

Viewer Guide:

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.

Before Viewing

This example looks at making healthy choices in the Grade 7 Health and Physical Education curriculum, specifically related to expectations about substance use and addictive behaviours. Consider further opportunities to make connections between other health topics and financial literacy.

During Viewing

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

Introduction (Runs: 1:35)

The teacher and some students share reflections about the idea of financial literacy. The teacher discusses how he is planning to integrate the learning in a cross-curricular way.

- Understanding that making these connections may be new for many teachers and that teachers are not expected to be “financial experts”, what is your own understanding of financial literacy? What are your areas of comfort or discomfort in terms of financial literacy?

Minds On (Runs: 3:47)

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.

- The teacher made a personal connection to the lesson; what personal connection would you offer?
- The teacher provided an opportunity for differentiated instruction (DI) by offering flexible groupings; what other DI strategies did you see? What other DI strategies would you implement?

Action (Runs: 3:44)

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.

- What opportunities for shared responsibility for learning did you notice?

Consolidation (Runs: 1:40)

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

- In this video, the students use a variety of online programs, including Ministry licensed software to share their messages. Consider other ways students could share their learning.

Learning Reflections (Runs: 3:39)

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.

- Who in your learning community would be a good resource? What could you share with your learning community?
- The vice principal talked about the lens through which she sees the world; what is your own lens? What do you do to recognize, understand and consider bias, equity and inclusivity?

After Viewing

In this video, students learn broad concepts (e.g., the implications of choices) and are making applications in a number of realms (e.g., health, financial, environmental).

- Consider other opportunities to support students in transferring knowledge and skills to make connections with their learning.