

Sample tasks and learning activities related to Manage money using digital technology



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Introduction to

Manage money using digital technology

Digital technology can be leveraged to inform financial decisions, learn about financial rights and entitlements, and make financial management tasks more efficient. For example, one can comparison shop, make purchases, pay bills, bank, and track spending. Online calculator tools can help determine repayment schedules and the real cost of purchases paid for over time.

Using digital technology to manage money include tasks such as:

Bank, manage credit, and budget

- ☑ Use an ATM to deposit and withdraw money
 - Comparison shop for banking service charges, interest rates
- ☑ Bank and pay bills online
- ☑ Create a digital budget and track expenses

Shop and make purchases online

- ☑ Use a debit/credit machine to make a purchase
- ☑ Shop and make purchases online
 - Comparison shop to find the best deal on products
 - Buy or sell used items from an online service (e.g., Kijiji, Craigslist, eBay)
 - Read product reviews
 - Use an online service to determine cost, and availability of a flight, hotel or car rental

Learn about financial rights, choices and entitlements

- ☑ Use online tools to inform financial choices
 - Learn about consumer rights
 - Learn about banking rights
 - Comparison shop for insurance rates
 - Learn about eligibility for social services, government subsidies or government income supports



Checkboxes indicate that sample tasks and activities are provided in this resource.



Task M1 Use a debit/credit machine to make a purchase (level1)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain the pros and cons of using a debit card to make purchases, compared to cash.
- Express a personal need and desire to use a debit card to make purchases.
- Determine personal learning goals for learning to use a debit/credit machine to make purchases.

To acquire skills to use the technology

- Identify the key elements of a debit/credit card terminal and a debit/credit card (e.g. chip/magnetic stripe; screen, chip reader, magnetic stripe reader, tap reader, function keys).
- Identify the significance and location of typical terminal keys, including key symbols, short forms (e.g., CORR, CAN) and key colours (e.g., CORR: yellow, CANC: red, OK: green).
- Identify the meaning of and responses to terminal screen text prompts (e.g., swipe card, pin number, tip, remove card, enter PIN, press OK, Cash back?, Incorrect PIN...).
- Use keys correctly to respond to prompts.

Teaching tips:

- Build familiarity with a variety of text prompts used in debit/credit machines by creating a listing of terms.
- Use still pictures or an online simulator of a debit card machine to teach prompt responses.
- Print images of debit/credit terminals, and have learners label them. On the Google homepage, click on *images* (on the top left area of your screen), then enter *debit machine* in the search bar.

Possible resources:

- Images of debit/credit card terminals.
- A free printable 33-page Banking workbook created for adult newcomers to Canada, by the Ottawa Community Loan Fund, addresses paying by debit card, and using an ATM: <http://oclf.org/atm/docs/Banking.pdf>
- Online interactive debit purchase simulators, such as: <http://oclf.org/atm/debit.html> <http://www.GCFLearnFree.org> (on the home page, click on *All Topics*, then click on *Pay Debit* under the headings *Money* or *Everyday Live*)

To acquire confidence using the technology

- Practise making debit machine purchases with support in stores.
- Use an online interactive simulator of a debit or credit payment.

Possible assessment tasks:

- Use a debit/credit card machine to make a purchase.
- Make a presentation on the pros and cons of credit and debit purchases.
- Write a list of tips for using a debit card safely to share with classmates.

Practitioner Notes

*For sample learning activities to support **task M1** (Use a debit/credit machine to make a purchase)*

These activities are aimed at low level 1 learners and can build familiarity with reading and responding to screen prompts on a debit/credit machine.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 1
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) E. Manage Learning

Activity

Paying by Debit: Learn the vocabulary.
Write the correct words in the boxes below.

Terminal

Green button (OK)

Screen

Red button (cancel)

Card

Yellow button (correction)

Card reader

Chip reader



The screen prompts on each debit terminal vary. Below is an example of the screen prompts on one terminal and what to do in response to each prompt. Practice reading the prompts.

What does the screen prompt say?



What do you do?



SWIPE OR INSERT CARD

→ I insert my card, because I have a chip on it.

PURCHASE

\$18.29 OK?

→ I press the green button.

CASH BACK?

Yes—

No—

→ I don't want cash back, so I press the button beside "no."

ENTER PIN

→ I press the four numbers of my PIN.

PROCESSING ...

PLEASE DO NOT

REMOVE CARD

→ _____

APPROVED

PLEASE REMOVE CARD

→ _____

Watch while someone you know makes a debit purchase. Copy each screen prompt in the boxes below. Then describe what to do to respond to the prompt.

What does the screen prompt say?



What do you do?















Task M2 Use an ATM to deposit and withdraw money (level 1)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain the pros and cons of using an ATM compared to a bank teller or a cheque-cashing outlet.
- Express a personal need and desire to use an ATM.
- Determine personal learning goals for learning to use an ATM.

To acquire skills to use the technology

- Explain the fees involved in ATC transactions (including fees for an ATM belonging to one's own banking institution versus other ATMs).
- Identify the key elements of an ATM and a debit card (e.g., magnetic stripe; screen, money/envelope slot, keypad).
- Define the key terms and concepts appearing in text prompts (e.g., PIN, language, transaction types, receipt, amount).
- Identify the significance and location of typical ATM keys.
- Identify the meaning of and appropriate responses to ATM screen text prompts (e.g., select language, select transaction type, enter PIN...).

Teaching tips:

- Build familiarity with the text prompts used in a variety of ATMs by creating a listing of terms.
- Use online simulators of ATMs to teach screen prompt responses.

Possible resources:

- Images of ATM machines and text prompts
- A free printable 33-page Banking workbook created for adult newcomers to Canada, by the Ottawa Community Loan Fund, addresses using an ATM.
<http://oclf.org/atm/docs/Banking.pdf>
- Online tutorial on how to use an ATM, at <http://www.thebeehive.org> (on the home page, click on *Money*; then click on *Spend Wisely*, then find and click on *How to Use an ATM* under the heading *Toolbox*)
- Online interactive ATM simulators, such as:
<http://oclf.org/atm/ATM.html>
<http://www.handsonbanking.org> (on the home page, select *Adults*, then click on the hammer icon on the bottom of the screen, then click on *ATM*)
<http://www.GCFLearnFree.org> (on the home page, click on *All Topics*, then click on *ATM* under the heading *Money*).

To acquire confidence using the technology

- Practise making ATM withdrawals and deposits with support.
- Use online interactive simulators of ATMs.

Possible assessment tasks:

- Create a step-by-step listing of the steps involved in successfully making a transaction on an ATM.
- Use an ATM to successfully make a cash withdrawal or cash/cheque deposit.
- Make a presentation on the pros, cons and service charges involved in using an ATM.

Practitioner Notes

*For sample learning activities to support **task M2** (Use an ATM to withdraw and deposit money)*

These activities are aimed at low level 1 learners, and are examples of activities that can build familiarity with reading and responding to screen prompts on ATM machines. They provide simple step-by-step procedures that learners can follow to access websites (on their own) they can use to practice ATM skills.

Three ATM simulator websites are featured so that learners can experience a range of ATM formats and text prompts. Practitioners can select one website at a time to introduce to learners.

Note: References to particular webpages were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 1
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) E. Manage Learning

Activity

Practise using an ATM: Practise website 1

Step 1 Go to  <http://oclf.org/atm/ATM.html>



What did the screen say?
(Copy the English sentences only.)



1. Welcome. Please insert your card.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What did you do?



- Click on the card.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Use the PIN
1234



Step 1 Go to  <http://www.handsonbanking.org>

Step 2 Select **Adults**.

Step 3 Click on the hammer icon. It is in the bottom left corner of the screen.

Step 4 Click on **ATM**.

What did the screen say?



1. *Welcome to your bank.
Please insert your card.*

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

What did you do?



Dragged the card to the card slot.



Step 1 Go to  <http://www.GCFLearnFree.org>

Step 2 Click on **All Topics**.

Step 3 Find the heading **Money**. Then click on **ATM** (It is listed under the heading).

Step 4 Click on **Start Activity**.

What did the screen say?



1. *Welcome to GCF POINTS.
Please insert your card to begin
your transaction.*

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What did you do?



Drag the card to the card slot.

Task M3 Shop and make purchases online (level 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain the benefits and drawbacks to shopping and making purchases online.
- Express a personal need and desire to shop online.
- Determine personal learning goals for learning to shop online.

To acquire skills to use the technology

- Explain how to make a secure purchase online, and potential hazards.
- Use the search and navigation functions on an online shopping website to find a product category and desired product.
- Navigate the website to determine the shipping costs and return process involved in purchasing an item online.
- Select products and fill a virtual shopping cart with desired products.
- Identify and use websites that offer unbiased product reviews (e.g., CNET, Epinions, ConsumerSearch) to inform a purchasing decision.
- Identify and use a website that offers unbiased price comparisons to identify the best price on a particular product (e.g., Shopzilla, Shopbot).
- Identify and use a used items website (e.g., Kijiji, eBay, Craigslist) to find or sell an item.

Teaching tips:

- Find out what learners want/need to buy, and develop learning activities accordingly.

Possible resources:

- Authentic webpages of the businesses/services that learners are interested in, such as ordering pizza, buying movie tickets, searching for used items, or buying from a specific clothing store

Online instructional resources:

- *Living with the Internet: Online Shopping* at <http://openlearn.open.ac.uk/> (on the home page, click on *Computing and ITC* in the topic list; then click on the course title). This website includes over 600 free online courses from *The Open University* (UK).
- *Shopping Safely Online*, at <http://decoda.ca/adults/adult-literacy-resources/computer-literacy-workshops-and-lesson-plans/> (This 2012 Canadian resource includes a lesson plan, and a 9-page learner workbook with tasks.)
- Government of Canada information for consumers about online shopping, at <http://www.ic.gc.ca> > Consumer Information > Office of Consumer Affairs > For Consumers > E-commerce

To acquire confidence using the technology

- Practise locating, selecting and placing items into an online shopping cart.
- Have learners create step-by-step instructions they can refer to, to access and select items on a website they want to shop on (e.g., to purchase theatre tickets, order pizza).

Possible assessment tasks:

- Research and present an accurate comparison of the costs and conveniences of making an online versus in-store purchase at a retailer.
- Successfully make a purchase online (e.g., movie tickets, hotel, used item).

Practitioner Notes

*For sample learning activities to support **task M3** (Shop and make purchases online)*

This activity can introduce learners to the typical processes involved in making an online purchase. On many vendor websites, users can view and print their order before “proceeding to checkout”. This presents a good opportunity for learners to practice making online purchases in authentic environments, without *actually* making purchases. This sample activity features using a pizza website, but any vendor website can be used to develop a similar activity.

Note: References to the navigation instructions on the pizza website were accurate at the time this resource was developed. Check the webpages to verify that the references are up-to-date; adapt the activity, if needed.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) and 2 (Interpret documents) E. Manage Learning

Practice Ordering a Pizza Online

- Go to <http://www.pizzapizza.ca>
- Click on **Order Now**.
- Enter your postal code to “Check out the menu.”
- Follow the instructions below.

r
 t need
 t. You
 any
 on.



- Do not proceed to *Checkout*, but view and print your order (Press CtrlP).
Show it to you teacher to prove that you completed this activity successfully.

- Do not proceed to *Checkout*, but view and print your order (Press CtrlP to print the page). Show it to you teacher to prove that you completed this activity successfully.

- ## Example

Special	Regular price
<p>Special price: _____</p>	<p>Total price = _____</p>

Task M4 Bank and pay bills online (level 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain the potential benefits of banking or paying bills online.
- Express a personal need and desire to bank or manage bills online.
- Determine personal learning goals for using online banking or bill payments.

To acquire skills to use the technology

Bank online

- Identify and obtain necessary documents, access codes/passwords and account numbers to set up online banking and/or service providers (e.g., phone company).
- Determine secure login password and follow instructions to securely log into and out of website.
- Check account balance/s online.
- View credit and debit transactions.
- Transfer money from one account to another.

Pay bills online

- Determine which bills to pay online (e.g., telephone, cell phone, Internet, utility bills, mortgage or credit card payments) and add payee to online account.
- Retrieve copies of past bill/credit card statements

Teaching tips:

- Build familiarity with the websites and webpages of the bank/s or service providers learners actually use.
- Encourage learners to make realistic goals, such as paying one bill online.

Possible resources:

- Screen capture print-outs of authentic online banking webpages (e.g., logon screen, account activity screen)
- A free printable 33-page Banking workbook created for adult newcomers to Canada, by the Ottawa Community Loan Fund, which addresses Internet banking: <http://oclf.org/atm/docs/Banking.pdf>
- Online banking for beginners: This resource is an online interactive introduction to e-banking, developed for adult literacy learners in Australia, but general enough to apply in Canada: <http://www.onlinebanking.org.au/>

To acquire confidence using the technology

- Practise logging into and making transactions on a simulated online bank account (e.g., <http://www.onlinebanking.org.au>).
- Have learners create step-by-step instructions they can refer to, to access their accounts online and do common tasks (such as check an account balance or pay a bill).

Possible assessment tasks:

- Make a presentation on the pros and cons of online banking or bill payments, or on safe internet banking tips.
- Successfully set up online banking, and print the transactions from the past 30 days.

Practitioner Notes

*For sample learning activities to support **task M4** (Bank and manage bills online)*

This activity can facilitate setting goals related to managing bills online. In addition, a scenario is provided (Pedro's credit card statement) to illustrate some benefits to receiving and paying bills online. Encourage learners to examine the image to spark a discussion about the potential benefits to managing bills online, such as:

- The ability to view current and past bills
- The ability to view credit card purchases within a day of purchase
- The ability to arrange automatic payments

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 1 (Read continuous text) E. Manage Learning

Activity

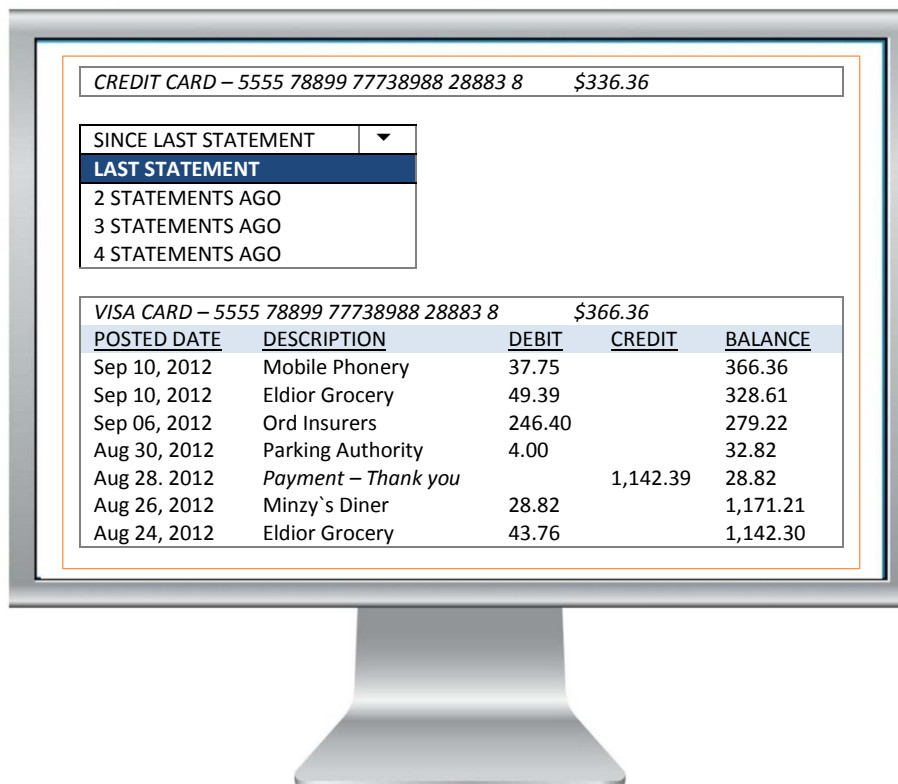
Set goals for online bill paying

Make a list of the bills you would like to pay online. Then find out what you need to do to set up online bill paying for each bill. Ask your bank or the service provider or company that issues your bill.

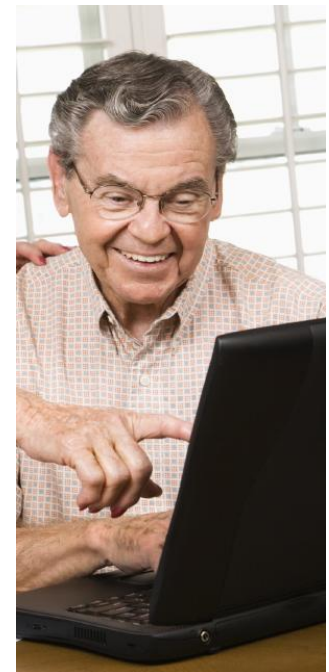
Bill	Provider and website	What do you need to do to set up online bill paying

Pedro's credit card statement

Pedro receives his credit card statement online. He arranged that his full credit card balance is automatically withdrawn from his bank account each month. He likes to be able to view his current and past credit card statements whenever he needs to.



CREDIT CARD – 5555 78899 77738988 28883 8		\$336.36		
SINCE LAST STATEMENT	▼			
LAST STATEMENT				
2 STATEMENTS AGO				
3 STATEMENTS AGO				
4 STATEMENTS AGO				
VISA CARD – 5555 78899 77738988 28883 8		\$366.36		
POSTED DATE	DESCRIPTION	DEBIT	CREDIT	BALANCE
Sep 10, 2012	Mobile Phonery	37.75		366.36
Sep 10, 2012	Eldior Grocery	49.39		328.61
Sep 06, 2012	Ord Insurers	246.40		279.22
Aug 30, 2012	Parking Authority	4.00		32.82
Aug 28, 2012	Payment – Thank you		1,142.39	28.82
Aug 26, 2012	Minzy's Diner	28.82		1,171.21
Aug 24, 2012	Eldior Grocery	43.76		1,142.30



Task M5 Create a digital budget and track expenses (level 2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Identify and explain potential benefits to using a digital template with application software (e.g., Word, Excel) to create a personal budget and track expenses.
- Express a personal need and desire to create and manage a budget using application software.
- Determine personal learning goals for learning to create and managing a budget using application software.

To acquire skills to use the technology

Budgeting outcomes

- Identify and list monthly income; identify, list and categorize monthly expenses (e.g., by housing, transportation, entertainment, debt payments, etc.).
- Determine budget amounts for each spending category, based on a realistic savings/spending goal.
- Track actual monthly expenses and income; determine monthly shortfall or surplus; revise goals and budget amounts accordingly.

Sample technology outcomes

- In MS Word, create a simple budget (in a table), using the AutoSum feature to calculate row and column sums; create a separate tracking form (in a table) to record actual monthly expenses.
- In MS Excel, create a budget using formulas to calculate totals.
- Download an MS Excel budget template from MS office website and adapt it to create a budget.
- Use a free online budget application and use it to create a personal budget.

Teaching tip:

- Have learners create a budget on paper, deciding on spending categories and items, before using technology to create one.

Possible resources:

- Credit Canada (a credit counselling and literacy organization) at <http://creditcanada.com> has resources for creating a budget, and offers credit counselling.
- MS Excel templates of budgets (for free download and use) from <http://office.microsoft.com/en-ca/>
- MS Excel tutorials on how to create a basic budget spreadsheet, such as: <http://spclc.org/curricula/computer> > Excel Exercises > Exercise 3: Budgets
<http://library.nald.ca/> > in the site search box, enter ``Essential Skills for Spreadsheets`` (110 pages)
- A free printable 20-page workbook titled Budgeting Made Easy (2009). Enter the title in the search box on <http://www.nald.ca/library>
- Free online budget applications, such as <http://www.budgetsimple.com>, or the budget calculator on <http://www.fcac-acfc.gc.ca> > Tools and Calculators

To acquire confidence using the technology

- Track expenses on a daily basis, and use technology to generate weekly, monthly totals.
- Experiment with online budget tracking applications, Word AutoSum feature (in a table), and Excel formulas.

Possible assessment tasks:

- Create a digital budget that accurately itemizes monthly income and projected expenses based on personal saving/spending goals.
- Use a digital tracking form for one month that accurately itemizes expenses and income.

Practitioner Notes

*For sample learning activities to support **task M5** (Create a digital budget and track expenses)*

These activities can be used or adapted to introduce a budget development process. Learners with a higher level of digital technology can customize budget templates to a greater degree, and analyze and present their spending patterns or savings goals with the use of Excel graphs or charts.

You can use the task ideas and the possible resources listed on the Task page to help learners prepare for Milestone 40 (Create a budget to achieve a financial goal).


Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 2
Integrates competencies:	A. Find and Use Information, task group 2 (Interpret documents) B. Communicate Ideas and Information, task group 3 (Complete and create documents) C. Understand and Use Numbers, task group 1 (Manage money) and 4 (Manage data) E. Manage Learning

- Step 1 Go to <http://office.microsoft.com/en-ca/>
- Step 2 Click on **All templates**
- Step 3 Scroll down to find the budget templates
- Step 4 Browse the budget templates; look for titles such as household budget, personal budget or monthly budget
- Step 5 Select a budget. Click on **download** and save it to your computer.
- Step 6 Create your budget by entering your budget amounts for each item. The template will automatically calculate totals.
- Step 7 Customize the budget for *your* use. Delete items you do not need, and replace them with items you do need.

Meena's budget

Meena downloaded a budget template from the MS office website, and adapted it. She learned how to insert and delete a row in Excel, and how to replace the text inside a cell. Now it describes *her* income and expenses. Each month, she enters her spending for each of the categories. She likes how the budget automatically calculates the totals. She likes the top row, which tells her how much extra or short she was for that month.



	Jan	Feb	Mar	Apr
Cash short or extra	↑ 1,200			
INCOME				
my take home pay	3547			
other income				
child support income	245			
EXPENSES				
Home				
▪ Rent	900			
▪ Heating	130			
▪ Electricity	75			
▪ Telephone	49			
▪ Cell phone	31			
▪ Internet	32			
▪ Cable TV	100			
Daily living				
▪ Groceries	525			
▪ Dining out	60			

A budget should capture *all* your spending. It is helpful to group spending under categories, or headings. To prepare for making a budget, make a detailed list of all your spending. You can use draw from this list as you make your list.

HOUSING

- Rent
- Mortgage payments
- Property taxes
- Condo fees

Home utilities

- Electricity
- Heat
- Water
- Telephone
- Internet
- Cable

Housing maintenance and repair

- decorating
- home repairs
- gardening
- household services (e.g., cleaning)

Home improvement spending

- furniture and decor
- appliances
- other

SAVING

- Regular saving
- Emergency funds
- Retirement savings
- RESP
- Other

DEBT REPAYMENT

- Student loan
- Credit cards
- Other

INSURANCE

- Life insurance
- Disability insurance
- Home or tenant insurance
- Vehicle insurance

FOOD

- Groceries
- Take-out or restaurants

PERSONAL

- Clothing
- Laundry
- Toiletries
- Haircuts

TRANSPORTATION

Vehicle ownership

- Vehicle licensing & registration
- Gas
- Maintenance and repairs
- Loan or lease payments
- Parking

Transit

- Transit fares
- Other (e.g., taxi, train)

CHILDCARE

- Daycare or babysitting
- School-related fees
- Child support payments
- Children's allowance
- Child's activities and sports
- Other (e.g., tutoring)

PETS

- Vet expenses
- Pet food
- Other

ENTERTAINMENT

- Eating out
- Daily coffee
- Movies, plays, events
- Hobbies or sports
- Newspapers or magazines
- Alcohol
- Tobacco
- Other

HOLIDAY

- Flight/accommodation
- Travel insurance
- Other

MEDICAL

- Prescriptions and medicine
- Dentist
- Other

MISCELLANIOUS

- Gifts
- Tax return service
- Charitable donations
- Other

Task M6 Use online tools to inform financial choices (level 1,2)

Sample learning outcomes to support this task:

To understand the significance of the technology and set learning goals

- Express a personal need to use online resources and tools to inform financial decisions; set learning goals.

To acquire skills to use the technology

- Locate and navigate a website to obtain clear, unbiased information about financial rights related to a topic (e.g., banking rights, tenant rights, consumer rights).
- Locate and navigate a website to obtain clear, unbiased information about financial entitlements related to a topic (e.g., OAS, CPP, EI, Ontario Works, subsidized housing, workplace pension plan, etc.).
- Locate and navigate a website to obtain unbiased comparisons of prices or rates (e.g., interest rates for a loan, mortgage or banking account; credit card rates and features; cell phone packages and features; home or car insurance rates and features).
- Locate and use an online loan, mortgage or credit card calculator to determine the effects of interest rate, payment amount and frequency on a loan.

Possible resources: Online financial tools to:

- Compare credit cards or bank accounts (e.g., at <http://www.themoneybelt.ca/tools> > Compare Credit Cards or Compare Bank Accounts)
- Compare cell phone plan packages (e.g., <http://www.comparecellular.com>)
- Compare car insurance rates (e.g., <http://www.insurancehotline.com> or <http://www.kanetix.ca>)
- Determine the effect of monthly payments on credit card debt using an online tool, such as: <http://www.fcac-acfc.gc.ca> > Resources > Tools and Calculators > Credit Card Tools (The Credit Card Repayment Calculator) <http://creditcanada.com> > Money Management (The Debt Calculator)
- Determine the effect of interest rates and payments on a mortgage (e.g., the Financial Consumer Agency of Canada, at <http://www.fcac-acfc.gc.ca> > Mortgage Calculator Tool, within Tools and Calculators)
- Learn about tenant rights (e.g., <http://www.ltb.gov.on.ca>)
- Learn about banking rights (e.g., at <http://www.fcac-acfc.gc.ca> > For Consumers > Banking)
- Learn about frauds and scams (e.g., at <http://www.rcmp-grc.gc.ca/scams-fraudes/>)

Note: See the Government of Canada website, at <http://www.canada.gc.ca/forms-formulaires/tools.html> for several online tools and calculators.

To acquire confidence using the technology

- Practise locating, selecting and placing items into an online shopping cart.
- Have learners create step-by-step instructions they can refer to, to access and select items on a site they want to shop on (e.g., to purchase theatre tickets, order pizza...).

Possible assessment tasks:

- Conduct online research and present an accurate presentation on financial rights, a cost comparison, or financial entitlements related to a topic or issue of personal interest.

Practitioner Notes

For the sample learning activity to support **task M6** (Use online tools to inform financial choices)

This activity can familiarize learners with using an online credit card debt calculator. The activity is aimed learners with level 1 in digital technology, but assumes that the practitioner is providing a great deal of support. Learners with greater proficiency with digital technology can do the activity more independently. Note that there are a variety of debt, loan and mortgage calculators online. To locate them, enter appropriate search terms in your Internet search bar.

Connection to OALCF

Goal path/s:	All
Targeted competency:	D. Use Digital Technology, level 1 or 2
Also employs:	A. Find and Use Information, task group 2 (Interpret documents)
	B. Communicate Ideas and Information, task group 3 (Complete and create documents)
	C. Understand and Use Numbers, task group 1 (Manage money)
	E. Manage Learning

Answers

1.

	Minimum Payment	Fixed Payment
Monthly payment	<u>2.5 % of balance</u>	250
Number of months it will take to pay off	244	11
Total interest paid	\$3365	\$229.06
Total paid on debt (interest + principal)	3365+2500 = 5865	229.06+2500 = 2729.06

2. \$3135.94

3. 20 years

4. 1 year

5.

Payment Table (for minimum payment)

Starting Debt

\$2,500

	Month	Payment	Interest	Principal	Balance
Month 1	1	62.50	37.50	25.00	2475
Month 2	2	61.88	37.13	24.75	2450.25
Final month	244	8.81	0.13	8.68	0.00

7.

Payment Table (for fixed monthly payment)

Starting Debt

\$2,500

	Month	Payment	Interest	Principal	Balance
Month 1	1	250.00	37.50	212.50	2287.50
Month 2	2	250.00	34.31	215.69	2071.81
Final month	11	229.06	3.39	225.67	0.00

9.

	Minimum Payment	Fixed Payment
Monthly payment	<u> % of balance</u>	350
Number of months it will take to pay off	over 300	78
Total interest paid	\$42,410.87	\$11,653.07
Total paid on debt (interest plus principal)	\$42,410.87 + \$15,600	\$11,653.07 + \$15,600

Jane's Credit Card Information

Jane has a \$2,500 balance on her credit card. Her credit card has an 18% annual interest rate. The minimum payment is 2.5% of the balance. Jane wonders how long it would take to pay off her debt if she only paid the minimum payment every month. She also wonders how long it would take if she paid if she paid \$250 a month.



Instructions

- Go to <http://creditcanada.com>
- Click on *Money Management*.
- Enter the Jane's credit card information into the online Debt Calculator.
- Click inside the small circle beside *Minimum payment*.
- Click on *Calculate*.
- The Debt Calculator will generate a **Payment Schedule**.
- Answer the question below and on the next page.

The online **Debt Calculator** looks something like this.

What is the credit card balance?	\$ <input type="text"/>
What is the annual interest rate of the credit card?	<input type="text"/> %
How is your minimum payment calculated?	<input type="text"/> %
Your first minimum payment	\$ <input type="text"/>
What fixed payment could you make every month?	\$ <input type="text"/>
Calculate a payment table based on	<input type="radio"/> Minimum payment <input type="radio"/> Fixed payment
<input type="button" value="CALCULATE"/>	

- Look at the Payment Schedule the Debt Calculator generated. Fill in the blanks below.

	Minimum payment ↓ _____% of balance	Fixed Payment ↓ 250
Monthly payment		
Number of months it will take to pay off	244	11
Total interest paid	3365	229.06
Total paid on debt (interest plus principal)	3365+2500	229.06+2500

2. Look at the Payment schedule you completed on the previous page. How much **more** will Jane pay, in total, if she only makes the minimum monthly payment? _____
3. How long will it take Jane to pay off her debt if she makes the minimum payment each month? Express your answer in years, rounded to the nearest year. _____
4. How long will it take Jane to pay off her debt if she makes a fixed payment of \$250 per month? Express your answer in years, rounded to the nearest year. _____
5. Look online at the Payment Table (use the scroll bar because it is located under the Payment Schedule on the webpage). Complete the table below for the *minimum* payment.

Payment Table (for minimum payment)					Starting Debt
					\$2,500
	Month	Payment	Interest	Principal	Balance
Month 1	1				
Month 2	2				
Final month	244				

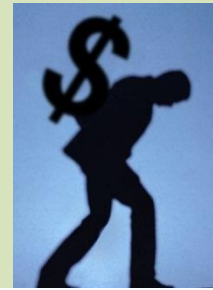
6. Look at the Payment Table online. Discuss any patterns you notice about the payments, the interest and the principal amounts.
7. Click on the Reset button (under the Payment Table). Then on the Debt Calculator, click on *Fixed Payment* (instead of Minimum payment). Click on *Calculate*. The Debt Calculator will generate a Payment Table based on fixed payments of \$250 per month. Use the Payment table to fill in the complete the table below.

Payment Table (for fixed monthly payment)					Starting Debt
					\$2,500
	Month	Payment	Interest	Principal	Balance
Month 1	1	250.00			
Month 2	2	250.00			
Final month	11	229.06			

8. Look at the fixed monthly payment table online. Discuss any patterns you notice about the monthly payments, the interest and the principal.

Ahmed's Credit Card Information

Ahmed has a \$15,600 balance on his credit card. His credit card has a 19% annual interest rate. The minimum payment is 2% of the balance. Use the Debt Calculator to complete the payment schedule below if Ahmed makes a minimum monthly payment or if Ahmed makes a \$300 monthly payment.



9. Enter Ahmed's credit card information into the Debt Calculator. Look at the Payment Schedule the Debt Calculator generated. Fill in the blanks below.

	Minimum payment ↓	Fixed Payment ↓
Monthly payment	_____% of balance	350
Number of months it will take to pay off	over 300	78
Total interest paid	\$42,410.87	\$11,653.07
Total paid on debt (interest plus principal)	\$42,410.87 + \$15,600	\$11,653.07 + \$15,600

10. Create your own credit card debt scenario below. Then enter the information from your scenario into the Debt Calculator. Fill in the blanks on the Payment Schedule table below.

_____'s Credit Card Information

_____ has a \$_____ balance on his/her credit card. The credit card has a _____% annual interest rate. The minimum payment is _____% of the balance. Use the Debt Calculator to complete the payment schedule below to find out the payment details if _____ makes a minimum monthly payment or if he/she makes a \$_____ fixed monthly payment.

Payment Schedule

	Minimum payment ↓	Fixed Payment ↓
Monthly payment	_____% of balance	
Number of months it will take to pay off		
Total interest paid		
Total paid on debt (interest plus principal)		