

# Class Party!

*Activity*

**Resource:** Wallet Wellness

**Grade(s):** 4 5 6

**Division(s):** Junior

## Cross-Curricular Expectations

### H&PE

A1. Social-Emotional Learning (SEL) Skills, D3. Making Connections for Healthy Living

### Math (Social-Emotional Learning Skills)

A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

### Mathematics-(Number Sense and Numeration)

Number Sense and Numeration (Grades 4-6):

#### Grade 4:

- B1 Whole numbers
  - B1.1 read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life
  - B1.2 compare and order whole numbers up to and including 10 000, in various contexts
- B1 Fractions and Decimals

- B1.5 use drawings and models to represent, compare, and order fractions representing the individual portions that result from two different fair-share scenarios involving any combination of 2, 3, 4, 5, 6, 8, and 10 sharers
- B1.6 count to 10 by halves, thirds, fourths, fifths, sixths, eighths, and tenths, with and without the use of tools

## **Grade 5:**

- B1 Whole numbers
  - B1.1 read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life
  - B1.2 compare and order whole numbers up to and including 100 000, in various contexts
- B1 Fractions, Decimals, and Percents
  - B1.5 read, represent, compare, and order decimal numbers up to hundredths, in various contexts
  - B1.6 round decimal numbers to the nearest tenth, in various contexts
  - B1.7 describe relationships and show equivalences among fractions, decimal numbers up to hundredths, and whole number percents, using appropriate tools and drawings, in various contexts

## **Grade 6:**

- B1 Rational Numbers
  - B1.1 read and represent whole numbers up to and including one million, using appropriate tools and strategies, and describe various ways they are used in everyday life
  - B1.2 read and represent integers, using a variety of tools and strategies, including horizontal and vertical number lines
  - B1.3 compare and order integers, decimal numbers, and fractions, separately and in combination, in various contexts
- B1 Fractions, Decimals, and Percents

- B1.4 read, represent, compare, and order decimal numbers up to thousandths, in various contexts
- B1.5 round decimal numbers, both terminating and repeating, to the nearest tenth, hundredth, or whole number, as applicable, in various contexts
- B1.6 describe relationships and show equivalences among fractions and decimal numbers up to thousandths, using appropriate tools and drawings, in various contexts

### **Mathematics (Financial Literacy)**

- F1.2 Money Concepts (Gr. 4): estimate and calculate the cost of transactions involving multiple items priced in whole-dollar amounts, not including sales tax, and the amount of change needed when payment is made in cash, using-mental math
- F1.5 Consumer and Civic Awareness (Gr. 4): describe some ways of determining whether something is reasonably priced and therefore a good purchase
- F1.3 Financial Management (Gr.5, Gr.6):
  - Gr. 5: design sample basic-budgets-to manage-finances-for various-earning-and-spending-scenarios
  - Gr. 6: identify and describe various factors that may help or interfere with reaching financial goals

### **Language**

- Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
- Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features and elements of style associated with various text forms and genres

## Activity Description

Students plan a class party on a budget taking a few limitations into consideration. Students analyze, compare and evaluate different plans to vote on one.

## Learning Goals

I can use decision-making and social skills to plan a party on a budget.

## Materials

- Chart Paper
- Flyers
- Markers
- Optional: Padlet app
- **Party Planning Worksheet (PDF)**

## Key Concepts

- Avoiding debt
- Decision-making
- Needs versus wants
- Relationship and social skills

## Prior Knowledge and Skills

- The term "budget"
- The term "couponing"
- The term "gluten-free"
- The term "nut-free"
- The term "vegetarian"

- The term “vegan”
- The term “halal”

## Minds On

- Students work in groups to create a list of party necessities to plan a class party. Focus is on allowing varied suggestions.
- Have groups share ideas to create one combined class list.
- Lead a class discussion about which necessities would be the most important.

## Action

- Students are given a scenario: *You are given the opportunity to plan a class party within a pre-determined budget. You are encouraged to choose a variety of foods based on their nutritional value (e.g., try to avoid foods that are highly processed, contain added sugars, food colouring, dyes or artificial flavours, high amount of trans fats, etc.). There are a few dietary restrictions to consider: everything must be nut-free; one student has a gluten allergy, and five students are vegetarian.*
- Present several flyers (print and online) from a variety of stores (i.e., local market, local grocery store).
- Groups use the Party Planning Worksheet (refer to Materials) and local/online grocery store flyers to plan the party.

## Consolidation

- Have groups present their party plan and budget to the class. Have the class evaluate each option.
- Lead a class discussion and have students decide which elements of the plans best fit the criteria from the scenario.
- Students complete a journal entry focusing on the skills needed and strategies used to stay within budget.

## Debrief

- List some strategies you used to stay within budget (e.g., created categories for food with a percentage of the budget assigned to each category, found sale items to save money).

- Describe any challenges you experienced working with your group to plan the party.
- How did your group make decisions about needs and wants?
- Describe some social skills that are necessary to plan an event as a group.