

Video Viewer Guide for Professional Learning Facilitators

Financial Literacy in Grade 5 and 6 Language and the Arts

Exploring Needs and Wants through Media Literacy and Visual Arts

Students explore the idea of needs versus wants. By engaging in a variety of activities the teacher helps the students think deeply about this concept. They review commercials for three types of running shoes and consider the media strategies used to make the shoes appealing to consumers. Students discuss the factors that impact their purchasing decision including cost, their budgets, personal likes, influence of others, media messages, value for money and practical uses. The teacher uses a read aloud picture book to elicit more thoughts and feelings about the decision-making and pressures associated with needs and wants. Students use a visual arts activity to share their thoughts about needs and wants using symbols and metaphors. The power of this learning is explored through comments as students are working in full class discussions and individual interviews with students, the teacher, a parent and the school principal.

Concepts for discussion within this video:

- Financial Literacy
 - Needs vs. wants
 - Compassionate awareness
- Critical thinking
- Use of technology – interactive whiteboard, calculators, videos, laptops
- Differentiated Instruction- meeting the needs of all students
- Learning for all – support for all students

Introduction (2:36 min.)

Why financial literacy is important and how building skills for financial literacy can be integrated across the curriculum.

Time	Speaker/Context	Content
0:28	Teacher	Describing personal interest in financial literacy, integrating financial literacy with current curriculum, children's ability to understand impact of decisions
1:25	Narration	Lesson framing - arts, language, health and physical education, mathematics
1:36	Teacher	Learning about financial literacy across the curriculum – beyond math, connections to language – media literacy, HPE – healthy choices, the Arts – mediums for expression

Minds On (5:22 min.)

Summary of the big ideas that students are exploring including some guiding questions and prompts to help students think deeply about needs versus wants.

Time	Speaker/Context	Content
0:18	Teacher	“continual aha” – building understanding of concepts, critical thinking, needs vs. wants not a black and white topic.
0:41	Classroom	Lesson introduction, big ideas related to financial literacy, use of technology
1:50	Classroom	Haiku writing to express understanding of the concept of abundance
2:24	Classroom	Discussion of abundance
3:05	Classroom	Discussion about healthy choices, decision-making process, impulsive decisions
3:39	Classroom	Introduction of big idea and learning goal connected to making decisions connected to needs and wants
4:21	Classroom	Pedagogy – use of strategies (e.g., word signals, specific instructions, routines) for transition, tools for note-taking (clipboards, pencils, graphic organizer, guiding questions), interactive whiteboard technology
4:41	Classroom	Review of guiding questions for video viewing – media literacy, strategies used, feelings in response to commercial

Action - Media Literacy (4:20 min.)

Development of media literacy skills as students learn to make choices and articulate reasons for their decisions.

Time	Speaker/Context	Content
0:20	Classroom	Discussion of media strategies to reach target audience
1:07	Classroom	Calculation of show prices
1:30	Classroom	Coaching to encourage students to make independent decisions
2:12	Student / Teacher Interaction	Teacher probing to uncover reasoning for a student's decision
2:46	Classroom	Discussion of the concept "value for your money"
3:20	Classroom	Teacher explores a student's decision-making process, does not make any value statements about the decision itself

Action - Read Aloud (5:19 min.)

Using a read-aloud as a springboard for discussion, students make inferences from the text and discuss needs and wants and healthy choices.

Time	Speaker/Context	Content
0:11	Narration	Introduction of concepts to be explored with picture book read-aloud – decision-making, needs vs. wants
0:41	Classroom	Distribution of graphic organizer for jot notes with guiding questions, cues to respond to the text
1:51	Classroom	Instructional strategy – use of sticky notes to cue thinking, asking students to make connections between introduction and previous work with commercials, use of wait time when posing questions
2:12	Student Response	"What happens if you want it but you don't need it?"
2:59	Classroom	Student brainstorm about needs / wants. Use of interactive whiteboard to discuss and reveal deeper thinking. Reference to big ideas
3:40	Classroom	Discussion of whether money is a need or a want
4:29	Classroom	Discussion of healthy choices, cost for healthy foods, critical thinking

Action - Guiding Questions (2:05 min.)

The teacher provides questions to guide students as they review the commercials again, using a critical eye as consumers.

Time	Speaker/Context	Content
0:10	Narration	Review of key learning – consumer awareness, group work, guiding questions
0:25	Classroom	Teacher review of questions about media influence on personal decisions, factors that could influence decisions
1:19	Student / Teacher Interaction	Teacher providing individual coaching and support for a student to uncover student ideas about strategies for earning money

Consolidation (4:15 min.)

Using an art activity as vehicle for learning, students use symbols as metaphors to express their conclusions about needs vs. wants.

Time	Speaker/Context	Content
0:17	Classroom	Review of instructions for art activity using Picasso-style self-portraits: heart = need; head = want
1:04	Classroom	Review of learning about needs/wants with class – critical thinking and reflection, common needs and wants
1:38	Classroom	Use of symbols to reflect meaning, metaphor, reflects deep thinking, art as a vehicle for expressing feelings, thoughts, values
2:42	Classroom	Discussion of Earth as a need – environmental education
2:55	Classroom	Discussion of different needs, different types of shelter – "Does everyone have a house the way that we see a house?" Raising awareness of different ways of living - inclusion
3:09	Classroom	Importance of communication
3:59	Classroom	Summary of the needs students identified: education, food, water, family, love, communication

Learning Reflections (3:05 min.)

The teacher, principal, parent and a board representative all make connections to real life learning and applications as they reflect on what the students are learning.

Time	Speaker/Context	Content
0:17	Teacher	Need for flexibility and responsiveness with teaching and learning
0:33	Administrator	Administrator support for teachers within the professional learning community
1:15	Teacher	Strategies for parent engagement
1:41	Parent	Why financial literacy is important. Opportunity to provide context and for discussion. Raise awareness with students about how credit card companies provide offers and incentives to new users.
2:09	School Board Representative	Application of financial literacy in all parts of their lives, natural part of the curriculum.