



Introduction

Handling Money

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The society we live in is becoming more and more complex. So is our money system. With the advent of electronic banking and other technologies, we are using less cash. However, we still need to know the value of dollars and cents in order to buy what we need.

Some teens and adults have problems recognizing money because of their literacy skills. Others know how to use money, but they may have language, or other barriers, which make even simple money handling skills a challenge.

This resource assists adult learners improve their money recognition and money handling skills needed for daily life.

Canadian currency

When it comes to teaching *money recognition skills*, we have a distinct advantage in Canada. Our coins are made from a variety of metals and have different pictures stamped on them. This makes it easier to differentiate between the various denominations. Our paper money also comes in a variety of colours, which makes for easy identification of the different bills. However, some coins are worth more, but smaller in size, e.g. the dime compared to the nickel. This can make it difficult to understand its value. In addition, the coin names bear little relation to their value. This means identifying money can be confusing, especially for those who are struggling with the words, or a new language.

Learners from all backgrounds

This resource has been developed for teen and adult learners who are moving towards a more independent living situation; or those who are enrolled in a specialized educational program because they are new to Canada. Many newcomers, as well as other people, find their level of literacy prevents them from fully understanding money concepts. This resource may help them learn these basic concepts so that handling money will be easier.

In Manitoba, many literacy programs use the Manitoba Literacy Stages which allow learners to gauge their progress. The *Stages* were created in 1993 by Robin Millar and range from *Stage One* intended for those who are 'non-readers' to those who are 'developing' readers at *Stage Three*.

The activities in this resource may be used as part of a Stage assignment, depending on the skills used. Most of the activities in this resource are suitable for *Stage One* and *Stage Two* learners.

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Note: Assessment activities help you decide where the learner needs to begin.



Learning activities:

Learners tend to be at different levels when it comes to money handling skills. Consequently, it is sometimes difficult to decide just where to begin.

Included in this resource is a series of **assessment activities**. Instructors may use them to determine a starting point. All of these activities are identified at the beginning of each educational module. They are designed to gauge the learner's level of understanding when it comes to a specific concept. If the learner can not do these activities easily, then follow-up **learning activities** are suggested. This can further the learner's grasp of the concept. You may choose to do some, or all of the activities provided.

Following is a list of the **assessment activities and the concepts** in each of the following educational modules. The resource is divided into two parts. Links are provided here to each educational module.

Money recognition skills

- [Module 1: - Names and values of coins](#)
- [Module 2: - Larger and smaller coin values](#)
- [Module 3: - Names and values of dollar bills](#)
- [Module 4: - Larger and smaller dollar bill values](#)

Money handling skills

- [Module 5: - Coins and bills of equal value](#)
- [Module 6: - Adding and subtracting money](#)
- [Module 7: - Writing numbers and words for money](#)
- [Module 8: - Adding prices](#)
- [Module 9: - Making change](#)

Note: When choosing which activities to use, consider the learner's interests, literacy level and whether they are in a group or receiving individual instruction.

The **learning activities** are designed to familiarize learners with the different Canadian coins, dollar bills and their values. This resource addresses how to:

- express money values in numbers and words
- add currencies and prices
- subtract currencies and prices
- make change, and
- handle money in everyday situations.

In each module, **activity sheets** are included. These can be found following the link in the instructions for how to do the activity. **A numbering system is used to track where an activity sheet comes from. It first has the Module #, then Activity #. For example, Activity 1.1 is from Module 1, Activity 1.** The top of each page indicates the name of the resource, **Handling Money**, and has the name of the module. Hopefully, this can help keep you organized!

In general, you will find that skills build on those developed in a previous activity or module.

Note: Use “real money” when possible so as to involve learners in “real life” situations.

Money kit:



For assessment tools and various activities it is suggested you use a **money kit** containing actual coins and bills. **This money kit would be equal to \$55.00 and consists of:**

100	pennies (1¢)
20	nickels (5¢)
10	dimes (10¢)
8	quarters (25¢)
5	loonies (1\$)
5	toonies (2\$)
1	\$5 bill
1	\$10 bill
1	\$20 bill

If you do not wish to use real money, Canadian “play money” kits are available in teacher education stores. For example, from Scholar’s Choice you can purchase a resource called **Canadian Currency X-change**, developed by Learning Resources, or check www.LearningResources.com for further information.

Today we see different coins and dollar bills in the market place. It is important to note these changes and make learners aware of new coins and bills. Consequently, there may be other coins and bills available that aren’t indicated in this resource or in the money kit. New security features and special editions are released from time to time.

Check the following website for the Bank of Canada to update various issues of bills at <http://www.bankofcanada.ca/en/banknotes/>. For coins, check the Canadian Mint website at: <http://www.rcmint.ca>. Look under business services for information on new issues of coins.

Resources:

One of the concerns adult educators have when teaching basic money skills is that many of the resource materials developed for these concepts are designed for the elementary grade level student who is in grades K-3. However, by reviewing some of these resources, you may find activities can be adapted for the adult learner. Two examples of resources found at Scholar’s Choice include:

- **Money Matters** series for Grades 1, 2, and 3 by Chris Salerno, published by World Teachers Press. This series has many good ideas that support math and problem solving skills needed to handle money daily. It includes information on the *Objectives and Standards of the National Council of Teachers of Mathematics* that may be a useful reference, especially for community life skill educators that do not have a teaching background. Money clip art is included in this series.

- *Money Match Me Cards* by TREND Enterprises, Inc. This is a card set for Canadian money that has a number of learning applications. It supports many activities in this resource and is age appropriate for adult learners.

Also, at teacher education stores you can find supplies for flash cards, posters etc. that may be helpful in making your own resources, or there may be affordable “ready-made” resources that may be purchased.

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