Bringing Financial Literacy to Life Across the Curriculum - Grades 2-3

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CEFL

Before we begin our work today, I would like to acknowledge that we are gathered on the traditional territories of Treaty (6,7,8) home and travelling route to [insert local First Nations, Métis, and/or Inuit nations].

We honour the generations of Indigenous peoples who have lived on, cared for, and learned from this land since time immemorial. We recognize that this land continues to shape identity, community, and ways of knowing.

As we engage in learning about financial literacy, decision-making, and our roles in future careers, we recognize that Indigenous knowledge systems have long emphasized balance, sustainability, and responsibility to community. These perspectives remind us that decisions about resources and well-being are not only individual, but collective, and connected to the land and to future generations.

We acknowledge that careers and financial well-being, as we study it, are deeply connected to relationships—with land, community, and one another—and that Indigenous teachings continue to offer important guidance in understanding these connections.

We also recognize that education systems have not always honoured Indigenous knowledge or rights. In moving forward, we commit to learning from Indigenous perspectives in meaningful ways, and to ensuring that our learning supports respect, responsibility, and more equitable futures for all.

Acknowledging the land is only one step. We commit to ongoing reflection and action in how we learn, teach, and make decisions, so that our work contributes to the well-being of individuals, communities, and the land we share.”

Grades 2 & 3

What is Financial Literacy?

> “confident understanding of concepts including money management, saving, responsible spending, budgeting, credit and debit use, banking goal setting and furniture planning. This connects to **well-being** as early decision-making fosters self awareness and healthy life habits.

Financial Literacy is NOT

The "Where" and "Why"

Context: In the Alberta K-6 curriculum, Financial Literacy is a specific Organizing Idea housed within Physical Education and Wellness (PEW).

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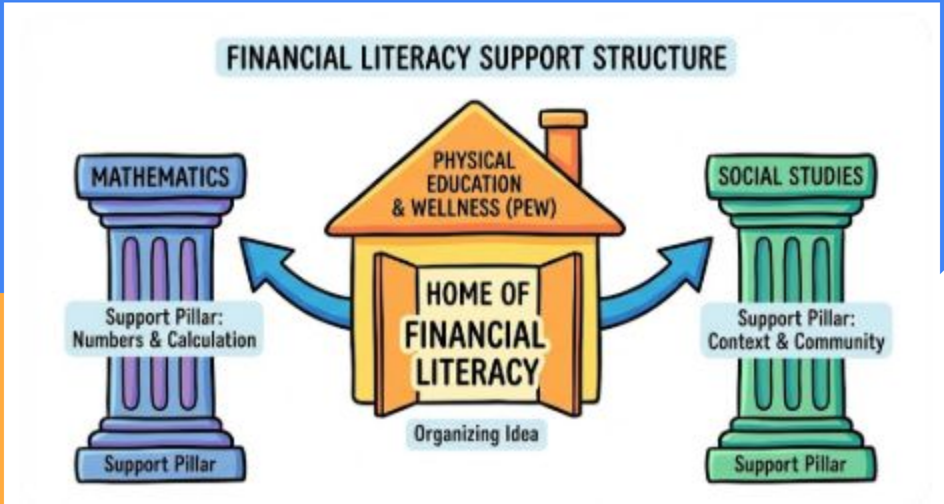

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The Shift: We are moving away from just "identifying coins" (Math) to understanding the *behaviour* and *wellness* aspects of money.

The Goal: To develop students who can make "responsible and informed decisions" about resources

Financial Literacy Progression

Grade Band	Developmental Shift
K → 1	Recognition → Use
1 → 2	Use → Simple Decision Making
2 → 3	Decision Making → Planning
3 → 4	Planning → Broader Impact
4 → 5	Personal Management → System Awareness
5 → 6	System Awareness → Informed Independent Decision Making

Prerequisite Skills

Before students can tackle Grade 3 outcomes, they should have mastered these concepts from K-2 PEW and Math:

- **Kindergarten:** Visual recognition of Canadian coins and bills (colour, size, images).
- **Grade 1:** Understanding money has *value* and is used to exchange for goods/services; distinguishing basic *Needs vs. Wants*.
- **Grade 2:** The concept of **Spend, Save, Share**. Understanding that money is limited (scarcity) and that choices have trade-offs (e.g., "If I buy this, I can't buy that").
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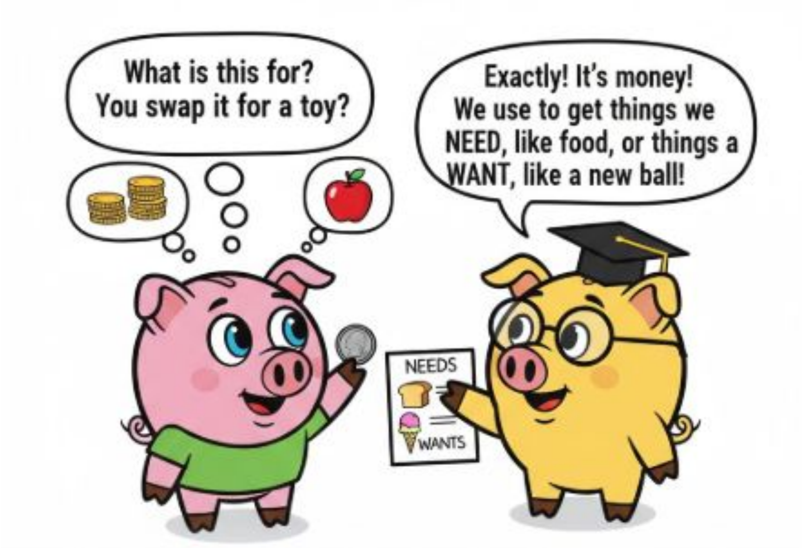


Value of money? → Goods and Services

What is money? → How do I plan with money?

GRADE TWO - PHYSICAL EDUCATION & WELLNESS CURRICULUM		
Organizing Idea: Financial Literacy: Informed financial decision-making contributes to the well-being of individuals, groups, and communities.		
G.Q. How does decision-making influence money management?		
L.O. 2FL - Students relate money and decision-making.		
Knowledge:	Understanding	Skills and Procedures
Decisions about money include how much to • spend • save • share Individuals can have a limited amount of money to spend. Money spent on one item means less money for other items or activities. Individuals can save money for an item, an event, or the future. Individuals can donate money through charities, organizations, and agencies to help others or support a cause. Money can be earned in exchange for work that is done or goods and services that are provided. Responsible decision making involves spending money on needs before wants.	Managing money involves making decisions. Decisions related to money are based on needs and wants.	Distinguish between a paying job and volunteer work. Describe how money can be divided for different purposes. Practise making money-related decisions in a variety of contexts.

GRADE THREE – PHYSICAL EDUCATION & WELLNESS CURRICULUM		
Organizing Idea: Financial Literacy: Informed financial decision-making contributes to the well-being of individuals, groups, and communities.		
G.Q. In what ways can money management be supported?		
L.O. Students describe strategies that support responsible money management.		
Knowledge:	Understanding	Skills and Procedures
Good money habits allow individuals to appreciate the value of money and the importance of managing it. Responsible spending can be supported through strategies such as • buying needed items first • buying items that are affordable • taking time when making purchases • not purchasing more than is needed Saving means not spending in order to keep money aside for unexpected expenses and to pay for purchases, activities, and future plans or goals. Responsible saving can be supported through strategies such as • considering needs and wants • setting financial goals • establishing a savings account • putting earned money aside on a regular basis Responsible money management can allow individuals to help others in need through donations.	Individuals can develop good habits early in life to make responsible money decisions now and in the future. Saving is essential for personal short-term and long-term goals. Donating money can have a significant impact on the well-being of others.	Discuss the importance of responsible spending and saving. Identify possible short-term and long-term saving goals.

How do I plan with money?

Grade 2

Spending

Donating

Earning

Progress students so they are ready both from the "Math" side and "Financial Literacy" side

How do I plan with money?

Grade 3

Planning: Introduction to simple budgeting. Planning for specific goals (e.g., "How do I save for a $20 toy?"

Responsible Spending: Discussing *why* we save (emergency vs. goal) and the consequences of spending.

Consumer Awareness: Examining factors that influence spending. *Crucial:* Introduction to **advertising** and how it targets children (packaging, commercials, peer pressure).

Progress students so they are ready both from the "Math" side and "Financial Literacy" side

Gr 2 Decision-Making to Gr 3 Money Management

Grade 2 and Grade 3 Financial Literacy

There is a very deliberate progression from Grade 2 to Grade 3. They share the same broad financial-literacy foundation, but Grade 2 is primarily about **making money decisions**, while Grade 3 moves toward **developing strategies and habits for responsible money management**.

Area	Grade 2	Grade 3
Organizing Idea	Financial Literacy: Informed financial decision-making contributes to the well-being of individuals, groups, and communities.	Same Organizing Idea
Guiding Question	How does decision-making influence money management?	In what ways can money management be supported?
Learning Outcome	2FL: Students relate money and decision-making.	3FL: Students describe strategies that support responsible money management.
Main emphasis	Making choices with money	Developing responsible money-management strategies
Spending	Decide how much to spend; recognize that money is limited and spending on one thing leaves less for something else.	Use responsible spending strategies: buy needed items first, choose affordable items, take time before purchasing, avoid buying more than needed.
Needs and wants	Needs and wants are a basis for money decisions; needs come before wants.	Needs and wants become one consideration within responsible spending and saving strategies.
Saving	Money can be saved for an item, event, or the future.	Saving is purposeful and strategic: unexpected expenses, purchases, activities, and future plans/goals.
Financial goals	Implicit—students can save for something in the future.	Explicit distinction between short-term and long-term saving goals.
Sharing/donating	Decide how money can be divided for spending, saving, and sharing; donations can help others or support a cause.	Understand donating as part of responsible money management and its impact on others' well-being.
Earning/work	Explicitly distinguishes paying jobs and volunteer work; recognizes that money can be earned through work or providing goods/services.	Not a primary new focus.
Banking	Not specifically introduced.	Introduces establishing a savings account as a saving strategy.
Student action	Describe how money can be divided and practise making money-related decisions in different contexts.	Discuss the importance of responsible spending/saving and identify short- and long-term saving goals.

Grade 2: *I can make decisions about how to use money.*
Students consider limited amounts of money and make choices about **spending, saving, and sharing**. Experiences should include distinguishing needs from wants, recognizing that spending money on one thing leaves less for something else, and making responsible money decisions in different contexts.

Grade 3: *I can use strategies to manage money responsibly.*
Students build on their decision-making by developing **responsible spending and saving habits**. Experiences should include choosing affordable purchases, prioritizing needs, setting **short- and long-term saving goals**, saving regularly, considering a savings account, and recognizing how donating can help others. Could be a very simple budget.

Pedagogy

Inquiry Based

Inquiry-based learning is an approach to teaching and learning that places students' questions, ideas and observations at the centre of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning (Scardamalia, 2002).

Experiential

Experiential learning is a "learning by doing" approach focused on constructing knowledge through direct, hands-on experience and reflection, often using David Kolb's cycle of experience, reflection, conceptualization, and action.

Experiential learning uses internships, simulations, and field placements to gain first-hand experience.

Integrative Learning

Integrative learning is the process of making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges. This involves connecting academic subjects with real-world applications and work. For example, a math lesson could be linked to calculating tire wear and gas mileage, showing the relevance of a subject to life beyond the classroom.

Money as a Tool

Show me 3 …

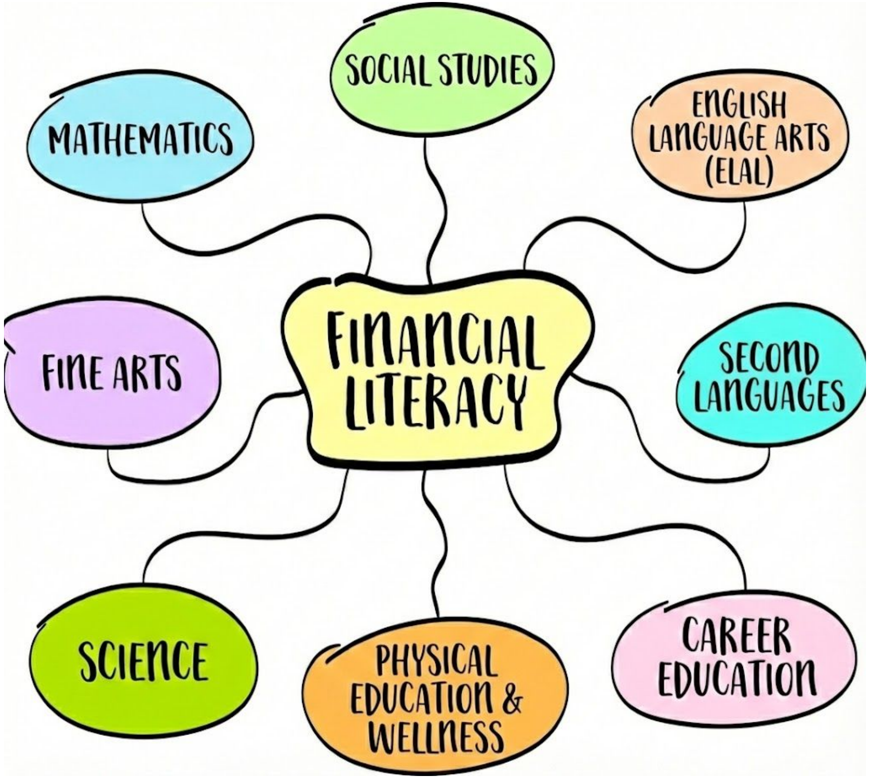
Show me 5 …

Money as a Tool

Money as a Tool

DOLLARS				CENTS	
$1000	$100	$10	$1	dimes	pennies

Financial Literacy can be covered in/with other curricula.



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Key Integrated Concepts

The focus of **Financial Literacy for Grade 2** is the relationship between **money and decision-making**. Building upon the Kindergarten foundation of exploring coins and the Grade 1 focus on everyday use, Grade 2 students examine how money is managed through the choices of **spending, saving, and sharing**. Students learn that individuals have a limited amount of money, necessitating responsible decision-making based on **needs versus wants**. They also begin to distinguish between earning money through a paying job and contributing to the community through volunteer work.

Grade 2 Cross Curricular Outcomes

Subject	Outcomes	Skills and Procedures
Financial Literacy (Physical Education & Wellness)	**2F1:** Students relate money and decision making	**Describe** how money can be divided for **spending, saving, and sharing**. **Differentiate** between **needs and wants** to make responsible decisions. **Practice** money-related decisions in various contexts
Mathematics	**2N2.1:** Students investigate **addition and subtraction within 100**. **2N3:** Students interpret part-whole relationships using **unit fractions**. **2ST1:** Students relate **data** to a variety of representations	**Solve** problems using addition and subtraction of countable quantities (e.g., money totals). **Model** one whole (e.g., a loonie) using unit fractions (e.g., quarters = 1/4, dimes = 1/10). **Record** data in a table and construct graphs to answer financial questions

Grade 2 Cross Curricular Outcomes

Subject	Outcomes	Skill & Procedure
Science	**Matter:** Suitability of materials. **Energy:** Behaviours of Sound. **Computer Science:** Design and Instructions.	**Relate** the **properties of materials** (e.g., waterproof, durable) to their cost and purpose. **Build** a **device** to change sound behaviour (link to "making" for trade). **Sequence instructions** to achieve an outcome (e.g., a savings plan)
ELAL	**Text Forms:** Organization. **Conventions:** Proper Nouns.	**Organize** information using problem/solution structures **Use** features like captions and charts to enhance messages about money goals. **Capitalize** proper nouns (names of charities or businesses).
Social Studies	**Time and Place:** Regions of Canada. **Systems:** Trade and Needs/Wants.	**Compare natural resources** in different regions and how they influence jobs. **Determine** how **trade** (buying/selling/bartering) meets community needs

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Grade 3 Cross Curricular Outcomes

Subject	Outcomes	Skills and Procedures
Financial Literacy (Physical Education & Wellness)	**3FL** requires students to describe strategies supporting responsible money management, including responsible spending/saving and short- and long-term saving goals.	**Discuss** the importance of responsible spending and saving. **Identify** possible short-term and long-term saving goals.
Mathematics	**3N1:** Students **interpret** place value within 100 000. **3N2:** Students **apply strategies** for addition and subtraction within 1000. **3ST1.1:** Students **interpret and explain** representations of data. relationships using **unit fractions.** **3ST1.2:** Students **interpret and explain** representations of data.	**Count and represent t**he value of a collection of nickels, dimes, and quarters as cents. Count and represent the value of a collection of loonies, toonies, and bills as dollars. Recognize French and English symbolic representations of monetary values. **Estimate** sums and differences. Solve problems using addition and subtraction. . **Formulate** statistical questions for investigation. Predict the answer to a statistical question. **Collect data** using digital or non-digital tools and resources. Represent first-hand and second-hand data in a dot plot or bar graph with one-to-one correspondence. Describe the story that a representation tells... Consider possible answers to a statistical question based on the data collected.

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Grade 3 Cross Curricular Outcomes

Subject	Outcomes	Skill & Procedure
ELA — Research	Writing/research processes	**Access** information from a variety of sources to answer questions or expand knowledge. **Organize, categorize, or sequence** information, using a variety of methods or tools. Use research to **create** written text that is appropriate for an audience.
ELA – Oral Language	Students **examine** and **apply listening** and **speaking** skills, processes, or strategies in formal and informal interactions.	**Engage** in dialogue to express and understand messages. **Consider** the contributions of others when exchanging ideas or opinions.
ELA – Writing	Students investigate writing and research processes that support informed written expression.	**Create** written texts for a variety of audiences and purposes. **Use** organizational processes, methods, or tools to support the creation of written texts. **Sequence** sections of writing in a logical order.

From Concepts to Action

Building Financial Foundations. Applying in Real Life.

What Students Learn in Grades 2 & 3

Building on money decisions and developing responsible habits.

Grade 2

Students make decisions about how to use money.

- Distinguish between needs and wants
- Decide how much to spend
- Save money for an item, event, or the future
- Decide how money can be divided for spending, saving, and sharing

Grade 3

Students use strategies to manage money responsibly.

- Use responsible spending strategies (needs first, affordable choices, take time, avoid buying more than needed)
- Set short-term and long-term saving goals
- Save regularly and consider using a savings account
- Understand how donating helps others and supports causes

to

APPLYING WHAT THEY KNOW

Now, let's see these concepts in action!

Sample learning tasks help students apply their knowledge in meaningful and engaging ways.

Strong foundations. Growing skills. Confident decisions.

- Make thoughtful choices with limited money
- Build habits for saving and reaching goals
- Understand the impact of money on self and others
- Develop responsibility and confidence in money management

Advantages of a Classroom Economy Year 1

- Place children on a common ground of understanding.(entry level)
- Opportunity to introduce money and FL concepts within the classroom setting
- Equal opportunities for all

Classroom Economy

Sample design

Classroom Economy II

Sample design

my classroom economy®

Classroom Economy III

Youtube 

The "Big Market Mission"

Grade 2

Theme: Students become entrepreneurs, choosing to provide a good or a service, earning "Mission Credits," and making responsible spending decisions.

Student Opener:

"Welcome to the Big Market Mission! You get to be the boss of your own business. Will you make a **good** (something people can touch, like a bookmark) or offer a **service** (an action, like cleaning desks)? You will 'earn' money for your work. But remember: you only have a limited amount of credits! You must decide how much to **spend** on things you need, how much to **save** for a big surprise, and how much to **share** to help others."

Financial Literacy Grades 2 & 3 learning Activities

The "Help a Habitat" Charity Mission

Grade 2

Theme: Students investigate animal needs (Science) and decide how to "share" class funds to support a local nature organization.es" the budget.

Student Description
"Calling all Earth Heroes! Local animals need our help to stay safe. In this mission, you will learn about what animals need to survive. We will work together as **volunteers** (work we do for free to help!) to earn credits for a charity. You will use a **bar graph** to show your team's hard work and then decide how to share our 'Mission Gold' to help the animals!"

Financial Literacy Grades 2 & 3 learning Activities

Task 2: The "Alberta Region" Resource Trade

Student Mission: "You live in a specific **Natural Region** of Alberta (e.g., The Prairies or The Mountains). Your region has special **Natural Resources** (e.g., crops or timber). You must **trade** your resources with another student from a different region to get what your community **needs** to survive the winter (food and shelter) and what they **want** for a festival (decorations)."

Teacher Notes:

The **"Alberta Region" Resource Trade** is an integrated simulation where Grade 2 students use **natural resources** from specific Alberta regions to explore how **trade** supports community survival and celebration,. Through this project, students apply **unit fractions** to conduct exchanges and practice **responsible decision-making** by prioritizing essential survival needs over personal wants

[Financial Literacy Grades 2 & 3 learning Activities]

🕵️ Activity Guide: The Ad Detectives

Grade Level: 3 **Time:** 40–50 Minutes **Goal:** Students will uncover "tricks" advertisers use to make us spend money (Consumer Awareness).

1. The "Crime Scene" (Setup)

You need 3 examples of advertisements for the same type of product (e.g., a breakfast cereal or a toy).

- **Ad A:** A bright, flashy cartoon commercial (YouTube).
- **Ad B:** A boring, text-heavy print ad (newspaper style).
- **Ad C:** A box/packaging with a "free prize inside" label.

2. The Investigation (The Activity)

Give students a "Detective Notepad" (simple worksheet) with these three questions to answer for *each* ad:

1. **The Hook:** What caught your eye first? (Bright colours? Cool music? A celebrity?)
2. **The Promise:** What does the ad *say* will happen if you buy it? (Will you be popular? Will you be stronger?)
3. **The Reality Check:** Is the promise true? (e.g., "If I eat this cereal, will I actually turn into a superhero?")

Student sheet

3. The "Truth" Poster (Assessment)

After analyzing the ads, students create a **"Truth in Advertising"** poster for one of the products.

- **Task:** Draw the product as it *actually* is, without the "tricks."
- **Example:** Instead of drawing the burger huge and steaming like in the commercial, draw it flat and squashed like it looks in the wrapper.

Teacher Tip for Success: To make it "stick," bring in a real-life example. Buy a "fancy" packaged snack and open it in front of the class. Compare the picture on the b to the actual food inside. The gasp from the students when they see the difference is a powerful lesson in **consumer skepticism**.

Source: MediaSmarts

Grade 3

The "Billion Dollar Builder" (Science Integration)

The Hook: (During a Science building unit) "We need to build a bridge strong enough to hold this textbook. You have a hypothetical budget of $50. Materials have costs: Popsicle sticks = $2 each, Tape = $1 per 30cm, Cardboard = $5 a square."

The Task: Students must sketch a design, calculate the projected cost, build it, and test it.

Where the Curriculum Lives:

- **PEW (FinLit):** Planning and budgeting resources to achieve a goal. Making trade-offs between cost and quality.
- **SCIENCE (Testing Materials):** Building, testing, and evaluating structures.
- **MATH (Number/Measurement):** Calculating total costs using addition and multiplication; measuring materials (tape length).

Financial Literacy Grades 2 & 3 learning Activities

Grade 3

The Ultimate Class Celebration Planner

The Hook: "The principal has given our class a hypothetical budget of $100 for an end-of-the-year celebration. You must plan the food, decorations, and entertainment without going over $100."

The Task: Students work in small groups to create an itemized budget using grocery flyers or provided price lists. They must justify their choices to the class.

Where the Curriculum Lives:

- **PEW (FinLit):** Creating a plan; distinguishing between needs (plates) and wants (balloons); responsible spending within a limit.
- **MATH (Number):** Adding multiple multi-digit numbers (prices); subtracting totals from the $100 limit.
- **ELAL (Oral Comms):** Presenting and justifying their "party pitch" to the class to persuade them to vote for their plan.

[Financial Literacy Grades 2 & 3 learning Activities]

Additional Resources on New Learn Alberta and APLC.ca

Money as a Manipulative
Grade 3 Money Talks with Junior Achievement: A 30 Minute Investment with Great Returns
Financial Literacy Grade 3
Grade 2 Money Talks with Junior Achievement: A 30 Minute Investment with Great Returns
Financial Literacy Grade 2
Trade Rules - Bank of Canada
Playing with Economy - Bank of Canada
Loonies, Toonies and Bills
Money Bingo
Money Guessing Game
Value and Quantity (Gr 1)
Money Memory Game (Gr 1)
Wants vs Needs (Gr 1)

Additional Resources on New Learn Alberta APLC.ca

Money as a Manipulative

Grade 2 Money Talks with Junior Achievement: A 30 Minute Investment with Great Returns
Grade 2 Money Talks with Junior Achievement: A 30 Minute Investment with Great Returns
Financial Literacy Grade 1

Exploring coins and bank notes - Bank of Canada

Loonies, Toonies and Bills

Coin Sorting by Letter
Money Bingo
Money Guessing Game

Survey Link:
https://aplc.ca/survey/?id=15805

THANKS!

Any questions?

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