

Lesson Plan

Financial Literacy in Grade 7 Health and Physical Education and Language Implications of Choices

Students develop their understanding about the connection between the choices they make and potential implications for personal health and well-being – including financial well-being. They use critical thinking skills to consider situations relating to behaviours that could become addictive and the wide range of actions and consequences that could follow. To showcase their knowledge, the students develop a public service announcement (PSA) that identifies the potential personal, societal and financial costs of addictive behaviours. The students use a graphic organizer to help generate, organize and plan ideas. They also use a variety of online tools to produce a multi-media product.

Curriculum Expectations

[Click here to access expectations written out in full](#)

Grade 7

Health and Physical Education (2010)

Living Skills

1. *demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.*

1.5 Critical and Creative Thinking

Healthy Living

C3. *demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.*

C3.1 Healthy eating practices and routines

C3.2 Implications of substance use and addictions [CT]

Language (2006)

Writing

2. *draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;*

2.3 Word Choice

2.8 Producing Drafts

Media Literacy

1. *demonstrate an understanding of a variety of media texts;*

1.4 Audience Responses

3. *create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;*

3.2 Form

4. *reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.*

4.1 Metacognition

Learning Goals

By the end of this lesson, students will be able to:

- Create a public service announcement to inform our school community of the implications (personal, societal, financial, environmental, health) of addictive behaviours
- Identify the possible implications (personal, societal, financial, environmental, health) of addictive behaviours
- Show their thinking skills as they relate how the financial and other implications associated with addictive behaviours are connected to health
- Demonstrate their learning by creating a PSA or other media piece showing these connections
- Analyse the effectiveness of their PSA or media piece

Sample Success Criteria for the PSA or media piece:

- Include real and accurate facts about addictive behaviour
- Show personal and societal implications of addictive behaviours
- Show financial costs of the addiction and alternative ways the money could be spent
- Use vivid or figurative language to get the message across
- Use strategies to attract the audience (e.g., bright colours, big font, images, music)

Readiness

- Discussed addictions connected to tobacco, alcohol, cannabis, online gambling, steroids, caffeine, food (See [Sample Brainstorm Web](#))
- Created class definition for “addictive behavior”
- Students have experience drafting media pieces to convey an idea

Terminology

- Substance use
- Addictive behaviours
- Implications

Materials

- Handouts
 - [Public Service Announcement Template](#)
 - [Exit Card](#)
- Computers
- Sample final product - [Edward Mah's Animoto on Comic Book Addiction](#)
- Sample [Brainstorm Web template](#)
- Sample [Brainstorm Web](#)
- Sample online presentation tools:
 - [Animoto](#)
 - [Bitstrips](#) (Ministry licensed software)
 - [Wordle](#)
 - [Glogster](#)
- Additional resources
 - [Teacher resource](#) related to online gambling
 - [Student resource](#) related to online gambling

Whole Class – Review, Video Screening and debrief

- Review definition of “addictive behaviour” co-constructed with students and potential implications of addiction as they relate to overall health and well-being.
Sample co-constructed definition of addictive behaviour:
 - becoming obsessed or constantly thinking of an object, activity or substance.
 - engaging in the behaviour even though it may have personal and societal implications. Finding it difficult to stop the behaviour.
- Discuss/review various addictive behaviours (see [Sample Brainstorm Web](#) and/or [Sample Brainstorm Web template](#))
- Review success criteria for public service announcements (PSAs), previously developed by students. Sample success criteria:
 - include accurate facts on the addictive behaviour
 - show personal and societal implications
 - show financial cost of addiction as well as alternatives to how that money could be spent differently
 - include vivid or figurative language to get message across
 - use strategies to attract the audience (e.g., bright colours, big fonts, images and music)
- Show students a [sample video](#) as an example of a PSA. Ask:
What is the cost of 1 comic book? In a year, how much would I have approximately spent? What are some examples of things I could have purchased? What other items would you purchase with \$800? What could I have better spent that money on?

Individual/Pair – Initial work on PSA

- Students choose an addictive behaviour to examine. Give students the [Public Service Announcement Template](#) so they may begin to plan their own PSA

Guiding Questions:

- What are some examples of addictive behaviours?
(e.g., *online gambling, gaming, compulsive eating, shopping, substance use, technology*)
- What are some implications of these choices? Personal? Environmental? Health? Financial?
(e.g., *identity fraud, debt, crime, family problems, over-spending, social withdrawal, health concerns, online identity*)
- How might a person’s financial situation influence their choices related to their health? Consider choices related to substance use/addictive behaviours and other health topics such as healthy eating (e.g., *choices may be more or less limited, may have more/less unsupervised time*). What are possible financial implications of health choices people make?
- How might addictive behaviours influence spending choices?
(e.g., *potentially better decision-making abilities when not feeling pressure of addiction*)
- What decision-making / thinking skills could be used to help students make healthy choices?

AfL Assessment for Learning (AfL)

- Observation of student responses during class and small group discussions.

AaL Assessment as Learning (AaL)

- Students’ articulation of success criteria

Quick Tip: Link and Layer

Make any relevant connections to healthy schools initiatives, learning in mathematics, environmental education

Action!

Whole class – Video Screening

- To get students thinking, show a video example or discuss a case study of a person with an addictive behaviour. Note that the sample shown in the video is a somewhat extreme case but was used to help students to connect with something that they relate to. Be aware of stereotyping or students getting side tracked.

Small group – Personal and societal Implications

- In their table groups students create a T-Chart on the personal and societal implications they observed.

Whole Class – Discussion on personal, societal and financial implications

- As a class, students discuss their T-Charts. The video depicts the class discussion focused on the financial implications. Sample discussion topics and questions that use the video as context could be:
 - The video mentions that she spent \$40,000 on shoes so far. Students will make predictions about how long it took her to spend \$40,000 using prior knowledge of approximate price per pair of shoes, weeks in a year, days in a week, etc.
 - In groups, students make a list of what they would rather spend \$40,000 on. What is \$40,000 equivalent to?

Individual/Pair – Financial implications and their PSA

- Students discuss the financial implications that could result from the addictive behaviour they have chosen as the subject of their PSA. They add the financial implications to their PSA template, remembering to consider what “powerful words” could be used to support the message.
- Students research additional factual information on the addictive behaviour they are examining.

Consolidation

Individual/Pair – PSA development

- Provide students with opportunities to use a range of strategies and technological tools to convey their research and ideas. Possible tools could be: [Bit Strips](#) for comics, [Glogster](#) for posters, [Animoto](#) Slideshow presentation, [Wordle](#) poster, or iMovie Slideshow to develop a PSA or media piece that they could use with their peers, that shows the implications of addictions. Students should include financial implications.
- Discuss what it means to use vivid or figurative language to help get a message across.
- After developing an initial draft of ideas, students work in pairs or small groups to provide peer feedback based on the success criteria.

Individual – Exit Card

Using the Exit Card, students reflect on their understanding of how addictions can affect their overall health and well-being, including their financial well-being.

Connections

Guiding Questions:

- What are alternatives to how she could have spent her money?
- What messages do you think are important to send to youth to think about addictive behaviours?

Assessment for Learning (AFL)

- Observe responses to video/case study and provide feedback

Assessment as Learning (AaL)

- Circulate, checking for understanding and providing oral feedback as students begin work on their PSAs. When providing feedback, refer to the co-constructed success criteria for PSAs.

Connections

Guiding Questions:

- What media strategies could you use to effectively share this message? (*e.g., Bit Strips; Glogster, Animoto, Wordle, iMovie*)
- What made your media piece work?
- What could have made it better?

Differentiation (DI)

- Opportunities for students to present their message using a variety of media or strategies.

Assessment for Learning (AFL)

- Check for understanding students' work on PSAs

Assessment as Learning (AaL)

- Peer assessment of PSAs

Assessment of Learning (AaL)

- PSA and Exit Card

Curriculum Expectations

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Grade 7

Health and Physical Education (2010)

Living Skills

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Critical and Creative Thinking (CT)

- 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (*e.g.*, *Active Living: describe how they can use health-related fitness-assessment information when making action plans for personal fitness; Movement Competence: devise and experiment with different tactical solutions for better results in particular sports and other physical activities; Healthy Living: explain the connections between body image, mental health, and the risk of substance abuse; explain the importance of understanding connections between food choices and chronic diseases*)

Healthy Living

Making Connections for Healthy Living

- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

Healthy Eating

- C3.1 demonstrate an understanding of personal and external factors that affect people's food choices and eating routines (*e.g.*, *personal: likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; external: family budget, cost of foods, type of food available at home, at school, or in the community*), and identify ways of encouraging healthier eating practices

Teacher prompt: "How can people make healthy food choices if their choices are limited by a dislike of certain foods, by a food allergy, by personal beliefs about ethical food choices, by cultural preferences or religious food rules, or by budget limitations?"

Student: "Some limitations can be removed or overcome. People often dislike certain foods without ever having tried them. We should always consider at least trying a food before rejecting it. Often we can learn to like a food by having it prepared or served in a different way. In other cases, we just have to work within the limitations. A lot of tasty food choices are available for people who are making ethical choices or following religious and cultural food rules, or who have allergies. If we have a limited budget, we can still eat well by making careful food choices. Packaged foods are usually more expensive and less nutritious than fresh foods cooked at home. Local produce can be relatively inexpensive in season, and it is more nutritious than imported or packaged fruits and vegetables."

Substance Use, Addictions, and Related Behaviours

- C3.2 analyse the personal and societal implications of issues related to substance use and addictive behaviours (*e.g.*, *effect of technology dependence on school and workplace performance, risks associated with chewing tobacco, effects of second-hand smoke on non-smokers and children, legal and health implications of underage drinking, body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol abuse during pregnancy*) [CT]

Teacher prompt: “Underage drinking is a concern in our school. Who can be harmed by underage drinking, and how?”

Student: “Underage drinking can be harmful to the person doing it because it can lead to legal charges and physical and emotional harm. Alcohol abuse is connected to violence in relationships and to unwanted pregnancies, so other people are hurt by it. Intoxication can also lead to risky behaviour that can result in injury or death. Alcohol poisoning can even be fatal. Underage drinking can be harmful to family members and the community because of the personal injuries or property damage that can result from actions or behaviour associated with impaired judgement, including car crashes. Irresponsible behaviour can damage not only the reputation of the person involved but also the reputation of teenagers in general. Underage drinkers also risk losing the trust of their parents and other adults.”

Writing

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

Producing Drafts

2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations (*e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions*)

Word Choice

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing (*e.g., a wide variety of adjectives and adverbs; similes, metaphors, and other rhetorical devices such as exaggeration or personification*)

Teacher prompt: “Identify three language choices you have made and explain the effect they will have on a reader.”

Media Literacy

3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

Form

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (*e.g., a website or multimedia presentation about a unit of study to present research findings to the class*), and explain why it is an appropriate choice

Teacher prompt: “What makes this form an effective way to present your message to this particular audience?”

4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Metacognition

4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

Teacher prompt: “What aspects of the planning process were most important to the success of your media text?”

Name: _____

Date: _____

Public Service Announcement Template

Learning Goal: To create a public service announcement to inform our school community of the implications (personal, societal, financial, environmental, health) of addictive behaviours.

Success Criteria:

- include real and accurate facts on the addictive behavior
- show personal and societal implications
- show financial cost of addiction as well as alternatives to how that money could be spent differently
- include vivid or figurative language to get message across
- strategies to attract the audience, eg. bright colours, big fonts, images and music

Addictive Behaviour:

Software Application: *(Please circle one)*

Bitstrips

Wordle

Animoto

Glogster

Other: _____

Title of your PSA: *(Give your PSA a clever title that will make it memorable to viewers. Like the titles of books or movies, PSA titles are important for engaging viewers.)*



The most critical elements in any public service announcement are the facts, statistics and opinions that you choose to share with viewers. With convincing content, you can convince viewers to feel the same way that you do about your topic. List accurate facts that relate to your addictive behavior. Think of creative, vivid, figurative, descriptive and persuasive words to get your message across and show viewers the connection between addictive behavior and overall health. Use the back if you need more space.

1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____

Date: _____

Addictive Behaviours Exit Card

1. Three things I learned today about how addictive behaviours can affect my overall health, well-being and financial well-being are...

2. One thing I have a question about is...

3. One thing I would like to learn more about is...



