

# Costly Habits

*Activity*

**Resource:** Wallet Wellness

**Grade(s):** 7 8

**Division(s):** Intermediate

## Cross-Curricular Expectations

### **H&PE**

A1. Social-Emotional Learning (SEL) Skills, D1. Understanding Health Concepts, 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 7-8):

#### **Grade 7:**

- B1 Rational Numbers
  - B1.1 represent and compare whole numbers up to and including one billion, including in expanded form using powers of ten, and describe various ways they are used in everyday life
  - B1.3 read, represent, compare, and order rational numbers, including positive and negative fractions and decimal numbers to thousandths, in various contexts

- B1 Fractions, Decimals, and Percents
  - B1.6 round decimal numbers to the nearest tenth, hundredth, or whole number, as applicable, in various contexts
  - B1.7 convert between fractions, decimal numbers, and percents, in various contexts
- B2 Operations - Multiplication and Division: B2.8 multiply and divide fractions by fractions, using tools in various contexts

**Grade 8:**

- B1 Rational and Irrational Numbers: B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts
- B1 Fractions, Decimals, and Percents: B1.4 use fractions, decimal numbers, and percents, including percents of more than 100% or less than 1%, interchangeably and flexibly to solve a variety of problems

**Mathematics (Financial Literacy)**

F1.5 Consumer and Civic Awareness (Gr.8): compare various ways for consumers to get more value for their money when spending, including taking advantage of sales and customer loyalty and incentive programs, and determine the best choice for different scenarios

Financial Management (Gr.7, Gr.8):

- F1.4 (Gr.7): identify various societal and personal factors that may influence financial decision making, and describe the effects that each might have
- F1.3 (Gr.8): identify different ways to maintain a balanced budget, and use appropriate tools to track all income and spending, for several different scenarios

**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 lived experience, and demonstrate an understanding of the patterns, features and elements of style associated with

various text forms and genres

- Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

## Activity Description

Students reflect on behaviours that may contribute to addiction, and how they can have personal, health and financial implications. Students also explore the importance of stress management.

## Learning Goals

I can reflect on how behaviours that may contribute to addiction have personal, health and financial implications. I can consider healthy ways to cope with stress.

## Materials

- Chart Paper
- Infographics
- Laptop/computer
- SMART Board
- Websites
- [Costly Habits Idea Web \(PDF\)](#)

## Key Concepts

- Considering future and life events
- Decision-making

## Prior Knowledge and Skills

Behaviours that may contribute to addiction (e.g., video gaming, online gambling, drug use, alcohol use, tobacco use)

## Minds On

- Students work in small groups to generate ideas, opinions and experiences related to behaviours that can contribute to addictions. Have students organise their ideas in an Idea Web (refer to Materials).
- Lead a discussion connecting behaviours that can result in addictions and stress management techniques.

## Action

- Students work in groups to analyze two possible behaviours that can result in/contribute to addictions using an Idea Web (same Graphic Organizer used in Minds On), Infographics, and Websites to consider personal, health, and financial implications.
- Websites students may use include:
  - [Kids Health - Drugs and Alcohol](#)
  - [Kids Health - Tobacco Use](#)
  - [Government of Canada – Substance Use](#)

## Consolidation

- Groups share what they have learned using the information gathered and explain the personal, health and financial implications in a short presentation.
- Students evaluate what they have learned and discuss alternative decisions that would support a healthier lifestyle.

## Debrief

- What are some alternatives to cope with stress to reduce the risk of engaging in behaviours that may result in problematic substance use, addictions, or other related behaviours?
- Describe factors that may contribute to engaging in behaviours that can result in addiction.
- Create an infographic to share your learning about factors that may contribute to addictions, and coping strategies that someone might use to reduce the risk of engaging in behaviours that may result

in problematic substance use or addiction.