

Video Viewer Guide

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.

Before Viewing

Think about opportunities to help students develop knowledge and skills to make responsible financial decisions within their day-to-day activities.

During Viewing

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

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.

- In the video, a teacher reflects on examining existing curriculum for opportunities to highlight financial literacy. What opportunities have you discovered while looking at the curriculum with a financial literacy lens? What opportunities might you highlight for other educators?
- Reflect about the value of collaborating with another educator to check your personal bias and perspectives.

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.

- In this segment, a teacher explicitly reminds students to think then share their ideas. What other strategies support students in developing thinking skills?
- The teachers use repetition as one strategy to support learning. What other strategies did you see that you might use in your classroom?

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.

- One teacher commented on the careful and intentional thinking that had gone into posting materials in the classroom to support learning. Reflect about the impact of the learning environment on learning.
- The teachers set clear learning goals and review the success criteria so everyone is clear about their responsibilities for the learning. What do you do to make sure learning is a shared responsibility?

Consolidation (3:51 min.)

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

- The teachers used an exit card strategy to gain insights into the students' learning in this lesson. What strategies do you use to support your students' metacognition, reflecting on their learning?
- A teacher commented about the value of learning from challenges. How do you help your students learn from problem solving and extend their thinking by being stretched and challenged?

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.

- The teacher commented about making connections to students' life experiences and the value of integrating learning across the curriculum more frequently. Consider the opportunities you currently use to integrate learning and how you might enhance these opportunities.
- A teacher in this segment commented that the learning in the lesson as the "tip of the iceberg" from a financial literacy perspective. When you plan your own lessons, what thinking goes into defining a starting point for integrating financial literacy?

After Viewing

How might you approach a lesson like this in your own classroom? What changes would you make considering your own students' needs and interests?