

Video Viewer Guide

Financial Literacy in Grades 8 Mathematics and Language

Travel Planning and Skills for Life

An annual trip to southern Ontario is planned for the grade 8 students of Moosonee Public School. This is a big event involving two full days of travel and many “first time” experiences for students. In preparation for the end of year trip, students in this lesson work with expectations from the mathematics and language curriculum as they participate in a variety of activities to help them think about short- and long-term planning, saving, budgeting and living within their means. Students gather and organize information and practice skills using scenarios. They also use reflecting, reasoning and proving skills while calculating and solving problems. In this video, parents reflect on the life lessons that connect to financial literacy that students are gaining through this experience.

Before Viewing

This video looks at planning and skills for life using grade 8 Mathematics and Language curriculum. Consider the transferable learning skills and work habits you see. What other opportunities within the grade 8 curriculum could you use to extend and deepen the learning?

During Viewing

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

Introduction (4:09 min.)

Grade 8 students talk about their plans for spending on their year-end trip to southern Ontario. Their parents, school principal and teacher reflect on the life lessons and financial literacy skills that students are learning as they plan and prepare for this trip.

- School is one place students will learn about financial literacy but students have opportunities to develop financial literacy skills in many parts of their lives. To help extend students' learning related to financial literacy, how could you encourage financial literacy conversations to continue beyond your classroom?

Minds On (7:01 min.)

Students participate in an activity to help them begin to think about how to plan their spending money on the trip. They consider the factors that might impact their spending decisions.

- The teacher offers some helpful tips for money management. What other tips could you offer?

Action (4:37 min.)

The students practice thinking about planning, budgeting, spending and saving as they work with different scenarios.

- The teacher in this video integrated content that reflects the culture and perspectives of her students, most of whom are First Nation students. How might you use or adapt the scenarios to respond to the needs of your students and your classroom profile ([Learning for All](#))
- The teacher in this video demonstrates to students that she, too, is a co-learner. How do you share your learning with students?

Consolidation (5:26 min.)

Students apply what they have learned to their own planning, using an assigned budget amount to protect student privacy. The teacher reflects on teaching strategies while parents reflect on collaboration and life lessons including financial literacy.

- The teacher in this lesson provided Differentiated Instruction (DI) opportunities by giving students varying amounts with which to budget. What other ways could you differentiate your instruction?
- The teacher used several interactive instructional strategies to engage students. What did you notice?
- In what ways did the teacher use assessment for learning practices in this lesson?
- Sources of support for students, including parents and teachers, are discussed in this segment. In addition, what organizations or individuals could be a resource for financial literacy in your learning community?

Learning Reflections (3:42 min.)

The teacher, students and a parent reflect on the learning, next steps and how this learning can be applied now and in the future.

- The teacher in this segment reflects about the learning styles of her students. How do you use what you know about your learners as you plan (see Student Profile in [Learning for All](#))?
- The teacher reflects about supporting students in building character and citizenship skills. A parent reflects on life lessons she is hoping her daughter is learning. Consider how these transferable skills will help students become financially literate.

After Viewing

The teacher was planning a lesson on technology next. When considering a discussion about the use of cash versus “plastic”, in addition to the factors mentioned in the video, what other factors would be important to consider (e.g., fraud, limits, fees, online safety, privacy, identity protection)? How could you optimize technology in support of this lesson or subsequent lessons?