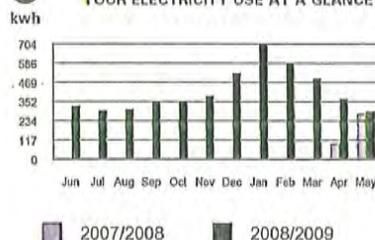
Here's what you owe *For details, please turn over*

Amount of your last bill	\$129.75	
Payments we processed <i>Thank you</i>	- 129.75	
New charges		118.80
Electric energy	43.80	
Water	24.57	
Drainage	23.84	
Waste services	26.59	
Total payment now due		\$118.80
Payment due after June 17, 2009		\$121.77

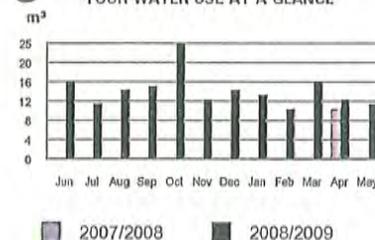
HIGHLIGHTS OF THIS BILLING

- Number of days in the period: 41
 Average temperature: 5°C Average precipitation: 0 mm
 Total electricity you used: 294.00 kWh
 Your average daily electricity cost: \$1.62
- Budget more effectively with our Preferred Payment Services. Ask us for details!

YOUR ELECTRICITY USE AT A GLANCE



YOUR WATER USE AT A GLANCE



Tear off here

Turn over for details of your bill

□□

Payment return slip

Please complete and return this slip with your payment. Make your cheque or money order payable to EPCOR. For other payment options, please turn over.

Your account number	Total payment due	Payment due after June 17, 2009
	\$118.80	\$121.77



Payment enclosed

\$ 118.80

EPCOR
 PO BOX 500
 EDMONTON AB T5J 3Y3

96

Your utilities bill
Statement Date May 27, 2009

Details of your previous payments

Amount of your last bill	\$129.75
Payment by EDI on May 15	-129.75
Amount overdue from your last bill	\$0.00

Details of your new charges



ELECTRICITY

Site: 30400414355 - RESIDENTIAL RRO
Billing period: Apr 17 to May 13, 2009
Meter Readings by EPCOR Dist. & Trans.

Meter: 4630502883	
Reading on May 13 (Actual)	7870.00
Reading on Apr 16 (Actual)	7576.00
Amount of electric energy you used	294.00 kWh

Electric Energy Charges
Provided by EPCOR Energy Alberta Inc.
New charges based on 294.00 kWh

May 1-May 13	138.04 kWh at 7.38¢ / kWh	\$10.19
Apr 17-Apr 30	155.96 kWh at 7.213¢ / kWh	11.25
Administration Charge		5.70
Subtotal of Electric Energy Charges		\$27.14

Delivery Charges
Provided by EPCOR Dist. & Trans. 1-780-412-4500
Consumption: 294.00 kWh
New Charges:

Distribution Charge	12.45
Transmission Charge	3.20
Balancing Pool Allocation Rider	1.98 CR
Distribution PBLTA Rider DG Apr09 kWh	0.65 CR
Local Access Fee	1.56
Subtotal of Delivery Charges	\$14.58

GST (req. 898003504RT) at 5% on \$41.72	2.08
Your total electricity charges	\$43.80



WATER

Provided by EPCOR Water Services Inc.

Basic monthly service charge	\$5.51
------------------------------	--------

Meter reading on May 13 (actual)	192.7
Meter reading on Apr 16 (actual)	- 180.5
Amount of water you used, in cubic metres	12.2

Cost of water you used	
12.20 m ³ at 156.25¢ per m ³	19.06
Your total water charges	\$24.57



DRAINAGE

Provided by Drainage Services



Basic monthly service charge	\$5.64
Sewage charges, based on total water used of 12.2 m ³	
12.20 m ³ at 107.67¢ per m ³ (Seasonal)	13.14
(Your average monthly winter usage is 14.45 m ³)	

Land Drainage (area x development intensity x runoff coefficient x rate)	
417.610 m ² x 1.00 x 0.65 at 1.8631¢ per m ²	5.06
Your total drainage charges	\$23.84



WASTE SERVICES

Provided by Waste Management Branch



Monthly waste services fee	\$26.59
Your total waste services charges	\$26.59



TOTAL NEW CHARGES	\$118.80
--------------------------	-----------------

Understanding your bill:

- Electric Energy Charges: The cost of electric energy consumed in a billing period and the retail costs for billing and customer services.
- Delivery Charges: Wires Owner costs of delivering electricity to customers. This includes meter reading and the costs of building, operating and maintaining the local distribution system and the provincial transmission system.
- Detailed line item information is available on www.epcor.ca or call 310-4300 to talk to a customer service consultant.

Bill payment options:

- Make paying your bill even easier, by Authorized Payment Withdrawal or by using epost (visit www.epcor.ca or call 310-4300 for details)
- Through your bank: in person, by telephone banking or online banking
- By mail to PO Box 500 Edmonton AB T6J3Y3
- Pay-N-Go Kiosks at EPCOR Centre (10085 Jasper Avenue, Edmonton) available weekdays from 8:00 am to 8:00 pm

If your cheque is returned because of insufficient funds, we will add a service charge to your account

BANK STAMP

BILL DATE : 13-Jun-09
PAGE 1 of 3



Effective August 5, 2009, the rate for Directory Assistance will include making the listing available to your device through text message and will be \$2 per request.

We've reduced our music prices.
Visit the TELUS music store to check out our new music prices and to learn more about the TELUS Summer of Music contests, where you could win a chance to meet AKON, dance with one of Lady GaGa's dancers or blog from the road about The Tragically Hip. Visit telusmobility.com/pricechange for more info.

PTLPS01A 11685 HRI -- 3 - 1 - 15 J72275

MOBILITY BILL SUMMARY

CURRENT CHARGES		Contract Term : 3 yr
Talk \$20/175 PCS		\$ 20.00
Additional Local Airtime		\$ 0.90
Value Added Services		\$ 13.00
Network and Access		\$ 7.45
Taxes		
GST	2.07	
Total Taxes		\$ 2.07
Total Current Charges		\$ 43.42

YOUR LAST BILL

Amount of Last Bill 13-May-09	\$ 42.47
Payments	\$ -42.47
Payment Reversals	\$ 0.00
Total Previous Charges Brought Forward	\$ 0.00

Payment received after 10-Jun-09 may not be reflected on this invoice.
For inquiries please call Client Care by Dialing *611 from your handset or see reverse for local and toll-free numbers.

Total Amount Due \$ 43.42



Payable online or through most financial institutions

Mobility Client Number	Bill Date	Total Amount if received by 08-Jul-09
	13-Jun-09	\$ 43.42

Additional fees apply for late payments

Amount of Payment
\$ 43.42

Please make cheques payable to TELUS
Please do not staple

3420000000000007



ACCOUNT DETAIL					
Current Charges - Detail					Contract Term : 3 yr
Monthly Service Plans Jun 14 to Jul 13					
Service Plan Name					Total
Talk \$20/175 PCS					20.00
Total					\$ 20.00
Additional Local Airtime Service					
<small>*Free Airtime Includes: bonus minutes, birthday calling, evenings & weekends, free incoming, 911 and In Network Calling</small>					
	Total Airtime	*Free Airtime	Included Airtime	Chargeable Airtime	Total
Phone (minutes)	199.00	21.00	175.00	3.00	0.90
Total					\$ 0.90
Data and Other Services					
Service					Total
Text Messaging - Sent					0.00
Text Messaging - Received					0.00
Total					\$ 0.00
Value Added Services Jun 14 to Jul 13					
Service					Total
Bundle 10					10.00
Messaging 30					3.00
Total					\$ 13.00
Network and Access					
Charge					Total
Enhanced 911 Access Charge					0.50
System Access Fee					6.95
Total					\$ 7.45
Taxes					
GST					2.07
Total					\$ 2.07
Total Current Charges					\$ 43.42



Billing

Your monthly service plan(s) is billed in advance. Service plan charges on your first bill will be for the number of days in the first month that your unit was active, plus the next month in advance.

You can view your detailed bill online at mytelusmobility.com or subscribe to receive in paper format. Detailed billing includes the following three sections :

- The Bill Summary Section provides a summary of all your charges into categories.
- The Account Detail Section provides a more specific review of service charges and taxes for your account
- The Airtime Detail Section provides a list of phone calls made during the billing period.

Service and Billing Inquiries

If you have any questions please contact TELUS in one of the following ways:

- Dial *611 from your TELUS wireless handset (free call)
- Visit our Self Serve website at mytelusmobility.com

PTLPS01A 11685 0722276

For Cellular, PCS, Mike and Paging inquiries, please call :

Calgary : (403) 387-5825
 Toronto : (416) 279-2532

TELUS
 200 Consilium Place, Suite 1600
 Scarborough, Ontario, M1H 3J3
 www.telusmobility.com

Payment Options

You can pay your TELUS bill in the following ways:

- Online through E-Bill at mytelusmobility.com
- Pre-authorized Credit Card and Bank payments
- Telephone/PC Banking contact your financial institution
- In person at most financial institutions
- Mail a cheque or money order in the Business Reply Envelope supplied
- Credit card payments over the phone

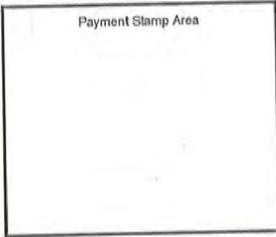
Please allow sufficient time for payments to reach TELUS by the date shown on the account statement. Seven business days may be required for mail and three days for bank payments. Payments will be credited to the account on the date of their receipt by TELUS. Bills are due upon reception. Late payment charges of 2% compounded monthly (26.82% per annum) will be applied if payment is not received by the date shown on the account statement. Items returned for insufficient funds are subject to a \$25.00 administration charge. Security deposits are not shown on your bill.

Refund / Reimbursement

The charges billed on this statement will be deemed to be correct if not disputed by you within thirty (30) days of the bill date. A credit balance of less than or equal to \$5.00 will not be refunded. Unless otherwise indicated, all credit amounts include applicable GST/HST, QST and PST.

Vancouver : (604) 291-2355
 All Other Areas : 1 866 558-2273

GST# 81275 8878 RT0001
 QST# 121 164 2781 TQ0001
 HST# 81275 8878 RT0001
 TELUS is a trade-name for TELUS Communications Company.



TELUS
 PO BOX 8950 STN TERMINAL
 VANCOUVER BC V6B 3C3

Module 5 - Budgeting

Topic C: Income and Expenses

Objectives	② ③ Students will gain an understanding of the importance of budgeting, demonstrate the ability to balance income and expenses, and understand the elements of a standard bill.
Key Terms	② ③ Budget; fixed expense; variable expense; periodic expense; RESP
Suggested Activities	<p>② Icebreaker – class discussion</p> <p>② ③ Understanding Bills Activity – Have students locate information on utility bills and answer corresponding questions – this activity helps review math concepts as well as being a comprehension exercise.</p> <p>② ③ Budget Comparison Activity – include several budgets for comparison (Ask: who spends the most on food? Etc.) Use all 3 sample budgets.</p>
Instructions	<p>② Begin with the icebreaker: ask the class, what is a budget? Why are budgets useful?</p> <p>② Income and expenses (③ partial review, if necessary); explain the differences between fixed, variable, and periodic expenses.</p> <ul style="list-style-type: none"> • Fixed expenses are monthly costs. Monthly rent and car payments are fixed expenses. • Variable expenses: costs that vary from month to month. The amount you spend on clothing, gas, food, and entertainment tends to vary. • Periodic expenses: payments that need to be made “periodically” rather than regularly. Car insurance, for example, may need to be paid for only twice a year. <p>② Discuss paying bills on time, what to do if you can’t pay your bill on time (call the company to let them know you, perhaps paying a portion until full payment can be made).</p> <p>② ③ Complete the Understanding Bills Activity.</p> <p>② ③ Go over the steps for the creation of a budget. How can the spending diary from the previous class help you create a budget?</p> <p>② ③ Complete the Budget Comparison Activity: students may work in small groups or together as a class.</p>

Understanding Bills Activity

Have students examine the attached bills and answer the following questions independently or in groups.

Direct Energy Bill

- 1) What is the difference between the rate of gas for May 11th to 31st and that for May 31st to June 26th?
- 2) Does the administration fee vary month-to-month?
- 3) Which month had the highest gas consumption in 2008/2009? Why do you think this is?
- 4) If the bill is not paid on time, what will the new amount due be? Hint: see the back page.

EPCOR Bill

- 1) ② What is the number of days in the billing period?
- 2) ② What is the basic service charge for drainage? For water?
- 3) If the electricity rate went up to \$8.13/kWh, what would the new cost for May 1st – 13th? What would the new cost for total elective energy charges?
- 4) Approximately how much more water was used in October 2008 than in March 2009?
- 5) ③ What would the total delivery charges be for electricity if the credits (CR) were not applied during this payment period?

Telus Bill

- 1) How much is charged if there are insufficient funds?
- 2) What is the system access fee?
- 3) What does free airtime include?
- 4) If the customer had not opted for "Messaging 30", what would the total current charges be?

Module 5 - Budgeting

Topic D: Creating a Budget

Objectives	Students will gain an understanding of how to create and manage a budget.
Key Terms	Fixed, variable & periodic expenses Budget surplus & deficit
Materials	Sample budget handouts and overhead
Suggested Activities	<ol style="list-style-type: none"> 1. Budget activity: Give the students the two sample budgets to look over and compare. Answer the questions in pairs or groups. 2. Provide students with a blank sample budget for them to take home and try themselves.
Instructions	<p>Explain the following considerations when making your own budget:</p> <ul style="list-style-type: none"> • Determine the things that are most important to you (time with friends and families, learning/education, travel, maintenance of your car, entertainment, etc.) • Calculate the amount of money you can spend each month. • Consider your fixed expenses and set money aside. • Consider your variable expenses and set money aside. • Determine how you will spend the rest of your money. • Write out your budget. <p>Define each of the following: fixed, variable, and periodic expenses:</p> <ul style="list-style-type: none"> • Fixed expenses are monthly costs. Monthly rent and car payments are fixed expenses. • Variable expenses: costs that vary from month to month. The amount you spend on clothing, gas, food, and entertainment tends to vary. • Periodic expenses: payments that need to be made once in a while rather than regularly. Car insurance, for example, may need to be paid only twice a year. • Ask the class what budget surplus (income is greater than expenses) and budget deficit (expenses are greater than income) mean, discuss some outcomes of both (i.e.: what to do when you have extra money).

Creating Your Own Budget

	Month 1	Month 2	Month 3
Monthly Income			
Net Income (job #1)			
Net Income (job #2)			
Government transfers			
Other income			
Total Income			
Monthly Expenses			
Savings			
Mortgage/Rent			
Transportation			
Car/Home insurance			
Health insurance			
Medical/dental expenses			
Food and household supplies			
Personal care			
Heating			
Electricity			
Cable/Phone/Internet			
Miscellaneous			
Periodic expenses			
Total Expenses			

Finding a balance:

More than Finance – Balancing Happiness and Goals: It's important to find a balance between your income and expenses, but it's equally important to live a balanced life. Making and saving money are critical, but you should also be able to spend money on the things you enjoy doing, within reason.

Budget Comparison Activity

Examine the three budgets that follow and answer the questions below.

1. ① Who pays the highest rent or mortgage?
2. ② ③ Of Lisa, Ben and the Chens, who pays the most in rent/mortgage?
3. ① ② ③ Who spends the least on clothing?
4. ① Who has a budget surplus at the end of the month? Who has a deficit?
5. ① What can Lisa do to save more? Where are some of the variable expenses that she can cut down on?
6. ② ③ What can Lisa do to avoid monthly deficits?
7. ② ③ Would Lisa be able to cope with an unexpected cost, such as a medical or vehicle expense?
8. ① ② ③ Why are Ben and Lydia able to save more than Lisa? ② ③ How much will they have saved by the end of November?
9. ① How much have Ben and Lydia saved over the 3 months? What can they do with the money they saved?
10. ② How much are the Chens spending, on average, on electricity each month?
11. ③ If Jun Chen's royalty income were reduced by half each month, how much would the Chens be able to save? How could they adjust their spending to save more?

Sample Budget 1

Lisa is a single mother of two. She works full time as a teacher. One of her children goes to daycare and the other is in school. She has a mortgage.

	September	October	November
Monthly Income	\$3,666.67	\$3,666.67	\$3,666.67
Net Income (job #1)	\$2,581.95	\$2,581.95	\$2,581.95
Net Income (job #2)			
Government transfers	\$125.00	\$125.00	\$125.00
Other income (Child Support)	\$750.00	\$850.00	\$750.00
Total Income	\$3,456.95	\$3,556.95	\$3,456.95

Mortgage/Rent	\$1,700.00	\$1,700.00	\$1,700.00
Transportation	\$75.00	\$75.00	\$75.00
Car/Home insurance	\$100.00	\$100.00	\$100.00
Health insurance	\$80.00	\$80.00	\$80.00
Medical/dental expenses	\$50.00	\$0.00	\$70.00
Groceries/ household supplies	\$400.00	\$400.00	\$400.00
Restaurant meals	\$100.00	\$100.00	\$100.00
Clothing	\$100.00	\$0.00	\$0.00
Heating	\$100.00	\$125.00	\$200.00
Electricity	\$50.00	\$50.00	\$70.00
Cable/Phone/Internet	\$150.00	\$150.00	\$150.00
Child Care	\$600.00	\$600.00	\$600.00
Miscellaneous (School Supplies)	\$50.00		
Periodic expenses			\$200.00 (Car Repair)
Total Expenses	\$3,555.00	\$3,380.00	\$3,745.00
Savings	-\$98.05	\$176.95	-\$288.05

Sample Budget 2

Ben is a construction worker who works at Home Depot during the winter months. His wife, Lydia, works part-time as a dental assistant and his mother-in-law takes care of their 3-year-old son. They rent a 2-bedroom apartment.

	September	October	November
Net Income (job #1)	\$1,664.36	\$1,664.36	\$1,614.55
Net Income (job #2)	\$1,675.56	\$1,675.56	\$1,675.56
Government transfers			
Other income			
Total Income	\$3,339.92	\$3,339.92	\$3,290.11

Mortgage/Rent	\$900.00	\$900.00	\$900.00
Transportation	\$75.00	\$75.00	\$75.00
Car/Home insurance	\$100.00	\$100.00	\$100.00
Health insurance	\$80.00	\$80.00	\$80.00
Medical/dental expenses	\$150.00	\$150.00	\$150.00
Food and household supplies	\$300.00	\$300.00	\$250.00
Clothing	\$30.00	\$30.00	\$0.00
Heating	\$50.00	\$50.00	\$75.00
Electricity	\$50.00	\$75.00	\$125.00
Cable/Phone/Internet	\$200.00	\$200.00	\$200.00
Child Care	\$0.00	\$0.00	\$0.00
Miscellaneous	\$550.00	\$550.00	\$550.00
Periodic expenses		\$500.00	
Total Expenses	\$2,485.00	\$3,010.00	\$2,505.00
Savings	\$854.92	\$329.92	\$785.11

Sample Budget 3

Ling Chen, a retired lawyer, and her husband, Jun Chen, an author, are seniors. Their income consists of savings, Ling's pensions, and Jun's royalties* from book sales. They own their home and their car. They like to travel and entertain.

	September	October	November
Net Income (job #1)	\$0.00	\$0.00	\$0.00
Net Income (job #2)	\$0.00	\$0.00	\$0.00
Government transfers	\$1,900.00	\$1,900.00	\$1,900.00
Other income	\$1,500.00	\$500.00	\$1,000.00
Total Income	\$3,400.00	\$2,400.00	\$2,900.00

Mortgage/Rent	\$0.00	\$0.00	\$0.00
Transportation	\$30.00	\$30.00	\$30.00
Car/Home insurance	\$100.00	\$100.00	\$100.00
Health insurance	\$200.00	\$200.00	\$200.00
Medical/dental expenses	\$50.00	\$50.00	\$50.00
Food and household supplies	\$500.00	\$500.00	\$500.00
Clothing	\$50.00	\$50.00	\$50.00
Heating	\$50.00	\$50.00	\$75.00
Electricity	\$50.00	\$75.00	\$125.00
Cable/Phone/Internet	\$75.00	\$75.00	\$75.00
Miscellaneous	\$250.00	\$3,500.00	\$100.00
Periodic expenses			\$220.00 (Plumbing bill)
Total Expenses	\$1,355.00	\$4,630.00	\$1,525.00
Savings	\$2,045.00	-\$2,230.00	\$1,375.00

*Royalties: money Jun receives from the sales of his books - it is usually a set percentage that he gets for every book that is sold.

Module 5 - Budgeting

Topic E: Finding a Balance

Objectives	Students will come to understand that living a balanced life is about more than balancing their budget. It's about prioritizing spending, saving for the future while remembering to enjoy the present, and being responsible, but not at the cost of happiness.
Key Terms	Surplus; deficit.
Suggested Activities	Spending Priorities Activity Goal Activity
Instructions	<p>Define for the class "surplus" and "deficit" and explain the implications of both. A budget surplus might mean that savings can be made or that a vacation can be afforded, while a deficit requires either a decrease in spending or an increase in income.</p> <p>Complete the Spending Priorities Activity by having students rank their expenses to determine what they could do without in the case of a budget deficit.</p> <p>Explain the importance of setting goals, financial or otherwise, and have the students complete the Goal Activity.</p> <p>Discuss the Goal Activity as a class. How can students reach their goals? Will big changes need to be made? Depending on the group, students may or may not wish to share their personal goals with the class.</p>

Goal Activity

What are your dreams for the future and how will you make them a reality? Use this worksheet to map out your goals.

Short-term goal:

I will have to _____
_____ to reach my goal.

Long-term goal:

Module 5 - Budgeting

Topic F: *Money Sense* – Your Children and Money

Objectives	Students will recognize the need to model good financial habits for their children and the importance of thinking ahead when it comes to family finances.
Key Words	RESP; modeling, allowance, Child Care Subsidy (Government of Alberta), Alberta Child Health Benefit (Alberta Health Services)
Suggested Activities	Ask and discuss with the class how they talk to/teach their children about money and financial matters. Tip Sheet – Teaching Your Children About Money
Instructions	<p>Define and explain the concept of modeling: children look to their parents in financial matters and observe how they handle money – it is important to model good financial habits for your children. For example, you could have your children cut out coupons with you while you explain that using coupons will save money. In what other ways could you model good financial behavior? Discuss.</p> <p>Discuss with the class different ways to bring up the topic of money and finances with their children. For example, parents can describe to their children what they are doing when they get money from the ABM/ATM and where that money comes from; explain to your child that you work and that your wage or salary gets put into your bank account; describe what money is used for (rent, paying bills, buying food) and that you save any “surplus” for special occasions/items for the family or for emergencies/unexpected expenses.</p> <p>Explain and discuss the following with the class (see glossary for more information):</p> <ul style="list-style-type: none"> ▪ Allowances ▪ RESPs (Registered Education Savings Plans) ▪ Child Care Subsidy (Government of Alberta) ▪ Alberta Child Health Benefit (Alberta Health Services)

Teaching Your Children About Money

- Talk about the difference between wants and needs and mention that finding a balance between the two is important.
- Seize opportunities for comparison: which price is lower? Explain what availability, quality, quantity, and other methods of comparison mean.
- Warn your children that, like you, they won't be able to afford everything they want.
- Include your children in financial decision making when appropriate.
- Encourage them to recognize that the cost of an item involves more than its price: the gas required to drive to the store; the time spent looking for the item, etc. should also be factored in.
- When your children are old enough to understand the value of money (age 4 – 6) and if you have the income to spare, try giving them an allowance. Think of the money not so much as a gift as an educational tool; the amount does not have to be large.

Do You Qualify for a Child Care Subsidy?

Alberta Children and Youth Services provides financial assistance to eligible low- and middle-income families using:

- Licensed day care centres
- Approved family day homes
- Licensed out-of-school care centres
- Licensed pre-schools and
- Approved early childhood development programs

You can apply for a subsidy if:

You, or your spouse/partner, or the child receiving care are Canadian citizens or permanent residents of Canada and live in Alberta.

Your children are 12 years of age or younger and are not yet attending Grade 7.

You and your spouse/partner are currently working, volunteering, attending school, looking for work or have special needs

OR

You or your spouse/partner stay-at-home and have your child(ren) enrolled in a licensed pre-school or approved early childhood development program

Source: Government of Alberta, Children and Youth Services

Module 6 - Banking

Topic A: Banking Services

Objectives	Students will understand terms associated with banking, making banks less intimidating. Students will also be able to read their bank statement and understand how to access various services provided their bank.
Key Terms	Bank; account balance; withdrawal; deposit
Suggested Activities	<p>Icebreaker – banking discussion (as a class or in small group discussion format and then present to the class)</p> <p>Bank Statement Activity – comprehension exercise (may need to enlarge the statement for beginner level)</p>
Instructions	<p>Icebreaker – discuss banking with the class. You may want to begin by simply naming banks and asking, “what bank do you use? How did you choose your bank?” Topics that come up could include banking services offered, fees, and proximity to home/work.</p> <p>Go over some basic vocabulary: bank balance, statement, account, etc.</p> <p>Banking services: personal banking accounts (chequeing, savings, and tax-free savings), online banking, telephone banking, cheque-ordering, loans, lines of credit, mortgages, overdraft protection, investing, and insurance.</p> <p>Have the students complete the Bank Statement Activity independently or in pairs.</p>
Notes	This unit was intended to be taught in partnership with a local bank in order to provide students with hands-on learning and experience in the bank environment, if possible. Eliminate or shift course content as appropriate.

More About Banking

Choosing a bank

- What services will you need?
- Close to home/work; some banks have many branches (different locations of the same bank)
- Fees

Banking fees

- Banks charge fees or service charges to your account each month for the paperwork and processing that they have done on your account. These charges depend on the bank, the account type, how much money you keep in the account and/or how many transactions you make in a month. Some banks have a flat fee (everyone is charged the same amount), while others may have no fees, and some charge per cheque or transaction.
- A bank statement is a record showing the amount of money deposited or withdrawn from your account during the month; if you choose to, the bank mails you a copy of your statement every month. The statement will generally display your balance along with the debits (money taken out of your account for withdrawal of cash, cheques, bill payments) and credits (any money such as your salary deposited to your account).

Debit Cards

- Debit cards resemble credit cards but are not loans and therefore have no interest rate. Money spent with a debit card does not have to be repaid because money is taken directly from your chequeing account. You are not able to spend money that you do not have; your debit card serves the same function as cash but can also be used to withdraw cash from your chequeing account at ATMs and bank machines.

Telephone banking is a service provided by a financial institution that allows its customers to perform transactions over the telephone. Many banks have an online tutorial that demonstrates telephone banking (CIBC has a good one).

- Uses an automated phone answering system with phone keypad response or voice recognition capability,
- To guarantee security, the customer must first authenticate through a numeric or verbal password or through security questions asked by a live representative (see below).
- Except for cash withdrawals and deposits, it offers almost all the features of an automated teller machine: account balance information and list of latest transactions, electronic bill payments, funds transfers between a customer's accounts, etc.

Online Banking is offered by most banks; it's a service which allows you to use a secure website to do most banking services except withdrawal and deposits. Bank customers can pay bills, transfer funds between accounts and check their statements and balances online.



Royal Bank of Canada
P.O. Box 4047 Terminal A
Toronto, ON M5W 1L5

Your personal chequing account statement

From March 12, 2004 to April 12, 2004

RBCPDA0001-123456789-01-000001-1-0001

19715

SUSAN SAMPLE
1234 ANY STREET, SUITE 5678
ADDRESS LINE #2
CITY, PROVINCE A1B 2C3

Your account number: 02782-5094431

How to reach us: 1-800 ROYAL® 1-1
(1-800-769-2511)
www.rbcroyalbank.com/deposits

Summary of your account for this period

Signature Plus 02782-5094431

Royal Bank of Canada
5879 ROULE JEAN-BAPTISTE, MONTREAL, PQ H3C 3B8

Your opening balance on March 12, 2004	\$4,247.14
Total deposits into your account	+ 145.15
Total withdrawals from your account	- 727.50
Your closing balance on April 12, 2004	= \$3,664.79

RBC is now paperless!

Dear Susan, we're pleased to introduce you to digital imaging. Now you can retrieve images of cheques in seconds and view them online. It's as easy as a click of a mouse.

Try our new digital imaging service today. If you're not already an RBC Royal Bank Online Banking client, visit www.rbcroyalbank.com/online or simply call 1-800-ROYAL® 5-5 (1-800-769-2555).

Details of your account activity

Date	Description	Withdrawals (\$)	Deposits (\$)	Balance (\$)
	Opening balance			4,247.14
15 Mar	Transfer		85.00	
	Interest paid		.15	
	ATM withdrawal	100.00		
	Interac purchase -1361 - Nasr Foods Inc.	47.82		4,184.47
17 Mar	Overdraft interest	0.93		4,183.54
18 Mar	Cheque #30	40.00		
	Cheque #31	148.11		3,995.43
19 Mar	ATM withdrawal	60.00		3,935.43
22 Mar	ATM withdrawal	20.00		
	Interac purchase - 1361 - The Bay	125.13		
	Interac purchase - 1361 - Highland Farms	6.94		3,783.36

Module 6 - Banking

Topic B: Savings and Chequeing Accounts

Objectives	<p>① Students will gain an understanding of the difference between savings and chequeing accounts and how to write cheques.</p> <p>② ③ Students will learn how to compare accounts, their related fees and rates.</p>
Key Terms	<p>① ② ③ Overdraft; bouncing a cheque, service fees, flat fee, NSF (non-sufficient funds).</p>
Suggested Activities	<p>① Cheque-writing Activity sheets</p> <p>① ② ③ Interactive savings and chequeing account selector tool: http://www.fcac-acfc.gc.ca/eng/consumers/ITools/CoB/default.asp complete as a class.</p> <p>② Cheque-writing Activity sheets (optional, based on interest/skill level of the class)</p> <p>② ③ Comparing Accounts Activity – print out account information from the various bank websites and have students compare them.</p>
Instructions	<p>① ② ③ Explain the difference between chequeing and savings accounts. Savings accounts are defined by the ability to earn interest but may also have limited withdrawals, while chequeing accounts allow you to make deposits, pay bills, withdraw money, and write cheques.</p> <p>① ② ③ Define service fees: Banks charge fees or service charges to your account each month for paperwork and processing related to your account. These charges depend on the bank, the account type, how much money you keep in the account and/or how many transactions you make in a month. Some banks have a flat fee (everyone is charged the same amount), while others may have no fees or charge per cheque or transaction.</p> <p>① ② ③ Bouncing a cheque: a cheque is “bounced” when you’ve written a cheque but there is not enough money in your account for it to be cashed. On your bank statement, this will show up as NSF (non-sufficient funds or insufficient funds) because your account is overdrawn. There is a fee for the extra paperwork involved in processing this cheque.</p> <p>Cheques from the government can be cashed for free at any bank as long as the cheque is less than \$1,500 and you’re able to present ID</p> <p>http://www.fcac-acfc.gc.ca/eng/consumers/Rights/Cheques/RightsCheques_1-eng.asp</p>

Cheque Writing Activity

Sample Cheque

MR. JOHN JONES
1645 DUNDAS ST. W, APT. 27
TORONTO, ON M6K 1V2

DATE 20061201
Y Y Y Y M M D D

PAY TO THE ORDER OF Wikimedia Foundation \$ 100.55

One Hundred Dollars and 55/100 DOLLARS

FIRST BANK OF WIKI
Victoria Main Branch
1425 James St., P.O. Box 4001
Victoria (B.C.) V8X 3X4

MEMO Donation

John Jones MP

⑈ 243 ⑈ ⑆ 00005 ⑆ 123 ⑆ 123 ⑆ 456 ⑆ 7 ⑈

From Wikipedia.org

When writing a cheque, the amount of the cheque is written in numbers and words.

Practice writing these dollar amounts into words.

- a) \$22.55
- b) \$350
- c) \$1178.90
- d) \$80.67
- e) \$2700.89

Cheque Writing Activity

Cheque #1: On the cheque below, write out a cheque payable to "Alberta Energy Company" for the amount of \$150.89 for the natural gas bill due next week.

Mr. John Jones 12345 Jasper Avenue Edmonton AB T5K 0M1	4653 Date _____
Pay to the order of _____	\$ <input style="width: 100px; height: 20px;" type="text"/> dollars
FIRST BANK OF EDMONTON	
For _____	

Cheque #2: On the cheque below, write out a **post-dated** cheque payable to "McKernan Management" for rent of \$1500, due at the beginning of next month.

Mr. John Jones 12345 Jasper Avenue Edmonton AB T5K 0M1	4654 Date _____
Pay to the order of _____	\$ <input style="width: 100px; height: 20px;" type="text"/> dollars
FIRST BANK OF EDMONTON	
For _____	

Module 6 - Banking

Topic C: Bank Cards and ATMs

Objectives	Students will demonstrate an understanding of bankcard use and ABMs/ATMs.
Suggestions	<p>Bank Tour – including ATM and online banking demos; alternatively see the web links in the Appendix for demos on telephone and online banking</p> <p>OR</p> <p>Have a bank representative come in to talk about the basics of banking. Leave time for a Q & A session.</p>
Instructions	<p>Debit cards resemble credit cards but are not loans and therefore charge no interest rate. Money spent with a debit card does not have to be repaid because money is taken directly from your chequing account. You are not able to spend money that you do not have; your debit card serves the same function as cash but can also be used to withdraw cash from your chequing account at ABMs/ATMs.</p> <p>Automated Banking and Teller Machines (ABMs/ATMs) may be owned by financial institutions or by independent operators. When you withdraw money from a machine at a bank other than your own or from one that is independently operated, you will be charged convenience fees. Some will charge you up to \$4.00 per withdrawal.</p>

Module 6 - Banking

Topic D: *Money Sense* - Banking Security

Objectives	① ② ③ Students will learn ways to protect their personal information (such as PINs) and proactive ways to protect themselves from identity theft.
Key Words	① ② ③ Personal Identification Number (PIN); identity theft.
Suggested Activities	<p>① Handout and go over in class “Protecting Your Debit Card and PIN” and “Ways to Prevent Identity Theft.” As an exercise, have students in the class each read a line and discuss what they think it means and then discuss each point as a class.</p> <p>② ③ Handout: “Protecting Your Debit Card and Personal Identification Number (PIN),” Financial Consumer Agency of Canada.</p> <p>② ③ Handout: “Tips to Prevent Identity Fraud,” Financial Consumer Agency of Canada.</p>
Instructions	Because this module is a long one and will likely be undertaken in partnership with a bank, the <i>Money Sense</i> topic has been condensed. If you find there is time, go over the handouts (listed above) with the class; if not, they may be handed out and read at home by the students.
Notes	From: Financial Consumer Agency of Canada Website www.fcac-acfc.gc.ca

Banking Security: Protecting your Debit Card & PIN

Keep your debit card in a safe place and to make sure that other people do not know your PIN.

Do Not:

- Do not use your name, telephone number, date of birth, address or social insurance number. Use a hard-to-guess number to make up your PIN.
- Do not lend your debit card and PIN to anyone.
- Do not let your debit card out of your sight when you are using it.
- Do not write it down or give it out to anyone, even family members as this may make you liable for any fraudulent use. Memorize it.

Do:

- Do hide the keypad with your hand or body when you are keying in your PIN at an ABM or at a store.
- Do change your PIN often.
- Do take your debit card and transaction receipt with you when you have completed your transaction. Always check your personal bank account balance and transaction receipts to make sure they are accurate.
- Do ask your financial institution how much money you can withdraw from your account in one day at an ABM or at a POS machine. This amount is called your "daily withdrawal limit." If you think your limit is too high, ask your bank to lower it.
- Do tell your financial institution immediately if your debit card is lost or stolen or if you think someone has discovered your PIN.
- Do tell your financial institution if the ABM damages your card or does not give it back to you. You will only be reimbursed for losses that take place if you have reported that your debit card is missing.

From: Financial Consumer Agency of Canada www.fcac-acfc.gc.ca

Banking Security: Ways to Prevent Identity Theft

What is identity fraud?

Identity fraud (or identity theft) occurs when your personal information is collected and used by someone identifying him/herself as you and making transactions or requests on your account(s). These transactions could include taking over your credit accounts, opening up new ones or accessing your bank accounts.

Tips to avoid identity fraud:

- Be careful about sharing personal information and don't give out more than you need to.
- Put other ID documents (SIN, birth certificate, passport) in a safe place.
- Shred documents with personal information (including your name and address).
- Keep your wallet or purse out of reach — in public places, crowds and while on public transportation.
- When making a purchase, keep your card in sight, and make sure that the card returned to you *is* yours.
- Do not give out any personal information or a credit card number by e-mail or over the phone on unsolicited calls, even if the caller claims to be from a legitimate company.
- When on the Internet, make sure the web site you are using is secure before transmitting personal information.
- Carry a minimum number of credit cards and personal identification information with you.
- Don't leave personal information lying around at home, in your vehicle or at the office.

If you think you have been the victim of identity theft, you should:

- Contact your financial institution immediately.
- Keep notes and all documentation, as this information may be required to assist with any investigation.
- Report it to your local police or to Phonebusters, a national anti-fraud call centre (toll-free phone is 1-888-495-8501; e-mail is info@phonebusters.com).

From: Financial Consumer Agency of Canada www.fcac-acfc.gc.ca

Module 7 - Credit

Topic A: Credit Cards

Objectives	<p>① Students will learn about different types of credit and how to critically choose which type of credit is the best for their needs.</p> <p>② ③ Students will gain an understanding of credit cards, interest rates, minimum payments, and related fees.</p>
Key Terms	<p>① ② ③ APR (Annual Percentage Rate), minimum payment, grace period, fixed, variable & introductory rates, credit rating, credit history</p>
Materials	<p>① ② ③ Various credit, gift, and store-specific cards.</p>
Suggested Activities	<p>① ② ③ Ice Breaker Activity: distribute or lay out various sample credit, store-specific, gift, and point cards, such as Air Miles or Aeroplan. Ask students to talk about the differences between the cards, whether or not they've used them, etc. This will help you gauge student knowledge.</p> <p>② ③ Credit Card Application Activity</p> <p>② ③ Credit card selector tool: http://www.fcac-acfc.gc.ca/eng/consumers/iTools/CreditCardsAndYou/CCYStepProvince-eng.asp</p>
Instructions	<p>① Put up on screen for students to see the Credit card selector and payment calculating tools: http://www.fcac-acfc.gc.ca/eng/consumers/iTools/CreditCards/default.asp</p> <p>① ② ③ Explain the following concepts/terms:</p> <ul style="list-style-type: none"> • ① You must repay the money you've spent with your credit card. Missing payments can be very expensive. • ② ③ Credit card limits usually start at \$500 but can increase quickly. It is important to remember that credit card companies have no idea how much you can afford to spend in payments. Being aware of your own spending limit is crucial. • Grace period: the time allowed for a borrower to make a payment without penalty (that is, being charged interest).

Instructions
cont'd

- Minimum payment: the smallest payment you can make on your credit card each month without losing good standing on your account.
- Annual Percentage Rate (APR): the APR is interest charged when a cardholder fails to make payments on time.
- Define the difference between fixed, variable, and introductory rates
- Fees: might include an annual charge, minimum finance charge, cash advance fee, balance transfer fee, late fee, and over-limit fee.
- Store-specific credit cards – these generally have higher interest rates than standard bank credit cards

② ③ Complete the Credit Card Application Activity (go over parts of a credit card application as a class, this might include a section from the associated terms and conditions) and/or explore the online credit card selector tool as a class.

② ③ If time remains and there is sufficient interest, have students take a look at the credit card selector tool: <http://www.fcac-acfc.gc.ca/eng/consumers/iTools/CreditCardsAndYou/CCYStepProvince-eng.asp>

*Note of caution to share with the students: while credit cards are convenient, offer immediate purchasing power, and eliminate the need to carry cash, they are also subject to increases in interest rates and fees. Remember that credit cards are essentially loans and be sure not to overspend or make unnecessary impulse purchases.

More About Credit

Warn students about offers that involve lower interest for the first “6 months only,” for example, before returning to the regular high interest rate. These low initial interest rates are known as “teaser rates” or “introductory rates.” Know what the standard interest rate is. Credit card limits usually start at \$500 but can increase quickly. It is important to remember that credit card companies have no idea how much you can afford to spend in payments. Being aware of your own spending limit is crucial.

While credit cards are convenient, offer immediate purchasing power, and eliminate the need to carry cash, they are also subject to increases in interest rates and fees. Remember that credit cards are essentially loans and be sure not to overspend or make unnecessary impulse purchases, over time this can lead to debt.

So What Is Credit?

Credit allows the borrower/customer to receive something of value (\$) now by agreeing to repay the lender at some later date. If the lender is not repaid by the deadline, the borrower must pay interest on the amount due. So interest is the extra money you pay for borrowing money. But recall from Lesson 4 banks also pay you for saving money in one of their savings accounts, and that is also interest.

Define/explain OAC (on approved credit). Typically used as a fine print from companies that are trying to advertise their deals on financing options for products. “No payments for one year OAC”. (Recall the Money Sense activity in Lesson 3 – finding offers in the newspapers).

Credit rating and credit history

Credit rating reflects how well you use credit and appears on your credit report. It takes the following into consideration:

- How quickly you’ve pay off past credit cards and loans.
- Payment of other bills such as rent and utilities.
- Total debts/money-owing.
- The amount of available credit on loans and credit cards.

Discuss the importance of paying off credit cards for future borrowing (and renting). Lenders have access to your credit report; if your credit rating is good, they will lend you money at a low interest rate, but if your rating is poor, it is unlikely that you’ll receive a loan. A good credit score is needed for mortgaging a house, financing a car, qualifying for loans, etc. It is wise to use credit only when you need it.

Can call Equifax or Transunion and they will give you a free credit report, online you have to pay for it.

Beyond Credit Cards: Loans, Line of Credit; Mortgages; Financing and Payment plans

Loan is a lump sum that offers fixed payments over a set period of time. A lender gives money or property to a borrower, and the borrower agrees to return the property or repay

the money, along with interest, at some future point(s) in time. Usually, there is a predetermined time for repaying a loan. Loans are best if you need a given amount all at once (i.e.: for a home improvement)

Line of Credit is an amount that you can tap into at will; it is more flexible, interest rates are generally lower than credit cards, you can borrow from it only what you need and you only pay interest on what you borrowed – good for people that are borrowing irregular amounts, for example for college education.

Lease is a written agreement under which a property owner (could be for anything a house, a car, etc) allows a tenant to use the property for a specified period of time and rent; it is just borrowing the item without the intention of owning it

Mortgage: a loan to finance the purchase of real estate, usually with specified payment periods and interest rates. The borrower (mortgagor) gives the lender (mortgagee) a lien on the property as collateral for the loan. A mortgage is the standard method by which individuals and businesses can purchase real estate without the need to pay the full value immediately from their own resources.

Financing – getting money (from the bank or other source) to pay for a car for example and then paying it back a little at a time over a certain period; car dealerships often offer their own financing to customers.

Module 7

Topic B: Credit Continued

Objectives	② ③ Students will demonstrate an understanding of the more abstract concept of credit. They will recognize the importance of maintaining a good credit rating.
Key Terms	② ③ Credit rating; credit history; credit score.
Suggested Activities	② General discussion ③ Defining Credit Activity
Instructions	<p>② Define credit for the class: Credit allows the borrower/customer to receive something of value (\$) now by agreeing to repay the lender at some later date. If the lender is not repaid by the deadline, the borrower must pay interest on the amount due.</p> <p>③ Defining Credit Activity: have students work in pairs or together as a class to come up with possible definitions for credit.</p> <p>② ③ Explain what a credit rating reflects how well you use credit and appears on your credit report. It takes the following into consideration:</p> <ul style="list-style-type: none"> - How quickly you've paid off past credit cards and loans. - Payment of other bills such as rent and utilities. - Total debts/money-owing. - The amount of available credit on loans and credit cards. <p>If you use credit wisely, it helps you develop a good credit rating – which is important when buying a car, mortgaging a house, etc. Having chequeing and savings accounts is a sign of stability and paying your bills on time will help establish your good credit.</p> <p>② ③ Discuss the importance of paying off credit cards for future borrowing (and renting). Lenders can see your credit report; if your credit rating is good, they will lend you money at a low interest rate, but if your rating is poor, it is unlikely that you'll receive a loan.</p> <p>③ A good credit score is needed for mortgaging a house, financing a car, qualifying for loans, etc. It is wise to use credit only when you need it.</p>

Notes

Please see the following Financial Consumer Agency of Canada publication for more detailed information of credit and credit scores:
<http://www.fcac-acfc.gc.ca/eng/publications/CreditReportScore/PDF/CreditReportScore-eng.pdf>

Module 7 - Credit

Topic C: *Money Sense* – The Cost of Carrying a Balance

Objectives	Students will come to understand the true cost of carrying a balance.
Materials	Computer, projector, and screen.
Suggested Activities	<p>Credit Card Payment Calculator Tool: http://www.fcac-acfc.gc.ca/iTools-iOutils/CreditCardCalculator-eng.aspx</p> <p>Handout (or overhead) – The Cost of Carrying a Balance</p>
Instructions	<p>Show and describe The Financial Consumer Agency of Canada’s online tool for credit card payments which outlines the following three scenarios:</p> <ul style="list-style-type: none"> - Option A: only the minimum payment is made every month - Option B: the minimum payment is made along with an additional amount. - Option C: a fixed amount is paid each month. <p>Students may input their own numbers at home, but for the class’ purposes, the existing figures will do.</p> <p>Calculation results, payment diagrams, and other tips are also available.</p>

The Cost of Carrying a Balance

If you're carrying a balance of \$3000.00 and making a payment of \$100 each month until the balance is paid off, it will take years to pay off the debt, even if you've stopped using the credit card.

APR	Total Interest Paid	Number of Monthly Payments
17%	\$960	40 (3 years and 4 months)
16%	\$881	39 (3 years and 3 months)
15%	\$806	39 (3 years and 3 months)
14%	\$735	38 (3 years and 2 months)
13%	\$666	37 (3 years and 1 month)
12%	\$602	37 (3 years and 1 month)
11%	\$540	36 (3 years)

If only the minimum payment of \$50/month is made for the same credit card, the debt takes far longer to pay off and the cost of interest payments increases significantly.

APR	Total Interest Paid	Number of Monthly Payments
17%	\$3,789	136 (11 years and 4 months)
16%	\$3,115	123 (10 years and 3 months)
15%	\$2,613	113 (9 years and 5 months)
14%	\$2,219	105 (8 years and 9 months)
13%	\$1,897	98 (8 years and 2 months)
12%	\$1,626	93 (7 years and 9 months)
11%	\$1,395	88 (7 years and 4 months)

Module 8 - Debt

Topic A: Introduction to Debt

Objectives	① ② ③ Students will understand how people get into debt and how debt can be managed.
Key Terms	① ② ③ Debt, consolidation
Suggested Activities	<p>① “Getting into Debt” tip sheet. Group discussion activity: “What is debt?” and “Why do people go into debt?” Cover information that is appropriate to the time permitted and the class skill/interest level.</p> <p>② ③ Getting Into Debt and Credit Counseling Handouts</p>
Instructions	<p>① ② ③ Begin by defining debt: debt refers to money owed to lenders. Mortgages, student loans, credit cards, and even loans from friends and family are forms of debt when not repaid.</p> <p>② ③ Go over the Getting Into Debt handout as a class. Encourage discussion.</p> <p>① Explain some of the reasons people may go into debt:</p> <ul style="list-style-type: none"> • not budgeting (if you spend more than you earn, debt will accumulate very quickly) • not saving (you may have a balanced budget, but will you be prepared for an emergency? If you’re injured and can no longer work, or if your car dies unexpectedly, will you be ready? Insurance does not cover everything) • gambling online or in casinos (while it’s possible to make money, it’s not likely; it is easy to gamble away more money than you have) • making minimum payments on a credit card (it can take years to pay off a credit card if you’re making minimum payments – you’ll also be charged high rates of interest) *Note: this will be explored further in Topic B. • borrowing from the wrong places (paying for your education with credit cards rather than student loans can be very expensive.) [Recall payday loans, pawnshops from Module 2] • falling victim to scams (never share your banking information or Social Insurance Number with anyone and read all contracts thoroughly). [Recall ID theft information from Module 6]

Instructions
cont'd

- making big purchases or payments with the intention of paying them off over time.

① ② Not all debt is bad debt. Borrowing money to finance your education or a home makes good sense as long as you don't borrow more than you can afford to pay back. Use debt wisely to achieve your goals.

② ③ Discuss way to manage debt, get suggestions from the class, go over "How to Beat that Debt" handout, discussions can include the following:

- 1)** Get a handle on your spending – cut down on your variable expenses and put that money towards debt; make a budget and follow it.
- 2)** Pay off the balances of your highest-rate debts first – credit cards and loans with high interest rates should be paid off as soon as possible and before lower-interest loans, such as mortgages, are repaid.
- 3)** Don't just pay the minimum payment due on your credit-card bill.
- 4)** Ensure that you have money saved for unexpected costs, such as a broken appliance.
- 5)** Seek debt-counseling services if management is beyond your abilities.

Getting Into Debt

There are many reasons people go into debt:

- Not budgeting (if you spend more than you earn, debt will accumulate very quickly)
- Not saving (you may have a balanced budget, but will you be prepared for an emergency? If you're injured and can no longer work, or if your car dies unexpectedly, will you be ready? Insurance does not cover everything)
- Making minimum payments on a credit card (it can take years to pay off a credit card if you're making minimum payments – you'll also be charged high rates of interest)
- Gambling online or in casinos (while it's possible to make money, it's not likely; it is easy to gamble away more money than you have)
- Borrowing from the wrong places (paying for your education with credit cards rather than student loans can be very expensive. While government student loans don't start accumulating interest until you're out of school and working, credit cards charge high interest rates from the beginning)
- Falling victim to scams (never share your banking information or Social Insurance Number with anyone and read all contracts thoroughly).
- Making big purchases or payments with the intention of paying them off over time.

Not all debt is bad debt. Borrowing money to finance your education or a home makes good sense as long as you don't borrow more than you can afford to pay back.

Managing Your Debt

- Get a handle on your spending – cut down on your variable expenses and put that money towards debt; make a budget and follow it.
- Pay off the balances of your highest-rate debts first – credit cards and loans with high interest rates should be paid off as soon as possible and before lower-interest loans, such as mortgages, are repaid.
- Don't just pay the minimum payment due on your credit card bill – you'll hardly cover the interest you owe and it will take you years to pay off your balance. There's a good chance you'll end up spending thousands of dollars in interest by the time you've repaid the credit card company.
- Ensure that you have money saved for unexpected costs, such as a broken appliance.
- Seek debt-counseling services if management is beyond your abilities.

Debt consolidation

Consolidation refers to the substitution of multiple loans for a single loan, often with a longer repayment period and lower monthly payment.

Website from Industry Canada that explains debt consolidation, who is eligible, and the advantages and disadvantages of consolidation:

<http://www.ic.gc.ca/eic/site/oqa-bc.nsf/eng/ca02156.html>

Credit counseling

Credit counseling agencies provide a range of services to help consumers who are having difficulties with managing their money and handling their debts:

- Some agencies focus specifically on assisting consumers to repay their debt.
- Others also offer counseling and financial education to help people learn to use money and credit wisely.
- There may be fees associated with using a credit-counseling agency.
- The amount of these fees varies from agency to agency.
- Before you use their services, it's a good idea to do some research:
 - What types of assistance programs are available?
 - What are the fees?
 - How does the agency operate; is it a for-profit organization or a not-for profit?

Credit Counseling

Credit counseling agencies provide a range of services to help consumers who are having difficulties managing their money and handling their debts.

Some agencies focus specifically on assisting consumers repay their debts, while others also offer counseling and financial education to help people learn how to use money and credit wisely.

There may be fees associated with the use of a credit-counseling agency, and these fees will vary from agency to agency.

Before you use credit counseling services, it's a good idea to do some research:

- What types of assistance programs are available?
- What are the fees?
- How does the agency operate: is it a for-profit or a not-for profit organization?

Contact your local family or community counseling organization to find out how to access such services.

Module 8 - Debt

Topic B: Taking Control

Objectives	<p>① Students will come to understand how carrying a balance on a credit card can quickly increase debt.</p> <p>② ③ Students will learn how different payment plans affect the total amount of loans.</p>
Suggested Activities	<p>① Put up overhead of “The Cost of Carrying a Balance”.</p> <p>① Hand out the FCAC Tip sheet titled “How to Beat that Debt”.</p> <p>② ③ Debt Repayment Activity</p>
Instructions	<p>① Explain “The Cost of Carrying a Balance.” This example calculates the cost of carrying a credit card balance. Go over the items with the students, reviewing APR and interest and show students how long it would take to pay off a credit card if only the minimum payments are made. See Module 7, Topic C page 99 for “The Cost of Carrying a Balance” sheet.</p> <p>① Discuss and expand upon the different strategies that are discussed in the tip sheet – get ideas and thoughts from the students.</p> <p>② Complete the repayment activity as a class.</p> <p>③ Assign the repayment activity as homework, if no time remains for the students to complete it in class, either in groups or independently.</p> <p>② ③ Define/explain consolidation: the substitution of multiple loans for a single loan, often with a longer repayment period and lower monthly payment. See the following Industry Canada website for an explanation of debt consolidation, who is eligible, and the advantages and disadvantages of consolidation: http://www.ic.gc.ca/eic/site/oca-bc.nsf/eng/ca02156.html</p>
Notes	<p>http://www.fcac-acfc.gc.ca/eng/publications/TipSheets/PDFs/TSBeatDebt-eng.pdf</p>

Repayment Activity

Loan Amount	Repayment Options		
\$5,000.00	\$160 for 36 months	\$125 for 48 months	\$105 for 60 months
\$10,000.00	\$245 for 48 months	\$200 for 60 months	\$170 for 72 months
\$15,000.00	\$300 for 60 months	\$260 for 72 months	\$240 for 84 months
\$20,000.00	\$400 for 60 months	\$350 for 72 months	\$325 for 84 months
\$25,000.00	\$500 for 60 months	\$440 for 72 months	\$400 for 84 months

Answer the following question based on the table above:

1) Fill in the empty cells with the total amount paid based on the payment plan. The first has been completed for you.

Loan Amount	Repayment Options		
\$5,000.00	\$160 for 36 months	\$125 for 48 months	\$105 for 60 months
	\$5,760		
\$10,000.00	\$245 for 48 months	\$200 for 60 months	\$170 for 72 months
\$15,000.00	\$300 for 60 months	\$260 for 72 months	\$240 for 84 months
\$20,000.00	\$400 for 60 months	\$350 for 72 months	\$325 for 84 months
\$25,000.00	\$500 for 60 months	\$440 for 72 months	\$400 for 84 months

2) Convert the terms of the loans into years:

36 months = _____ years

72 =

48 =

60 =

84 =

3) If you took out a loan today, to be repaid over 72 months, how old would you be when it was totally paid off? _____

4) What is the largest total payment for each loan amount? How much more is that payment than the initial loan amount? And what is the percent increase in the cost of the loan? The first column is completed for you.

Loan Amount	\$5,000	\$10,000	\$15,000	\$20,000	\$25,000
Largest Repayment	\$6,300 (over 60 months)				
Difference	\$1,300				
Percent increase	%26				

5) If you had \$12,000 in credit card debt would you sign up for any of these loans/payment plans? Why or why not?

6) What would be a poor excuse to take out one of these loans?

Supplementary Activity – Blast that Debt!

Objectives	Students will learn that a little financial knowledge can go a long way.
Key Terms	A number of terms will come up during the course of the activity. Refer to the glossary and/or other resources if students are unfamiliar with these terms.
Materials	Projector, screen, and access to the internet.
Suggested Activities	Smart Money Quiz Show (Practical Money Skills for Life) http://www.practicalmoneyskills.com/games/
Instructions	<p>Bring up the Smart Money Quiz Show on the screen and complete as a class.</p> <p>Pause to answer student questions and allow the students to work together when confronted with the more difficult topics. By answering questions correctly, students will reduce their “debt,” which reinforces the notion that knowledge plays an important role in financial health.</p>
Notes	<p>Not all the topics covered in the Smart Money Quiz Show will have been discussed in previous classes. You may ask students to draw from their own knowledge for certain questions or bypass them altogether.</p> <p>In addition, because the Quiz Show was developed in the United States, not all questions/topics will be relevant. Skip questions as necessary.</p>

Module 9 – Getting Specific

Topic A: Your Car

Objectives	Students will understand the steps that should be taken before a vehicle is purchased as well as the different ways in which vehicles can be paid for.
Key Terms	Leasing; financing; Vehicle Information Report (VIR), warranty, buyer beware; 0% Financing, OAC, trade-in.
Suggested Activities	<p>Discussion – financing vs. leasing a vehicle.</p> <p>Handout – “Leasing a Vehicle,” (from “In The Driver’s Seat”, pg 9) - Service Alberta http://www.servicealberta.gov.ab.ca/561.cfm#A4</p> <p>Financing Activity – have students calculate the cost of financing a vehicle based on the numbers in newspaper advertisements.</p>
Instructions	<p>Advise students that, before buying a vehicle, whether it is new or used, they should have a qualified mechanic check its condition. If the vehicle they’re considering is used, they should get a copy of its Vehicle Information Report (VIR) from an Alberta registry agent. The VIR contains information that may help someone decide whether or not he/she should buy the vehicle, including a description, vehicle status, and registration information.</p> <p>Students should also get a copy of the seller’s policy to find out whether or not they can cancel the contract within a certain number of days, recover the deposit, etc.</p> <p>Define “warranty” and explain how warranties function when it comes to vehicles. New cars come with a manufacturer’s warranty, which covers the cost of certain repairs and tune-ups. Previously owned cars may have time remaining under the manufacturer’s warranty. What are your responsibilities under the warranty? Can an extended warranty be purchased?</p> <p>Most people cannot pay the amount for a vehicle in full and require financing. Define financing. Advise students to get a copy of the terms and conditions of the loan. Complete the financing activity.</p> <p>Remind students: “if you buy a vehicle through a private sale rather than from a known dealership, you are entering a ‘buying beware’ situation. Ask to see the maintenance records and receipts for vehicle repairs.”</p>

Financing Activity

You're ready to buy a used car and have found one that costs \$6,000. You've been saving for a while, but not long enough, so you can only afford to spend \$2000. Rather than give up the car you've found, you choose to borrow the money through the dealership's financing option.

You borrow \$4000 at a 12% interest rate over 4 years. Your monthly payment will be \$105.37 for 48 months, costing you a total of \$1,057.76 over the car's initial price.

Cost	\$6,000
You pay	\$2,000
You must borrow	\$4000
Monthly payment	\$105.37 for 48 months
Total paid in interest	\$1,057.76
Total cost	\$7,057.76

Once you've gone over the example above, have students calculate the cost of financing a new vehicle based on the numbers in newspaper advertisements.

Module 9 – Getting Specific

Topic B: Your Home

Objectives	Student will gain an understanding of renting and home ownership, their various benefits and drawbacks as well as related responsibilities.
Key Terms	Mortgage; security deposit; down payment; tenancy period, tenant rights.
Suggested Activities	Discussion Activity - renting vs. owning Handout – “Mortgage Talk,” (from “A Roof Over Your Head”, pg 8) - Service Alberta http://www.servicealberta.gov.ab.ca/561.cfm#A4
Instructions	Begin with the Discussion Activity: have students brainstorm and discuss the pros and cons of renting and owning. RENTING Rental Agreements: rental agreements contain important information such as the tenancy period (week-to-week, month-to-month, or fixed term), whether or not utilities are included in the rent, if pets are allowed, who is responsible for repairs and the replacement of appliances, etc. The <i>Residential Tenancies Act</i> lists tenant rights. Security deposit: paid when you move in and used in full or in part if the premises are damaged, if rent is still owed when you move out, or if further cleaning is required. OWNING Tell students that paying for a house is a long-term commitment and requires a secure income. Define mortgage and offer the student Service Alberta handout “Mortgage Talk.” Down payment: ranges from 5-25 percent of the house’s purchase price. The larger the down payment, the smaller the mortgage.
Notes	“Homebuying Step by Step” is a useful resource published by the Canada Mortgage and Housing Corporation. http://www.cmhc-schl.gc.ca/en/co/buho/hostst/

Module 9 – Getting Specific

Topic C: *Money Sense* - Insurance

Objectives	Students will understand the concept of insurance and the basics of coverage for vehicles and homes.
Key Terms	Insurance; car, house, tenant, and mortgage insurance; premium.
Suggested Activities	Compare the insurance premiums for two or more companies. Which policies are more expensive, why?
Instructions	<p>Insurance is less complex than it may seem: the premiums of many customers pay for the financial losses of the few who experience injury, accident, theft, etc. Premiums are calculated by insurance companies in accordance with the amount they expect to pay out in claims during the year. Insurance pays only for those types of losses laid out in contracts. The losses covered tend to be those caused by unforeseen events, such as car accident.</p> <p>Car insurance: define/explain. Minimum coverage of \$200,000 for property damage and public liability is required for vehicles to be registered in Alberta. This amount may not be enough to cover the cost of certain accidents. Comparison shop for insurance. Remember that insurance companies reward low-risk drivers: premiums may be reduced for those with driver education, multiple vehicles, and anti-theft devices. Accidents and tickets have the opposite effect on premiums.</p> <p>Tenant insurance: define/explain. Tenant insurance protects renters from having to cover the cost of damage to their apartment, the apartments of their neighbours, or the apartment building as a whole.</p> <p>House insurance: define/explain. House insurance covers the damage that can occur to your home and possessions due to unforeseen events such as fire, natural disasters, and theft.</p> <p>Mortgage insurance: define/explain. Mortgage insurance protects the lender if the borrower fails to make payments. The insurance payment is paid by the buyer, generally added to the principle of the mortgage.</p>
Notes	This is an information intensive topic. Bring in activities and discussion as needed. Additional information may be found through the Insurance Bureau of Canada (http://www.ibc.ca/)

Module 10 – Computer Workshop

Topics for the computer workshop are at the instructor’s discretion, based on skill and interest level of the class. The class instructor can facilitate the computer workshop, or may choose to bring in an “expert” to teach the class. Some examples of topics may be:

- Basic web navigation – finding reliable financial information online
- Online banking instruction and demonstration - see Appendix G “Useful Web Links & Articles” for a link to an online banking demonstration and hands-on application
- Creating a simple spreadsheet using Excel
- Balancing your budget
- Online quizzes as tests or review – see “Supplementary Information” on page 110 and additional links in Appendix G

Module 1 - Money and Math

Topic A: Understanding Money

OBJECTIVES	Students will demonstrate the ability to recognize Canadian currency, the value of this currency, and the meaning of basic financial idioms.
KEY TERMS	Currency; change; cent; penny; nickel; dime; quarter; dollar; loonie, toonie; bill; cash; dough; funds; buck;
SUGGESTED ACTIVITIES	<p>Canadian Currency Activity - identification and discussion</p> <p>Mental Math Activity – shopping scenario</p> <p>Vocabulary Worksheet</p> <p>Number and Word Notation</p>
INSTRUCTIONS	<p>Introduce the plan for the first lesson and for the course, more generally.</p> <p>Begin with an icebreaker: have students discuss the uses of money. Record their answers, placing them in the appropriate column: “Spending,” “Saving,” or “Investing.”</p> <p>Define currency, if necessary: the bills and coins that serve as money. Currency varies country to country; some currencies are more valuable than others. Ask what the currency in other countries is called, get an example of how much a common item is worth in other countries (this will give an idea of how valuable that kind of currency is).</p> <p>Number and Word Notation: Write a mix of numbers/dollar amounts in numerals and in words on the board and have student volunteers either write the number out in words or use the words to write out the numeral (time permitting) or instructor could just explain this on the board, start with a couple of examples of each and then have the students do several different ones.</p>
NOTES	<p>If time permits, have students work on the provided worksheet either independently, in small groups, or with the class as a whole.</p> <p>As with any course material, time spent on this topic it will depend on student skill levels and interest.</p>

Understanding Money Vocabulary Activity

Students will match the term/word on the left to its definition or description on the right.

- | | |
|--|---|
| a. Cashier | _____ toonie |
| b. Penny | _____ loonie |
| c. Change | _____ something bought or the act of buying |
| d. The value of the coin with a beaver | _____ \$5 |
| e. Canadian bill that is coloured blue | _____ coin with a maple leaf on it |
| f. \$20 bill | _____ a dime |
| g. Purchase | _____ 5¢ |
| h. A ten cent coin | _____ balance of money returned when an amount given is more than what is due |
| i. Name for the coin with a polar bear | _____ a Canadian bill that is coloured green |
| j. Cash | _____ a store employee who handles cash transactions with customers |
| k. A buck | _____ coins or bills |

Mental Math Activity - Shopping Scenario

Students will add product prices and calculate exact change mentally or on paper, depending on their skill levels.

1. After work you stop by the grocery store to pick up a few things. You go to the cashier with several items, but the till doesn't work and the cashier could use some help.

You're buying one cucumber (\$0.99), orange juice (\$4.89), 3 bagels (\$0.65 each), a package of eggs (\$2.59), and a blueberry pie (\$4.49).

- a) Will a \$10.00 bill be enough? (Complete mentally) How much more money will you need to pay for your purchases?

- b) What is the possible change that you will get back if you gave the cashier a \$10 bill and a \$5 bill?

- c) How much should you get back in change if you hand the cashier \$20.00? (Complete mentally or with pen and paper; double check with a calculator if necessary) What are the possible combinations of coins that you may receive as change?

Answers:

Total of all the items: \$14.91

- c) No. You will need \$4.91 more to pay for your purchases.
- d) If you gave \$15, you will get back \$0.09 – possible change is a nickel and 4 pennies or 9 pennies.
- e) If you gave the cashier \$20 you would receive \$5.09 as change. Possible combinations: \$5 bill with a nickel and 4 pennies; 2 toonies, 1 loonie, 9 pennies, etc. – answers may vary slightly.

Module 1 - Money and Math

Topic B: Money Math

OBJECTIVES	Students will recognize the importance of math in daily life. They will demonstrate an understanding of decimals, fractions, and percentages as well as basic mathematic functions.
KEY TERMS	Unit price; Goods and Services Tax (GST); decimals; fractions; percentages
SUGGESTED ACTIVITIES	<p>Class Discussion – “We’ve seen that math may be used in the checkout line at the grocery store, but in what other ways is it useful in finance?”</p> <p>Unit Prices Activity – Multiplication and division at the store (see Section 1, Module 1 Topic 2 page 22-23 for this activity.</p> <p>Checkout Activity – Reading Receipts (activity follows).</p>
INSTRUCTIONS	<p>Refocus students following independent or group work with class discussion.</p> <p>Gage your students’ comfort levels with multiplication and division and review if necessary. (See Appendices for additional teaching resources)</p> <p>Define unit-price. Ask students how they decide which product to buy when there are several brands available at the store. One way to compare brands is by unit-price.</p> <p>Complete the Unit Prices Activity.</p> <p>Define decimals, fractions, and percentages. If students have previous knowledge of these concepts, proceed to the Checkout Activity.</p>
NOTES	You may tailor the difficulty level of the material to student skills simply by substituting in more complex number problems.

Checkout Activity: Reading Receipts

To the right is a receipt for four items: hamburger buns, plums, a pack of gum, and salad greens. Answer the following questions.

1. What is the date and time that the purchases were made?
2. What does "TENDER" mean?
3. How did the customer pay and what bills and coins might have been used?
4. What is the cashier's name?
5. Which item has GST added to it? How do you know?
6. What is meant the sentence "All refunds MUST be accompanied by the original receipt or only exchange will be honoured"?

Sobeys				
Heritage Sobeys 2011-111 Street Edmonton 780.435.1115 GST #RT88707-6636RT				
Served by: Kelsy				
Crustini Bun	6872100352			\$3.99 D
0.480 kg @	\$4.37 / kg			
Plums Red Lrg	4042			\$2.10 D
Trident	5770062293			\$1.19 GD
Comp Spring Mix	6882010096			\$3.68 D
	SUBTOTAL			\$10.96
	5% GST			\$0.06
TOTAL				\$11.02
Cash		TENDER		\$21.02
Cash		CHANGE		\$10.00
NUMBER OF ITEMS				4
Points you would have earned today with your Club Sobeys card:				10
Term	Tran	Store	Oper	07/17/09
2	6109	3065	115	18:31:38
Thank-you for shopping at Heritage All refunds MUST be accompanied by the original receipt or only exchange will be honoured.				
***** visit us at www.clubsobey.com *****				

Module 1 - Money and Math

Topic C: *Money Sense* – Your Rights

OBJECTIVES	Students will come to understand their rights as consumers as well as the importance of keeping financial records.
KEY TERMS	Contract; negotiate; guarantee/warranty; terms and conditions; fine-print.
SUGGESTED ACTIVITIES	<p>Contract Activity – go through parts of the sample contracts as a class, highlighting words/sections the students struggle with. Discuss.</p> <p>Record Keeping Activity – Spending Scenario. See Section 1, Module 1 Topic C, page 27 for this activity.</p>
INSTRUCTIONS	<p>Define contract and discuss where contracts are used. A contract is an agreement between two or more people, or “parties,” that is enforceable by law. Contracts often involve an offer and acceptance of that offer.</p> <p>Explain the following points to the class: Before signing a contract...</p> <ul style="list-style-type: none"> - Shop around: make sure that you’ve compared contracts as well as products - Take your time to read and fully understand the “fine print” – if you don’t understand it – don’t sign it - Know the company’s reputation: check with the Better Business Bureau if you’re unsure - Fill in blank spaces to stop words from being added later - It is worth trying to negotiate a contract’s terms - Take your time: make sure you’re making the right decision - Understand how to cancel the contract and whether or not there’s a fee for cancelling. - Keep a copy of your contract <p>See www.fcac.gc.ca for more information.</p> <p>Complete the Contract Activity.</p> <p>Proceed to the Record Keeping Activity.</p>
NOTES	If time remains, review lesson concepts that the class struggled with.

Module 2 – Understanding Income

Topic A: Employment Income

OBJECTIVES	Students will demonstrate the ability to differentiate gross pay from net pay, recognize different forms of income, and become familiar with the concept of deduction.
KEY TERMS	Gross earnings; net pay; wage; salary; overtime pay; vacation pay; deduction; benefits; premium; union dues; Employment Insurance (EI); Canada Pension Plan (CPP); Registered Retirement Savings Plan (RRSP), inheritances, investment income, gifts, allowances, business income, awards.
SUGGESTED ACTIVITIES	<p>Icebreaker – different kinds of income (discussion)</p> <p>Net Pay Activity (activity sheet follows)</p> <p>Paystub Activity – See Section 1, Module 2 Topic A page 33.</p> <p>Vocabulary Sheet</p>
INSTRUCTIONS	<p>Icebreaker: introduce the concept of income. Most of us will earn money, or “income,” as payment for our work/labour. This payment can be made hourly, as a wage, or on the basis of one year’s work, as a salary. Other types of income include government transfers (such as the child tax benefit), inheritances, investment income, gifts, allowances, business income, awards, etc.</p> <p>Describe the difference between gross earnings and net pay.</p> <p>Explain vacation pay and overtime pay.</p> <p>Define/explain deductions: money subtracted from a total or gross amount. For example, Employment Insurance and Canada Pension Plan are deducted, or subtracted, from monthly paychecks. In Canada, EI and CPP are required deductions that must be withheld from your paycheck by law. You may have other deductions such as health insurance (i.e.: Blue Cross), employer benefits, and union dues.</p> <p>Complete the Net Pay Activity</p> <p>Proceed with the Paystub Activity – See Section 1 Module 2 Topic A for this activity.</p> <p>Vocabulary sheet can be used as a take-home activity.</p>

Employment Income Vocabulary Activity

.....
 Students will complete the following sentences with a term/word from the list below.

Jillian receives child tax benefits from the government; payments received from the government are called _____.

_____ is the money you receive on payday also called "take home pay".

Jorge wants to find out how much money his new job would pay him yearly; Jorge wants to know what his yearly _____ will be.

For working more than 40 hours in a week, Peter receives _____.

Amounts that are subtracted from your gross income are called _____.

_____ is the total amount of money earned for a particular pay period before deductions are subtracted.

_____ is usually paid when Maria takes her holidays; some employers add it to the regular paycheque.

Zhou wonders how much EI or _____ will be deducted from his gross pay.

_____ is payment for work by the hour, day, or week.

Rahim receives health insurance from his employer; these types of entitlements offered by some employers are known as _____.

Gross earnings

Net pay

Vacation pay

Salary

Employment insurance

Overtime pay

Wage

Government transfer

Deductions

Benefits

Net Pay Activity

Wage \times hours worked per day \times days worked during the week \times weeks in the month = gross monthly earnings.

Gross earnings – deductions = net pay.

Overtime pay is earned at time-and-a-half (i.e.: if your hourly rate is \$10/hr, if you worked overtime you would make \$15 for only the hours you worked over your usual hours)

Complete the following questions. You may check your answers with a calculator.

1) Sylvia makes \$15/hour and is paid for 37.5 hours each week. At the end of September, what is her gross pay if she took September 14th off without pay? (*provide students with a calendar*)

2) Camilo earned \$2160.00 last month, working 40 hours per week. What is his hourly wage?

3) Lynn works for 20 hours every other week at her father's furniture store. Halfway through August, he gave her a raise of \$1.25, bringing her wage up to \$9.00/hour. What will her gross pay be at the end of the month?

4) For working overtime, David gets paid time and half. What does this mean? If he earned \$115.80 working four hours of overtime, what is his regular hourly wage?

Answer Key: 1. \$2362.50, 2. \$13.50/hr (presuming a 4 week month), 3. \$335.00, 4. He gets his hourly wage plus $\frac{1}{2}$ of his hourly wage for working overtime. \$19.30 is his regular hourly wage.

Module 2 – Understanding Income

Topic B: Government Transfers

Please see Section 1, Module 2; Topic B page 34 for this lesson plan, use activities and instructions for ② ③

Module 2 – Understanding Income

Topic C: Investment Income (Optional)

Please see Section 1, Module 2; Topic C page 36 for this lesson plan, use activities and instructions for ② ③

This topic may be eliminated if instructor feels it is too complex for this level. Instructor can also mention investing in general and direct students to other appropriate resources if they have specific questions. Investment is a broad topic, the specifics of which will not be covered in class.

Module 2 – Understanding Income

Topic D: *Money Sense* - Spending Traps

Please see Section 1, Module 2; Topic D page 39 for this lesson plan

Module 3 - Spending

Topic A: Taxes and Receipts

OBJECTIVES	Students will gain an understanding of taxation and importance of retaining receipts.
KEY TERMS	Tax; income tax; property tax.
SUGGESTED ACTIVITIES	<p>Note: Modules 3 & 4 were designed to be taught in one session for ELL</p> <p>See Section 1 Module 3 Topic A page 44-45 for more information and activities on this topic; use activities for ③</p> <p>Icebreaker – Needs vs. Wants (Discussion Activity)</p> <p>Class discussions on taxes (GST, etc).</p> <p>Listening Activity: have students listen to and answer the questions (that follow on the web page) as a group: www.esl-lab.com/expense/expenserd1.htm</p>
INSTRUCTIONS	<p>Icebreaker: have students list and discuss what items are wants and what items are needs.</p> <p>Culture informs financial behaviors/decisions, such as who makes financial decisions in the household, what kind of financial services are used and how money is spent and saved. Discuss this with the class.</p> <p>Explain that taxes are payments required by the government. Goods and Services Tax (GST), income tax, and property taxes are just three examples. Taxes help pay for infrastructure (highway, bridges, etc.), health care, education, and more.</p> <p>Describe the Goods and Services Tax. GST is applied to most consumer goods and services in Canada. As of January 2008, the GST rate is 5%. 5 percent = .05 = 5/100. $\\$200.00 \times .05 = \\10 in tax. To calculate the GST on an item, remember that 5% = 0.05</p> <p>Explain to students the importance of saving receipts to balance your budget at the end of the month. Similarly, it is good to save your credit card receipts to check against your credit card statement. Some receipts should be saved for income tax purposes. Define and briefly explain income tax.</p>

Module 3 - Spending

Topic B: Spending Diary

Objective	Students will demonstrate the ability to maintain and draw conclusions from a spending diary.
Key Terms	spending diary
Suggested Activities	<p>See Section 1 Module 3 Topic B, page 46 & 49-50 for more information and activities on this topic. Use activity sheets from ② ③</p> <p>Spending Diary Activity 1 – Keeping a Spending Diary</p> <p>Spending Diary Activity 2 - Robert’s Weekly Spending Chart</p>
Instructions	<p>Robert’s Spending Diary Activity: (Put up overhead of Spending Diary)</p> <p>Here’s Robert’s spending diary for one week. It may not look like he’s spending much. Have students use a calculator to or mentally add up Robert’s total spending for the week. (\$156.50)</p> <p>Complete Spending Diary Activity 1 and 2. Robert’s Weekly Spending Chart can be completed as a class activity; encourage discussion.</p>

Module 3 - Spending

Topic C: *Money Sense* – Unfair Sales Tactics

OBJECTIVES	Students will learn to recognize certain sales tactics as unfair and how to avoid them.
KEY TERMS	Better Business Bureau, limited time offers, advance fee scams, telemarketer
SUGGESTED ACTIVITIES	<p>See Section 1 Module 3 Topic C page, 51-52 for more information and activities on this topic.</p> <p>Discussion – have you ever felt pressured into a sale? What was the result?</p> <p>Handout: Unfair Sales Tactics Tip Sheet (see Section 1, page 53)</p> <p>Discussion Activity</p>
INSTRUCTIONS	<p>Share the following tips for avoiding dishonest sales tactics with the class (the following page can be printed out as handouts for the class):</p> <ul style="list-style-type: none"> - Take your time and get all the information you need. Some companies may attempt to pressure you into buying through “limited time offers.” Don’t make decisions too quickly. - Compare products and services to ensure that you’re not paying too much. - Check with the Better Business Bureau to see if complaints have been made about the company. - Don’t fall for telemarketers that claim you’ve won a prize, especially if they ask for your credit card number or charge a fee for you to access your “prize.” - Advance fee scams promise guaranteed loans, employment, credit repair, debt repair, and more but demand the fee be paid before the service is rendered. In many cases, the service is not fully provided or not provided at all. - Do not give out personal information unless it is necessary, i.e.: providing SIN to employers and government, not most other businesses. - Ask to see the identification number and license or registration of the seller before committing to a door-to-door sales purchase.
NOTES	Encourage students to share additional tips with the class if they know of any.

Module 4 - Saving

Topic A: Small-scale Saving

Objective	Students will demonstrate an understanding of the importance of saving and the significance of interest as well as the ability to calculate compound interest.
Key Terms	Interest; compound interest.
Suggested Activities	<p>See Section 1, Module 4 Topic A page 54, for more information, refer to the activities for ③</p> <p>Brainstorming Activity – small-scale savings Compound Interest Activity Saving Tip Sheet</p>
Instructions	<p>Brainstorming Activity: divide students into groups. Groups will brainstorm ways to save money on groceries, clothes, transportation, etc. Have each group share what they came up with and discuss. Answers might include use of coupons, waiting for sales, buying bulk, using public transit, etc. Alternatively, have students walk around the classroom and ask the other students what they do to save money and compile the list of everyone's answers (<i>this exercise will help with students' conversational skills and increase student confidence surrounding financial vocabulary</i>).</p> <p>Discuss with students the merits of saving for the future (putting a percentage of income in the bank; retirement savings): it is far better to put your money in a savings account, where interest is earned on savings and security is guaranteed through deposit insurance, than to save it at home.</p> <p>Define and explain what interest is: banks pay for your savings through interest payments. If a bank pays 5% interest annually on the \$100 in your savings account, you will make \$5. Your new total savings will be \$105.</p> <p>To calculate simple interest: $\text{principle} \times \text{rate} \times \text{time (in years)}$. Complete several problems with the class on the board.</p> <p>Explain compound interest and complete the Compound Interest Activity as a class, if appropriate.</p> <p>Review the Saving Tip Sheet with the class, if time permits.</p>

Module 4 - Saving

Topic B: *Money Sense* – Tax-Free Savings Account

Objectives	Students will learn about the new Tax-Free Savings Account (TFSA) program offered by the Government of Canada
Suggested Activities	Discussion on what the TFSA program is about and answer any questions. <i>Do this section only if time and class skill level permit.</i> It can just be briefly explained and for more information, students can go to a bank to learn more about this type of savings account.
Instructions	<p>Explain: Since January 1, 2009, the Tax-Free Savings Account (TFSA) is an account that provides tax benefits for saving. Contributions to a TFSA will not be deductible for income tax purposes but investment income, including capital gains, earned in a TFSA will not be taxed, even when withdrawn.</p> <p>TFSA savings can be used to purchase a new car, renovate a house, start a small business or take a family vacation.</p> <p>Starting in 2009, Canadians aged 18 and older can save up to \$5,000 every year in a TFSA.</p> <ul style="list-style-type: none"> • You can withdraw funds from the TFSA at any time for any purpose. • The amount withdrawn can be put back in the TFSA at a later date without reducing your contribution room. • Neither income earned in a TFSA nor withdrawals will affect your eligibility for federal income-tested benefits and credits. <p>From: www.budget.gc.ca</p>

Module 5 - Budgeting

Topic C: Income and Expenses

OBJECTIVES	Students will gain an understanding of the importance of budgeting, demonstrate the ability to balance income and expenses, and understand all the elements of a standard bill.
KEY TERMS	Budget; fixed expense; variable expense; periodic expense.
SUGGESTED ACTIVITIES	<p>Icebreaker – class discussion</p> <p>Understanding Bills Activity – various sample bills and corresponding questions; this also serves as a comprehension exercise (activity sheet follows) – see Section 1, Module 5 Topic B page 64-69 for sample bills.</p> <p>Energy Bill Excerpt – reading/comprehension activity</p> <p>Budget Comparison Activity – sample budgets and corresponding questions. See Section 1, Module 5 Topic D page 74-77 for sample budgets and additional information on this topic, use activities for ② ③</p>
INSTRUCTIONS	<p>Begin with the icebreaker: ask the class, what is a budget? Define it if necessary. Ask why are budgets useful?</p> <p>Income and expenses (partial review); explain the differences between fixed, variable, and periodic expenses.</p> <p>Discuss paying bills on time, what to if you can't pay your bill on time (call the company to let them know you, perhaps paying a portion until full payment can be made).</p> <p>Complete the Understanding Bills Activity; see Section 1, Module 5 Topic B for the sample bills.</p> <p>Energy Bill Excerpt Activity</p> <p>Go over the steps for the creation of a budget. How can the spending diary from the previous class help you create a budget?</p> <p>Complete the Budget Comparison Activity: students may work independently or in small groups.</p>

Understanding Bills Activity

Have students examine the attached bills and answer the following questions independently or in groups.

Direct Energy Bill

- 1) How much is the bill? How much more do you pay if payment is made after the due date?
- 2) Where can you pay the bill?
- 3) Looking at the graph, in which month did this customer use the most natural gas? Why do you think this is?

EPCOR Bill

- 1) What would the total delivery charges be for electricity if the credits (CR) were not applied during this payment period?
- 2) How much does garbage collection cost?
- 3) What does electricity cost this customer for one day?

Telus Bill

- 1) How much is charged if there are insufficient funds?
- 2) Was the bill paid in full last month?
- 3) How much was charged for Goods and Services Tax?

Energy Bill Excerpt

Here is an excerpt from an energy bill. Have students highlight the words they struggle with and discuss as a class. Ask questions to ensure that students understand the concept of penalty for late payment.

PAYING YOUR BILL ON TIME

The payment must be received by Direct Energy Regulated Services on or before the current charges Due Date shown on the front of the bill to avoid a late penalty charge. Please allow sufficient time for payments to reach our office by the Due Date. Some financial institutions take up to 4 business days to forward payments to our office. Any balance forward is overdue. There may be a charge for each cheque that is returned due to insufficient funds. Please note that if your payment does not reach Direct Energy Regulated Services by the Due Date, you will be subject to a monthly penalty of 1.5% on the outstanding overdue balance. The 1.5% is a penalty for default, not an arrangement to advance credit to you.

Some questions to discuss/ask the class:

What is meant by the sentence "Any balance forward is overdue"?

What is the interest charged for a late payment?

How many days before the due date should you make the payment to ensure that the company receives your payment on time?

Creating a Budget

Consider the following steps when making your own budget:

- Determine the things that are most important to you (time with friends and families, learning/education, travel, maintenance of your car, entertainment, etc.
- Calculate the amount of money you can spend each month.
- Consider your fixed expenses and set money aside.
- Consider your variable expenses and set money aside.
- Determine how you will spend the rest of your money.
- Write out your budget.

Monthly Budget Example:

	Month 1	Month 2	Month 3
Monthly Income			
Net Income (job #1)			
Net Income (job #2)			
Government transfers			
Other income			
Total			
Monthly Expenses			
Savings			
Mortgage/Rent			
Transportation			
Car/Home insurance			
Health insurance			
Medical/dental expenses			
Food and household supplies			
Clothing			
Heating			
Electricity			
Cable/Phone/Internet			
Other			
Periodic expenses			
Total			

Discuss this chart with the class and explain what the list of items is and get some examples from the students. Show students how periodic expenses and government transfers show up in a bank statement.

Module 5 - Budgeting Topic B: Finding a Balance

Please see Section 1, Module 5, Topic E page 78 for this lesson plan

Module 5 - Budgeting Topic C: *Money Sense* – Your Children and Money

Please see Section 1, Module 5, Topic F page 80 for this lesson plan

Module 6 - Banking

Topic A: Banking Services

OBJECTIVES	Students will understand a number of terms associated with banking, making banks less intimidating, be able to read their bank statement, and understand how to access various services provided by their bank.
KEY TERMS	Bank; account balance; withdrawal; deposit, chequeing, savings, and tax-free savings), online banking, telephone banking, cheque-ordering, loans, lines of credit, mortgages, overdraft protection, investing, and insurance.
SUGGESTED ACTIVITIES	<p>Icebreaker – banking discussion (as a class or in small group discussion format and then present to the class)</p> <p>Banking Services Vocabulary Activity (follows)</p> <p>Bank Statement Activity – comprehension exercise – See Section 1, Module 6 Topic A page 84-85 for the sample bank statement and question sheet.</p>
INSTRUCTIONS	<p>Icebreaker – discuss banking with the class. You may want to begin by simply naming banks and asking, “what bank do you use? How did you choose your bank?” Topics that come up could include banking services offered, fees, and proximity to home/work.</p> <p>Go over some basic vocabulary: bank balance, statement, account, etc.</p> <p>Banking services: personal banking accounts (chequeing, savings, and tax-free savings), online banking, telephone banking, cheque-ordering, loans, lines of credit, mortgages, overdraft protection, investing, and insurance.</p> <p>Have the students complete the Bank Statement Activity independently or in pairs.</p>
NOTES	This unit was intended to be taught in partnership with a local bank in order to provide students with hands-on learning and experience in the bank environment, if possible. Eliminate or shift course content as appropriate.

Banking Services Vocabulary Activity

Students will match the term/word on the left to its definition or description on the right.

- | | |
|----------------------|--|
| a. Deposit | _____ record of transactions for an account during a particular period of time |
| b. Chequeing account | _____ take money out of the bank |
| c. Savings account | _____ doing banking tasks over the phone |
| d. Telephone banking | _____ amount of money in an account at a certain date |
| e. Withdraw | _____ money you borrow |
| f. Cheque | _____ charges for banking services, such as transactions |
| g. Account balance | _____ an account that lets you write cheques |
| h. Online banking | _____ doing banking tasks via the internet |
| i. Bank statement | _____ put money into the bank |
| j. Fees | _____ a piece of paper used for paying bills from your bank account |
| k. A loan | _____ an account in which money is saved |

Module 6 - Banking

Topic B: Savings and Chequeing Accounts

OBJECTIVES	Students will learn the differences between savings and chequeing accounts and gain the ability to compare accounts, including related fees and charges.
KEY TERMS	Overdraft; bouncing a cheque, service fees, flat fee, NSF (non-sufficient funds).
SUGGESTED ACTIVITIES	<p>Cheque-writing Activity sheets (depending on skill/interest level – may be good practice for writing out numbers into words) – see Section 1, Module 6 Topic B page 87-88 for this activity.</p> <p>Interactive savings and chequeing account selector tool: http://www.fcac-acfc.gc.ca/eng/consumers/ITools/CoB/default.asp complete as a class.</p>
INSTRUCTIONS	<p>Explain the difference between chequeing and savings accounts. Savings accounts are defined by the ability to earn interest but may also have limited withdrawals, while chequeing accounts allow you to make deposits, pay bills, withdraw money, and write cheques.</p> <p>Service fees: Banks charge fees or service charges to your account each month for paperwork and processing related to your account. These charges depend on the bank, the account type, how much money you keep in the account and/or how many transactions you make in a month. Some banks have a flat fee (everyone is charged the same amount), while others may have no fees or charge per cheque or transaction.</p> <p>Bouncing a cheque: a cheque is “bounced” when you’ve written a cheque but there is not enough money in your account for it to be cashed. On your bank statement, this will show up as NSF (non-sufficient funds or insufficient funds) because your account is overdrawn. There is a fee for the extra paperwork involved in processing this cheque.</p>

Module 6 - Banking

Topic C: Bank Cards and ATMs

Please see Section 1, Module 6; Topic C page 89 for this lesson plan, use activities and instructions for ② ③

Module 6 – Banking

Topic D: *Money Sense* - Banking Security

Please see Section 1, Module 6; Topic D page 90 for this lesson plan, use handout for ①

Module 7 - Credit

Topic A: Credit Cards

OBJECTIVES	Students will gain an understanding of credit cards, interest rates, minimum payments, and related fees.
KEY TERMS	APR; minimum payment; grace period; fixed, variable, and introductory rates.
SUGGESTED ACTIVITIES	<p>See Section 1 – Module 7 Topic A page 93-94 for more information and activities about this topic.</p> <p>Icebreaker – identification and discussion Credit Card Application Activity Credit Card Selector Tool – http://www.fcac-acfc.gc.ca/eng/consumers/iTools/CreditCardsAndYou/CCYStepProvince-eng.asp</p>
INSTRUCTIONS	<p>Begin with the Icebreaker: distribute or lay out various sample credit, store-specific, gift, and point cards, such as Air Miles or Aeroplan. Ask students to talk about the differences between the cards, whether or not they've used them, etc. This will help you gauge student knowledge.</p> <p>Define/explain the following:</p> <ul style="list-style-type: none"> • Annual Percentage Rate (APR): interest charged when you fail to make payments on time. • Fees associated with credit card use include an annual charge, minimum finance charge, cash advance fee, balance transfer fee, late fee, and over-limit fee. • Credit card limits usually start at \$500 but can increase quickly. It is important to remember that credit card companies have no idea how much you can afford to spend in payments. Being aware of your own spending limit is crucial. <p>- Define fixed, variable, and introductory rates.</p> <p>Complete the Credit Card Application Activity (go over a credit card application as a class, including the terms and conditions, or have students look over the applications themselves) and/or explore the online credit card selector tool as a class.</p>
NOTES	<p>Note of caution for the class: while credit cards are convenient, offer immediate purchasing power, and eliminate the need to carry cash, they are also subject to increases in interest rates and fees. Remember that credit cards are essentially loans and be sure not to overspend or make unnecessary impulse purchases.</p>

Module 7

Topic B: Credit Continued (Optional)

OBJECTIVES	Students will demonstrate an understanding of the more abstract concepts of credit. They will recognize the importance of maintaining a good credit rating.
KEY TERMS	Credit; Credit rating; credit history; credit rating, credit score.
SUGGESTED ACTIVITIES	<p>See Section 1 – Module 7 Topic B page 97-98 for more information and other activities on this topic.</p> <p>Comprehension Vocabulary Activity</p> <p>“Buy Now and Pay Later” Activity – a listening comprehension activity</p>
INSTRUCTIONS	<p>Define credit for the class: Credit allows the borrower/customer to receive something of value (\$) now by agreeing to repay the lender at some later date. If the lender is not repaid by the deadline, the borrower must pay interest on the amount due.</p> <p>Explain what a credit rating reflects how well you use credit and appears on your credit report. It takes the following into consideration:</p> <ul style="list-style-type: none"> - How quickly you’ve paid off past credit cards and loans. - Payment of other bills such as rent and utilities. - Total debts/money-owing. - The amount of available credit on loans and credit cards. <p>If you use credit wisely, it helps you develop a good credit rating – which is important when buying a car, mortgaging a house, etc. Having chequeing and savings accounts is a sign of stability and paying your bills on time will help establish your good credit.</p> <p>Discuss the importance of paying off credit cards for future borrowing (and renting). Lenders can see your credit report; if your credit rating is good, they will lend you money at a low interest rate, but if your rating is poor, it is unlikely that you’ll receive a loan.</p>
NOTES	<p>Please see the following Financial Consumer Agency of Canada publication for more detailed information of credit and credit scores: http://www.fcac-acfc.gc.ca/eng/publications/CreditReportScore/PDF/CreditReportScore-eng.pdf</p>

Comprehension Vocabulary Activity

From the list below, find the word that means the opposite to the **bolded** word in each sentence. Then use the opposite word in a new sentence. Not all of the words in the list will be used.

1. Rebecca said, "I love this dress, but it is very **expensive!**"

_____.

2. Nira had to make a quick stop at the ATM to **withdraw** some cash before going to the grocery store.

_____.

3. While reviewing his bank statement, Hiro noticed that \$12.49 in bank fees were **debited** from his account.

_____.

4. While reading the stock prices in newspaper over breakfast, Mr. Thomson saw that he was going to make a **profit** on one of his investments.

_____.

Borrow

Expense

Deposit

Income

Credit

Cheap

Loss

Debt

“Buy Now and Pay Later” Credit Activity

Payment Plan: A payment plan offers customers the chance to pay for an item only after a certain length of time – i.e.: three, six or twelve months, without having to pay for the item at the time of purchase.

Read the following scenario to the class:

If a customer wants to buy a television for \$500.00 on a “Do Not Pay for 6 Months” plan, the customer takes the TV home without having paid for it. The customer does have to pay some administrative fees and the GST. Most delayed payment plans often involve administration and delivery fees, which have to be paid “up front” along with the full cost of the GST.

After the six months has passed, the payment is due in full. No interest is charged if the payment can be made, but if it cannot be paid in the full, interest is added to the bill, increasing the total cost of the item. The sooner the customer is able to pay off the TV, the better, as interest charges add up and can be very expensive.

Comprehension question:

Another customer, Jessica, wants to buy a couch. What extra charges will Jessica have to pay if she buys a couch for \$700.00 on a “Do Not Pay for 12 Months” plan?

Before signing up for a “Do Not Pay For...” Plan what things are important to take into consideration?

Some possible answers: factor in the costs of all the fees/charges and find out how much you are really paying for the item – is it worth it? How much the interest rate is if the total is not paid on time? Do you really need this item now – can you wait until you can pay for it in full?

Module 7 - Credit

Topic C: *Money Sense* – The Cost of Carrying a Balance

Please see Section 1, Module 7; Topic C page 99 for this lesson plan, use activities and instructions for ② ③

Module 8 - Debt

Topic A: Introduction to Debt

Please see Section 1, Module 8; Topic A page 101 for this lesson plan, use activities and instructions for ② ③

Module 8 - Debt

Topic B: Taking Control

Please see Section 1, Module 8; Topic B page 106 for this lesson plan, use activities and instructions for ② ③

Module 9 – Getting Specific Topic A: Your Car

Module 9 – Getting Specific Topic B: Your Home

Module 9 – Getting Specific Topic C: *Money Sense* - Insurance

Please see Section 1, Module 9 page 110 for all topics in this module.

Module 10 – Computer Workshop

Please see Section 1, Module 10 page 114 for more information.

Financial Literacy Terms

- Account/bank account: arrangement or understanding with a financial institution that allows you to deposit, withdraw, invest, and borrow money.
 - Account statement/bank statement: record of transactions for an account during a particular period of time. Some banks mail statements monthly, for example.
 - Administration fee: a charge applied to most payment plans to be paid up front, at the time of purchase.
 - Annual Percentage Rate (APR): the yearly rate of interest charged on outstanding credit cards and loans.
 - Approval: required for certain transactions; a customer's credit must be considered adequate before they can receive a loan from a financial institution.
 - Asset: things of financial value that are owned.
 - Automated Teller Machine (ATM): a machine that allows you to make deposits and withdrawals from your account by using a bank or debit card.
-
- Balance: the total amount of money either held (savings) or owed (loans) in an account. A bank balance is the amount of money in an account at a certain date, it is shown on your bank statement – all of your deposits, cashed cheques, withdrawals and banking fees affect your bank balance.
 - Balanced budget: a financial plan in which income is equal to expenditure.
 - Bank: a financial institution at which money may be deposited, invested, saved, borrowed, and withdrawn.
 - Bank statement: A bank statement is a record showing the amount of money deposited or withdrawn from your account during the month; if you choose to, the bank mails you a copy of your statement every month.
 - Banking fees: charges for banking services, such as transactions.
 - Benefits: entitlements and payments, such as health insurance, offered by certain employers.
 - Bill: a record of the money owed in exchange for goods and services.
 - Bond: type of investment sold by the government as well as private companies. Money invested in bonds can be likened to a loan: the government or company repays the amount in full at a specified time, plus interest. Bonds vary in terms of their maturity dates (when the amount in full is available to investors), interest rates, and levels of risk.
 - Bounced cheque: a cheque that could not be cashed due to insufficient funds.
 - Budget: a plan that helps you make good financial decisions based on estimated income and expenses for a particular time frame.
-
- Canada Pension Plan (CPP): retirement savings plan managed by the government and funded by paycheck deductions.

- Canada Savings Bond (CSB): government bond issued by the Bank of Canada with guaranteed interest rates.
- Canada Revenue Agency (CRA): the agency of the federal government in charge of tax laws and the collection of taxes.
- Capital: cash or possessions that may be used to generate income through investment.
- Capital Gains: Money made when you sell an investment for more than its purchase price (*opposite of Capital Loss*).
- Cash advance: a loan taken out on an existing line of credit or credit card, generally with a high interest rate.
- Cash flow: measure of income and expenditure of cash; difference between the amount of cash available at the beginning and end of a particular period.
- Charge: fee for the use of credit.
- Cheque: a written order that allows a bank to transfer money from the cheque-writer's account to another account.
- Chequing account: bank account that allows money to be transferred via cheques or online.
- Clearance: a sale to clear out stock.
- Compound interest: interest calculated on an initial amount plus interest already accrued.
- Consolidation: the substitution of multiple loans for a single loan, often with a longer repayment period and lower monthly payment.
- Consumer: a person who purchases goods and services.
- Contract: a binding agreement between two parties generally outlining the rights, responsibilities, terms, and conditions of a particular arrangement.
- Credit: the amount a person can borrow or the ability make purchases before paying or with borrowed money.
- Credit card: a card that may be used to purchase goods and services on credit; that is, acquired immediately but paid for at a future date.
- Credit check: employers, landlords, lenders, and others may ask to see your credit report before hiring, renting to, or lending to you.
- Credit history: record of a person's financial transactions that involve borrowing and repayment.
- Credit rating: a number of credit-reporting agencies report the lenders' ratings of the items in your credit history on a scale from 1 to 9.
- Credit report: Canada has three major credit reporting agencies that maintain credit history files for consumers.
- Credit score: a judgment about your financial health that helps lenders determine whether or not they should grant you a loan.
- Credit union: non-profit financial institution that offers a number of banking services, though not as many as banks, to clients who are all part

owners in the credit union. The credit unions' profits benefit customers by being reflected in interest rates.

- Creditor: the party to which money is owed.
 - Currency: the bills and coins that serve as money.
-
- Debit card: a plastic card that enables money to be withdrawn directly from the cardholder's account.
 - Debt: money owed.
 - Debtor: the party owing money to a creditor.
 - Decimal: more precise than whole numbers; the value of a digit in a decimal number depends, as with whole numbers, on its place. To the right of the decimal are the tenths, hundredths, thousandths, etc.
 - Deduction: amount subtracted from gross income, such as CPP and EI deductions.
 - Deficit: the amount by which expenses exceed income.
 - Deposit: money transferred into a bank account or money paid in advance to show the intention of paying in full at a later date.
 - Difference: when one number is subtracted from another, the difference is the number that remains. E.g. The difference between three and two is one: $3 - 2 = 1$.
 - Direct deposit: money transferred directly into an account, such as tax refunds and employment income, rather than distributed as a cheque.
 - Dividend: payment given to shareholders that represents a portion of the company's profits.
 - Down payment: portion of the amount due paid up front at the time of purchase.
-
- Earnings: also known as income; the money paid to a worker for their labour; or, a company's profits.
 - Employment: state of working for payment.
 - Employment Insurance (EI): A deduction from your gross pay, that can be later paid out if you do become unemployed you can apply to receive EI benefits while actively looking for a new job – EI also pays for illness and maternity/parental leave.
 - Estimate: an idea or guess about the value of something.
 - Expenditure: money spent on a good or service.
 - Expense: expenses are costs; goods and services that must be paid for. They may be variable (costs that change month to month) or fixed (costs that remain the same month to month, such as rent).
-
- Financial plan: a plan that takes income, expenses, and financial goals into account. Planning helps people determine how much they can spend and how much they should save; it helps people make good financial decisions.
 - Financing: money required to pay for a good or service, often referring to a payment plan involving an interest rate.

- Fine print: the details of a contract or transaction provided in a small font size and therefore difficult to read.
 - Fiscal year: a twelve-month period for which a company plans or budgets the use of its funds.
 - Flat rate: price per unit that remains constant no matter how many units are purchased.
 - Fraction: part of a whole; involves a numerator (number possessed/in-question) and denominator (total number); may also be expressed as a decimal and percentage.
-
- Goal: a goal is a something you want to achieve in the future. A person might want to save \$50.00 each month –his/her goal is to have saved \$600.00 by the end of the year.
 - Goods and Services Tax (GST): currently a 5% federal tax on the supply of goods and services in Canada.
 - Government Transfer: payment received from the government, such as Employment Insurance, Canada Pension Plan, etc.
 - Grace period: the amount of time a borrower has to make a payment after its due date without increasing the interest owed.
 - Gross earnings: total amount of money earned for a particular payment period. Deductions have not yet been applied to this amount.
 - GST credit: payment made to low and modest income Canadians to cover GST payments made during the year.
 - Guaranteed Income Supplement (GIS): retirement income for low-income seniors provided by the federal government.
 - Guaranteed Investment Certificates (GICs): GICs are secure investments that guarantee to preserve your principal. Your investment earns interest, at either a fixed or a variable rate. In the most common type both your original investment and interest payments are guaranteed.
-
- Identity theft: occurs when a person adopts/uses the personal information of another without that person's consent.
 - Income: all the money you get (salary, pension, government cheques).
 - Income tax: federal government tax levied on personal income and commercial profits.
 - Installment buying: paying for something a little at a time; usually paid every week or every month until the whole bill is paid.
 - Insurance: agreement that ensures that individuals will be compensated for various types of losses.
 - Interac: enables electronic financial transactions used by businesses and consumers alike.
 - Interest: a fee, usually expressed as a percentage, charged by a lender and paid by the borrower for the use of money.

- Interest rate (fixed, variable, and introductory): interest rates vary; fixed rates remain the same for a certain period, variable rates are subject to change, and introductory rates are offered at the beginning of a loan only.
 - Inventory: a company's raw materials or merchandise.
 - Investment: purchase of a financial product, such as a stock or a bond, with the expectation of an increase in value and therefore future profit.
-
- Labour: physical or mental work; a job or task accomplished or to be accomplished.
 - Lease: contract signed by a tenant and landlord or renter and owner that enables use of property for a given time, at a given price.
 - Liability: obligation that requires a debtor to repay a debt.
 - Line of credit: loan granted to a customer by a bank for a specified time.
 - Liquidation: conversion of merchandise or other assets into cash.
 - Loan: a sum of money or property offered to a borrower by a lender with the condition that the money will be repaid or the property, returned.
-
- Market: abstract space in which the financial forces of supply and demand function and where consumers and producers interact.
 - Mental math: calculation using only the human brain; math without the help of a computer, calculator, or pen and paper.
 - Minimum payment: the smallest payment you can make on your credit card each month without losing good standing on your account.
 - Minimum purchase: the smallest quantity of a good a consumer can buy.
 - Modeling (good financial behaviour): teaching a certain skill or behaviour by doing it.
 - Money: medium of exchange and measure of value.
 - Mortgage: an agreement that is made when you borrow money to buy property, such as a home. A mortgage allows a lender, usually the bank, to take back your property if the loan isn't repaid.
 - Mutual fund: group of investments managed by a company and held by a number of shareholders.
 - Negotiate: process by which people come to an agreement. E.g. a borrower and lender negotiate the terms and conditions of a loan.
 - Net pay: the amount of money you receive on payday. It is gross pay minus deductions. Also known as "take home pay."
 - NSF: Non-Sufficient Funds (or insufficient funds): if a cheque is written for money than is in the account, the account will be overdrawn and likely will be charged an NSF fee because the cheque will bounce.
 - On approved credit (OAC): potential borrowers require a successful credit check before receiving a loan or qualifying for financing from a financial institution.
 - Old Age Security (OAS): pension program that provides monthly income to Canadians over the age of 65 who qualify.
-

- Overdraft: (overdraft protection) the extension of credit by a bank or other lending institution when withdrawals exceed deposits.
 - Overtime pay: increased wage offered for hours worked beyond 40 hours a week. This is not offered by all employers, however.
-
- Payday loan: short-term loan that is intended to cover the borrower's expenses until they receive their pay cheque; these loans are usually offered at a very high interest rate.
 - Payee: the person who receives a payment.
 - Payment plan: agreement that outlines the regular repayment of a loan over time.
 - Pension: money paid to an individual who has retired or who is no longer working. Pensions may be paid by government or by companies.
 - Percentage: part of the whole; a fraction with 100 as the denominator expressed as a %. E.g. $98/100 = .98 = 98\%$.
 - Personal Identification Number (PIN): a number chosen by a bank customer to identify themselves when completing transactions in personal account(s).
 - Premium: amount of money, paid in addition to interest, required for a loan to be obtained.
 - Principal: the total amount borrowed or the amount borrowed that is still owing.
 - Property tax: tax that must be paid by property owners.
-
- Ratio: means of comparing the magnitudes of two quantities, relative to one another.
 - Rebate: partial refund for a purchase.
 - Receipt: written record of a transaction.
 - Redeem (points, for example): to turn something in and receive something else in exchange; to turn into cash.
 - Registered Education Savings Plan (RESP): savings plan for a child's future post-secondary education that remains tax-free as it grows.
 - Registered Retirement Savings Plan (RRSP): personal savings plan registered with the federal government (Revenue Canada) that enables those who contribute to receive a tax deduction. Tax is charged only when the RRSP is cashed.
 - Regrouping: in addition and subtraction is when you carry over an amount to a larger place value.
 - Return: the increase or decrease in value of an investment.
 - Risk: uncertainty about the future profits or losses of an investment.
 - Rounding (rounding off): conversion of a fractional number into a whole number or integer.
-
- Salary: fixed compensation for work, usually calculated as a yearly total.
 - Saving: money you put away for use in the future.

- Savings account: bank account intended for savings that accumulates interest.
 - Security deposit: money given to a landlord by a tenant to cover the cost of any damage that might occur during the rental period.
 - Social Insurance Number (SIN): number determined by the government and issued to citizens, permanent residents, and certain temporary residents so that programs can be easily administered.
 - Spend: to use up money by buying products and services, etc.
 - Stock: a share of a company. Stock prices may change quickly and frequently; as an investment, stocks are riskier than others.
 - Sum: result of adding numbers.
 - Surplus: income exceeds expenditure.
-
- Tax: a tax is money paid to the government. Both individuals and businesses pay taxes that go towards infrastructure and public services.
 - Tax credit: reduces tax owed; a type of deduction that decreases taxable income.
 - Tax deduction: an expense you are allowed to subtract from your income when filing your income taxes.
 - Tax return: a government form that must be filled out and filed annually, in which you state your income and expenses to determine your taxes.
 - Tenant rights: laws that protect tenants (renters). Both tenants and landlords have certain rights and responsibilities, typically outlined in a lease.
 - Terms/conditions: the terms and conditions of a contract, for example, refer to details such as duration of the contract, responsibilities of each party, whether or not the contract can be terminated and under what circumstances, etc.
 - Transaction: withdrawals from or deposits to an account.
 - Union: an organization of workers that seeks to protect their common interests, such as good working conditions.
 - Union dues: fee charged to members of a union.
 - Unit price: the cost of a certain quantity of a good. Products are sold in different quantities and at different prices; unit pricing is a helpful comparison tool.
 - Vacation pay: most employees, though not all, receive vacation pay when they take their holidays. Some employers add vacation pay to regular paycheques.
-
- Wage: payment for work by the hour, day, or week.
 - Warranty: agreement between a seller and a buyer guaranteeing the quality of a product or service for a certain time period; the seller will cover the cost of certain repairs if something goes wrong during this time.
 - Wealth: possession of money or other assets of great value.
 - Withdrawal: money taken out of an account.

- Will: legal document outlining the wishes of an individual in case of death. Wills detail the distribution of assets (property, possessions, money, etc.) to friends and family members.
-

Financial Idioms

"A grand" – one thousand dollars; \$1000.00. "James owes the university three grand for tuition."

"A ton of money" – a great amount of money. "My new car cost me a ton of money."

"Back on my feet again" - I will start saving for the future when I get back on my feet again. In this example it means "when I get a job and have some extra money to save." It can also mean to regain physical health or strength. Example: I will go back to the gym when I get back on my feet again.

"Blowout"/"blowout sale" – the sudden need to sell prompts a drop in prices.

"Bottom dollar" – your last dollar. "I spent my bottom dollar on the shirt for my interview."

"Born with a silver spoon in your mouth" – born into a wealthy family. "He doesn't have to worry about money because he was born with a silver spoon in his mouth."

"Break even" – income is equal to expenses. "I won \$20, but lost it soon after. I broke even."

"Break the bank" – to win more money than can be paid; or, to use up all your financial resources (spend all your money). "They broke the bank to buy that new house."

"Buck" – one dollar. "I have ten bucks to spend on lunch."

"Cash-in" – exchanging bonds and other investments for money. "I cashed in my bonds to pay for school."

"Cash in my chips" - I think its time to sell my business, *cash in my chips* and go sit on a beach for a while. In this instance *cash in my chips* means to sell investments and retire. It can also mean to die. The idiom comes from poker chips.

"Cold hard cash" – coins and bills. "She made a deposit of cold hard cash."

"Cut-rate" – a lower price than usual. "Sam paid a cut-rate for her new washing machine."

"Dime a dozen" – easy to get and inexpensive. "Those pencils are a dime a dozen."

"Dough" – money. "I need to get some dough."

"Feel like a million bucks" – to feel really great. "I felt like a million bucks when I won the award."

"Fine print" – the details and/or restrictions of a contract or offer that often appear in a small font.

“Flat broke” – to be without any money whatsoever. “After she bought her plane ticket home she was flat broke.”

“Foot the bill” or “pick up the tab” – to pay the bill. “I picked up the tab on Saturday night at the restaurant.”

“Fork-over” – to pay. “We forked over ninety dollars for the stereo.”

“Funds” – money. “I am short on funds at the moment.”

“Highway robbery” – being charged a high price for something not worth that price. “Those mattress prices are highway robbery.”

“Hit the jackpot” – to make a lot of money suddenly. “He hit the jackpot when he got the promotion.”

“In the black” – making a profit. “As soon as I made the sale, I was in the black.”

“In the hole” – in debt. “His credit card debt put him in the hole.”

“In the money” – rich, wealthy, prosperous. “He got a new car because his dad’s in the money.”

“In the red” – losing money. “Her investments were in the red during the recession.”

“IOU” – abbreviation for “I owe you”; an agreement between a borrower and lender.

“Loaded” – to be wealthy. “That actor is loaded.”

“Make a killing” – to make a large profit. “My friend made a killing working during the summer.”

“Make ends meet” – to have just enough to pay your bills, to “get by.” “When her children were young, she found it difficult to make ends meet.”

“Moneybags” – a wealthy person. “She donated a sizeable portion to charity; she’s Miss Moneybags.”

“Money talks” – money has power and influence. “In this town money talks”.

“Money to burn” – more money than you need. “You have money to burn thanks to your new job.”

“Nest egg” – savings. “My parents are relying on their nest egg for retirement.”

“Pay up front” – to pay right away.

“Penny for your thoughts” – asking someone for their thoughts. “You’re quiet tonight, penny for your thoughts?”

"Penny wise and pound foolish" – good at managing small things, but neglectful of the important things. "John has always been penny wise and pound foolish." (pound is the British "dollar")

"Put in your two cents" – to offer your opinion. "I put in my two cents when the teacher asked me about health care costs."

"Shoestring budget" - ever since I lost my job I've been living on a shoestring budget (or I've been living on a shoestring). Shoestring or shoestring budget means a very small budget, thin, like a shoestring.

"Splurge" – to spend more money than usual on something. "I splurged on a pair of new shoes."

"Strapped for cash" – low on money. "I'm strapped for cash. Would you mind footing the bill?"

Teaching Addition

a) Basic facts

- i. $0 + \underline{\quad}$
- ii. $1 + \underline{\quad}$ & $4 + 1$
- iii. doubles $1 + 1$, $2 + 2$ etc.
- iv. doubles less 1 $4 + 3$, $5 + 4$ etc
- v. fill in rest of addition table

<http://www.eduplace.com/math/mathsteps/1/a/index.html>

b) 2-digit + 1- digit

- i. without regrouping $24 + 4$
- ii. with regrouping $33 + 9$

c) 2-digit + 2-digit

- i. without regrouping $41 + 22$
- ii. with regrouping $62 + 19$

d) 3-digit + 2-digit

- i. without regrouping $420 + 16$
- ii. with regrouping in ones place $209 + 16$
- iii. with regrouping in tens place $250 + 71$
- iv. with regrouping in hundreds place $523 + 711$

e) 3-digit + 3-digit

- i. without regrouping
- ii. with regrouping in ones place
- iii. with regrouping in tens place
- iv. with regrouping in hundreds place

❖ regrouping is the grouping of ones into groups of tens or the grouping of tens into hundreds

Teaching Multiplication

- a) 2 digits x 1 digit
 - i. without carrying (eg: 21 x 3)
 - ii. with carrying

- b) 3 digits x 1 digit
 - i. without carrying (eg: 221 x 3)
 - ii. with carrying

- c) 2 digits x 2 digits
 - i. without carrying (eg: 44 x 11)
 - ii. with carrying

- d) 3 digits x 2 digits
 - i. without carrying (eg: 321 x 21)
 - ii. with carrying

Percentages/Fractions

What is a fraction? It represents part of something and can be used in two simple ways: a fraction can be used to describe part of a single item (my brother ate $\frac{1}{2}$ my chocolate bar); a fraction can be used to describe part(s) of a group ($\frac{3}{4}$ pencils have been sharpened).

What is a percentage? It is some part of a hundred. For example, if you buy 10 apples from a store that has 100 apples, you have bought 10% of the store's apples. This can also be written as a fraction: $\frac{10}{100}$ or $\frac{1}{10}$.

To find a percentage, we can use the following formula: $a\% = c \div b$ (where b is the whole and c is part of the whole). You can also use: $a\% \times b = c$.

Percentages can be converted into decimals as well. $10\% = \frac{10}{100}$ or $\frac{1}{10} = 0.1$.

Multiplication Grid

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

Adapted from Math in Daily Life by Susan Devins

Times Table Chart

1	2	3	4	5
1 x 1 =	2 x 1 =	3 x 1 =	4 x 1 =	5 x 1 =
1 x 2 =	2 x 2 =	3 x 2 =	4 x 2 =	5 x 2 =
1 x 3 =	2 x 3 =	3 x 3 =	4 x 3 =	5 x 3 =
1 x 4 =	2 x 4 =	3 x 4 =	4 x 4 =	5 x 4 =
1 x 5 =	2 x 5 =	3 x 5 =	4 x 5 =	5 x 5 =
1 x 6 =	2 x 6 =	3 x 6 =	4 x 6 =	5 x 6 =
1 x 7 =	2 x 7 =	3 x 7 =	4 x 7 =	5 x 7 =
1 x 8 =	2 x 8 =	3 x 8 =	4 x 8 =	5 x 8 =
1 x 9 =	2 x 9 =	3 x 9 =	4 x 9 =	5 x 9 =
1 x 10 =	2 x 10 =	3 x 10 =	4 x 10 =	5 x 10 =
1 x 11 =	2 x 11 =	3 x 11 =	4 x 11 =	5 x 11 =
1 x 12 =	2 x 12 =	3 x 12 =	4 x 12 =	5 x 12 =

6	7	8	9	10
6 x 1 =	7 x 1 =	8 x 1 =	9 x 1 =	10 x 1 =
6 x 2 =	7 x 2 =	8 x 2 =	9 x 2 =	10 x 2 =
6 x 3 =	7 x 3 =	8 x 3 =	9 x 3 =	10 x 3 =
6 x 4 =	7 x 4 =	8 x 4 =	9 x 4 =	10 x 4 =
6 x 5 =	7 x 5 =	8 x 5 =	9 x 5 =	10 x 5 =
6 x 6 =	7 x 6 =	8 x 6 =	9 x 6 =	10 x 6 =
6 x 7 =	7 x 7 =	8 x 7 =	9 x 7 =	10 x 7 =
6 x 8 =	7 x 8 =	8 x 8 =	9 x 8 =	10 x 8 =
6 x 9 =	7 x 9 =	8 x 9 =	9 x 9 =	10 x 9 =
6 x 10 =	7 x 10 =	8 x 10 =	9 x 10 =	10 x 10 =
6 x 11 =	7 x 11 =	8 x 11 =	9 x 11 =	10 x 11 =
6 x 12 =	7 x 12 =	8 x 12 =	9 x 12 =	10 x 12 =

Advanced Level Financial Literacy Curriculum Supplements

The following are examples of topics and links to information that may be used as supplements for a Level 3 class, for example where all the students have already taken the Level 2 class; or use as ideas for additional topics that students in higher levels may inquire about.

I. Contracts

CMHC Rental Agreement Information

http://www.cmhc-schl.gc.ca/en/co/reho/yogureho/fore/replli/replli_003.cfm

Other Lease/Agreement Samples

http://housing.queensu.ca/resources/community_housing/files/May_Lease_Sample.pdf

<http://www.prpgrp.com/forms/application.pdf>

<http://www.thecanadianlandlordalliance.com/docs/LeaseAgreement.pdf>

II. Taxes

A. Tax Brackets

<http://www.cra-arc.gc.ca/tx/ndvdl/fq/txrts-eng.html>

<http://www.wheredoesallmymoneygo.com/the-canadian-tax-bracket-system/>

B. Personal Income Tax Rates in Depth

1. The tax rate tables show the combined federal plus provincial/territorial marginal tax rate for 4 different types of income - the 2 types of Canadian dividends, capital gains, and all other income.
2. The other income column shows the actual tax rates for each tax bracket.
3. A person's marginal tax rate is the tax rate that will be applied to the next dollar earned.
4. Only 50% of capital gains are included in taxable income.
5. Either 125% or 145% of Canadian dividends are included in taxable income, but a dividend tax credit is deducted from taxes payable. See the Dividend Tax Credit page for more information.
6. The marginal tax rates on capital gains and Canadian dividend income are lower than on other types of income, because:
 - a. Other income includes income from employment, self-employment, interest from Canadian or foreign sources, foreign dividend income, etc.
 - b. With some marginal tax rate tables, the marginal tax rate at \$60,000 for dividends is the rate that would apply if there were no income besides dividend income. This is not the way this tax rate table's work.
7. In the tables, the marginal tax rates for capital gains and dividends at any income level (say \$60,000) are the marginal rates on the next dollar of actual capital gains or actual dividend income, if the taxpayer

has \$60,000 of taxable income *from sources other than dividends*.

Example: The combined Federal/BC marginal tax rate for a person earning \$72,000 of employment income in 2009 would be:

- 32.5% for employment income
- 16.25% for capital gains
- 3.68% for eligible Canadian dividends
- 18.71% for Canadian small business dividends

8. Tax Tips Canadian Tax Calculator displays the average tax rate paid. The average tax rate is not the same as the marginal tax rate. The average tax rate is calculated as total taxes divided by total taxable income. The Tax Calculator also calculates an average tax based on adjusted taxable income, which excludes the dividend gross-up (see dividend tax credit page) and includes 100% of capital gains. In the Tax Calculator, the marginal tax rate is displayed when there is an RRSP deduction - it is the % savings from the RRSP deduction. The marginal tax rates in the tax tables do not include any low income tax reductions or other tax credits. Nor do they include health or other premiums. To determine your actual marginal tax rate, enter your income, deductions and tax credits into the tax calculator, and enter an RRSP deduction amount of \$100, or \$1,000. Your marginal tax rate will be displayed beside the RRSP savings amount.

Source: <http://www.taxtips.ca/taxrates/understandingtables.htm>

C. RRSP's: More Detailed Sites

Links to all info on RRSP's:

<http://www.cra-arc.gc.ca/tx/ndvdl/tpcs/rrsp-reer/rrsps-eng.html>

Contributing to an RRSP:

<http://www.cra-arc.gc.ca/tx/ndvdl/tpcs/rrsp-reer/cntrbtng/menu-eng.html>

How to set up an RRSP:

<http://www.cra-arc.gc.ca/tx/ndvdl/tpcs/rrsp-reer/sttngp/menu-eng.html>

About RRSP's and FAQ:

<http://www.cra-arc.gc.ca/tx/rgstrd/rrsprif-reerferr/menu-eng.html?=#lnk>

III. Mortgages

Understanding your mortgage options:

<http://www.cmhc-schl.gc.ca/en/corp/nero/retousar/2009/2009-10-22.cfm>

Mortgage calculator:

<http://www.canequity.com/mortgage-calculator/>

For download for use on Excel:

<http://www.vertex42.com/Calculators/Canadian-mortgage.html>

How much can you afford?

http://www.cmhc-schl.gc.ca/en/co/buho/buho_005.cfm

FAQ about mortgage loan insurance:

http://www.cmhc-schl.gc.ca/en/corp/faq/faq_006.cfm

A Guide to Mortgage Interest Calculations in Canada

Many Canadians are mystified by mortgage calculations. Loans are usually very simple to deal with, since the interest is compounded with every payment. Therefore, a loan at 6%, with monthly payments and compounding simply requires using a rate of 0.5% per month ($6\%/12 = 0.5\%$).

Unfortunately, mortgages are not as simple. With the exception of variable rate mortgages, all mortgages are compounded semi-annually by law. If you are quoted a rate of 6% on a mortgage, the mortgage will actually have an effective annual rate of 6.09%, based on 3% semi-annually. However, you make your interest payments monthly, so your mortgage lender needs to use a monthly rate based on an annual rate that is less than 6%. The reason for this is that the rate will get compounded monthly. Therefore, we need to find the rate that compounded monthly, which results in an effective annual rate of 6.09%. Mathematically, this would be:

$$\begin{aligned}(1+r_M)^{12}-1 &= 0.0609 \\ r_M &= (1.0609)^{1/12} \\ r_M &= 0.493862\dots\%\end{aligned}$$

Notice, that the annual equivalent of this rate is slightly less than 6%, at 5.926% ($0.493862 \times 12 = 5.926\%$). In other words, 5.926% compounded monthly is 6.09% annually.

Search "Mortgage Calculator" at www.yorku.ca

Source: www.yorku.ca/amarshal/mortgage.htm

IV. Renting vs. Owning

Guide to Renting a Home:

<http://www.cmhc-schl.gc.ca/en/co/reho/index.cfm>

Home Buying Step by Step:

<http://www.cmhc-schl.gc.ca/en/co/buho/hostst/index.cfm>

Newcomer's Guide to Canadian Housing: <https://www03.cmhc-schl.gc.ca/catalog/productDetail.cfm?csid=1&cat=10&itm=29&lang=en&fr=1266962484708>

- V. Financial Planning** Have a speaker come to discuss financial planning with the class.

Sample receipts for Module 3 Topic A

Canada Post / Postes Canada
 ELLERSIE PO
 924 91 ST SW
 EDMONTON T6X0P0
 GST/TPS#: 832097125

2009/08/19 04:28:58 Susan
 CC/CC103519 W/G1 TR112643

G/S 1@0.54 \$0.54
 Canadian Stamps/Timbres canadien

SUBTL/SOUS-TOTAL \$0.54
 GST/TPS \$0.03
 PST/TVP \$0.00
 HST/TVH \$0.00
 TOTAL/TOTAL \$0.57

CDN Cash / Espèces CAN \$2.07
 CHG. DUE / MONNAIE (\$1.50)

Receipt required for all returns.
 Reçu requis pour tous les retours.



R : 1 1 2 6 4 3 . 1 0 3 5 1 9 ;

WWW.CANADAPOST.CA / WWW.POSTESCANADA.CA



SHOPPERS DRUG MART #2448
 924 91st Street SW, Edmonton, AB

112 10 7218 2448 011

LEAN, CUISINE 1N 2.79 SALE
 LEAN, CUISINE 1N 2.21 SALE
 MCCAIN FRIES 1N 2.49 SALE
 KRAFT CR OF WHEAT 1N 3.79
 LB FRUIT BAR 1G 2.99 SALE
 SUBTOTAL 14.27
 5% GST .15
 TOTAL 14.42

CASH 20.05 CHANGE 5.63

 SHOPPERS OPTIMUM #: 880***747 / 00
 REGULAR POINTS: 140
 TOTAL POINTS EARNED TODAY: 140
 CURRENT POINTS BALANCE: 3060
 NEXT REWARD LEVEL: 7000

Because you want free faster
 Get the Shoppers Optimum MasterCard
 Visit shoppersdrugmart.ca for details

 Retain receipt for returns within 30
 days. Visit shoppersdrugmart.ca for
 exclusions & Optimum information.

5 ITEMS

RETAIN RECEIPT
 G.S.T # R832097125
 Health Beauty Convenience
 AUGUST 19, 2009 4:33 PM

Sample receipts for Module 3 Topic A (continued)



CLAIRE'S BOUTIQUES
SOUTHGATE CENTRE

SALE 2598 001 1525 07/21/09
3.4 03 4:21 PM

635615 FASH JEWELRY 10.75
SUBTOTAL 10.75
10.75 GST TAX 5.000% .54
10.75 TAX .000% .00
TOTAL \$11.29
CASH 11.29
GST REG-865492359

WE'RE TURNING OVER A NEW LEAF WITH
NEW LOWER PRICES!

WWW.CLAIRES.COM
PV88608

5028 104A Street
Edmonton, AB, T6H 6A2
Ph: (780)989-4889
Fax: (780)430-0276
Web: www.ItalianCentre.ca

Oper.: AdrianaA Date: 07/20/2009 13:37
Store: 002 Inv#: 002-00316228 Trs#: 316252

ALMO BISC CHOCONUT 113GR \$2.98
ITAL PAS SPEC-CUT JMB SHELLS \$2.49
0.870 kg @ \$2.18/ kg
APPLES-GALA \$1.90
SUNBAKE PITA WHOLE WHEAT SM \$1.79
SUNBAKE PITA WHOLE WHEAT SM \$1.79
SUNBAKE PITA WHOLE WHEAT SM \$1.79

Net Sales \$12.74
TOTAL SALES \$12.74

SUB TOTAL \$12.74
Cash \$20.75
Change \$8.01

Item count 6
G.S.T. # R102541570
THANK YOU / GRAZIE



Heritage Sobeys
2011-111 Street Edmonton
780.435.1115
GST #RT88707-6636RT

Served by: Kelsy

Crustini Bun 6872100352 \$3.99 D
0.480 kg @ \$4.37 / kg
Plums Red Lrg 4042 \$2.10 D
Trident 5770062293 \$1.19 GD
Comp Spring Mix 6882010096 \$3.68 D
SUBTOTAL \$10.96
5% GST \$0.06

TOTAL \$11.02
Cash TENDER \$21.02
Cash CHANGE \$10.00

NUMBER OF ITEMS 4
Points you would have earned today 10
with your Club Sobeys card:

Term Tran Store Oper 07/17/09
2 6109 3065 115 18:31:38

Thank-you for shopping at Heritage
All refunds MUST be accompanied by the
original receipt or only exchange will
be honoured.

visit us at www.clubsobey.com

Sobeys West Customer Care
1-888-476-2397



WE SELL FOR LESS
PROUD TO BE A PART OF
SOUTH EDMONTON COMMON

ST# 3029 OP# 00002973 TE# 04 TR# 06751
FE CVD 021065020184 \$1.84 D
PREH GARDEN 007127910808 \$2.97 D
SUBTOTAL \$4.81
CASH \$4.81
TEND \$5.01
CHANGE DUE \$0.20
GST 1016551356 TQ 0001

ITEMS SOLD 2
TC# 6480 8185 4387 7649 0208



Thank You For Shopping At Wal-Mart
07/21/09 08:56:22

Sample receipts for Module 3 Topic A (continued)

SAFEWAYTM
 CANADA SAFEWAY
 GST #R119347672

RCSS 4821 Calgary Trail
 Store Manager: John H.
 Store Phone Number: 780-430-2769
 Your cashier is ZUL

SAFEWAYTM
 CANADA SAFEWAY
 GST #R119347672

WELCOME AIRMILES MEMBER 4093
 Your Airmiles Have Been Credited!

1.120 kg @ \$1.52/kg
 BANANAS SCALE 1.70
 MIXED VEG 2.28
 PC CREAMY YOG 5.99
 PC BM BROWNIES 2.49

Balance Due 12.46
 Balance Due 12.46
 Cash 12.50
 Cash
 Change Due 0.04

2009/08/12 15:53 1570 3272 09 00086601
 Now more ways to Save!
www.superstore.ca
 E-fliers, Web exclusive coupons
 great features and much much more...

WELCOME AIRMILES MEMBER 4093
 Your Airmiles Have Been Credited!

GROCERY
 ALPEN SWISS CEREAL 5.99
 ResPrice 6.49 Card Sav .50
 102/6.00
 CHRISTIE TRISSUIT 3.00
 ResPrice 3.50 Card Sav .50

GROC NONEDIBLE
 PUREX BATH TISSUE 5.99 6
 ResPrice 10.49 Card Sav 4.50
 1 OF OFFER LIMIT 4 PURCHASED

REFRIG/FROZEN
 LUC COTTAGE CHEESE 3.45
 KRAFT CREAM CHEESE 3.50
 ResPrice 4.79 Card Sav 1.29
 **** 5.0% GST DUE .30
 **** TAX .30 BAL 22.23
 VF Debit 22.23

TOTAL SAVINGS 6.79
 NUMBER OF ITEMS = 5
 8/11/09 16:20 2278 09 0337 9433

REFRIG/FROZEN

LUCERNE SKIM MILK 2.89
 DEPOSIT 0.25
 LEVY/RECYCLE FEE 0.02

PRODUCE

101.29 ROMAINE LETTUCE 1.29
 0.470 kg NET @ \$3.28 /kg
 W/ VINE TOMATOES 1.55
 ResPrice 2.06 Card Sav .51
 RASPBERRIES 2.50
 ResPrice 2.99 Card Sav .49
 STRAWBERRIES 2.50
 ResPrice 2.99 Card Sav .49
 **** TAX .00 BAL 11.00
 CASH 21.00

CHANGE 10.00
 TOTAL SAVINGS 1.49
 NUMBER OF ITEMS = 7
 8/09/09 15:54 0805 52 0079 8852

Club Card Savings \$ 1.49
 Total Savings Value 12% \$ 1.49

LET US HEAR FROM YOU!
 1-800-723-3929 OR VISIT SAFEWAY.CA

SAMPLE CONTRACT

This contract is included as an example only. It is not intended to be used verbatim in every consulting/mentoring project. A contract such as this is not required by the Canada Council and is not a condition of funding. In many cases, you will develop your own contract or letter of agreement with your consultant or mentor. If, however, you would like to use the sample contract provided below, please feel free to use or alter it as you wish. The Canada Council for the Arts is not responsible for the use of this sample contract. Prior to signing any agreements, the lawyer or secretary of your Board of Directors should review and approve all legal documents.

CONSULTING AGREEMENT

THIS AGREEMENT is made as of the * day of *, 20*

BETWEEN:

THE XYZ PERFORMING ARTS COMPANY

(hereinafter referred to as "XYZ")

AND:

(hereinafter referred to as the "Consultant")

1. ENGAGEMENT

XYZ hereby retains the Consultant and the Consultant hereby agrees to provide XYZ with consulting services as set forth in Appendix 1, for a term of * days/months, commencing on [date], in accordance with the terms and conditions of this Agreement.

2. CONSULTING FEE

2.1 XYZ shall pay to the Consultant the sum of CAD\$ * a day for up to, but not exceeding, * days. Payment shall be made to the Consultant on a monthly basis upon receipt of an invoice detailing the number of days for which services were rendered. The invoice shall [or shall not] include any provincial sales tax and GST required to be charged to XYZ.

2.2 Reimbursement of the Consultant for any travel, accommodation and incidental expenses incurred in connection with the delivery of the services shall require the prior written approval of XYZ and shall be subject to the delivery to XYZ of receipts and invoices by the Consultant.

3. CONFIDENTIAL INFORMATION

The Consultant acknowledges and agrees that it shall not, during the term of this Agreement, or at any time thereafter, directly or indirectly, disclose or grant access to XYZ's confidential information to any third party, nor shall it use or exploit such information for any purpose other than those of XYZ.

4. STATUS OF PARTIES

The Consultant's relationship with XYZ shall be that of an independent contractor and not that of an employee or agent. The Consultant shall be solely responsible for remitting such amounts as may be required by law to the Canada Customs and Revenue Agency, the Employment Insurance Commission, the Workers' Compensation Board and the Canada or Quebec Pension Plan.

5. INDEMNIFICATION OF XYZ

In the event that XYZ is required to make any payment to any third party in relation to this Agreement, the Consultant shall immediately indemnify and hold harmless XYZ against any and all claims, expenses, costs, losses or debts incurred by XYZ.

6. TERMINATION

6.1 This Agreement shall be terminated immediately in the event: a) that a party has failed

SAMPLE CONTRACT

to perform or otherwise breached any of its obligations hereunder, including where the Consultant has failed to provide the expertise identified in Appendix 1; b) of bankruptcy, insolvency or dissolution of either party; or (c) that either party shall make a general assignment for the benefit of its creditors or suffer or permit the appointment of a receiver for its business or assets.

6.2 Upon the expiration or termination of this Agreement, the Consultant shall forthwith return to XYZ all of XYZ's confidential information, all copies thereof, any related material, including without limitation, memoranda, notes and documents containing extracts or reproductions of proprietary information, all copies thereof, and all other property of XYZ in the Consultant's possession or control.

6.3 Upon the termination of this Agreement in accordance with the terms of clause 6.1, the Consultant shall be paid all amounts due and owing hereunder to the date of termination. Upon the termination of this Agreement, all other amounts shall be null and void.

7. **AGREEMENT IN ENGLISH**

The parties have required that this Agreement as well as any notice, document or proceedings relating hereof be written in English. Les parties aux présentes ont exigé que le présent contrat, ainsi que tout autre avis, document ou procédure s'y rapportant soient rédigés en anglais.

SIGNED, SEALED AND DELIVERED THIS * DAY OF

PER: SECRETARY-TREASURER
THE XYZ PERFORMING ARTS COMPANY

PER: CONSULTANT Name:

APPENDIX I

Expertise and services required to be performed by the Consultant:

(a) Expertise to be made available to XYZ:

The Consultant will provide Mr./Ms. * to perform the services as required pursuant to the provisions of this Agreement.

(b) Services:

Insert the pertinent details. Some suggested considerations are outlined above in the guide - Section #12 (a - m). Please include any other relevant material.

Sample Evaluations: Questions are based on objectives that our funders target us to meet with these courses. The evaluations for Level 1 (2 pages) and for the ELL Level are included.

Financial Literacy Level I Class Evaluation

Because of this course:

1. I know more about banking.

No Yes

2. I know more about shopping.

No Yes

3. I know more about budgeting.

No Yes

4. I know more about using money.

No Yes

5. I can use the information I learned in daily life.

No Yes

6. I learned from other people.

No Yes

Useful Web Links & Articles

Activities:

<http://www.canadacouncil.ca/grants/sx127234234187812500.htm>

Sample contract for Module 1 Topic C Activity

<http://www.fcac-acfc.gc.ca/eng/publications/SurveyStudy/Misc/2008PlainLanguage/ModelCCA1-eng.asp>

Sample Credit Card Application, Module 7, Topic A

General:

<http://www.oclf.org/en/newcomers.php>

Newcomer's Finance Toolkit by Ottawa Community Loan Fund – includes an online banking machine application – for students who want to practice using an ATM/debit card machine (PIN is 1234).

www.moneymentors.ca

Banking:

<http://www.cibc.com/ca/how-to-bank/telephone.html>

Video/audio demonstration of how to do telephone and online banking. Processes for other banks are similar; this demo has a clear way of taking students through the process.

Credit/credit cards:

Credit Card Selector Tool: <http://www.fcac-acfc.gc.ca/eng/consumers/ITools/CreditCards/default.asp>

Credit Card Payment Calculator Tool: <http://www.fcac-acfc.gc.ca/eng/consumers/ITools/CreditCards/default.asp>

<http://consumerist.com/2009/04/heres-what-a-card-skimmer-looks-like-on-an-atm.html>

Saving:

www.feedthepig.org

Online Quizzes:

www.fcac-acfc.gc.ca search for quizzes – includes Canadian content and gives definitions of terms (topics of quizzes include credit reports/scores; credit cards; mortgages; rights & responsibilities)

www.dolceta.eu/malta good for the beginner level; target audience is children, but questions are still relevant (British/EU website)

New rules require banks to come clean on credit cards

SARAH SCHMIDT
Canwest News Service
OTTAWA

Canada's banks will now be required to increase payment details on credit card statements and to provide a standardized grace period to pay off purchases.

This, despite a warning from the Canadian Bankers Association about "unintended consequences" that could hurt consumers.

After a brief consultation period, Finance Minister Jim Flaherty on Wednesday said most of the new regulations will take effect Jan. 1, including a new summary box on credit contracts and application forms that highlight interest rates

and details about how long it would take to fully repay the balance if only a minimum monthly payment is made.

The biggest change — mandating Canada's federally registered banks to grant their customers a minimum 21-day, interest-free grace period on all new credit card purchases when a customer pays the outstanding balance in full — won't take effect until next September.

"Our government understands the pressures Canadians face in these tough economic times," said Flaherty. "The last thing they need is a surprise on their credit card state-

ment. By increasing transparency, our government is taking real action to protect consumers."

The newly published regulations also will require cardholders' consent for credit limit increases; limit debt collection practices used by financial institutions; and prohibit over-the-limit fees solely arising from holds placed by merchants.

Banks also will be required to provide advance disclosure of interest rate increases, even if this information had been included in the credit contract; currently, banks are already required to provide 30 days' notice when they plan to hike rates.

More payment details, standard grace period before interest kicks in

After Flaherty presented the proposal in May, the Canadian Bankers Association warned that its members were "concerned about the potential for negative impacts on consumers" if the government moved forward with the regulations, including limiting the number of credit cards options available and reducing to some customers.

Association president Nancy Hughes Anthony reiterated these concerns on Wednesday, saying each bank will have to assess how it implements the new regulations.

"It's complex, it's obviously very costly for banks to implement all

these things within the time frame required, and I hope that it will have the benefit to consumers that the intent is and we're going to try and absolutely make that happen," said Hughes Anthony.

Opposition politicians, however, say the regulations are incomplete.

"Obviously, it's missing the most important thing in our opinion, which is the high interest rates, the excessive fees and the unsolicited premium cards with even higher interest rates," said Ontario MP Glen Thibeault, consumer protection critic for the New Democrats. "So there's no protection and no relief coming there, and that's what I think Canadians with credit cards are looking for."

From Edmonton Journal, July 28, 2010

Salespeople forged energy contracts

Former Alberta Energy Savings employees fined after pleading guilty to scam

ALEXANDRA ZABJEK

Legal Affairs Writer

EDMONTON

A trio of employees from an Alberta energy company has been fined a total of \$6,800 for signing homeowners up to fraudulent energy contracts.

The former employees of Alberta Energy Savings, now called Just Energy, pleaded guilty to charges under Alberta's Fair Trading Act for false contracts made between June 30 and July 19, 2009.

The parent company had no knowl-

edge of their sales peoples' activities, said Mike Berezowsky, a spokesman for Service Alberta, the ministry responsible for consumer issues.

The scam involved the salespeople contacting homeowners to sell electricity and natural gas contracts. During the conversations, they gleaned enough information to write contracts between the homeowners and the energy company. They then forged the homeowners' signatures onto the contracts, Berezowsky said.

The salespeople then impersonated the homeowners when the

energy company's call centre made a "verification call" to confirm the contracts, Berezowsky said.

Service Alberta has received 414 complaints about energy marketers in the past seven years, but the majority of calls relate to aggressive or misleading marketing pitches, not forgery.

"The forging is unprecedented — what we usually see is salespeople using misleading pitches," Berezowsky said.

The employees duped a total of four households in Edmonton, Barrhead and Innisfail.

The false contracts were eventually cancelled.

Kimberley Bernard pleaded guilty July 8 to one charge under the provincial Fair Trading Act and was fined \$1,500.

Narek Hakobyany pleaded guilty June 16 to one charge under the act and was fined \$3,000. Shadow Fox Thunderstorm pleaded guilty May 31 to one charge under the act and was fined \$2,300.

They were each placed on 12 months' probation and ordered to perform community service.

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