

Video Viewer Guide for Professional Learning Facilitators

Financial Literacy in Grades 4 and 5 The Arts (drama) and Social Studies

Systems Thinking in Social Studies and Drama

Through role play, students will explore aspects of western European medieval society including the distribution of wealth and will examine the constraints or privilege that system dictates. The lesson will also explore the challenges that cultural and political leaders face when managing money and will build their understanding of the complexity of this responsibility. Students will have the opportunity to reflect on how this experience relates to society today and their lives as grade 4 and 5 students. They will express their ideas and feelings about this society using drama skills. The teacher and literacy coach co-facilitate the lesson. You will see them use the creative process and drama strategies such as a value line and a corridor of voices to encourage students to think about their own values and their role as citizens.

Concepts for discussion within this video:

- Financial Literacy
 - Distribution of wealth
 - Economy
 - Compassionate awareness – helping others
- Assessment for learning – guiding questions
- Using drama to explore issues such as power dynamics, relationships, active citizenship
- Parent engagement – community involvement
- Teacher collaboration – team teaching
- Inclusive education – challenging stereotypes and assumptions, equality

Introduction (4:46 min.)

Two teachers discuss how they collaborated to teach a lesson that helps students build financial literacy skills through drama and social studies.

Time	Speaker/Context	Content
0:00	Narration	Video introduction
0:42	Teacher	Lesson development based on curricular big ideas, prior learning, student preparation
1:17	Teacher	Value of collaboration, preparing for the lesson
1:46	Narration	Curriculum connections across two grades
2:11	Teacher	Helping students making connections
2:43	Teacher	Considering how economic systems prevent or allow access, making choices, learning about how systems work, solving problems through drama
3:25	Narration	Use of roles
3:45	Teacher Learning Coach	Supporting teachers to teach financial literacy skills
4:21	Parent	Parent engagement, linking to local community

Minds On (5:31 min.)

The teacher sets the stage for the drama by distributing tokens randomly to some students. This establishes different levels of society with differing amounts of income. The class acts out part of a scenario, with students and teachers playing different roles, then they discuss responses to guiding questions to prepare for their next role play.

Time	Speaker/Context	Content
0:00	Classroom - Teacher	Lesson introduction, distribution of wealth, guiding questions
0:59	Classroom	Role Play – distribution of tokens creating different roles and levels of income
2:32	Teacher, Classroom	Debrief – use of tokens, distribution of wealth

Minds On (cont'd)

2:59	Classroom	Role play – community meeting, more token distribution creating more levels in society
3:33	Classroom	Debrief of feelings, students share comments about fairness
4:25	Classroom	Introduction of guiding questions for role play, make connections to pioneer times

Action (6:05 min.)

Students create role plays depicting a meal and entertainment in western European medieval society. They debrief their feelings with a general discussion and through participation in drama learning activities where they can express their thoughts and feelings.

Time	Speaker/Context	Content
0:00	Classroom	Students planning and practicing role plays – home life for groups with different levels of income in western European medieval society
0:31	Classroom - Teacher	Caution from teacher about avoiding portraying stereotypes of people with different income levels, avoiding making judgments
1:32	Classroom	Segments of role plays
2:10	Classroom - Teacher	Debrief feelings in response to distribution of wealth
2:46	Classroom	Students form value line reflecting their opinions and discuss their position
4:11	Classroom	Corridor of voices strategy – students sharing their feelings
5:02	Teacher	Reflections about exploring issues of power, advocacy, citizenship through drama

Consolidation (6:07 min.)

Students work in groups to develop suggestions for a more just economic system for distribution of wealth. They present those ideas to the leaders then the class discusses key learnings from this lesson.

Time	Speaker/Context	Content
0:00	Classroom	Role play - next steps – eliciting citizen idea about creating a more just economic system for distribution of wealth, discuss challenges
1:15	Classroom	Students presenting their group ideas about fair distribution of wealth
2:02	Teacher	Comments about teachers' role to introduce complexity and challenge stereotypes and bias
2:35	Classroom	Discussion about being careful about making assumptions, eliciting further ideas, use of probing questions
3:32	Classroom	Discussion about the creative economy – people who “think for a living”
3:49	Teacher	Comments about building complexity in discussion
4:28	Classroom	Summary of key ideas in the lesson – sharing wealth, caring for others, worth and value of all citizens

Learning Reflections (7:19 min.)

Teachers, students and a parent reflect about the students' learning related to how social and political structures impact economic realities.

Time	Speaker/Context	Content
0:00	Teacher	Reflections about planning for grades 4 and 5, connections to building specific literacy skills (need background information, people as resources, making real world connections)
1:14	Teacher	Making real world connections with big ideas, transformative learning

Learning Reflections (cont'd)

1:46	Teacher	Use of drama to build understanding
2:04	Students	Understanding feelings and different points of view through drama
2:28	Parent	Observations about how students made connections, expressed feelings and learned through drama
3:08	Students	Thoughts re: feelings of having power, feelings about distribution of wealth
3:41	Teacher Learning Coach	Building complexity and making connections using the social studies curriculum, making the learning personally relevant
4:20	Teacher	Helping students build critical thinking skills, concepts of fairness, equality, equity, large-world connections
5:45	Parent	Observations about students learning from the past, expressing opinions, making connections, learning to be fair
6:19	Teacher Learning Coach	Learning in professional learning communities, assessing personal value systems, teaching with passion