

Viewer Guide:

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.

Before Viewing

Consider the connections students may make when investigating the impacts of electricity use.

During Viewing

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

Introduction (Runs: 2:02)

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.

- The teacher talks about helping develop students' confidence and competence in a complex society. The instructional leader talks about building the understanding of the connections between spending and impacts on communities. Think about the key ideas related to financial literacy that you feel are important for grade 6 students to learn. How can these be connected to the current curriculum?

Minds On (Runs: 2:02)

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

- The teacher encourages shared responsibility for the learning by saying “you can phone a friend,” when a student struggles for an answer. What other opportunities for shared responsibility do you see?

Action (Runs: 6:07)

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.

- Who in your community could you bring in as a guest speaker or lesson collaborator?
- What opportunities do you see to incorporate technology as a tool in this lesson?

Consolidation (Runs: 2:19)

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.

- The teacher made an opportunity for differentiated instruction (DI) by having the students move to the music then having the opportunity to contribute in different ways – writing responses, contributing new ideas, building on existing ideas. What other DI strategies did you see? What other DI strategies could you implement?

Learning Reflections (Runs: 3:24)

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.

- How do you assess for learning within a class that has a wide range of learning needs?
- What strategies could you share with others in your learning community?

After Viewing

The teacher in the video provided opportunities for students to explore individual questions related to the overall learning in the curriculum.

- What strategies did you see that may work in your classroom to help make the learning meaningful for your students?
- What other real-life examples could be used in this lesson to help students make connections and build their understanding of the impact of electricity use?