

Lesson 6

Chapter 1: Investing concepts

Recommended Course: Career Studies, Grade 10, Open

Recommended Course Code: GLC20

Strand: Planning and financial management to help meet post-secondary goals

Time: One 75-minute period

Topic: Setting goals and time horizons



Curriculum Connections

OVERALL EXPECTATIONS:

- C2. Demonstrate an understanding of responsible management of financial resources and of services available to support their financial literacy as they prepare a budget for their first post-secondary year.

SPECIFIC EXPECTATIONS:

- C2.1 Describe fundamentals of financial responsibility, assessing the benefits of a variety of savings options and exploring planning tools available through financial institutions and other avenues.

21ST CENTURY/GLOBAL COMPETENCIES:

- Digital literacy: Selecting and using appropriate digital tools to collaborate, communicate, create, innovate and solve problems.
- Critical thinking and problem solving: The ability to analyze information, think critically and develop creative solutions to complex problems.
- Communication: Effectively conveying ideas, information and data through various mediums, including written, oral and visual communication.
- Collaboration and teamwork: Working effectively with diverse groups of people, recognizing the value of different perspectives, and achieving common goals.
- Financial literacy: Understanding basic financial concepts and the ability to make informed financial decisions.



Assessment and evaluation

Assessment/success criteria:

- Students will categorize financial goals as short term, medium term or long term.
- Students will classify different savings and investing vehicles as low risk, medium risk or high risk.
- Students will set personal financial goals, and explore appropriate savings and investment options for different time horizons.
- Students will advise their peers on how to save and invest to achieve their financial goals.

Assessment tools: (Assessment FOR/AS learning)

- Questioning
- Conversation
- Observation
- Presentation

Prior learning

Prior to this lesson, students will have an understanding of

- the concepts of apprenticeship training, college, community living, university or the workplace
- the range of factors that can influence their future education and career/life opportunities
- their own interests, values, skills (including transferable skills), strengths and areas that require further development
- traditional and alternative asset classes (recommended)

Instructional strategies

- Direct instruction.
- Teacher modelling.
- Small group work.
- Class discussion.
- Presentation.
- Scaffolding.
- Questioning.

Materials and resources

- Computer, speakers, classroom digital video projector, internet access.
- Video: "[Risk and return expectation.](#)"
- Whiteboard and markers, chalk and chalkboard or equivalent.
- PowerPoint presentation: "Setting goals and time horizons."
- Optional: Student handout – PowerPoint slides.
- Worksheet: "My goals." (Slide 10: This may be printed or provided digitally through the class website).
- Student devices, classroom computers or shared computers, tablets, laptops, etc.

MINDS ON (15 minutes)

1. Distribute post-its to students.
2. On their post-it, have students write down their name, along with one personal goal, specifying that this goal must require money to achieve it (e.g., travelling to a specific country, attending a specific post-secondary institution, buying a specific car, buying a home in a specific area).
3. Inform students that their goal will be read out to the class.
4. Collect the slips on paper and read out each one, without disclosing the name of the student who wrote it.
5. Students should guess who wrote down each goal.
6. Explain that today's lesson will explore setting goals and time horizons.

ACTION (30 minutes)

1. Introduce the concept of investment timelines, explaining that they refer to our time horizon as the years over which you will be contributing to the account and investing until the money is needed, in whole or in part (Slide 4).¹
2. Return post-its to students, and with Slide 4 still projected, have students categorize their goals as short term, medium term or long term by sticking their post-it beside the appropriate time horizon.
3. Optional: Distribute copy of slide deck to students (printed 4 or 6 slides per page).
4. Ask students to hypothesize what type of investment risk would be advisable for each timeline.
5. Watch Money Gains: "Setting goals and time horizons."
6. Discuss: Ask students if their hypotheses were correct.
7. Discuss the importance of matching investment timelines with financial goals.
8. Explain that short-term goals require more liquid and less risky investments, while long-term goals can tolerate higher-risk investments.
9. Emphasize that medium-term goals fall somewhere in between in terms of risk and liquidity.
10. Introduce the idea that different investment vehicles are better suited for different timelines.
11. Go over slide with basic savings and investment options (e.g., stocks, bonds, savings accounts, real estate).
12. In pairs or small groups, have students categorize each investment as suitable for short-term, medium-term, or long-term goals.
13. Discuss their findings as a class, and summarize finding on the PowerPoint.

¹ Investing in the stock market: A beginner's guide (n.d.). Fidelity Investments. Retrieved November 3, 2023, from <https://www.fidelity.ca/en/insights/articles/investing-in-the-stock-market-a-beginners-guide/>

CONSOLIDATION AND CONNECTION (30 minutes)

1. Distribute and/or post "My goals" worksheet (Slide 10), and instruct students to complete columns 1, 2, and 3 and then use the Fidelity Investment Finder to come up with two possible investment options for each of their goals to complete column 4. Model how to use this tool, and how to filter by risk (20 mins).
2. Debrief in groups: Have students share their goals in partners or small groups. After each group member shares each goal, the others should give advice as to which investment option is best given the timeline of each goal. Teacher circulates and provides encouragement and feedback.

Accommodations

- Scaffolding.
- Modelling.
- Providing notes.
- Strategic heterogeneous grouping.
- Visual aids.
- Multi-modal presentation of material (orally, visually, video).
- It is important to avoid assumptions and respect family and cultural expectations, practices and perspectives when discussing financial responsibility and planning with students.



References

Fidelity investment finder. (n.d.). Fidelity Investments Canada. Retrieved November 8, 2023, from <https://www.fidelity.ca/en/products/investmentfinder/>

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