

# Video Viewer Guide for Professional Learning Facilitators

## Financial Literacy in Grades 6 & 7 French as a Second Language and the Arts (drama)

### Core French – At the Market

Students build their understanding of personal financial planning by participating in a role play. Using age appropriate French vocabulary, students will take on a range of roles of shopping, selling goods or greeting people in a market. They gain an understanding of value for money by budgeting to buy all items required, negotiating for price and practicing comparison shopping skills. Students consider the role of citizens and the impact of personal decisions as they consider social, environmental and economic impact of decisions (e.g., market vs. grocery store, knowing where products come from, support for local producers). They build their understanding of the nature of money by looking at another currency (the Euro).

#### Concepts for discussion within this video:

- Financial Literacy
  - Purchasing decisions, negotiation, planning
  - Selling strategies, marketing
  - Compassionate awareness – helping others
- Assessment for and as learning – learning goals, success criteria, self assessment
- Inclusive education – considering bias
- Parent engagement – collaboration
- Integrated learning – learning across the curriculum
- Differentiated instruction
- Environmental education – implications of shopping local
- 21st century skills – critical thinking skills

#### Introduction (4:25 min.)

While setting the context for the lesson, the teacher, principal and an investment counsellor share reflections about the importance of financial literacy and about the skills that will help students in a local and global economy.

Time	Speaker/Context	Content
0:00	Teacher	Comments about the relevance of financial literacy
1:04	Narration	Today's lesson – role play, shopping in a market, authentic, contextualized learning opportunity focused on communication with real world applications
1:38	Teacher	Learning and using vocabulary in a context
1:58	Investment Counsellor	Age-appropriate, real life learning
2:19	Principal	Value of financial literacy, research, reports, decision-making, local and global impacts Images on screen: <a href="#"><u><i>A Sound Investment: Financial Literacy Education in Ontario Schools</i></u></a> <a href="#"><u><i>Financial Literacy Scope and Sequence of Expectations (grades 4-8)</i></u></a>
2:58	Teacher	Unit planning, prior learning
3:53	Teacher	Instructional strategies to support student communication
4:11	Student	Use of French vocabulary

### Minds On (3:45 min.)

The students collaborate to review relevant vocabulary then the class together reviews the learning goal and co-constructs success criteria for the activity. The teacher reminds students of cues available to support them if they need help with communication. She uses music and pictures to set the stage for the upcoming activity.

Time	Speaker/Context	Content
0:00	Classroom	Prior learning and vocabulary review – student leader
0:31	Teacher	Prior learning related to financial literacy (e.g., Euros, exchange rate, money)
1:19	Classroom	Mingle – vocabulary review warm up activity
1:31	Classroom	Learning goal
2:04	Classroom	Co-construction of success criteria, identification of cues for support
3:07	Classroom	French music and pictures to set the stage for the activity

### Action (4:01 min.)

Students participate in the role play, buying, selling and interacting in the market. The teacher discusses how she differentiated the activity to meet a range of student needs and also to reflect different situations students may encounter in their lives.

Time	Speaker/Context	Content
0:00	Classroom	Role play in the market
0:38	Students	Use of dramatic conventions, reflections on role playing
1:38	Teacher	Opportunities for differentiation by role, use of resources as a reference, within roles, factors such as range money available, limited time, allergies were included
2:51	Narration, classroom	Students tracking spending, negotiation role play

### Consolidation (5:24 min.)

Students reflect with the teacher about what they learned during their role play. They do a self assessment based on the co-constructed success criteria and reflect upon the skills they used, how much they spent, challenges and the implications of shopping at a local market.

Time	Speaker/Context	Content
0:00	Classroom and Students	Reflections on their learning during the activity
0:46	Classroom	Student reflection about vocabulary used and skills (e.g., negotiation) practiced
1:45	Classroom	Reflections about money spent, discussing range of situations and needs
2:13	Classroom	Instructional strategy – use of wait time, cultural sensitivity
3:02	Classroom	Students discuss challenges
3:18	Classroom	Discussion – shopping at a local market, connections to environmental education

### Learning Reflections (6:47 min.)

The teacher, students and a community credit counsellor reflect on the learning in this lesson. They discuss building thinking skills, compassionate awareness and caring for others, communication with parents and reflections about bias.

<b>Time</b>	<b>Speaker/Context</b>	<b>Content</b>
0:00	Teacher	Reflections about the learning in Core French, communication skills, use of vocabulary in a real world context, using the vocabulary to express thoughts
0:57	Teacher	Thinking skills, integrating within Core French
1:22	Narration, Teacher	Planning for integration in Core French
2:16	Classroom, Student, Teacher	Aha moments – compassionate awareness, helping others by sharing
3:44	Credit Counsellor	Community support, compassion
4:21	Parent	Discusses importance of communication, using the same language, value of working together
5:04	Teacher	Reflecting about bias, value of thinking in advance about personal biases