

# Class Party!

*Activity*

**Resource:** Wallet Wellness

**Grade(s):** 7 8

**Division(s):** Intermediate

## 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 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 Fractions, Decimals, and Percents: B1.6 round decimal numbers to the nearest tenth, hundredth, or whole number, as applicable, 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):

- F1.2 (Gr.7): identify and describe various reliable sources of information that can help with planning for and reaching a financial goal
- 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 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
- **[Class Party Planning Worksheet \(PDF\)](#)**

## Key Concepts

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

## Prior Knowledge and Skills

- The term “allergic”
- The term "budget"
- The term "couponing"
- The term "gluten-free"
- The term “intolerant”
- 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 a 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, one student is lactose intolerant, two students are vegetarian, and two students are halal.*
- Present several flyers (print and online) from a variety of stores (i.e., local market, local grocery store).
- Groups use the Party Planning Worksheet and local/online grocery store flyers to plan the party.

## Consolidation

- Groups present their party plan and budget to the class. Class evaluates each option.
- Lead a class discussion and have students decide which elements of each of the plans best fits the criteria.
- 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.
- 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.