

**Financial Literacy Resource**  
**International Languages – Level 1/2 Academic**  
**PLANNING AND BUDGETING FOR AN EVENT**

**Connections to Financial Literacy**

International Language classes equip students with the skills necessary to communicate effectively and think critically, while engaging and expanding their understanding of the world around them. Financial Literacy is a sound concept that is easily integrated into these programs of study.

*The following resource allows students to utilize their prior knowledge of shopping and celebrations while also developing their understanding of spending, saving and donating. The importance of philanthropy and how to plan and budget for a fundraising event are also a key piece of this resource. As well, concepts and ideas of social responsibility and active citizenship are embedded. Teachers may wish to use this lesson at a time when the school is organizing a charitable campaign (e.g. United Way), so that the class could actually organize one of the fundraising events. Students will acquire new vocabulary in the language under study relating to philanthropy for the purpose of:*

- *planning a basic budget for an event and understanding the importance of philanthropy;*
- *discussing likes/dislikes;*
- *reflecting critically about an environmental or social issue in a country where the language is spoken and relating it to issues at home and/or a local environmental issue of importance to the students/community;*
- *being exposed to varied perspectives on how and why to become involved in supporting an issue, and thus integrating principles of active citizenship;*
- *collaborating, planning and teamwork;*
- *gaining an awareness of resources and their value in relation to money earned (spend, save, donate).*

**International Languages - Level 1 or 2 Academic**  
**LBABD – LYXBD**

**Curriculum Expectations**

**Oral Communication: Speaking**

- communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level

**Oral Communication: Listening**

- demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level

**Writing**

- communicate orally in various situations and for different purposes, using simple language appropriate to the level

**Learning Goals**

After completing the learning experiences below, students will:

- communicate their ideas in simple contexts on an environmental topic;
- brainstorm, plan and express ideas related to a fundraising event for the environment;
- work collaboratively to budget responsibly for a successful event.

## Instructional Components and Context

### Readiness

Pre-assess students' prior knowledge and capabilities related to:

- using the simple present verb tense
- recognizing the simple future verb tense

### Terminology

*save*  
*invest*  
*spend*  
*donate*  
*fundraise*  
*volunteer*  
*budget*  
*plan*  
*philanthropy*

### Materials

- Spend, Save, Donate template/organizer (see description in lesson)
- Chart paper
- Different coloured markers for the number of groups of 3-4 that will be created in the class
- List of non-profit organizations working in target language countries
- Picture of \$50 Canadian bill and equivalent currency from target language country

### Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

### Connections

Explicitly label:  
 (A **for** L) Assessment **for** learning  
 (A **as** L) Assessment **as** learning  
 (A **of** L) Assessment **of** learning  
 (DI) Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

### RELATING LEARNING TO REAL LIFE

#### Description

Display a small amount of money from one of the countries where the target language is spoken. This could be an opportunity to show students what money looks like from that country, and hold up the equivalent amount in Canadian dollars. Ask students if they ever receive gifts of money for holidays or special occasions, or if they have other sources of income, such as an allowance or part-time jobs. Discuss income briefly with students and ask what they usually do with their own money.

**Teacher Prompt:** "If you were given \$50, 50 euros, pesos, yen, etc., what would you do?" "Do you ever receive gifts of money for holidays, special occasions?" "Do you have part-time jobs or receive an allowance?"

- Teacher could prepare a self-assessment checklist using a t-chart with the same prompt questions, and/or a few choices for students from which to make a selection. This could be done prior to a class discussion. Conversely, ideas for the checklist could be generated as a class and then individually completed.

*Activating Prior Knowledge*  
*Whole Class and/or individual*

A  L Assessment for learning



<b>Action!</b> <ul style="list-style-type: none"> <li>♦ Introducing new learning or extending/reinforcing prior learning</li> <li>♦ Providing opportunities for practice and application of learning (guided &gt; independent)</li> </ul>	
<p><b>MONEY JARS</b></p> <p>Description Introduce terms- Spend, Save, Donate. Handout sheets to each student with pictures of “jars” or “piggy banks” on them, with the titles Spend, Save, Donate. Tell the students that they have all been given \$50. Working independently, they must decide how much money they will put in each jar. <i>i.e. how much will they spend, save, and donate.</i> Depending on level, provide sentence prompts if needed. <i>For ex. I will save... I will spend... I will donate...</i> Provide parameters, by telling students they must save a minimum of at least \$5 in each jar because they do not know what they future has in store.</p> <p>Have students pair up, and practice asking and answering questions. Have students form groups of four and share information on sheets.</p> <p>Teacher will then ask students to tally the combined amount in each of the donate jars. Groups will then share answers with the class. <b>Teacher prompt:</b> <i>How much will your group have in total for donating?</i> At the top of the chart paper, the teacher can write the total amount that the group will have to donate. The teacher will then explain that each group will be working to plan an event/activity to fundraise money for the chosen cause. Groups will then stand in front of a piece of chart paper. The teacher will explain that for the first round, the groups will have two minutes to brainstorm all of the things that they could do plan an event to raise awareness and money for the social/environmental issue linked to one of the target language countries, of the class’ choosing. <b>Student Prompts:</b> <i>Car wash, multicultural day, dance-a-thon, book sale etc.</i></p> <p>After two minutes, students will then move to the next chart paper, they will see how much money the other groups are working with and can read some of their ideas. Additional ideas can also be added. This time groups will have 1.5 minutes. Repeat a few times to see what other groups are working on and to generate ideas.</p> <p>As a next step, students can then look at the ideas on their chart papers. Working in their groups, and using the an organizer to outline their plans, student: how much they have to budget with, description of the event, possible outside sources for donation of prizes, money etc., number of people expected to attend/participate, and how much they expect to raise.</p>	<p><i>Whole Class and Groups of 3-4</i></p> <p><i>Questioning Numeracy Links</i></p> <p><i>Gallery Walk, Brainstorming (Cooperative Learning)</i></p> <p> <b>DI</b> <i>They can invent the questions to go with the sentence prompts and expand from there based on their level.</i> <b>Student prompt:</b> <i>How much will you save? How much will you spend? How much will you donate? For what will you save your money? etc.</i></p> <p> <b>DI</b> <b>Non-Linguistic Representation:</b> <i>The teacher could direct them that if they are unaware of the word(s) for a specific thing, they could sketch the item and return to later.</i></p>

<b>Consolidation</b> ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned	
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**FUNDRAISING PLANS**

Description

**Demonstration of Learning:**  
 Students can share ideas and plans for the fundraising event through a formal presentation. Students could expect that the teacher may ask a question or two on the information that they presented.

**Consolidation/Reflection**  
**Teacher Prompt.**  
 “Do we understand why it is important to save, spend and donate money?”  
 “Do we recognize some challenges about budgeting?”  
 “Do we know about the benefits helping others through donations of our time and money?”  
 “Do we know and understand new vocabulary words that will help us in our research, planning and explanation?”  
**(A AS L)**

As an extension, teachers may wish to access additional materials from the Mark & Craig Kielburger Me to We initiative, which encourages social conscience. <http://www.metowe.com>

*Whole Class, Groups of 3-4 and Individual*



*If time is of the essence, the teacher could wrap up the lesson(s) by having the group debrief, and then asking the groups or individuals for their thoughts on their favourite idea. **Teacher prompt:** What is your favourite idea from this list? Why? Which is their least favourite idea? **Student prompt:** I like \_\_\_\_\_ because\_\_\_\_\_. I don't like \_\_\_\_\_ because\_\_\_\_\_.*

**(Assessment AS Learning)-**  
*the questions here will help students think about their own learning, while also consolidating the concepts and language skills acquired in this lesson.*