Financial Literacy Resource
International Languages – Level 1/2 Academic
ASSESSING OUR SPENDING HABITS

Connections to Financial Literacy

International Language classes equip students with the skills necessary to communicate effectively and think critically, while engaging and expanding their understanding of the world around them. Financial Literacy is a sound concept that is easily integrated into these programs of study.

The following resource allows students to utilize their prior knowledge of favourite pastimes/hobbies, and foods/housing while also expanding their understanding of the difference between needs and wants. Concepts and ideas of social responsibility and active citizenship are also included. Students will acquire new vocabulary in the language under study relating to assessing spending habits for the purpose of:
- *understanding the difference between needs and wants;*
- *reflecting critically about weekly their own spending habits in relation to needs and wants;*
- *realizing the importance philanthropy and social/civic responsibility;*
- *collaborating, planning and using teamwork skills.*

International Languages - Level 1 or 2 Academic LBABD – LYXBD	
Curriculum Expectations	**Learning Goals**
Oral Communication: Speaking - communicate orally in various situations and for different purposes, using simple language appropriate to the level - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident) - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows) **Oral Communication: Listening** - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level. - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level **Writing** - communicate orally in various situations and for different purposes, using simple language appropriate to the level - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend) - write a variety of questions and answers - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire)	After completing the learning experiences below, students will: • communicate about needs vs. wants in simple contexts; • brainstorm, plan and express ideas related to needs and wants; • Work collaboratively to create and present basic human needs and wants to a small or large group.

Instructional Components and Context

Readiness
Pre-assess students' prior knowledge and capabilities related to:
- foods, hobbies, past-times, activities related to what one normally purchases in a typical week;
- appropriate language constructions to ask someone what they like/dislike, what they buy, do not buy, and appropriate responses
- what students would buy in a week

Terminology
budget
needs/wants
change
count
savings
brought
buy

Materials

- ☐ graphic organizer with days of week in target language for later recording purchases
- ☐ t-chart (example on board or pre-made for students)
- ☐ index cards
- ☐ writing utensils
- ☐ modelling clay, pipe cleaners
- ☐ computer lab, or chart paper, old magazines, or markers/pencil crayons
- ☐ dictionaries paper or on-line as needed (optional)

Minds On
- ◆ Establishing a positive learning environment
- ◆ Connecting to prior learning and/or experiences
- ◆ Setting the context for learning

Connections
(A **for** L) Assessment **for** learning
(A **as** L) Assessment **as** learning
(A **of** L) Assessment **of** learning
(DI) Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

WEEKLY PURCHASES

Description
A week ahead of time, teachers will provide students with a chart ofwith the days of the week. Students will be asked to record their purchases for one week. This could include past-times, food, clothing etc.
The following week, students work with a partner and will then circle three things from that list that they consider to be most important. Chart could also have sentence-starter prompt at the bottom where students also write the three choices and a prompt for the reason why they are important. **(A FOR L) (DI)**

Teacher to generate a basic discussion about *wants* and *needs*.
- **Teacher Prompt**: *What do you normally buy in a week? Which of the things you have are most important to you? Why? (shoes, game system, computer, food, bike, cell phone, clothes, house etc)* Record the students' answers on the board. **(A FOR L)**

Whole Class ⇒ Brainstorming, Graphic Organizer, Think-Pair-Share

(*Assessment FOR Learning)-* *through the use of the graphic organizer, teachers will be able to immediately assess students' understanding of the concept of needs and wants, and make adjustments to instruction where necessary.*

(*Differentiated Instruction)-* *Using graphic organizers and by providing sentence prompts helps to meet the needs of the diverse learners in the classroom.*

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Action!
- Introducing new learning or extending/reinforcing prior learning
- Provide opportunities for practice and application of learning (guided > independent)

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WELCOMING NEWCOMERS

Description

a. Tell the students to imagine that a **family** just came to Canada from a country where the target language is spoken. The family was not able to bring very much with them. The people in the neighborhood want to help them start their new lives by providing a few of the family's most important **needs** first. **(A FOR L)**

b. Ask the students to look at their list and choose the items that would be "**needs**" for this **family**. Star or underline these items on the list. The other items are considered "**wants**." **(A FOR L)**

c. Discuss the difference between **wants** and **needs** and guide the students to name the most basic **needs** (food, shelter, clothing). **(A FOR L)**

d. Give students 10 index cards. Instruct the students to write five wants on half the cards and five needs on the other half.

e. Direct them to pass their sets of cards to another group in the classroom to divide into wants vs. needs. Prioritize the each list. **(A FOR L)** *Teacher to circulate.* **Teacher prompt:** *Why is item A more important than item B? How did you decided which items were more important?* **(A FOR L) (A AS L)**

f. Using modelling clay, pipe cleaners, wax strips etc. Allow students to make two items that are considered needs and two items that are considered merely wants. **(A FOR L) (DI)**

g. With the whole class, create a list of local organizations that help people who are in need or who have just moved to your city. Teacher could also have some equivalent international groups listed in target language.

h. Discuss why it is important for a community to help others/newcomers. **Teacher Prompt:** *Why is it important to help others?*

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Whole Class & Small Groups of 3-4 ⇒ Guided Discussion, Concept Attainment, Non-Linguistic Representation of Learning

Teacher Note: *The discussion of moving to a new country/city may raise some sentiment or prior knowledge in your classroom if your students have had some experience with this.*

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Consolidation	
◆ Providing opportunities for consolidation and reflection ◆ Helping students demonstrate what they have learned	

COLLAGE
 	
Description
   a. Working with a partner, assemble a collage that is entitled, "*What the World Needs Now." The images should communicate to the audience what the students feel are the essential needs in our our world. **Teacher Note:** Students may use computer program to generate, cut-paste, or drawing* **(DI) (A OF L)**
   b. Partners to present to small group or class stating what the world needs, and why it is important. **(A OF L)**
   c. Students to complete exit card with prompts, images checklist (depending on level) to identify and reflect on their own learning and understanding. *Prompts on exit card could include: I can understand the difference between needs/wants because* _____.
 	
As a possible extension, the teacher could organize an excursion to one of the agencies assisting new Canadians and/or volunteer as a group for a half day.
	Whole Class or Groups of 2 ⇒ Technology at the Point of Instruction & Learning (for ex. Glogster), Exit Card