

Viewer Guide: Financial Literacy in Grade 9 Geography

Geography and Global Connections

Students in a Grade 9 Geography of Canada (CGC1D) class are developing their understanding of the inter-relationships between various Canadian and world issues.

Before Viewing

Students in geography courses should have opportunities to make personal connections to global and environmental issues. Consider the financial literacy skills students can develop as they do this.

During Viewing

This video is presented in three segments. Consider the reflective questions posed for each of the segments.

1. Ethical Investing and Consumer Power (Runs: 6:10)

Students make personal connections as they consider the global, economic, environmental, and social implications of investments.

- How do the comments from the students reflect your students' understandings of the ethical influences of their purchasing power?

2. Making Global Connections (Runs 4:25)

As students make connections between global investments and their own consumer power, they learn about making investment decisions that include environmental and social justice considerations.

Afterwards, students reflect about their personal learning related to financial literacy. A school board consultant comments on opportunities for learning across the curriculum.

- As the teacher observes the students' discussion when they are working in groups, how does she use effective questioning to evoke and expose students' thinking?
- What strategies does she use to encourage students to think about their responses and develop their own points of view?

3. Educator and Expert Reflections (Runs 3:33)

The classroom teacher makes connections with other concepts that she has addressed in the course.

Teacher colleagues with whom she has collaborated, who teach law and business studies, reflect on how they use opportunities to help students develop skills related to financial literacy. A financial literacy expert comments on building skills and changing behaviour.

- Think about the connections the teacher makes regarding environmental education, sustainability links – “Act locally, think globally.” What opportunities exist in your school community to make similar links?

After Viewing

- The teacher used an article that was in the news when the video was filmed. What current issues might you be able to use to help students make connections between ethical investing and their influence as consumers?
- In the second segment, a speaker refers to making a “good decision” (2:28). Consider discussing this concept with your students.
 - What makes something a “good” decision? Develop criteria with students that impact their decisions, (e.g., personal or family values, legal or moral considerations, affordability.)
 - Can you follow a “good” decision-making process and still have a result you're not happy with?
- In the third segment, teachers of other subjects provided comments about how they help students develop financial literacy skills. What opportunities exist in your school for collaborating with other teachers about financial literacy?