

## Lesson 3

# Chapter 3: How to invest

**Subtopic:** Types of accounts

**Grade level:** 9–12

**Duration:** 60 minutes

### Learning objectives

- Define different types of investment vehicles within registered and non-registered savings accounts.
- Understand the characteristics and benefits of each type of investment vehicle.
- Evaluate which investment type might suit different investor profiles.



### Cross-curricular connections

#### MATH (GRADE 9: FINANCIAL LITERACY)

- Demonstrate an understanding of the value of using a variety of tools to manage financial situations and make informed financial decisions.
- Describe ways to manage financial risks and how risks can influence financial decisions.

#### LITERACY (GRADE 9–12)

- Reading: Read and analyze informational scenarios to determine the best course of action for investment.
- Listening and writing: Listen and interpret video knowledge and organize in a visual way.
- Oral communication: Communicate ideas clearly and effectively in discussions.

#### CAREERS (GRADE 10)

- Demonstrate an understanding of financial management to make informed career and life decisions.
- Demonstrate an understanding of responsible consumer and financial decision-making, including saving and investing.

#### ACCOUNTING (GRADE 11)

- Explain the role of financial management in decision-making for individuals and businesses.
- Describe the impact of financial planning and personal money management strategies on individual wealth.

#### BUSINESS LEADERSHIP (GRADE 12)

- A2. Demonstrate an understanding of financial planning and decision-making strategies.

### 21<sup>st</sup>-century skills

#### COLLABORATION

- Working in groups to solve real-world financial scenarios and demonstrate learning.

#### CRITICAL THINKING

- Analyzing video content and organizing into comprehensive comparison charts. Analyzing investor scenarios to determine the best investment vehicle.

#### COMMUNICATION

- Sharing ideas clearly and effectively with peers.

## Materials needed

- Video from Fidelity: "Types of accounts."
- Projector.
- PowerPoint from Fidelity.
- Taboo game cards.
- Exit ticket handout (printed out or digital, one per student).

## MINDS ON

### ACTIVITY: VIDEO FROM FIDELITY: "TYPES OF ACCOUNTS" AND HANDOUT ORGANIZER (TO BE MADE)

**Video duration:** 8 minutes

**Materials:** Printed or digital handout organizer – one per student, lesson slideshow

**Total duration with take up:** ~20 minutes

**Instructions:** Students will watch the video provided by Fidelity and circle the correct answer on the multiple choice worksheet. The teacher will then take up the questions based on each account using the slideshow (answer key provided on document as well as slideshow), and then reveal the complete slide for each account.

## MAIN LESSON

### ACTIVITY: MATCH-UP CHALLENGE

**Duration:** ~20 minutes

**Materials:** Match-up cards, cut up individually.

**Instructions:** Give each student one or more cards. Encourage students to collaborate and use reasoning to decide which facts best align with each account. Once a group of students believe they have matched their

purpose, contribution limit, tax features, withdrawal rules and eligibility, they can approach the teacher to check their work. Keep them in their groups, with their cards, and tell them that they will share their answers with the class. Time the game from start to completion, and play it several times throughout the course to see how students improve their timing and understanding!

## CONSOLIDATION

### ACTIVITY: TAKE UP AND DISCUSSION

**Duration:** ~15 minutes

**Materials:** Slideshow, match-up cards (students keep the ones they originally had)

**Instructions:** Have students remain in their match-up groups for each account and present the facts regarding purpose, contribution limit, tax features, withdrawal rules and eligibility.

Finally, ask to "think-pair-share" for all or some of the following questions (on the slideshow as part of consolidation):

1. Why is it important to consider your future goals (like education, retirement or buying a home) when choosing an investment account?
2. Why do you think the government offers incentives like tax deductions or grants for some accounts?
3. How does your income level affect your ability to contribute to or benefit from each type of account?
4. What is the risk of not understanding the rules or contribution limits for these accounts?
5. How can these investment accounts help someone build long-term financial security?

## Citations

Fidelity Investments Canada ULC. (2022). *Money Gains: Making it count*. <https://www.fidelity.ca/en/investor-education/moneygains/>

Ontario Ministry of Education. (2021). *Grade 9 mathematics (MTH1W)*. Ontario Curriculum and Resources. <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-mathematics/courses/mth1w>

Ontario Ministry of Education. (2007). *Business Studies, Grades 11 and 12: The Ontario Curriculum, Grades 11-12* (revised). Ontario Ministry of Education. <https://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

Ontario Ministry of Education. (2023). B1. *Oral and non-verbal communication*. In *The Ontario curriculum: English, Grade 9 (ENL1W)*. Retrieved April 29, 2025, from <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-english/courses/enl1w/b/b1>

Ontario Ministry of Education. (2019). *The Ontario curriculum: Career studies, grade 10, open (GLC2O)*. <https://www.edu.gov.on.ca/eng/curriculum/secondary/career-studies-grade10.pdf>