

Video Viewer Guide for Professional Learning Facilitators

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.

Concepts for discussion within this video:

- Financial Literacy
 - Consumer awareness and advertising
 - Future consequences of financial decisions
 - Needs vs. wants
- Assessment for learning – learning goals, success criteria
- Inclusive education – considering bias
- Parent engagement – extending learning beyond the classroom
- Integrated learning – learning across the curriculum
- Differentiated instruction
- Student engagement – relevant and engaging topics
- Environmental Education – systems thinking – impacts of addiction

Introduction (1:35 min.)

The teacher and some students share reflections about the idea of financial literacy. The teacher discusses how he is planning to integrate learning across the curriculum.

Time	Speaker/Context	Content
0:27	Teacher	Comments about financial literacy being new, important, part of the curriculum, positive response from students
1:04	Student	About learning
1:13	Student	Needs and wants, planning for the future

Minds On (3:48 min.)

The teacher reviews the learning goal for the lesson which is making connections between addictive behaviours and the possible implications for the individual and society. The students use success criteria they helped generate to examine a sample PSA created by the teacher.

Time	Speaker/Context	Content
0:19	Teacher	Implementing financial literacy
0:33	Classroom	Financial implications of addictive behaviours – personal, environmental, health, financial implications
1:14	Narration	Learning goal – connection between addictive behaviours and implications for self and society, financial implications
1:26	Classroom	Introduction of task – PSA re: implications of addictive behaviours, discussion of success criteria
2:29	Classroom	Assessment for learning – teacher sharing sample PSA. Students watch, checking success criteria
2:58	Classroom	Differentiated instruction – note teacher instructions including options to work in different ways – with a partner or individually

Minds On (3:48 min.) - (cont'd)

Time	Speaker/Context	Content
3:09	Classroom	Emphasizing importance of effective word choices (Language Writing, 3.2 Word Choice)
3:17	Classroom	Students working together, discussing implications – social/health implications, financial

Action (3:44 min.)

Students reflect on the implications of addiction considering personal, societal, financial, environmental and health implications. They use technology to research and as a tool to share their learning.

Time	Speaker/Context	Content
0:21	Classroom	Discussion of class definition of addictive behaviours, implications
1:00	Student(s)	Students making connections, showing critical thinking
1:15	Student(s)	Implications of addiction
1:27	Teacher	Student media literacy skills related to spending, needs, wants, consumer awareness
1:59	Student(s)	Importance of thinking deeply
2:10	Student(s)	Implications of addictive behaviours – health, social, financial – transferable skills, commenting on implications from a number of different perspectives
3:17	Classroom	Use of technology - students working on netbooks while teacher reviews assignment where students will use online programs to create a PSA

Consolidation (1:40 min.)

Students share what they have learned about the costs of addictions using a variety of online tools. They summarize their personal learning and follow up questions using an exit card.

Time	Speaker/Context	Content
0:11	Narration	Student reflections using exit card
0:21	Student(s)	Strategies for preventing the trap of addiction
0:42	Student(s)	What she has learned about addiction
0:58	Teacher	How financial literacy is integrated across the curriculum
1:18	Excerpts	Student work using online tools including some Ministry licensed software, showing messages about addiction

Learning Reflections (3:39 min.)

The teacher, a vice principal and an instructional leader discuss support for teachers in learning about and approaching financial literacy. They also discuss the importance of recognizing bias and the need to plan in order to respond to diverse student needs.

Time	Speaker/Context	Content
0:10	Narration	Support from professional learning community
0:21	Vice Principal	How to support teachers to learn about financial literacy
0:53	Instructional Leader	Teacher comfort level, reliance on financial experts, how discussion within professional learning communities can support teachers
1:34	Teacher	Extending conversation about financial literacy with parents
1:56	Teacher	Diversity of students, comments about importance of knowing learners, diversity of backgrounds
2:17	Vice Principal	Moral responsibility for understanding our biases and how they impact our work
2:50	Narration	Comments about starting with one area of the curriculum
2:57	Teacher	Application of knowledge from school into lives outside of school, critical thinking, inquiry skills, preparation for the future