

Video Viewer Guide for Professional Learning Facilitators

Financial Literacy in Grade 7 and 8 Mathematics and Health and Physical Education

Making Savvy Consumer Choices

Students in this lesson are developing their understanding of personal financial planning by solving mathematical problems using real life situations. They add and subtract fractions and integers, apply a variety of computational strategies and use a variety of tools to solve problems. Students use their understanding of proportional relationships (with percent ratios and rate) and measurement units (considering conversions required) while demonstrating the ability to make connections related to health and well-being (considering the impact of healthy choices). They learn to apply the consumer skills they are developing to making purchasing decisions.

In the classroom, the teachers and the students are communicating using American Sign Language (ASL). Thank you to staff at Ernest C. Drury Elementary School for Students who are Deaf/Hard of Hearing (elementary) for providing interpretation for this video.

Concepts for discussion within this video:

- Financial Literacy
 - Consumer awareness
 - Planning, spending and budgeting
 - Unit conversions
- Learning for All – supporting all students
- Professional Development – collaborative teaching and learning
- Healthy Schools – healthy eating
- Student engagement – hands on learning, use of technology
- Assessment for learning

Introduction (4:45 min.)

The two teachers in the video, superintendent and principal reflect on the importance of learning financial literacy skills for their students and for all students. The teachers discuss how they approached their planning, acknowledging that financial literacy concepts are embedded in the curriculum and how they looked for ways to highlight opportunities for students to build and develop skills related to planning, budgeting and financial awareness.

Time	Speaker/Context	Content
0:20	Teacher	Importance of learning about financial literacy from a young age
0:50	Teacher	Value of team teaching, checking personal bias
1:13	Teacher	Building understanding of financial literacy within the existing curriculum
1:34	Teacher	Integration of financial literacy through mathematics and health and physical education
1:57	Teacher	Skills building, relating to building global awareness and economic impact
2:05	Student	Real life connections
2:22	Superintendent	Context – students who are deaf or hard of hearing, teaching using American Sign Language (ASL)
2:42	Principal	Teaching language skills, deaf students not getting auditory cues or information, importance of using all opportunities for intentional learning
3:37	Principal	Use of repetition, examples, support from parents
4:03	Teacher	Application of skills and concepts for all students
4:20	Superintendent	Importance of building knowledge and skills related to financial literacy

Minds On (4:08 min.)

Students brainstorm as a class, then in small groups about the concept of budgeting. The teacher asks questions to get students to make connections to their own lives. In preparation for the activity, the class reviews some of the concepts they have discussed related to quantities of food and shopping for groceries.

Time	Speaker/Context	Content
0:11	Teacher	Need for learning about budgeting, healthy eating
0:29	Classroom	Introduction of the concept of budgeting, planning, student responses
0:57	Classroom	Review of concepts previously discussed about budgeting
1:36	Classroom	Students working in small groups, brainstorming ideas about budgeting
2:14	Classroom	Visual signal for attention, class sharing of ideas on interactive white board
2:49	Classroom	Probing questions to bring out personal relevance in the discussion
3:04	Classroom	Recap of prior discussion about determining food quantities when shopping

Action (5:31 min.)

Teachers introduce the task of buying healthy food for a party, working within a \$30.00 budget. The class reviews one example together, practicing making conversions between different units for weight. As students work in small groups, the two teachers provide support as needed with individual questions and prompts.

Time	Speaker/Context	Content
0:10	Classroom	Introduction of task – applying mathematical skills to plan a party, working within a budget
0:45	Classroom	Consideration of planning for any money that is left over
0:59	Classroom	Review of learning goal and success criteria
1:36	Teacher	Intentional use of signs and cues posted around room to provide visual reminders
2:09	Classroom	Review of an example as a class, practicing making unit conversions
3:47	Classroom	Students working in small groups on the task, teachers provide support with guiding questions

Consolidation (3:51 min.)

Students share their work and discuss next steps, challenges and key skills they are developing through this activity.

Time	Speaker/Context	Content
0:10	Classroom	Students present their work, sharing their menus for the party
0:39	Classroom	Teacher feedback and next steps
1:19	Student	Making connections between making healthy food choices within a specific budget
1:47	Classroom	Reflections on the learning
2:40	Classroom	Individual reflections using an exit slip
2:57	Student	Discusses challenges
3:12	Student	Value of the group work skills they are learning
3:28	Student	Exit cards used as assessment for and as learning

Learning Reflections (4:25 min.)

Teachers reflect on how this lesson can build to greater life lessons with global connections. Teachers comment on the collaborative teaching and planning process. Students reflect on their learning related to financial literacy.

Time	Speaker/Context	Content
0:10	Teacher	Building financial literacy skills, building on initial learning, making global connections
1:11	Teacher	Helping students make connections, planning to integrate
1:39	Teachers	Challenges and benefits of collaborative planning and teaching
2:52	Student	Learning from working in teams, value of communication skills
3:13	Students	Reflections about what they have learned and other things they would like to learn
3:34	Teacher	Application of math skills, decision-making skills in all areas of their life