



# Indigenous Peoples' **MONEY AND YOUTH**

FOR and BY the Indigenous Community | Inspired by the Seven Sacred Laws



## Teacher's Guide

### Module 10 - Spending on Major Purchases

**CREE**  
CANADIAN FOUNDATION FOR ECONOMIC EDUCATION  
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE

By Gary Rabbior,  
Canadian Foundation for Economic Education  
With Adaptation by Vanessa Everett

In Partnership With

**IG** **WEALTH  
MANAGEMENT**

**This lesson can be used as a companion to:**

## **Indigenous Peoples' Money and Youth**

### **Module 10 - Spending on Major Purchases**

#### **Relevant Subjects and Topics:**

Consumer Studies, Personal Finance, Saving and Planning, Decision-making, Budgeting, Family Studies

#### **Background Information:**

Making a major purchase is a daunting task at the best of times, but when you are young and engaging in this activity for the first time it can seem overwhelming. There are simply too many factors to consider and options to explore, and without experience or assistance it is fraught with potential mistakes or miscalculations. To lease, rent or buy? Which option best suits my needs? These are just a few of the potential questions facing the novice buyer. Giving these issues some thought before actually engaging in the activity goes a long way in setting the people on the right track in terms of which option is best for them and helps them to consider all aspects of the decision. In this lesson the students will consider the issues related to major purchases such rent vs. own, lease vs. purchase, and the issues associated with any long-term agreements, such as smart phone plans.

#### **Outcomes:**

At the end of this lesson, students will be able to:

- Identify issues associated with such things as renting vs. owning and the intricacies of long-term contractual situations
- Identify and learn about on reserve housing

- Identify factors that need to be considered in identifying actual costs of contractual arrangements

## Time for Implementation:

**2 class periods of approximately 60 minutes.**

## Teaching and Learning Strategies:

### Period One:

- Begin the lesson by asking the students to consider what is likely to be their first major purchase.
- Record their answers and then ask them if they think they are prepared enough to make those decisions.
- Looking at specific items on their list, ask them what should be considered when making that choice.
- Record their ideas.
- With this as background, indicate to them that the lesson will focus on the following four areas of major expense and the challenges and issues associated with each:
  - 1. Paying for post-secondary education.** Encourage students to explore the post-secondary education opportunities available to them, particularly focusing on how First Nations youth may access financial support and resources. Many status First Nations students have access to funding for their post-secondary studies through annual allocations provided to First Nations communities. Teachers can guide conversations about what this support entails, how students can navigate the application processes, and the broader importance of post-secondary education in building a successful future. Discussions could also include exploring different

educational paths, scholarships, and resources to help students plan their next steps after high school.

- 2. Leasing or buying a car**
  - 3. Renting or Buying Living Accommodations.** Encourage students to engage in a conversation about the unique challenges First Nations peoples face regarding land ownership, particularly for those living on reserve. The Indian Act of 1876 prohibits First Nations peoples from owning land on reserves, as it is considered Crown Land. Teachers can guide discussions on how this impacts the ability of individuals to build wealth and secure housing, and explore whether home ownership is more attainable in non-reserve communities. These conversations can also touch on the broader implications of land rights, resource extraction, and potential pathways for future change.
  - 4. Engaging in long-term contracts.** Encourage students to reflect on the long-term contracts they are likely to face and what they should consider before signing up, such as cell phone plans.
- Introduce a jigsaw activity.
  - Divide the students into groups of five to six.
  - These will be the home groups.
  - Have the students number off from 1 to 4 with group 1 starting with 1, group 2 starting with 2, group 3 starting with 3 and group 4 starting with 4.
  - Have the students reconvene into their appropriate number group.
  - These are the expert groups. They are to research their topic and develop a comprehensive report that they will give to their home group colleagues upon return.
  - Assign one of the following tasks to each group:
    1. Buying or Leasing a Car – page 132 to the top of page 135
    2. Renting or Purchasing Accommodation off reserve – middle of page 135



3. Cell Phones and Plans page 140 to 141.
- For each topic the group is to examine the issues, information needed, and challenges which are presented, and be prepared to teach those to their home group.
  - Allow the remainder of the period for the expert groups to complete their task.

### **Period Two:**

- Begin by having the groups start in their expert groups in order to review what they will present to their home groups.
- Once this has been done, have the students reconvene in their home groups and have the experts present their material to their home group. (This report should be handed in for evaluation.)
- Allow time for the discussions to take place and then reconvene the class as a whole and hold a plenary session during which the students can respond to and make comments on each of the topics studied.

### **Evaluation:**

- Students can be assessed on the expert summary that they prepare.

### **Modifications or Suggestions for Different Learners:**

- During the activity there are different roles that can be played – recorder or presenter for example – which will allow for the utilization of various skill sets. Those who need to, could have their reports photocopied rather than given orally.

### **Additional Related Links:**

- [Financing a car](#) (Financial Consumer Agency of Canada)

- [Lease or Buy Calculator](#) (Industry Canada)
- [Is it smarter to buy or lease a car?](#) (HowStuffWorks.com)
- [Lease or buy a car: What's the better option?](#) (The Globe and Mail)
- [So You Want to Buy a Cell Phone?](#) (PowerPoint presentation)

### **Additional Possible Activities:**

- The students could comparison shop for a cell phone plan.
- The students could do a cost analysis comparing leasing vs. buying a car.