

## High School Curriculum Guides

Toronto Finance International has developed a resource section for teachers and students to support the exploration of financial services careers. TFI's [Career Advisor website](#) offers a career assessment tool and detailed information on 35 in-demand jobs. Curriculum Guides have been developed to support teachers to bring this information to their students in an interesting and engaging way.

Curriculum guides had been developed for the following courses (Ontario course code provided):

- Financial Accounting Fundamentals (BAF3M)
- Financial Accounting Principles (BAT4M)
- International Business Fundamentals (BBB4M)
- Introduction to Business Studies (BBI2O)
- Entrepreneurship: The Venture (BDI3C)
- Business Leadership: Management Fundamentals (BOH4M)
- Introduction to Information Technology (BTT101)
- Career Studies (GLC201)

### About Toronto Financial International

**Toronto Finance International (TFI) is a public-private partnership between Canada's largest financial services institutions, academic institutions and the government. Our organization is the lead voice for the international promotion of the Toronto Financial Centre and the global prominence of our financial services sector.**

**TFI also acts as a hub for Toronto's financial sector and works with our stakeholders on initiatives which drive the growth and competitiveness of the industry.**

**Our work spans from helping global financial services firms expand their operations in the Toronto Financial Centre, to working with the financial community, government and academia to foster a globally competitive sector which drives the economic growth of Canada.**

### TFI's Talent Initiatives

Talent is the engine that drives the Toronto Financial Centre, which employs almost 400,000 individuals, including a growing pool of technology professionals. As global competition intensifies, the ongoing ability to attract, develop and retain world-class talent remains critical to both existing and prospective financial services firms in the Toronto region. TFI works to grow and sustain our long-term talent advantage. We act as a connector - strengthening collaboration and building bridges between our partners. And we act as a catalyst - identifying and strategizing about today's talent challenges, and proposing and leading system-wide initiatives that reap benefits for the sector.

One of TFI's key Talent Initiatives is our High School Strategy to help younger students to uncover the breadth of interesting and innovative opportunities in financial services. These High School Curriculum Guides is an important component of that Strategy. We hope you will find them a useful and engaging tool, and welcome your feedback.

**BBB4M: International Business Fundamentals**

**LESSON: Financial Services Industry and International Trends**

**DURATION: 4 periods x 75 minutes**

## **LESSON: Financial Services Industry and International Trends**

**Time Required:** 300 minutes (4 periods x 75 minutes)

### **Description**

This lesson enables students to learn about the Financial Services industry, globalization, and international business trends, as well as their effects on the global and Canadian economies. Students will learn about the wide range of careers available within the Financial Services industry using a Career Matching Tool to help identify areas of interest and supporting pathways.

This activity also allows students to collaborate using digital literacy tools and techniques to learn more about the Financial Services industry and international business.

Students will collaborate to share information based on a TFI research paper in a presentation format as an assessment.

### **Strands and Expectations**

#### **Strands**

- Demonstrate an understanding of business concepts and terms relative to international business
- Evaluate websites for usefulness, accuracy and validity of research information
- Assess and analyze current trends in a global perspective and their impacts on Canadian businesses

#### **Overall Expectations**

By the end of this course, students will:

- Demonstrate an understanding of terminology, concepts and basic business communication practices relative to international business
- Assess the effects of current trends in global business activity and economic conditions
- Analyze ways in which Canadian businesses have been affected by globalization

## Specific Expectations

By the end of this course, students will:

- Describe key concepts related to international business and globalization (e.g., fair trade, outsourcing, rationalization, absolute/competitive/comparative advantage)
- Use information technology for a variety of purposes related to international business
- Demonstrate effective use of business communication techniques (e.g., business reports, presentations)
- Explain, drawing on information from a variety of sources including the Internet, how Canadian and international companies, industries and markets are affected by the increased global business activity
- Identify and analyze international business trends and their impact on companies, industries and career opportunities in the global economy

## Equity/Diversity and Social Justice (Teacher Actions)

The teacher will ensure that an environment of inclusiveness, fairness and equitable practice is used in terminology and language.

As per the socio-economic nature of this topic, the teacher should be mindful of their teaching practice and the impact of their language.

The teacher also needs to be mindful of how groups are chosen to ensure that representation from all 4 pathways (University, College, Apprenticeship and Workplace) are in each group.

### Planning Notes

- Book the library/resource centre and the computer lab
- Make each student 1 (one) copy of each of the following:
  - Appendix 1.1a: International Business Mind Map Placemat
  - Appendix 1.1b: Financial Services Mind Map Placemat
  - Appendix 1.2: TFI Career Matching Tool Exploration Activity
  - Appendix 1.3: Trends Presentation Assignment
  - Appendix 1.4: Presentation – Rubric
  - Appendix 1.5: Exit Card

## Prior Knowledge Required

- Students need to have general knowledge of business and the Financial Services industry
- Students need a general understanding of skills, abilities and basic business functions
- Students utilize group-work skills, critical-thinking skills, and oral and written communication skills to complete this activity
- Students need to know the basic skills of using presentation software and how to conduct research on the Internet, including the use of a browser

## Teaching and Learning Strategies

The following teaching and learning strategies comprise this lesson plan:

- Part 1: Minds On
- Part 2: Action
- Part 3: Consolidation

### Part 1: Minds On (30 mins)

1. Before the lesson begins, set up the classroom as a conducive learning environment by:
  - Ensuring the library/resource centre and computer labs have been booked
  - Having the necessary handouts photocopied and ready for each student
  - Providing any necessary writing utensils for students
2. At the start of the lesson, welcome the students into the classroom.

On the board, draw a circle with the words “International Business” inside or use the technology available in the classroom (e.g., a Document Camera or Smart Board) to project a diagram as shown below.



3. Ask students to suggest careers related to the International Business industry. Students will share a variety of responses, including importer, trader, commodities, investment banker, and sales.

Ask students to record the responses in the space provided in the International Business Mind Map Placemat (Appendix 1.1a).

4. Show students the following videos:

- “What is Financial Services?” – 0:00 to 2:30 mark: <https://youtu.be/A1EqGqPnYIM>
- “What is Investment Banking?” – 3:00 to 6:45 mark: <https://youtu.be/QCQyB0FBjY>

These video clips will inform students about what Financial Services are, their impacts and connection to investment banking. They also help support the students’ participation in and contribution to the Financial Services Industry Mind Map Placemat activity.

5. (Note: This part of the activity can be completed with or without drawing the diagram on the board.)

Inform students that you are now moving onto the Financial Services Mind Map Placemat (Appendix 1.1b). On the board, draw a circle with the words “Financial Services” inside or use the technology available in the classroom (e.g., a Document Camera or Smart Board) to project a diagram as shown below.



Ask students to list as many companies and careers as possible related to the Financial Services industry. Suggestions include: sales, analyst, auditor, risk officer, etc.

Encourage students to think outside the box – i.e. there are various careers that tie international business into the Financial Services industry.

6. Teacher to illustrate the similarities in careers available in the International Business and Financial Services industries.

Teacher to showcase the following TFI In-Demand Careers website:  
[www.explorefinancialservices.com/in-demand-careers/](http://www.explorefinancialservices.com/in-demand-careers/)

Ask students to look at the job titles listed on the Financial Services Mind Map (Appendix 1.1b), and complete the short activity box in the corner of the worksheet, denoting which careers would be considered international (i.e., the skill set and job can be taken into an international context).

These visual and hands-on activities will enable students to identify future career opportunities within the course, and will introduce them to the TFI website in preparation for the next activity involving TFI’s Career Matching Tool.

## Part 2: Action (150 mins class work + 75 mins presentations)

1. After discussing the In-Demand Careers from the TFI website, hand out the worksheet titled “TFI Career Matching Tool Exploration Activity” (Appendix 1.2).

Instruct students to work through the worksheet, highlighting that they will be completing the Career Matching Tool online and researching one of the careers they are matched with.

2. As students are completing the worksheet, the teacher should float around, inquire, and visually assess the students’ knowledge, understanding and research skills.
3. After the students have completed their worksheet, assign them into groups of 4-5 for the next activity. Groups can be formed by counting off numbers (1, 2, 3, 4, 5, etc.), numbering via the attendance sheet, or using the current desk layout for pairing.
4. Inform students that they will be researching and presenting on trends in international business. They will summarize their research and present their findings to the class in a Google Slides/Prezi/PowerPoint format. Refer students to Appendix 1.3 for the assignment details.

Instruct students to include the following information as part of their 5 minute pitch:

- Introduction to the trend
  - Background information (explain the trend)
  - How does the trend disrupt and impact the International Business industry?
  - What are some ways that businesses can prepare for this disruption?
  - What are some careers related to this trend? (Refer to the TFI In-Demand Career website)
  - Forecast future changes this will have on society
5. Inform students they will have 2 periods to complete their research and compile their findings into a presentation format.

### Group Assignments:

1. TFI: Trends and Innovations, Page 8 – Regulatory:  
<https://cdn2.hubspot.net/hubfs/4372260/Policy%20and%20Research/TrendsandInnovationsinFinancialServices2017.pdf>
2. TFI: Trends and Innovations, Page 9 – Growth:  
<https://cdn2.hubspot.net/hubfs/4372260/Policy%20and%20Research/TrendsandInnovationsinFinancialServices2017.pdf>
3. TFI: Trends and Innovations, Page 11 – Brexit:  
<https://cdn2.hubspot.net/hubfs/4372260/Policy%20and%20Research/TrendsandInnovationsinFinancialServices2017.pdf>

*Group Assignments cont'd...*

4. TFI: Trends and Innovations, Page 13 – Wealth:  
<https://cdn2.hubspot.net/hubfs/4372260/Policy%20and%20Research/TrendsandInnovationsinFinancialServices2017.pdf>
5. TFI: Trends and Innovations, Page 14 – Data Protection:  
<https://cdn2.hubspot.net/hubfs/4372260/Policy%20and%20Research/TrendsandInnovationsinFinancialServices2017.pdf>
6. TFI: Trends and Innovations, Page 17 – Oil and Gas:  
<https://cdn2.hubspot.net/hubfs/4372260/Policy%20and%20Research/TrendsandInnovationsinFinancialServices2017.pdf>
7. TFI: Trends and Innovations, Page 19-21 – FinTech:  
<https://cdn2.hubspot.net/hubfs/4372260/Policy%20and%20Research/TrendsandInnovationsinFinancialServices2017.pdf>

### **Part 3: Consolidation (45 mins)**

1. After the presentations are complete, thank the students for their active participation in researching and learning about trends in the International Business industry. Remind students that this process will be required in post-secondary classes in the future and that this serves as good practice for what lies ahead.
2. Provide students with Exit Cards (Appendix 1.5) as a collaborative form to assess the students' understanding and application of knowledge learned. Exit Cards can be used as a diagnostic assessment and as a completion mark for this lesson, as part of the Learning Skills for Ministry reporting.

Prompt students to answer the following:

- Q1 – What were some interesting facts and information that you learned about the Financial Services industry and its trends?
- Q2 – Based on the research you completed, what preparation for post-secondary is needed for the careers you are interested in?
- Q3 – Compared to the start of this unit, has your interest in this field of study increased, stayed the same or decreased?
- Q4 – What are your thoughts and reflections on this activity?

The students' responses will be varied and represent an informal indicator of their knowledge and understanding.

## Assessment/Evaluation Techniques

- Formative observation of communication and thinking skills during class discussions
- Formative assessment of written response
- Formative assessment of communication and group-work skills during the presentation assignment
- Summative evaluation of presentation, using Appendix 1.4

## Accommodations

- Assignment timelines can be adjusted to accommodate student needs
- English-Language Learners (ELLs) can develop their own literature glossaries that will span the unit
- Assign English-speaking peer partners to ESL/ELD students
- Provide teacher or peer help in completing the research and development of their presentations
- Some students may require a model or scaffold technique to complete their final assignment, and parts of the assignment may require additional instructions to assist students of different abilities
- Reading materials may be adjusted to address the need for appropriate material for students with reading difficulties
- Provide copies of the definitions and notes to assist students who have difficulty taking notes during discussion or supplementing board notes
- Students will be provided a variety of case study choices and opportunities for expressing their knowledge and ideas

## Resources

### Internet

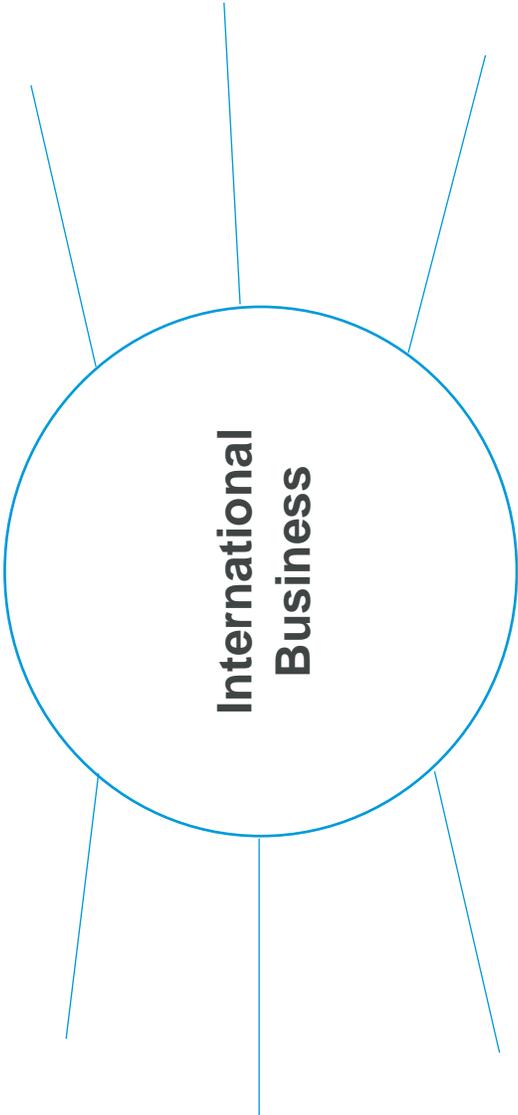
- TFI website:  
[www.explorefinancialservices.com](http://www.explorefinancialservices.com)
- TFI Career Matching Tool:  
[www.explorefinancialservices.com/my-career-matches](http://www.explorefinancialservices.com/my-career-matches)
- TFI – Trends and Innovations, Jan 2017:  
<https://cdn2.hubspot.net/hubfs/4372260/Policy%20and%20Research/TrendsandInnovationsinFinancialServices2017.pdf>

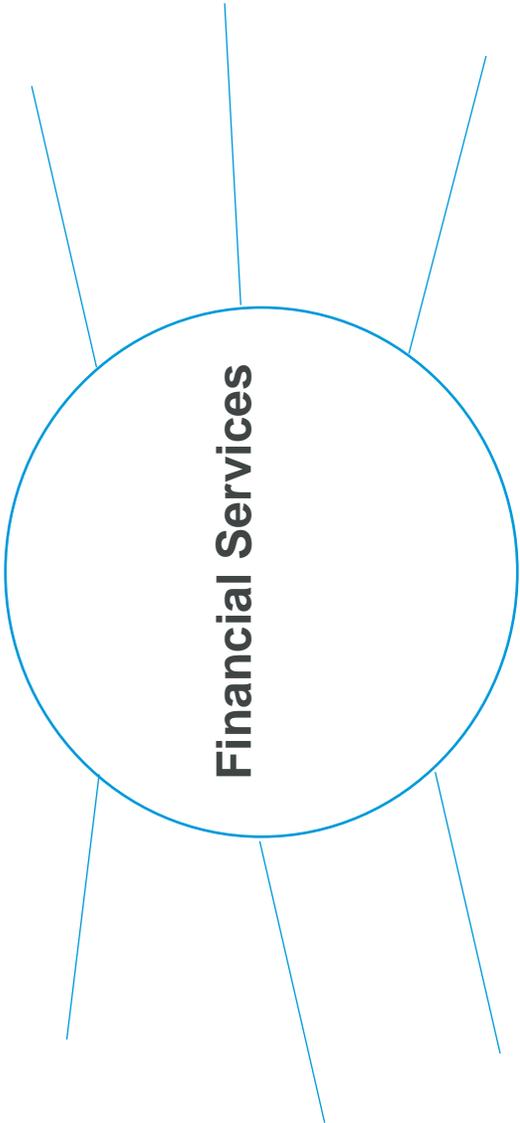
- Financial Post - Intel, Microsoft announce plans to expand in Toronto's white-hot tech sector:  
<https://business.financialpost.com/technology/intel-microsoft-announce-plans-to-expand-in-torontos-white-hot-tech-sector#comments-area>
- Toronto Star – 10 Business Trends to watch for in 2018:  
[www.thestar.com/opinion/star-columnists/2018/01/01/10-business-trends-to-watch-for-in-2018.html](http://www.thestar.com/opinion/star-columnists/2018/01/01/10-business-trends-to-watch-for-in-2018.html)

**Note:** The URLs for websites were verified prior to publication. However, given the frequency with which these tend to change, teachers should verify websites before assigning them for student use.

## Appendices

- Appendix 1.1a: International Business Mind Map Placemat
- Appendix 1.1b: Financial Services Mind Map Placemat
- Appendix 1.2: TFI Career Matching Tool Exploration Activity
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Careers: International or Not?	YES	NO
Compliance Officer	YES	NO
Financial Advisor	YES	NO
Research Analyst	YES	NO
Actuary	YES	NO
Data Scientist	YES	NO
Cybersecurity Professional	YES	NO

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Name: \_\_\_\_\_

Completion Mark: /1

**What is TFI?**

**Purpose/mandate:**

**What services does it provide?**

Visit the TFI website: [www.explorefinancialservices.com](http://www.explorefinancialservices.com)

Complete the TFI Career Matching Tool: [www.explorefinancialservices.com/my-career-matches](http://www.explorefinancialservices.com/my-career-matches)

Below, compile a list of 5-7 careers that you were matched with based on your responses to the Career Matching Tool.

Career/Job Title	Brief Description

**Which two careers are the most interesting to you? Why?**

1. \_\_\_\_\_:

2. \_\_\_\_\_:

Select one (1) of the careers and complete the following by conducting research on the TFI website:

**Career:**

**Key Role Dimensions:**

**Focus Areas:**

**Education, Skills, Experience:**

**Education Credentials:**

**Program Offered:**

**Related Roles:**

**Future Trends and Impacts:**

**Visit:** [www.explorefinancialservices.com/education/](http://www.explorefinancialservices.com/education/)

Based on the education and pathways for the career you've chosen, explore the respective post-secondary institution and look for the requirements for entry into that respective program.

**Post-Secondary Institution:** \_\_\_\_\_

**Grade 12 Requirements (marks, courses, any other expectations):**

**Research and answer the following questions**

Visit the TFI Infographic:

<https://cdn2.hubspot.net/hubfs/4372260/TO%20Advantage/TFI%20TO%20Advantage%20Deck%20Final.pdf#page=8>

1. \_\_\_\_\_ in North America, creating more jobs than San Francisco Bay Area, Seattle and Washington, DC, combined.
2. \_\_\_\_ of top 15 Canadian life insurance companies globally account for \_\_\_\_\_ in assets held by Canadian insurance companies.
3. \_\_\_\_ Most Attractive for Fin Tech in North America.

Read “Intel, Microsoft announce plans to expand in Toronto’s white-hot tech sector”:

<https://business.financialpost.com/technology/intel-microsoft-announce-plans-to-expand-in-torontos-white-hot-tech-sector>

4. Toronto’s tech ecosystem is receiving endorsements from two of the world’s largest technology companies, with both \_\_\_\_\_.
5. Microsoft also said they plan on adding \_\_\_\_\_ jobs by 2022, along with another 500 positions for co-ops and interns. “This is one of the most active, dynamic centres for graphics enthusiasts — from the hardware all the way to \_\_\_\_\_”.
6. Microsoft Canada president, Kevin Peesker, called Toronto a “\_\_\_\_\_”.
7. “I know our \_\_\_\_\_ will continue to attract tech investment in record numbers — growing our economy and creating new opportunities for Canadians across the country,” Trudeau said in the release.
8. Among the tech leaders to have shown an interest recently are South Korea-based electronics giant LG, which is planning to open an \_\_\_\_\_ in partnership with the University of Toronto; Google parent Alphabet, whose \_\_\_\_\_ is exploring \_\_\_\_\_ on the waterfront; and Amazon, which included Toronto in the shortlist of cities bidding to host its massive second headquarters, dubbed HQ2.

Read “10 business trends to watch for in 2018”: <http://bit.ly/TFSA2018Trends> or [www.thestar.com/opinion/star-columnists/2018/01/01/10-business-trends-to-watch-for-in-2018.html](http://www.thestar.com/opinion/star-columnists/2018/01/01/10-business-trends-to-watch-for-in-2018.html)

*Trend #2: A new ubiquity in digital payment*

9. \_\_\_\_\_ will also play a growing role in shopping, the use of facial recognition, \_\_\_\_\_, \_\_\_\_\_ and so-called “retinal payments” (using a smartphone to scan one’s eyes) to verify transactions will reduce time at the checkout and guard against \_\_\_\_\_ and \_\_\_\_\_.

10. *Inquiry: Has this already taken place via your phones? Computers? ATMs?*

*Trend #5: New discount airlines duke it out*

11. This year could see as many as four new discount airlines striving to increase the number of Canadians who fly, and to take business from Air Canada and WestJet, a duopoly that carried about 71 per cent of the \_\_\_\_\_ domestic air passengers in Canada in 2017. Inspired by the success of Europe's Ryanair and Toronto's Porter Airlines, three independent discounters are expected to compete this year: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. And WestJet's new Swoop discounter starts up in 2018.

12. Their goal is to capture a share of the \_\_\_\_\_ who don't fly but would if fares were lower.

13. *Inquiry: How would this impact international travel? International trade?*

*Trend #9: Cybersecurity advances*

14. The 2016 hacking of the U.S. election and last year's cyber-attack on credit-monitoring giant Equifax, which exposed the personal data of \_\_\_\_\_, are hastening the advent of more effective protection systems and software. As well, the enhanced data-protections developed by the European Union, which go into effect in May, are likely to soon be replicated in North America. The arrival of apps by which you can \_\_\_\_\_ at home has also increased demand for apps that better safeguard privacy, and 2018 should see an increase in their number and popularity.

15. *Inquiry: What household tech can you think of that relate? Amazon Echo? Google Home? Nest Thermostats? Any others?*

As part of the TFI Career Matching Tool Exploration Activity and learning about trends in international business, you are tasked with presenting the information learned to the class.

Groups of 4-5 people will each be assigned a page from **TFI Trends and Innovations:** <https://cdn2.hubspot.net/hubfs/4372260/Policy%20and%20Research/TrendsandInnovationsinFinancialServices2017.pdf>

Students will learn about key trends in the International Business industry and research the information listed below to present:

- Introduction to the trend
- Background information (explain the trend)
- How does the trend disrupt and impact the International Business industry?
- What are some ways that businesses can prepare for this disruption?
- What are some careers related to this trend? (Refer to TFI In-Demand Career website)
- Forecast future changes this will have on society

You have 2 class periods to complete this.

### Presentation Format

- PowerPoint, Prezi or Google Slides
- Rehearsed and/or using cue cards
- Aim for 5+ slides (max = 10 slides)
- Maximum 5 minutes to present

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>				
<b>summarize information gathered</b>	summarizes information gathered using limited organization	summarizes information gathered using some organization	summarizes information gathered using considerable organization	summarizes information gathered using thorough organization
<b>summarize research material</b>	summarizes research material with limited clarity	summarizes research material with some clarity	summarizes research material with considerable clarity	summarizes research material with a high degree of clarity
<b>Thinking</b>				
<b>analyze their understanding of their chosen career</b>	analyzes their understanding with limited results	analyzes their understanding with some results	analyzes their understanding with good results	analyzes their understanding with excellent results
<b>analyze the characteristics of their chosen career</b>	analyzes the characteristics with assistance	analyzes the characteristics with some capability	analyzes the characteristics capably	analyzes the characteristics with expertise
<b>Communication</b>				
<b>explain concept clearly</b>	explains concept with limited clarity	explains concept with some clarity	explains concept with considerable clarity	explains concept with a high level of clarity
<b>describe concept in an organized manner</b>	description of concept demonstrates limited organization	description of concept demonstrates some organization	description of concept demonstrates considerable organization	description of concept demonstrates a high level of organization
<b>Application</b>				
<b>evaluate information using supporting factual details</b>	evaluates information using few supporting factual details	evaluates information using some supporting factual details	evaluates information using many supporting factual details	evaluates information using a wide range of supporting factual details

