

# Video Viewer Guide

## 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.

#### Before Viewing

Think about the prior knowledge / experiences students bring to this topic and how grade 5 and 6 students view the concept of needs and wants. Consider opportunities across the grade 5 and grade 6 curriculum to help students explore these concepts.

#### During Viewing

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

##### **Introduction (Runs: 2:36)**

This clip provides context for why financial literacy is important and how building skills for financial literacy can be integrated across the curriculum for grade 5 and 6 students.

- The teacher talks about her own financial literacy journey and financial literacy in the current curriculum. Reflect on how your own experiences related to financial literacy may impact your teaching.

##### **Minds On (Runs: 5:22)**

This clip contains a summary of the big ideas that students are exploring including some guiding questions and prompts to help students think deeply about needs versus wants.

- Think about other real-life examples that could be connected to these big ideas.

##### **Action - Media Literacy (Runs: 4:20)**

This clip highlights development of media literacy skills as students learn to make choices and articulate reasons for their decisions.

- Notice how the teacher responds to the students' answers, focusing on their decision-making process and not making value judgments about their decisions.

##### **Action - Read Aloud (Runs: 6:07)**

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

- What foundational ideas about financial literacy as an essential life skill did this video clip include?

##### **Action - Guiding Questions (Runs: 2:05)**

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

- The lesson includes several financial literacy messages including considering the social and ethical implications of our decisions. What other financial literacy messages did you hear? What other financial literacy messages could you include?

### **Consolidation (Runs: 4:15)**

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

- The teacher comments about shelter being different to everyone. What other equity and inclusion messages did she include? What do you do to recognize, understand and consider bias, equity and inclusivity?

### **Learning Reflections (Runs: 3:05)**

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.

- School is one place students will learn about financial literacy but students have opportunities to develop financial literacy skills in many parts of their lives. To help extend students' learning related to financial literacy, how could you encourage financial literacy conversations to continue beyond your classroom?

### **After Viewing**

In this video, students learn broad concepts (e.g., the implications of choices) and are making applications in a number of realms (e.g., health, environmental, financial).

- Consider other opportunities to support students in transferring knowledge and skills to make connections with their learning.
- Discuss the impact of the use of symbolism and metaphor by students to express their ideas.