

Video Viewer Guide for Professional Learning Facilitators

Financial Literacy in Grade 6 Science and Technology and Language

Saving Energy – Personal, Global and Financial Implications

Students build an understanding of the connection between their own choices related to energy usage and personal, global and environmental impacts. Building on their experiences doing a cost analysis of light bulb use, students use critical thinking skills to consider actions and consequences of actions. They build a global perspective by making connections between individual actions and their results.

Concepts for discussion within this video:

- Community connections
- Building transferable skills – critical thinking, inquiry
- Environmental education
- Inclusive Education
- Learning for all
- Instructional strategies - Differentiated instruction
- Use of technology
- Assessment for Learning

Introduction (2:02 min.)

In this clip, comments from the teacher, a student, a parent and an instructional leader underline the importance of helping students make real life connections and build skills that will help them now and in the future.

Time	Speaker/Context	Content
0:28	Teacher	Importance of financial literacy, students as targets of complex marketing strategies, helping students build confidence, competence
0:56	Student(s)	Importance of financial literacy
1:00	Parents	Importance of financial literacy
1:11	Teacher	Making learning about financial literacy relevant for students
1:36	Instructional Leader	Impact of decisions on others, community, environment

Minds On (2:02 min.)

The teacher reviews with students key learnings regarding energy usage from previous lessons and discusses questions students raise for potential investigation.

Time	Speaker/Context	Content
0:21	Classroom	Assessment for Learning – review of learning targets
0:43	Classroom	Environmental Education – saving energy Instructional strategy – “phone a friend” Inclusive education – opportunity to discuss importance of awareness of students living in different types of dwellings when doing energy audit
1:18	Classroom	Inquiry – review of questions students want to investigate further, encouraging critical thinking

Action (6:07 min.)

In this segment, the school caretaker shares data with the class about savings during earth hour. The students do some calculations, brainstorm reasons for saving and develop their own personal inquiry question related to saving electricity.

Time	Speaker/Context	Content
0:25	Classroom	School community – caretaker as guest speaker Environmental Education – discussion of savings with Earth Hour, use of technology for learning
1:18	Classroom	Critical thinking – teacher posing questions about savings. Students responding and explaining thinking.
2:32	Classroom	Environmental, personal and global reasons for saving electricity Instructional strategy – “mill to music” then student brainstorm and discussion
3:51	Classroom	Review of success criteria for an inquiry question, student discussion of possible approaches
4:45	Classroom	Differentiated instruction – teacher identifying different student interests that could be used in connection to their inquiry question
5:40	Classroom	Students doing a gallery walk, checking draft inquiry questions with success criteria

Consolidation (2:19 min.)

The teacher reviews the learning targets with the students as the students identify what they learned, what they found interesting and what they still wish to investigate. Together they reflect about interconnections and the impact of choices.

Time	Speaker/Context	Content
0:11	Classroom	Inquiry – student questions
0:34	Classroom	Assessment for learning – review of learning targets
0:52	Classroom	Instructional strategy – guidance for student reflection, considering implications of choices
1:20	Teacher	Comments about action inquiry process
1:39	Student(s)	Environmental Education – student comment about saving energy
1:45	Teacher	Interconnections, impact of choices on others and the world, global impact

Learning Reflections (3:24 min.)

The teacher, an instructional leader and an administrator reflect on building teacher confidence and capacity related to financial literacy. The teacher also discusses planning approaches considering how to support students with a range of learning needs.

Time	Speaker/Context	Content
0:15	Teacher	Reflecting on her own learning in relation to financial learning
0:38	Instructional Leader	Teachers not expected to know everything about financial literacy, importance of being open to learning, getting help as needed, helping students build skills for solving problems, finding information
1:46	Vice Principal	Comments about financial literacy not being something more but highlighting where it exists, support for teachers
2:07	Teacher	Supporting all students – meeting diverse needs e.g., supporting a student who is a selective mute, considering instructional and assessment strategies