

Lesson 4

Chapter 3: How to invest

Subtopic: Breaking down investment styles

Grade level: 9–12

Duration: 60 minutes

Learning objectives

- Define the three main investment styles (active, passive and systematic).
- Compare the pros and cons of each investment style in terms of risk, cost, management involvement and return objectives.
- Describe how each investment style works, including the role of investment managers, the level of involvement and decision-making, and the typical fee structures.
- Differentiate between bottom-up and top-down approaches in active investing.
- Explain the concept of rebalancing in passive investing and why it's important.
- Identify key characteristics and equity factors used in systematic investing, such as size, value and momentum.
- Recognize situations where one investment style may be more suitable than others based on investor goals and preferences.



Cross-curricular connections

MATH (GRADE 9: FINANCIAL LITERACY)

- Modify budgets displayed in various ways to reflect specific changes in circumstances, and provide a rationale for the modifications.

LITERACY (GRADE 9–12)

- Reading: Read and analyze informational scenarios to determine the best course of action for investment.
- Listening and writing: Demonstrate an understanding of oral texts by summarizing important ideas.

- Oral communication: Communicate ideas clearly and effectively in discussions.

CAREERS (GRADE 10)

- Describe factors that affect financial decision making (e.g., risk tolerance, income level, long-term goals).
- Demonstrate an understanding of financial and other resources needed to achieve post-secondary goals.
- Use research and analysis skills to investigate financial markets and investment products.

ACCOUNTING (GRADE 11 AND 12)

- Explain how investment decisions affect the financial position and performance of individuals or businesses.
- Demonstrate an understanding of the importance of financial planning and management.
- Assess risks and returns associated with various types of investments.
- Consider the implications of fees, costs and ethical factors when advising on investments.

21st-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.

- Applying content to given scenarios using advantages and disadvantages.

COMMUNICATION

- Sharing ideas clearly and effectively with peers.

Materials needed

- Video from Fidelity: "Different types of investment styles."
- Projector.
- PowerPoint from Fidelity.
- Investment styles comparison chart (one per student).
- Debate planning sheet (for two teams only).
- Debate rubric (for judges only).
- Reflection sheet (one per person).

MINDS ON

ACTIVITY: PERSONAL INVESTMENT CHOICES

Video duration: ~6 minutes

MATERIALS:

- Fidelity PowerPoint.
- Investment styles comparison chart (one per student).

Total duration with take up: 15 minutes

INSTRUCTIONS:

1. Eight minutes: Present the video "Different types of investment styles." Have students complete the table based on the key information from the video using the investment styles comparison chart. The teacher can pause the video after each section to allow students to fill in any blanks.
2. Seven minutes: Present the slideshow, engaging with students by having them share parts of their chart before revealing the information on the slide.

MAIN LESSON

ACTIVITY: DEBATE

Duration: 30 minutes

MATERIALS:

- Summary handout from minds on activity (one per student).
- Debate planning sheet (for two teams only).
- Debate rubric (for judges only).
- Timer or stopwatch (can use online one).

INSTRUCTIONS:

Objective: Students will deepen understanding of active and passive investing by arguing for and defending an assigned investment style.

1. Divide and assign: Split the class into three teams. Two teams will choose one investment style to champion, and the other team will be the judges of the debate.

2. Fifteen minutes: Using the debate planning sheet, ask students to prepare arguments, rebuttals and defence points for the debate. They can rewatch the video for their specific section (on personal computers) or review their notes from the minds on activity. An answer key is provided for teacher reference and can be given to judges to help them.
3. Fifteen minutes (approximately): Presentations. The order of the presentation can vary based on time restraints. A suggested breakdown is shown below. If less time is available, fewer arguments could be added. Encourage clear, confident communication with specific points, and require each student to share a piece of information. Judges will assess each debate speech, using the debate rubric, to determine the winner.

Opening statement	1 minute
Team 1 argument #1	1 minute
Team 2 rebuttal of Team 1 argument #1	1 minute
Team 2 argument #1	1 minute
Team 1 rebuttal of Team 2 argument #1	1 minute
Team 1 argument #2	1 minute
Team 2 rebuttal on Team 1 argument #2	1 minute
Team 2 argument #2	1 minute
Team 1 rebuttal of Team 2 argument #2	1 minute
Team 1 argument #3	1 minute
Team 2 rebuttal of Team 1 argument #3	1 minute
Team 2 argument #3	1 minute
Team 1 rebuttal of Team 2 argument #3	1 minute

CONSOLIDATION

ACTIVITY: CONSOLIDATION OF DEBATE

Duration: 15 minutes

MATERIALS:

- PowerPoint (continued).
- Debate rubric (for judges only).
- Reflection sheet (one per person).

Instructions:

1. After the debate, the judge team will deliberate to determine the winning team of the debate and share their reasoning, using the debate rubric.
2. Summarize: There is no single best style; choice depends on individual goals, risk and preferences.
3. Have each student reflect on their learning today using the reflection sheet. This can be collected for formative learning and completion.

Citations

Fidelity Investments Canada ULC. (n.d.). *Money gains*. Fidelity Canada. <https://www.fidelity.ca/en/investor-education/moneygains/>

Ontario Ministry of Education. (2009). *The Ontario curriculum, grades 11 and 12: Business studies*. Government of Ontario. <https://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

Ontario Ministry of Education. (2009). *The Ontario Curriculum, Grade 10: Career Studies*. Link (PDF): <https://www.edu.gov.on.ca/eng/curriculum/secondary/grades10career.pdf>

Ontario Ministry of Education. (2021). *The Ontario curriculum, grades 9 and 10: Mathematics – MTH1W: Grade 9 de-streamed mathematics course*. Government of Ontario. <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-mathematics/courses/mth1w>

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