

# UNDERSTANDING VARIOUS MEANS OF PAYMENT

LEVEL: **ELEMENTARY SCHOOL**  
AGE GROUP: **STUDENTS AGES 10 AND 11**



## ACTIVITY SUMMARY

Students will learn the pros and cons of different payment methods as well as good practices for using them and protecting their personal information. They will prepare an awareness campaign to tell their peers about safe financial practices. Students will reinforce these lessons by writing a fact sheet for parents to read as the holidays approach.

## FINANCIAL SKILLS

- Identifying ideal opportunities for using a debit card
- Distinguishing between payment methods
- Protecting personal information



**AGE GROUP**  
Students ages 8 and 9



**WHEN**  
November and December



**TIME REQUIRED**  
6 hours 15 minutes

**AREA OF LEARNING**  
Environment and consumerism

## COMPETENCIES

### DISCIPLINARY COMPETENCIES TAUGHT

Disciplines	Competencies	Learning progression
English	<ul style="list-style-type: none"> <li>• Write a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the use of verbs and the grammatical person based on the type of text (e.g., the 1st and 2nd person in an invitation letter, the 3rd person on a fact sheet).</li> <li>• Choose verb moods and tenses (e.g., the imperative or infinitive in operating instructions, the simple past in a narrative).</li> </ul>

## DISCIPLINARY COMPETENCIES TAUGHT (SUITE)

Disciplines	Compétences	Progression des apprentissages
English	<ul style="list-style-type: none"> <li>Write a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>Observe the use of sentence types and structures based on the type of text (e.g., interrogative sentences in a survey, negative sentences in a regulation).</li> </ul>

### DISCIPLINARY COMPETENCIES AFFECTED

- Visual arts: Media creation
- Dramatic arts: Acting
- Mathematics: Use of percentages, statistics, diagrams, etc.

### NON-DISCIPLINARY COMPETENCIES

- Cooperation
- Effective work methods

## PREPARATION

STUDENTS LEARN ABOUT DIFFERENT PAYMENT METHODS AND THE PROS AND CONS OF EACH ONE.

### TASK 1 PRESENT THE PAYMENT METHODS



**TIME REQUIRED**  
60 minutes



#### TEACHING MATERIAL

Safe Practices Guide

Pros and Cons of Payment Methods

Payment methods  
[On desjardins.com](https://desjardins.com)

#### TEACHER'S NOTES

Students will research existing payment methods: debit card, cash, credit card, money order, cheque, store deferred payment plans (buy now, pay later), etc.

### TASK 1 OBJECTIVE

At the end of this task, students will be able to identify the pros and cons of paying with cash or debit and credit cards.

### Instructions

- Ask the students to name the payment methods they know and the best times to use each one.
- Hand out the first page of the **Safe Practices Guide**.
- Ask the students to fill in the **Pros and Cons of Payment Methods** sheet based on their current knowledge.
- Show the **Payment methods video** to stimulate thinking.
- Ask the students to fill the sheet in again with the information from the video.
- Lead a class discussion and correct the sheet with them.

## EXECUTION

**LES ÉLÈVES APPRENNENT LES PRATIQUES FINANCIÈRES SÉCURITAIRES LIÉES AUX MODES DE PAIEMENT ET LES PARTAGENT AVEC LEURS PAIRS.**

### TASK 1 THINK ABOUT SAFE FINANCIAL PRACTICES



**TIME REQUIRED**  
2 hours



#### TEACHING MATERIAL

Scenarios

Worksheet

Safe Practices Guide

[On desjardins.com](https://www.desjardins.com)

#### TEACHER'S NOTES

- Tell the students that they will find good practices in the safe financial practices guide and that they should refer to it.
- Suggest that the students act out their scenarios (role play) rather than simply reading them. Students can go a step further and act out the scenarios again, demonstrating good behaviour. They can then point out the differences between their scenario and the original.

#### TASK 1 OBJECTIVE

At the end of this task, students will be able to identify risky financial behaviour shown in scenarios.

#### Instructions

1. Distribute pages 2 and 3 of the **Safe Practices Guide** to the students and give them time to read them.
2. Form 4 teams.
3. Give each team 1 of the 3 scenarios and the worksheet.
4. Explain to the students that they must find the risky behaviour and suggest better actions.
5. Review it with the students and ask each team to present their scenario and recommendations.

### TASK 2 CREATE A SURVEY



**TIME REQUIRED**  
Varies depending on the project chosen.  
Minimum: 90 minutes



#### TEACHING MATERIAL

Sociogram Test, Elementary Level Group (Ages 8–11)

[On desjardins.com](https://www.desjardins.com)

#### TASK 2 OBJECTIVE

At the end of this task, students will be able to identify their friends' and family members' risky financial behaviour when making purchases.

## TASK 2

### CREATE A SURVEY (SUITE)

#### Instructions

1. Encourage students to think about how their peers and other students protect their personal information when they make purchases.
2. Ask students to think of questions about payment and purchasing practices in groups of 2 or 3.
3. Put all the questions together to form a group survey. The survey must include multiple choice and open questions.
4. Set a deadline for other students in the class or school, friends or parents to complete the survey.
5. Ask the students to compile and analyze the survey results using their math skills (graphs, percentages, etc.).
6. As a group, draw on one or more of the analysis findings and determine insights that the students will keep in mind when creating the awareness campaign.

## TASK 3

### MAKE PEERS AWARE OF SAFE FINANCIAL PRACTICES



#### TIME REQUIRED

Varies depending on the project chosen.  
Minimum: 90 minutes



#### TEACHING MATERIAL

Media Production Evaluation  
Grid

[On desjardins.com](https://desjardins.com)

#### TASK 3 OBJECTIVE

At the end of this task, students will be able to organize an awareness campaign on safe financial practices.

#### Instructions

1. Form teams of 2 or 3 students using the sociogram.
2. Ask each team to choose a practice they would like to promote.
3. Ask each team to create an attention-grabbing slogan.
4. Present the criteria in the evaluation chart.
5. Hand out the material.

## EVALUATION

**STUDENTS ARE EVALUATED BASED ON THE MEDIA THEY CREATE.**

### **TASK 1** **EVALUATE WRITING SKILLS**



**TIME REQUIRED**  
Time included in the  
activity + 15 minutes



**TEACHING MATERIAL**  
Media Production Evaluation  
Grid  
[On desjardins.com](https://www.desjardins.com)

#### **TASK 1 OBJECTIVE**

At the end of this task, students will be evaluated based on the writing abilities shown in their projects.

#### **Instructions**

1. Use the evaluation chart to assess the students' writing skills.
2. Review the evaluation with the students.

## REINFORCEMENT

**STUDENTS TELL THEIR PARENTS ABOUT SAFE FINANCIAL PRACTICES  
THEY SHOULD ADOPT AS THE HOLIDAYS APPROACH..**



**TIME REQUIRED**  
Varies

Suggest that students prepare a fact sheet for parents offering safety tips for online and credit card purchases.