

## Lesson 1

# Chapter 1: Investing concepts

**Recommended current course:** Building the entrepreneurial mindset

**Recommended course code:** BEM10

**Previous course:** Introduction to business, Grade 9 or 10, Open

**Focus:** Personal finance

**Time:** One 75-minute period

**Topic:** The difference between saving and investing



## Curriculum Connections

### OVERALL EXPECTATIONS:

- Develop skills in managing personal income effectively, such as skills in budgeting, planning, saving and investing.

## Curriculum expectations

### A1.2

Use a project management process to manage the main aspects of a business project, including goals, key performance indicators, resources, delegation of tasks and responsibilities, progress of tasks, deadlines and risks, while demonstrating a leadership style appropriate to each situation.

### A1.3

Evaluate tasks and projects on a regular basis in terms of goals, key performance indicators and outcomes, taking into account feedback gathered from a variety of sources.

### A2.1

Identify a variety of existing and emerging digital technologies, tools and applications designed to support the completion of various business-related tasks and projects.

### A2.3

Select and use the most appropriate digital technologies, tools and applications to complete a variety of business-related tasks and projects.

### A3.1

Describe ways in which problem solving and creative and critical thinking can be applied to address local and global real-world opportunities and challenges.

### A3.4

Create and maintain a portfolio that illustrates business competencies and growth as an entrepreneur.

### C1.2

Research, synthesize and organize information from a variety of sources to support the topic and purpose of various business texts and to provide accurate and credible communication.

## Lesson 1

### Chapter 1: Investing concepts

#### **BBI10/20 EXPECTATIONS:**

- Identify various types of investment alternatives (e.g., GICs, stocks, bonds, mutual funds).
- Compare the benefits of saving and investing.
- Demonstrate an understanding of the factors that will affect the value of money over time (e.g., compounding interest, rate of inflation, saving, investment decisions).

#### **TRANSFERABLE SKILLS/21<sup>ST</sup> CENTURY COMPETENCIES:**

- 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.
- Digital literacy: Selecting and using appropriate digital tools to collaborate, communicate, create, innovate and solve problems.



## Assessment and evaluation

### Assessment/Success criteria:

- Students will differentiate between saving and investing.
- Students will identify the benefits and risks associated with saving and investing.
- Students will apply their knowledge to make informed financial decisions.

### Assessment tools: (Assessment FOR/AS learning)

- Questioning
- Observation
- Presentation
- Debate

## Prior learning

Prior to this lesson, students will have an understanding of

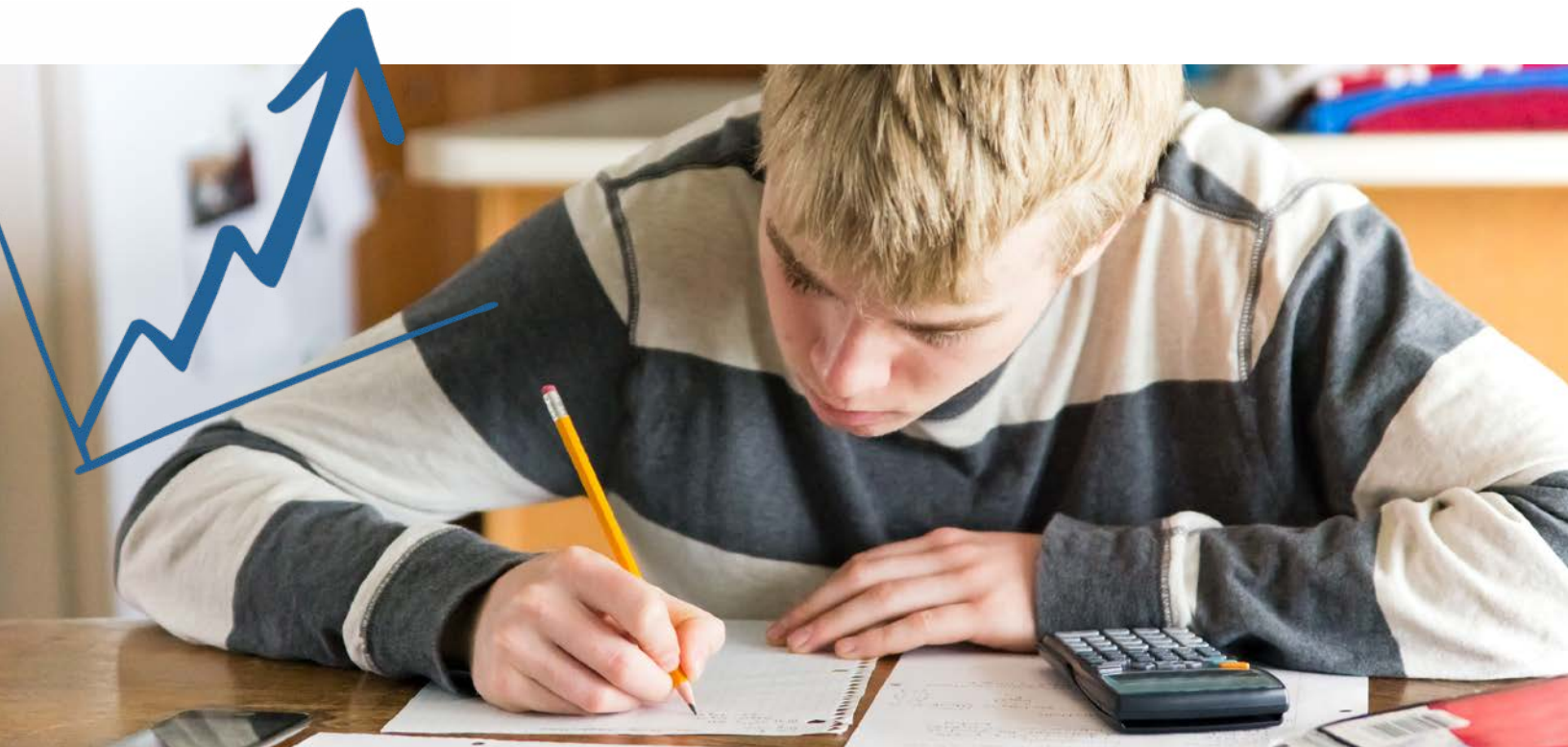
- the difference between saving and investing
- basic asset classes including cash, equities, bonds, crypto and real estate
- the importance of setting goals and time horizons

## Instructional strategies

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

## Materials and resources

- Computer, speakers, classroom digital video projector, internet access.
- Video: "The difference between saving and investing" (embedded in slide deck)
- Whiteboard and markers, chalk and chalkboard, or equivalent.
- PowerPoint presentation: "The difference between saving and investing" (embedded in slide deck)
- Student devices, classroom computers or shared computers, tablets, laptops, etc.
- Mini whiteboards or chart paper and marker.



**MINDS ON (15 minutes)**

1. Begin by asking students the following questions to activate prior knowledge:

- Who here has a piggy bank?
- Who has a savings account?
- Who has investments in their name? What kind?
- What is the difference between saving and investing?
- Why might someone choose to save money? Why might someone choose to invest money?

After discussing these questions, explain that today's lesson will delve deeper into these concepts and explore the benefits and risks of both saving and investing.

**Note: All instructions, along with visual aids, will be explained by the teacher and also presented visually on PowerPoint slides.**

**ACTION (20 minutes)**

1. Distribute student copy of PowerPoint slides.
2. Watch Money Gains: "The difference between saving and investing."
3. Review the concepts from the video with the PowerPoint slides.
4. Have students use the Fidelity savings calculator to illustrate how much they would have to save each month to achieve a financial goal. Discuss as a class.

**CONSOLIDATION AND CONNECTION (30 minutes)****PARTNER ACTIVITY: CASE STUDY**

1. Have students form partners or groups of three.
2. Instruct students to choose three different financial scenarios out of the ten outlined on the PowerPoint. These scenarios represent various life stages, goals or financial situations. For each scenario, consider factors such as age, income, goals and risk tolerance.
3. Instruct students to create a PowerPoint presentation that includes for each scenario:
  - a. Analysis: For each of the three scenarios, analyze whether saving or investing would be the more suitable financial strategy. Consider the following questions:
    - i. What are the financial goals in this scenario (short-term, long-term)?
    - ii. How much risk can the individual in the scenario tolerate?
    - iii. What are the potential benefits and drawbacks of saving in this situation?
    - iv. What are the potential benefits and drawbacks of investing in this situation?
  - b. Recommendation: Based on their analysis, students should make a clear recommendation for each scenario: whether the individual should save, invest or a combination of both. Justify your recommendations with evidence from your research and analysis.

**Note: Students will have the rest of class to work on this, and should complete it for homework.**



## Homework

- Students should prepare to present their findings the following day in class.

## Accommodations

- Students can be supported throughout these discussions through teacher prompts.
- Differentiated instruction:
  - Content will be provided auditorily and visually.
  - Differentiation through letting students choose which products to investigate during the “minds on,” which scenarios to analyze and how to present their findings.
- Provide organizers/notes:
  - Students will be provided with a handout with the PowerPoint slides.
- Chunking/scaffolding:
  - The teacher will model the first case study analysis using Scenario 1.
- Students with anxiety about presenting may be accommodated by either presenting from their seat or presenting privately to the teacher.
- Peer learning partners:
  - Strategic heterogeneous grouping (grouping students of various abilities) will help to better encourage conversation and collaboration learning skills as they help and advocate for each other in understanding and communicating their ideas.
- Extra time/adjust pace:
  - Students can complete the task for homework if needed.
  - The teacher can be available for extra help.

## References

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