

Video Viewer Guide

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).

Before Viewing

The teacher provides many opportunities in this Core French lesson to help students develop and practise their thinking and communication skills. As you are watching, consider what connections you can make across the curriculum to support students in building these skills.

During Viewing

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

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.

- In this segment, the teacher talks about how she sees financial literacy being relevant for her students. In what ways do you see financial literacy as relevant to the students you are teaching?
- As shown in the video, the working group report along with the scope and sequence documents are available. What other resources could you access to build your understanding of financial literacy? Who in your professional learning community could you use as a resource? Who in your greater community would be a good resource?

Minds On (3:44 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.

- How did the teacher in this clip intentionally use different teaching strategies to encourage her students to take responsibility for today's learning?
- How did the teacher and students work together to share responsibility for learning as they discussed the learning goal and co-constructed the success criteria?
- How was the learning of the key vocabulary and expressions contextualized for the students? What other strategies might be used to contextualize the learning?

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.

- The teacher uses several strategies for Differentiated Instruction (DI) such as providing different roles for students. What other opportunities for DI might you include in this lesson?
- To help students speak French while in role, the teacher offered several types of supports. What strategies did you see being used? What other strategies could be used?
- The students tracked spending, negotiated, calculated costs and considered offering sales. In what other ways could you provide opportunities for students to use financial literacy skills?

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.

- The teacher integrated Core French curriculum expectations with expectations from the Arts (drama). What other curriculum connections might work well with to the concepts explored in this lesson?
- What strategies did this teacher use to elicit deeper thinking, communication and expression from her students?

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.

- The concept of compassionate awareness was highlighted through discussion about students helping those who had less money available to them when shopping in the market. Consider how you may intentionally include this concept in lessons to help your students build compassionate awareness.
- Discussions connected to compassionate awareness sometimes involve courageous conversations. How do you help your students to think deeply about the situations of others?
- At the end of this segment, the teacher reflected on her own bias. How do you consider your personal bias while building a lesson?

After Viewing

The teacher used a personal prior experience, shopping in a French market, to bring the learning alive for her students. What personal prior experience might you use to spark learning in your classroom? What resources could your professional learning community add? What resources could your greater community add?

In addition to learning financial literacy skills, cross-curricular concepts related to environmental education and healthy schools were integrated seamlessly into this lesson. Reflect on your own teaching practice, considering how to plan for integrating these key concepts.