

## 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.

**BDI3C: Entrepreneurship: The Venture**

**LESSON: Financial Services Industry, Fin Tech and  
Venture Pitch**

**DURATION: 5 periods x 75 minutes**

## **LESSON: Financial Services Industry, Fin Tech and Venture Pitch**

**Time Required:** 375 minutes (5 periods x 75 minutes)

### **Description**

This lesson enables students to learn about the Financial Services and Entrepreneurial Fin Tech industries. Students will learn about current trends in these industries and their impacts on careers.

Students will also learn about the wide range of careers available using a Career Matching Tool to help identify pathways and areas of interest related to the Financial Services and Entrepreneurial Fin Tech industries.

This activity allows students to collaborate using digital literacy tools and techniques to learn more about these industries.

As the students assess and evaluate their areas of interest, they will research various Fin Tech ventures and prepare a venture pitch as a formative assessment.

### **Strands and Expectations**

#### **Strands**

- Understand, identify and analyze the characteristics and contributions of enterprising individuals
- Evaluate websites for usefulness, accuracy and validity of research information
- Identify opportunities and assess the importance of a venture pitch

#### **Overall Expectations**

By the end of this course, students will:

- Analyze the characteristics and contributions of enterprising people
- Compare the characteristics and contributions of various entrepreneurs
- Analyze various methods of generating ideas and identifying opportunities to satisfy needs and wants
- Assess the importance of having a venture plan

## Specific Expectations

By the end of this course, students will:

- Compare the challenges and opportunities facing young entrepreneurs with those facing adult entrepreneurs
- Explain how new ventures have been developed in response to consumer needs/wants
- Identify the skills (e.g., negotiating, interpersonal, money management, selling) required for entrepreneurial success
- Describe how entrepreneurs have been agents of change (e.g., by developing new products, methods of production, and ways of doing business)
- Describe the effect(s) that changes brought about by entrepreneurs have had on the lives of people (e.g., workers, consumers, business people)
- Describe sources of information and advice that may facilitate the preparation of a venture plan (e.g., local Business Enterprise Centres, National Council of Ethnic Canadian Business and Professional Associations, Aboriginal Business and Economic Development Organization, Canadian Women's Business Network)

## 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: Fin Tech Mind Map Placemat
  - Appendix 1.1b: Financial Services Industry Mind Map Placemat
  - Appendix 1.2: TFI Career Matching Tool Exploration Activity
  - Appendix 1.3: Venture Pitch 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 conducting research on the Internet, including the use of a browser

## Teaching and Learning Strategies

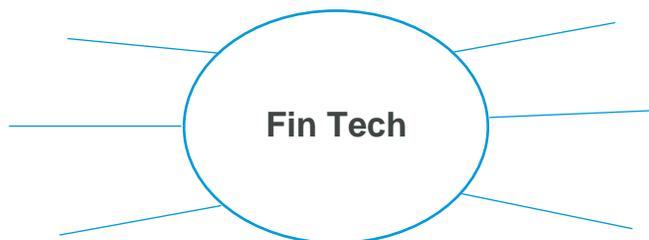
The following teaching and learning strategies comprise this lesson plan:

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

### Part 1: Minds On (45 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 “Fin Tech” 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 provide a definition of what “Fin Tech” is. Students will share a variety of responses.

4. Ask students to copy down the following definition on their Fin Tech Mind Map Placemat (Appendix 1.1a), in the space provided:

***Definition: Fin Tech companies are businesses that leverage new technology to create new and better financial services for both consumers and businesses. It includes companies of all kinds that may operate in personal financial management, insurance, payment, asset management, etc.***

5. Ask students to suggest careers and jobs that they think fit the definition of fin tech. You will receive a variety of responses, including: venture capitalist, analyst, sales, marketing, programmer, public relations, lawyer, advisor, engineer, customer service representative, investment banker.

Instruct students to record the responses in the space provided on Appendix 1.1a.

Reflect and comment on the strong effort and positive start to the lesson.

6. Show students the following video from TEDX - Overview of FinTech (14 minutes): [www.youtube.com/watch?v=pPkNtN8G7q8](http://www.youtube.com/watch?v=pPkNtN8G7q8)

This video will help scaffold students into the next part of the lesson as they develop a stronger and deeper understanding of the Fin Tech and Financial Services industries.

7. (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 Industry Mind Map Placemat (Appendix 1.1b).

Ask students to write down as many careers as possible related to the Financial Services industry. Some responses include: accountant, human resources, lawyer, investment banker, customer service representative.

Encourage students to reflect on the similarities and differences between “Fin Tech” and “Financial Services industry.” Highlight how some jobs that were mentioned may have changed their roles and responsibilities, and how some have changed their names to involve something more modern and relative to the tasks of the job in the 21<sup>st</sup> century.

8. Ask the students to their interest level in a career in the Fin Tech industry, with 1 representing a low interest and 10 representing a high interest. Inform students that they will be sharing their interest levels after the activity.

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

1. After having a class discussion about the Fin Tech and Financial Services industries, hand out the “TFI Career Matching Tool Exploration Activity” worksheet (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.

Through this worksheet, students are learning about generating ideas and entrepreneurial ventures. Students will also learn about sources of information for venture development and support for their creation of a venture pitch.

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 2-3 for the next activity. Groups can be formed by counting off numbers (1, 2, 3,), numbering via the attendance sheet, or using the current desk layout for pairing.
4. Hand out the Venture Pitch Presentation Assignment (Appendix 1.3). Inform students that they are tasked with creating a 2-minute venture pitch based on one of the companies listed on the MaRS Ventures Listing: [www.marsdd.com/ventures-and-tenants/?type=venture](http://www.marsdd.com/ventures-and-tenants/?type=venture)
5. Instruct students to research a company, and create a pitch that includes the following information:
  - Company name
  - How your company started (use storytelling – make it personal)
  - What problem are you solving?
  - Who is this product for? Who is your customer?
  - How are you going to market your product? How are you going to sell it?
  - What makes this product unique or defensible? Can it be copied? Is it interesting in some way?
  - What is the market opportunity? Can you see an obvious way to go to market with it?
  - What are the next steps for your company?

Provide students 2 class work periods to research and prepare their venture pitch.

6. Assessment:
  - Appendix 1.4: Presentation – Rubric
  - Alternatively, you can assess this worksheet and venture pitch as a completion or diagnostic assessment based on the curriculum expectations

### **Part 3: Consolidation (30 mins)**

1. Gather the students' attention back as a class and thank them for participating in the activities designed to help them learn, apply and share their knowledge.
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.

3. Ask the students to share what they've learned about the Financial Services and Fin Tech industries, as well as their experience in preparing a venture pitch.

Prompt students to answer the following:

- Q1 – What were some interesting facts and information that you learned about the Financial Services and Fin Tech industries?
- Q2 – Based on the presentations, what characteristics and contributions to society have their ventures provided?
- Q3 – What skills do you need to build, in order to prepare for this industry as an entrepreneur?
- Q4 – Compared to the start of this unit, has your interest in this field of study increased, stayed the same or decreased?

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 the venture pitch presentation for each individual's contributions, using Appendix 1.3 and 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

### *Accommodations cont'd...*

- 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

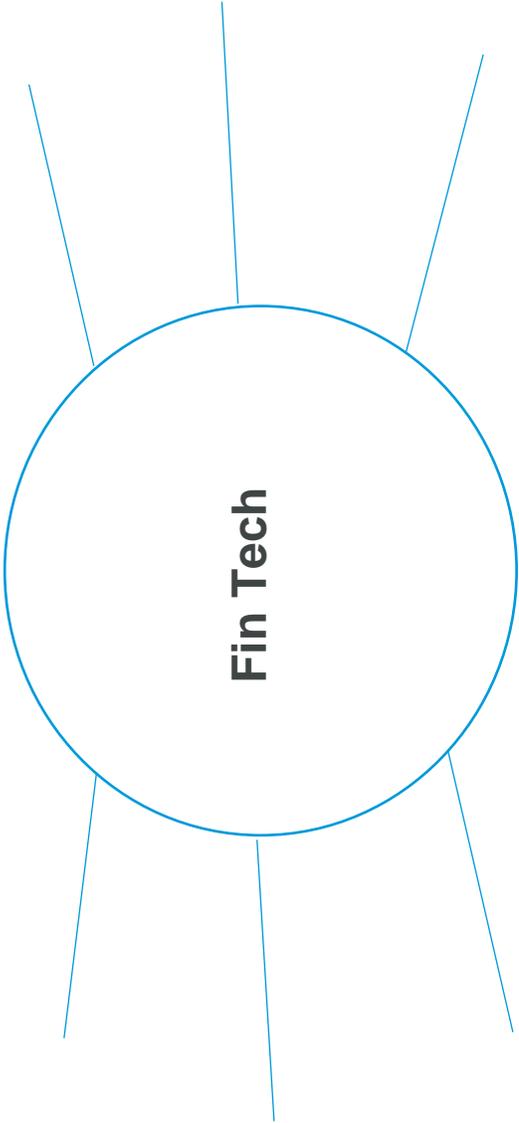
### Internet

- 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 – Fin Tech:  
<https://tfi.ca/tfi-initiatives/fintech>
- IFSE – Fin Tech:  
[www.ifse.ca/what-is-fintech/](http://www.ifse.ca/what-is-fintech/) or <http://bit.ly/TFSAFinTech2>
- MaRS Discovery District Venture Companies:  
[www.marsdd.com/ventures-and-tenants/?type=venture](http://www.marsdd.com/ventures-and-tenants/?type=venture)
- TFI – Fin Tech video:  
<https://youtu.be/kFF7F8l7Lkc>

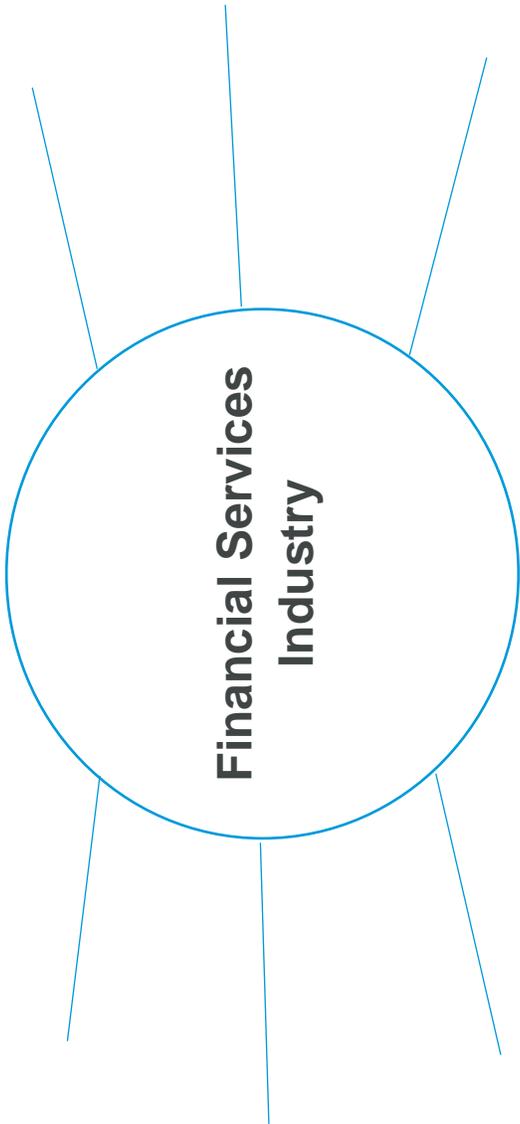
**Note:** The URLs for websites were verified prior to publication. However, given the frequency with which these tend to change, teachers should verify websites before assigning them for student use.

## Appendices

- Appendix 1.1a: Fin Tech Mind Map Placemat
- Appendix 1.1b: Financial Services Industry Mind Map Placemat
- Appendix 1.2: TFI Career Matching Tool Exploration Activity
- Appendix 1.3: Venture Pitch Presentation Assignment
- Appendix 1.4: Presentation – Rubric
- Appendix 1.5: Exit Card



**Definition of Fin Tech:**



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):**

### Fin Tech – Background, Careers, Industry Trends, Ventures

Visit: <https://tfi.ca/toronto-financial-centre/toronto-financial-centre>

#### Answer the following questions

1. Toronto is the \_\_\_\_\_ largest financial centre in North America, situated in the continent's \_\_\_\_\_ largest technology cluster.
2. As the capital of Canada's Financial Services industry, Toronto is the headquarters for:
  - a. \_\_\_\_ of the world's largest life insurance firms;
  - b. \_\_\_\_ of the world's top 25 banks;
  - c. \_\_\_\_ of the top 60 global pension funds;
  - d. \_\_\_\_ ranking for global pension assets;
  - e. \_\_\_\_ producer of STEM graduates in North America;
  - f. \_\_\_\_ of employment in the financial sector, larger than NYC and London.
3. With \_\_\_\_\_ of the country's approximate \_\_\_\_\_ fin tech employees, the Toronto region offers one of the most highly-educated workforces in the developed world. Employment in the Financial Services industry has \_\_\_\_\_ by more than \_\_\_\_\_ % in the past decade in Canada.
4. The Financial Services industry comprises \_\_\_\_\_ % of Canadian GDP and \_\_\_\_\_ % of Toronto GDP. Canada ranks 3<sup>rd</sup> globally for \_\_\_\_\_ investment relative to GDP.
5. Toronto is the \_\_\_\_\_ growing tech-jobs market in North America, creating more jobs than \_\_\_\_\_, Seattle and \_\_\_\_\_, DC, combined.
6. The Toronto Stock Exchange is ranked \_\_\_\_\_ for the largest number of listings globally in clean-tech and \_\_\_\_\_. The TSX is ranked \_\_\_\_\_ in North America by # of listed companies.

### Industry Trends & Impacts

Visit: [www.ifse.ca/what-is-fintech/](http://www.ifse.ca/what-is-fintech/) or <http://bit.ly/TFSAFinTech2>

**7. What is Fin Tech the combination of?**

**8. What are Fin Techs doing differently than traditional financial institutions?**

**9. What areas of finance are being impacted?**

**10. What are some barriers and challenges faced by Fin Techs?**

11. Are Fin Techs just a fad? What's the trend?

12. Next steps: As an entrepreneurial student interested in starting your own venture, brainstorm at least 3 ideas (ventures) related to Fin Tech from your research on this sector:

a)

b)

c)

As part of the Career Matching Tool in the Financial Services industry and learning about the Fin Tech sector, you are tasked with developing a 2-minute venture pitch.

In groups of 2-3, choose one of the companies listed on the MaRS Ventures Listing: [www.marsdd.com/ventures-and-tenants/?type=venture](http://www.marsdd.com/ventures-and-tenants/?type=venture) or <http://bit.ly/TFSAMaRSVentures>

Research your chosen company and create a pitch that includes the following information:

- Company name
- How your company started (use storytelling – make it personal)
- What problem are you solving?
- Who is this product for? Who is your customer?
- How are you going to market your product? How are you going to sell it?
- What makes this product unique or defensible? Can it be copied? Is it interesting in some way?
- What is the market opportunity? Can you see an obvious way to go to market with it?
- What are the next steps for your company?

You have 2 work class periods to complete the worksheet and prepare your pitch.

### Presentation Format

- PowerPoint or Google Slides
- Rehearsed and/or using cue cards
- Aim for 3+ slides (max = 6 slides) for the 2-minute presentation

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>				
<b>explain concept providing details</b>	explanation of concept provided limited details	explanation of concept provided some details	explanation of concept provided considerable details	explanation of concept provided thorough details
<b>identify given concepts</b>	identifies given concepts making limited reference to specific examples	identifies given concepts making some reference to specific examples	identifies given concepts making considerable reference to specific examples	identifies given concepts making thorough reference to specific examples
<b>Thinking</b>				
<b>evaluate information using criteria developed in class</b>	evaluates information with limited use of criteria developed in class	evaluates information with some use of criteria developed in class	evaluates information with considerable use of criteria developed in class	evaluates information with thorough use of criteria developed in class
<b>explain concept in an organized manner</b>	explanation of concept demonstrates limited organization	explanation of concept demonstrates some organization	explanation of concept demonstrates considerable organization	explanation of concept demonstrates thorough organization
<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>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>Application</b>				
<b>evaluate information to determine main ideas</b>	evaluation of information to determine main ideas demonstrates limited understanding	evaluation of information to determine main ideas demonstrates some understanding	evaluation of information to determine main ideas demonstrates considerable understanding	evaluation of information to determine main ideas demonstrates thorough understanding

