

Video Viewer Guide

Financial Literacy in Grades 4 & 5 Social Studies and the Arts (drama) *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 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.

Before Viewing

Consider how drama allows students the opportunity to explore complex issues and have courageous conversations in an age-appropriate way.

During Viewing

This video is divided into five segments. Consider the reflective questions for each segment.

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.

- Observe how the teachers worked together as they co-facilitated the lesson. How does working as a team provide learning opportunities for both students and teachers?
- A parent was invited to observe this lesson. She commented on the importance of working with parents and the larger school community. What other ways could you engage parents in this or similar lessons?
- The teacher explained how she made connections with the Social Studies curriculum expectations for both grades 4 and 5. What other planning considerations are necessary when teaching a split grade?

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.

- How does role play help students to understand concepts of fairness and distribution of wealth in society?

Action (6:05 min.)

Students create role play 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.

- Everyone has their own bias and perspectives, what do you do to be inclusive and sensitive to all learners? How do you support your students to be inclusive and sensitive?
- During debriefs, the teachers made a point of asking questions to challenge assumptions and expand student thinking. When planning a lesson, what can you do to think in advance about areas where you may want to be alert for possible assumptions, biases or stereotypes?

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.

- In this western European Medieval society scenario, students tended to think of physically active roles in the society. How do you encourage students to extend their thinking to include a wider range of roles? How do you explain knowledge worker roles (people who think for a living) and the value of knowledge in a society?
- The teachers in this lesson established clear guidelines for role play. Why is this particularly important in this context?

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.

- One teacher in this clip talked about making connections to building literacy skills across the curriculum while building financial literacy skills. How can or do you do this in your classroom?
- The teachers discussed how drama can support transformative learning related to equity and making larger world connections. How can you support your students with this type of learning?
- The students in this lesson were given an opportunity to take a position of power by commenting to the leader. How can you encourage your students to have a voice in their community? Why is it important for students to realize their voice can be heard by those in a position of power?
- What financial literacy conversations would you like your own Professional Learning Community (PLC) to share? What would you contribute to your PLC?

After Viewing

Consider how connections were made in this lesson with drama and social studies expectations and financial literacy. Where else could you use similar teaching processes? How could you extend the lesson to include thoughts on Canadian society today? What other curriculum expectations could you include?