

Viewer Guide:

Financial Literacy in Grade 6 Language and The Arts (drama, music)

Media Literacy and Music Piracy

Students use critical thinking skills and develop their understanding of creating an effective media message by examining the issue of the different costs associated with music piracy. They consider the ethical and financial impact of choices related to music piracy. While examining sample anti-piracy advertisements, students consider the components of a successful advertisement and begin to develop a plan to create their own anti-piracy video. Using the issue of music piracy, students consider strategies for sharing a message in a powerful way. Technology is used in a number of ways throughout this lesson by the teacher and the students.

Before Viewing

While helping students develop media literacy skills, the teacher in this video has also planned integrated learning in the arts. As you watch the video, think about the financial literacy skills students are developing, particularly considering students' current and future role as consumers and the implications of music piracy. What understanding of consumer responsibility would it be valuable for students to have prior to discussion?

During Viewing

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

Introduction (Runs: 2:14)

In this segment, classroom discussion and comments from the teacher and an administrator illustrate how learning the skills related to financial literacy are part of a foundation for learning for students.

- The teacher talks about the need to develop fundamental knowledge. The vice principal talks about the need for critical thinking and problem solving skills. Think about the key ideas related to financial literacy in the current curriculum that you feel are important for grade 6 students to learn.

Minds On (Runs: 4:41)

Using a visualization exercise, the teacher sets the stage to help build students' understanding of the costs of music production and the implications of music piracy on artists, music producers and consumers of music. An instructional leader comments on the impact of each citizen's financial decisions on the larger community.

- The lesson includes consumer awareness surrounding music piracy, but what other financial literacy messages did you hear? What other concepts related to financial literacy could you integrate?

Action (Runs: 4:59)

Students analyze online examples of music piracy videos to build their understanding of music piracy and also to develop their understanding of the success criteria of an effective video.

- What are other social and ethical situations related to the curriculum that you could use as vehicles for similar lessons?
- In this segment, the students discuss their thoughts about music piracy. What evidence of critical thinking did you see as students shared their ideas and came to consensus? What can you do to help students develop critical thinking skills?

Consolidation (Runs: 1:19)

Students reflect on their learning individually and share their ideas in a gallery walk. This clip includes a short excerpt showing a sample of a video produced by a group of students as a part of their final assignment.

- Students shared their learning through posting in a gallery walk and by producing a video, what other ways could students share their learning?

Learning Reflections (Runs: 4:25)

In this segment, the teacher and an instructional leader comment on the range of opportunities that exist for integrating financial literacy across the curriculum. Students comment on the value of making the learning relevant to their everyday lives. The principal talks about the importance of professional development and building skills for social responsibility.

- What organizations or individuals could be a resource for financial literacy in your learning community? What opportunities exist that could help students build social responsibility skills?

After Viewing

- Consider how links could be made to character development with discussions of music piracy, citizenship and social responsibility.
- What tools did the teacher use to support the students to look critically at the sample videos as they developed their media literacy skills? What supports might be useful for your students?