



TEACHING UNIT

General Topic:	Investing Money
Unit Title:	Making Investments
Grade Level:	Grade 10
Recommended Curriculum Area:	Information and Communication Technology
Other Relevant Curriculum Area(s):	Career Development



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Possible Curriculum Integration Points

Grade 10 Information and Communication Technology: Recommended

Outcomes:

- Solve problems, reach conclusions, make decisions, and/or propose answers to questions by analyzing data/information.
- Assess textual, and visual information, as well as the sources of the media, to determine context, perspective, bias, and/or motive.
- Critique the validity of information from websites and other media sources.
- Analyze whether information collected from media sources is sufficient and/or suitable for purpose and audience.
- Analyze data for accuracy, currency, credibility, validity, reliability, objectivity, fairness, and relevance.

Other Relevant Curriculum Area(s)

Grade 10 Career Development

Outcomes:

- 1.A.1 Explore own abilities, interests, skills, values, attributes, and personal qualities to determine strengths and weaknesses. Identify and compare how internal and external factors affect motivation.
- 1.A.8 Explore personal desires and Interests
- 3.I.3 Demonstrate how own values and attitudes influence the decision making process.
- 3.J.1 Explore the concept that every decision is a life/work decision.

Relevant Social Studies Curriculum Outcomes

- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-104 Seek consensus in collaborative problem solving.

Relevant Economic Outcomes

- Different kinds of investments (stocks, bond, GIC, etc.)
- Factors that can affect the return on different investments
- The different kinds of risks associated with various investments
- The trade-off between risk and reward
- Importance of knowing your investment goals, preferences, and risk tolerance
- How investors can differ in terms of goals, preferences, and comfort with risk
- Concept of an investment portfolio
- The concept and advantages of diversifying investments
- Various frauds and scams that exist
- Where to find good information and advice

Background Information

Students need to learn about the different kinds of investments, so that in the future, they will be able to build a portfolio to fit their goals, preferences and comfort level. They need to learn the advantages of diversifying their investments to reduce their risk. Learning about the kinds of frauds and scams that exist will help them avoid these pitfalls.

Overview of the Unit

The unit is introduced by watching 2 episodes of the Economics of Seinfeld, which talk about investing. This is followed by a brief discussion about the pros and cons of investing. Next the class will participate in a Jigsaw activity that uses the internet to obtain information about the kinds of investments. After learning about diversification the students will read and complete a questionnaire about investing. Then each student will complete a quiz about how vulnerable they are to fraud. The last activity has the students review fraud and scams websites and report their findings to the class.

Estimated Time Frame: 3–4 periods — 60 minutes each

Suggested Implementation Strategy

Period 1 60 minutes

- Write the word investing on the board and ask the class to define what investing means. (Simply put, it means putting your money to work for you.)
- Show the following 2 episodes of from the Economics of Seinfeld.
 - In the first one, Jerry's stock declines and he loses his money.
<http://www.youtube.com/watch?v=IkMdyWJ0-zc>
 - In the second episode Jerry talks about not investing his money.
http://www.youtube.com/watch?v=Z0FgnCSV_yU
- Ask the class what are the pros and cons of investing?

- Tell the class that they will be using the internet and participating in a jigsaw activity to learn about different ways of investing and the pros and cons of each kind of investment.
- Divide the class into 6 groups. Assign each group a topic listed below.
 1. Stocks
 2. Bonds
 3. Mutual Funds
 4. Savings Accounts and GIC's
 5. Real estate and Collectibles
 6. Commodities (raw materials)
- Allow 20 min. for groups to research on the internet what their investment is, how it works, and the pros and cons of this investment. They will become the experts.
- In the same groups, the students number off 1–6 and meet with their new group. (e.g. All # ones together, all # twos together, all #3 together, etc.)
- Allow 20 min. for the experts to teach the others what they have learned about their investment.
- End the period by taking a poll of the class, asking for a show of hands. Now that they have some information about the kinds of investments, if they had \$1000 to invest, where would they put their money? (in 1,2,3,4,5,or 6)

Period 2 60 minutes

Before the class begins, the teacher needs to make copies of the handouts.

- Show the 2 cartoons to the class. (*Handout 1*)
 - Ask the class how risk can be reduced when investing?
- Show the picture of the basket of eggs. (*Handout 2*)
 - Ask what does diversity mean?
 - Explain that in financial terms, diversity means not putting all your eggs in one basket.
- The teacher, or a volunteer from the class, reads the following:

What is diversification? To spread out investments to limit losses in case prices fall. Historically, stocks, bonds and cash do not move up and down at the same time. For example, when the stock prices fall, the bond prices often rise because investors sell off their stocks and buy less risky assets.

- The teacher can opt to do this activity in pairs or individually.
- Go to the following website and open “CFEE Sites” and then open “Money and Youth.”
- Ask the students to read Chapter 13, P. 163–174 in *Money and Youth*, and complete the “Money and Youth Questionnaire” provided. (*Handout 3*)
<http://moneyandyouth.cfee.org/en/resources/thebook/section5.pdf>

Period 3 60 minutes

Before the class begins, the teacher may want to make a copy of the LIST OF FRAUD AND SCAM INFORMATION WEBSITES (Handout 4)

- Cut them into strips, and put them in jar or hat, so the students can pick one.
- Tell the class that they will be taking a quiz to find out how vulnerable they are to frauds and scams at:
<http://www.ic.gc.ca/eic/site/oca-bc.nsf/eng/ca01960.html>
- When they are finished the quiz, they chose a partner, pick a website, and access it. They will make a brief report about the website, (e.g. how the scams works.) They will critique the validity of information from this website, (e.g. who sponsors the site)?
- Students give their reports to the class.

Possible Evaluations

1. Assess the “experts” research and reporting to the groups.
2. Mark the Chapter 12 questionnaires.
3. Assess the Fraud /Scam reports.

Follow-Up Activities

1. Use “The City”, an online teaching unit, as an alternate unit. Go to module 9, “Investing” — sponsored by the British Columbia Securities Commission.
<http://www.themoneybelt.gc.ca/theCity-laZone/eng/Ab-eng.aspx>
2. There are 2 lessons provided by Investors Education Fund about risk and return at:
<http://www.getsmarteraboutmoney.ca/en/education-programs/for-teachers/curriculum-tools/fair-play/Documents/fair-play-investment-risk-products.pdf>
3. The students can make their own investment portfolio.
4. Students can play a virtual stock game at:
<http://www.howthemarketworks.com/trading/trade.php>

Modifications or Suggestions for Different Learners

- There are opportunities for everyone to contribute to the discussions and group activities. The teacher may pair students with others who may need assistance.

Handouts/Resources

1. The Economics of *Seinfeld* episodes.
2. Investment Cartoons/Pictures
3. Canadian Foundation for Economic Education — *Money and Youth*, and Questionnaire
4. List of Fraud/ Scam Websites

Other Website Resources

1. <http://www.getsmarteraboutmoney.ca/tools-and-calculators/quizzes/how-vulnerable-are-you-to-fraud.htm>
Another site that quizzes vulnerability to fraud.
2. <http://www.moneyinstructor.com/investing.asp>
Money Instructor has created this website for kids as an introduction to investment. There are many lessons about money appropriate for grades 3–12: Some of the lessons are about stocks, bonds, interest, risk and return, return on investment, etc.
3. <http://library.thinkquest.org/3096/>
This website is designed by kids for kids. It examines stocks, bonds, and mutual funds. It teaches the principles of saving and investing. It includes a stock game. It is sponsored by Oracle Thinkquest Educational Foundation
4. http://www.practicalmoneyskills.com/resources/free_materials/index.php
This is an excellent site for teachers. They can download many modules, games DVD's and videos.
5. <http://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>
Future entrepreneurs can access this website for free lessons on finance and wealth creation. All lessons are taught by Toki using four financial games. Games are designed around levels from Kindergarten to Grade 12. For instance, Ima's Pay Yourself First", teaches about using your money wisely.
6. <http://senseanddollars.thinkport.org/games/home.html>
Here is a cool website that teaches kids about growing their money. It talks about how interest and time can grow your money. Different kinds of investments are explained, stocks and bonds, securities and mutual funds. It is sponsored by Maryland Public Television.



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I think we should invest in wind energy now. After all, all our previous investments have gone with the wind anyway.

Brainstuck.com

Handout 1



Handout 2

List of Fraud and Scam Information Websites

1. <http://www.gov.mb.ca/finance/literacy/fraud.html>
2. http://www.winnipeg.ca/police/TakeAction/frauds_scams.stm
3. http://www.msc.gov.mb.ca/education/resources/dvd_guide.pdf
4. http://canadaonline.about.com/od/scams/Consumer_Scams_in_Canada.htm
5. <http://www.scambusters.org/kidsscams.html>
6. <http://www.fbi.gov/scams-safety/fraud>
7. <http://www.rcmp-grc.gc.ca/scams-fraudes/index-eng.htm>
8. <http://www.scamwatch.gov.au/content/index.phtml/tag/BankingOnlineAccountScams>
9. <http://www.antifraudcentre-centreantifraude.ca/english/home-eng.html>
10. <http://www.lookstoogoodtobetrue.com/fraud.aspx>
11. <https://www.securities-administrators.ca/investortools.aspx?id=1008&linkidentifier=id&itemid=1008>
12. <http://www.stopfraud.gov/protect.html>
13. <http://www.antifraudcentre-centreantifraude.ca/english/recognizeit.html>
14. <http://www.consumerinformation.ca/eic/site/032.nsf/eng/00714.html>
15. <http://www.cbc.ca/news/canada/manitoba/story/2011/12/23/mb-frauds-insurance-manitoba.html>

Handout 4