

# **Financial Literacy & SSHG**

**Integrated lessons that connect to the  
Revised (2013) Ontario Curriculum**

**Social Studies · History · Geography - Grade 5-Lesson 1**

**Development Team: Carmen Oliveira, Louise Robitaille, Byron Stevenson, Marci Becker  
Ontario Elementary Social Studies Teachers Association (OESSTA)**

## Lesson 1 Overview:

In this lesson, students explore and determine the government services that affect our community and support the rights of citizens.

### How does this lesson target **Financial Literacy**?

The financial literacy focus for this lesson series is consumer awareness and advertising. In this initial lesson students begin to develop an understanding that one of the responsibilities of a citizen is to be informed with respect to government services and protection.

## Lesson 1: The Government at our Service

### Learning Goals

We are learning :

- how government services affect our community (*significance*) and/or all Canadians, and why we need different levels of government;
- how those services support the rights of citizens;
- to gather and organize information related to government services.

### Success Criteria

Co-construct with students, similar to this framework:

- I can show how government services affect my community and determine their significance.
- I can explain the significance of different levels of government.
- I can identify how government services support the rights of citizens.
- I can gather and organize information related to government services.

### Guided Inquiry Questions

- Why do we need government? (Focus on: significance)
- What are the government services that affect my community and all Canadians?
- Why do we need different levels of government?
- How do government services support the rights of citizens?

## Curriculum Expectations: Grade 5

### Social Studies - B: Aspects of Citizenship and Government in Canada

#### Overall Expectations

**B3** Understanding Context: Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada (FOCUS ON: *Significance*).

#### Specific Expectations

**B2.4** Interpret and analyse information and data relevant to their investigations, using a variety of tools.

**B2.6** Communicate the results of their inquiries, using appropriate vocabulary.

**B3.1** Describe the major rights and responsibilities associated with citizenship in Canada.

**B3.2** Describe the jurisdiction of different levels of government in Canada.

#### Language: Oral Communication

- Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups.
- Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions.
- Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.

#### Language: Reading

- Use stated and implied ideas in texts to make inferences and construct meaning.
- Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

## Language: Writing

- Generate ideas about a potential topic and identify those most appropriate for the purpose.
- Sort and classify ideas and information for their writing in a variety of ways.

## Prior Knowledge and Terminology

Prior to this lesson, students will have:

- knowledge of what a government is, the structure and function of the Canadian government;
- understanding of the Canadian Charter of Rights and Freedoms;
- awareness of the rights of children (i.e. United Nations Declaration on the Rights of a Child);
- experience with formulating questions to guide investigations and inquiry;
- experience describing some services provided by government;
- exposure to the following vocabulary: municipality, province, territory, federal, prime minister, premier, mayor.

### Relevant Terminology

federal, provincial, municipal, municipality, territory, prime minister, premier, mayor, rights, responsibilities, service

## Materials

- chart paper, markers, stickers
- SMARTBoard (optional)

### BLM:

(Student)

BLM1.1: Anticipation Guide - "Thinking About Government Services" - one per student

BLM1.2: Inquiry Guide - "Researching a Government Service"- one per student

BLM1.3: Graphics - "Looking at Government Services"- one set per group

BLM1.4: Thinking Routine - "My Thoughts on Government Services"- one per group

BLM1.5: Checklist - "Journal Self-Assessment Checklist"- one per student

(Teacher)

BLM1.1: Graphic Organizer- "Government Services That Affect Canadians" – on flip chart or SMART Board

BLM1.2: Checklist - "My Thoughts on Government Services" – one per student

BLM1.3: Learning Chart - "Our Government Services Learning Chart" - on flip chart or SMART Board (optional)

## Minds On

• Each student receives Anticipation Guide: "Thinking About Government Services" (Student BLM1.1). Students think about how they would answer each statement by using prior knowledge and making connections to what they know about government.

• Teacher pairs students. Pairs orally share their ideas, views, and opinions. Teacher leads a brief discussion and uses a t-chart to jot down the students' responses and questions that can be used to further inquiry.

• Teacher introduces the question: "Why might government services be important/significant to Canadian citizens?"

• Teacher introduces the lesson learning goal. Students will refer back to the Anticipation Guide at the end of the lesson.

### Assessment for Learning opportunity:

(Student BLM1.1). Look for:

- Does the student understand the function of the Canadian government as providing services to meet the needs of citizens?
- Is the student aware of some government services in their community?
- Is the student familiar with the responsibilities of both citizens and the government?

## Action

### Part A:

#### **Small Groups - Picture Activity: Looking at Government Services**

- Teacher forms groups of 3-4 students. Each group receives “Looking at Government Services” picture cards (Student BLM1.3). Groups look at each picture and discuss what they can infer about how the government serves citizens. Groups jot down their ideas and opinions on each card along with the rights that the services support.

### Part B:

#### **Whole Class - Graphic Organizer: Looking at Government Services**

- Groups display their pictures with their ideas and opinions for students to refer to during the class discussion. Teacher leads a class discussion to organize the groups’ ideas in a chart entitled: Government Services That Affect Canadians (Teacher BLM1.1). Government services and the rights they support are labeled using student vocabulary and ideas developed through the class discussion.

### Part C:

#### **Individual - Service Inquiry: Researching a Government Service**

- Students create wonder statements and questions (in groups or individually) about a government service they would like to gather and organize information about based on Part A and B. The teacher will model this process with the class. Each student receives “Researching a Government Service” organizer to guide their inquiry (Student BLM 1.2) or they may use another organizer of their choice to respond to the wonders and questions they have created.
- Students research their service using library books, classroom computers, laptops, SMART Board, etc. Students complete their inquiry by recording their findings in their charts. To further inquiry, students may be asked to map the location of the service using a static map or Google MY Maps in their community.

### Part D:

#### **Whole Class - Gallery Walk: What We Learned About Government Services**

- All the charts are posted around the classroom. Teacher leads a gallery walk focusing on the questions related to the Social Studies Thinking concept – *Significance*. How significant is each service? Sticky notes may be added to each mini-report to allow the class to add ideas related to significance. To enhance student understanding the class may refine its understanding of significance by creating criteria. For example, the criteria for significance can be based on the questions below:
  - *Is the same service used by all Canadians? How do you know?*
  - *How does the service relate to levels of government? (federal, provincial and/or municipal level)*
  - *When students determine significance they can use a scale to rank their decisions (low to high significance).*

#### **Assessment for Learning opportunity:**

Observation and conferencing with students. Look for use of the strategies and explanations for how their questions meet or could meet each of the criteria.

## Consolidation and Debrief

### Part A:

#### **Individuals - Journal (Thinking Routine): My Thoughts on Government Services**

- Teacher revisits the lesson learning goal and introduces the journal task: “My Thoughts on Government Services” (Student BLM1.4).
- Teacher shares the Self-Assessment Checklist (Student BLM1.5) with students. Students reflect on their learning by creating a journal entry (with words, drawings, graphic organizers, etc., depending on their preference) using a Thinking Routine:
  - I used to think....about how the government affects my life.
  - Now I know...about government services.

- The most significant government services are...
- If Canada did not have a government, my life would be different (rights and responsibilities) because...

### **Part B:**

#### **Individual: Anticipation Guide - Thinking**

Students return to their Anticipation Guide: "Thinking About Government Services" (Student BLM1.1) and complete it individually by adding any new learning they have acquired.

## **References**

- Social Studies Thinking Concepts Success Criteria  
<http://oessta-teachers.ca/success-criteria-oessta/>
- Grade 5- People and Environments- The Role of Government and Responsible Citizenship - OESSTA - Weblinks and Resources  
<http://oessta-teachers.ca/grade-5-people-environments-the-role-of-government-and-responsible-citizenship/>
- Grade 5 Literacy Lesson- People and Environments - OESSTA -  
<http://oessta-teachers.ca/grade-5-literacy-people-environments/>
- Grade 5 Spatial Skills Lesson- People and Environments - OESSTA -  
<http://oessta-teachers.ca/grade-5-spatial-skills-people-environments/>
- Math Lessons designed to support Geography skills and understanding  
<http://oessta-teachers.ca/math/>
- Social Studies Concepts Success Criteria  
<http://oessta-teachers.ca/success-criteria-oessta/>
- Lessons Related to Social Studies Thinking Concepts  
Focus: (Spatial) Significance, Interrelationships, Patterns and Trends, (Geographic) Perspective  
<http://tinyurl.com/thinking-concepts>

## **Resources**

### **Print**

- Colyer, Jill, and Jennifer Watt. THINQ 4-6: Inquiry-based Learning in the Junior Classroom. Toronto: Wave Learning Solutions, 2016. Print
- Hume, Karen (2008). Start Where They Are. Toronto, Ontario: Pearson Education Canada.
- Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York: Routledge.
- McTighe, J., & Wiggins, G. (2013). Essential questions: Opening doors to student understanding. Alexandria, VA: ASCD.
- Tomlinson, C., & Imbeau, M. (2010). Leading and managing a differentiated classroom. Alexandria, VA: ASCD.
- Tomlinson, C., & Moon, T. (2013). Assessment in a differentiated classroom: A guide for student success. Alexandria, VA: ASCD.
- Capacity Building Series. (May 2013). Inquiry Based Learning. Literacy and Numeracy Secretariat.

### **Digital**

- **AMO- Association of Municipalities Ontario**  
<http://www.amo.on.ca/Your-Association/Municipal-101>
- **Ontario Ministry of Consumer Services**  
[www.sse.gov.on.ca/mcs/en/pages/default.aspx](http://www.sse.gov.on.ca/mcs/en/pages/default.aspx)
- **Ontario Ministry of Government Services**  
[www.mgs.gov.on.ca/en/Home/index.htm](http://www.mgs.gov.on.ca/en/Home/index.htm)
- **Toronto Public Library: Kidspace- Aspects of Government in Canada**  
[www.kidsspace.torontopubliclibrary.ca/genCategory15951.html](http://www.kidsspace.torontopubliclibrary.ca/genCategory15951.html)

- **Prime Minister of Canada Justin Trudeau**  
<http://pm.gc.ca/eng>
- **Service Canada**  
[www.servicecanada.gc.ca/](http://www.servicecanada.gc.ca/)
- **Parliament of Canada**  
[www.parl.gc.ca/About/Parliament/SenatorEugeneForsey/Home/Index-e.html](http://www.parl.gc.ca/About/Parliament/SenatorEugeneForsey/Home/Index-e.html)
- **Service Ontario**  
[www.ontario.ca](http://www.ontario.ca)

## Extensions

### Whole Class-Graphic Organizer: Our Government Learning Chart

- Teacher leads a sharing session with the class as students volunteer their new learning.
- Teacher uses a Graphic Organizer: “Our Government Services Learning Chart” (Teacher BLM 1.3) to jot down ideas, concepts, questions, vocabulary, etc. (on flip chart paper or SMART Board). The graphic organizer can be used throughout the lessons to add new learning, vocabulary and questions students have.

Option: Students can keep a “What I Have Learned About Government Services” graphic organizer in their Social Studies notebook or use it as their Learning Log.

### Individual - Journal: My New Learning About Government (in-class or homework)

Students use the following prompts to guide their thinking. (Teacher BLM 1.2) They present their learning in their Journal using a format they prefer (writing, drawing, graphic organizer, etc.):

- The function of the government is...
- We need a government because...
- A government helps citizens by...

### Class Blog or Wiki

Create a class blog or wiki where students may share their learning with each other to build inquiry skills. Students take a question they have at the end of a lesson and explore it for homework. They post their question and new learning on the class blog or wiki. Students build on their learning by answering each other's questions and sharing new questions.

### Journal

Students answer the following question as a Journal entry: Imagine Canada without a government. (Focus on the thinking concept significance). What might be some consequences of such a reality? Can you think of any countries in the world experiencing trouble with their government? Describe what you know about the country's situation and how that affects the lives of its citizens.

### Quiz

Students create a short quiz for their parents focusing on Canada's government (its function, structure, leaders, and some responsibilities each level has toward citizens). Students ask parents to take the quiz and correct any misconceptions their parents may have. The following day, students share their experience at home with their peers. The analysis of the results help students determine the significance of particular government services.

### Further Exploration

Students explore various websites aimed at looking at each level of government in order to build on their learning and create new questions to deepen their understanding of the roles and responsibilities of government and citizens. Students can describe key actions taken by different levels of government to solve some significant national, provincial/territorial, and/or local issues. See:

- Canada Info: [www.craigmarlatt.com/government](http://www.craigmarlatt.com/government)
- Canada Settlement: [www.settlement.org](http://www.settlement.org)
- Premier's Site for Kids: [www.onzone.ca](http://www.onzone.ca)
- Prime Minister's Site: [www.pm.gc.ca](http://www.pm.gc.ca)
- Canada's Official Site: [www.canada.gc.ca](http://www.canada.gc.ca)

## Accommodations

- Break tasks into smaller parts
- Give clear instructions
- Use simple visual aids
- Allow students the opportunity to demonstrate their understanding by using strategies that play to their strengths (orally, writing, drawing, graphic organizers, etc.)
- Rephrase questions
- Preview, repeat and summarize important ideas throughout the lesson
- Allow sufficient thinking and response time
- Group students so that they support each other
- Use technology (SMART Board, MCS Mac laptops) for students to work on (mind maps, concept maps, thinking routine)
- Create a SMART Board lesson using the same instructional and differentiated instruction strategies
- Model expectations prior to assigning a task or activity
- Pre-teach vocabulary
- Give students opportunity to work in various areas of the classroom
- Give students a checklist to keep track of group work
- Provide immediate descriptive feedback as students are working on an activity
- Assign roles when students work in groups: recorder, timer, organizer, checker, etc.



## BLM 1.1 – Graphic Organizer

THE GOVERNMENT  
AT OUR SERVICE  
TEACHER BLM1.1

GOVERNMENT SERVICES  
THAT AFFECT CANADIANS

Grade 5 Aspects of Citizenship  
and Government in Canada

### GRAPHIC ORGANIZER

Used as a classroom graphic organizer to record student ideas about government services and how they affect the lives of Canadians.

What is the service?	How does the service affect people's lives?	What is the right this service supports?

# BLM 1.2 - Checklist

THE GOVERNMENT  
AT OUR SERVICE  
TEACHER BLM1.2

JOURNAL ENTRY:  
MY THOUGHTS ON GOVERNMENT SERVICES

Grade 5 Aspects of Citizenship  
and Government in Canada

## CHECKLIST/ANECDOTAL NOTES

Students create a journal entry (given the preference of using words, drawings, graphic organizers etc.)

Students are given a Thinking Routine to reflect on their learning.

I used to think....about how the government affects my life.

Now I know....about government services.

If Canada did not have a government, my life would be different because...

CATEGORIES/CRITERIA		ANECDOTAL NOTES
<b><i>Knowledge and Understanding</i></b>		
<ul style="list-style-type: none"> <li>•Is able to identify concrete examples of how government plays a role in society by providing services that meet the needs of citizens</li> <li>▪Is able to identify the rights that are supported by government services</li> </ul>		
<b><i>Thinking</i></b>		
<ul style="list-style-type: none"> <li>•Effectively synthesizes information and generates ideas that explain how government services affect the lives of citizens and support specific rights</li> </ul>		
<b><i>Communication</i></b>		
<ul style="list-style-type: none"> <li>•Uses conventions of the selected format appropriately</li> <li>•Expresses ideas clearly</li> </ul>		
<b><i>Application</i></b>		
<ul style="list-style-type: none"> <li>• Effectively applies understanding of government to a new context (living without a government)</li> </ul>		

## BLM 1.3 – Learning Chart

THE GOVERNMENT  
AT OUR SERVICE  
TEACHER BLM1.3

LEARNING LOG:  
THINKING ABOUT GOVERNMENT SERVICES

Grade 5 Aspects of Citizenship  
and Government in Canada

### GRAPHIC ORGANIZER

Used as a classroom graphic organizer to jot down new learning including concepts, facts, vocabulary and questions or topics to explore further.

What We Have Learned	New Vocabulary	Questions and Topics to Explore

# BLM 1.1 – Anticipation Guide

THE GOVERNMENT  
AT OUR SERVICE  
STUDENT BLM1.1

## THINKING ABOUT GOVERNMENT SERVICES

Grade 5 Aspects of Citizenship  
and Government in Canada

### ANTICIPATION GUIDE

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

#### BEFORE THE LESSON

Read each statement. Answer by circling 'Yes' or 'No'  
Jot down your ideas.

1. Canadian citizens have the responsibility to be informed about how government services can meet their needs. YES NO

\_\_\_\_\_

2. My rights are protected by the government and I can explain how. YES NO

\_\_\_\_\_

3. I can name some government services that I use or need in my life. YES NO

\_\_\_\_\_

4. "Why might government services be important / significant to Canadian citizens?"

\_\_\_\_\_

#### BEFORE THE LESSON

Read each statement. Answer by circling 'Yes' or 'No'  
Jot down your ideas.

1. Canadian citizens have the responsibility to be informed about how government services can meet their needs. YES NO

\_\_\_\_\_

2. My rights are protected by the government and I can explain how. YES NO

\_\_\_\_\_

3. I can name some government services that I use or need in my life. YES NO

\_\_\_\_\_

4. "Why might government services be important / significant to Canadian citizens?"

\_\_\_\_\_

STUDENT BLM 1.2

Grade 5 Aspects of  
Citizenship and Government

### RESEARCHING A GOVERNMENT SERVICE

#### GRAPHIC ORGANIZER

Choose a service that interests you and research information using the following prompts.

Describe the  
service:

List or explain what information you researched about this service including the rights  
that the service supports.

---

---

---

---

---

Is this service used by all Canadians?  
Explain.

Is this service used by people in our province?  
Explain.

Is this service used by people in our community?  
Explain.

## BLM 1.3 - Graphics

Look carefully at each picture. Think about how the government is serving its citizens in each situation. Jot down ideas by thinking about the

- the service being
  - how it affects the lives of
  - the rights that are supported by the service
- 



**Our ideas:**

## BLM 1.3 - Graphics

Look carefully at each picture. Think about how the government is serving its citizens in each situation. Jot down ideas by thinking about the

- the service being
  - how it affects the lives of
  - the rights that are supported by the service
- 



**Our ideas:**

## BLM 1.3 - Graphics

Look carefully at each picture. Think about how the government is serving its citizens in each situation. Jot down ideas by thinking about the

- the service being
  - how it affects the lives of
  - the rights that are supported by the service
- 



**Our ideas:**



## BLM 1.3 - Graphics

Look carefully at each picture. Think about how the government is serving its citizens in each situation. Jot down ideas by thinking about the

- the service being
  - how it affects the lives of
  - the rights that are supported by the service
- 



**Our ideas:**

## BLM 1.3 - Graphics

Look carefully at each picture. Think about how the government is serving its citizens in each situation. Jot down ideas by thinking about the

- the service being
  - how it affects the lives of
  - the rights that are supported by the service
- 



**Our ideas:**

## BLM 1.3 - Graphics

Look carefully at each picture. Think about how the government is serving its citizens in each situation. Jot down ideas by thinking about the

- the service being
  - how it affects the lives of
  - the rights that are supported by the service
- 



**Our ideas:**

## BLM 1.3 - Graphics

Look carefully at each picture. Think about how the government is serving its citizens in each situation. Jot down ideas by thinking about the

- the service being
  - how it affects the lives of
  - the rights that are supported by the service
- 



**Our ideas:**

## BLM 1.3 - Graphics

Look carefully at each picture. Think about how the government is serving its citizens in each situation. Jot down ideas by thinking about the

- the service being
- how it affects the lives of
- the rights that are supported by the service



**Our ideas:**

## BLM 1.4 – Thinking Routine

THE GOVERNMENT  
AT OUR SERVICE  
STUDENT BLM1.4

JOURNAL ENTRY:  
MY THOUGHTS ON GOVERNMENT SERVICES

Grade 5 Aspects of Citizenship  
and Government in Canada

### THINKING ROUTINE

Create a journal entry (using words, drawings, graphic organizers etc.) to show your thinking.

I used to think....about how the government affects my life.

Now I know...about government services.

The most significant government services are...

If Canada did not have a government, my life would be different (rights and responsibilities) because...



## BLM 1.5 – Checklist

THE GOVERNMENT  
AT OUR SERVICE  
STUDENT BLM1.5

JOURNAL ENTRY:  
MY THOUGHTS ON GOVERNMENT SERVICES













Grade 5 Aspects of Citizenship  
and Government in Canada

### SELF- ASSESSMENT CHECKLIST

After you complete your journal entry, think about what you have learned about government services and how they affect the lives of citizens.

Read through the self-assessment checklist paying close attention to the criteria.

Check off or circle how you feel about your new learning.

CATEGORIES/CRITERIA	I've got it!	I'm not sure.	I don't know.
<b><i>Knowledge and Understanding</i></b>			
<ul style="list-style-type: none"> <li>• I am able to identify specific examples of how government plays a role in society by describing services that meet the needs of citizens</li> <li>▪ I am able to identify the rights that are supported by government services</li> </ul>			
<b><i>Thinking</i></b>			
<ul style="list-style-type: none"> <li>• I am able to clearly organize information and use ideas that explain how government services affect the lives of citizens and support specific rights</li> </ul>			
<b><i>Communication</i></b>			
<ul style="list-style-type: none"> <li>• I use a format that clearly explains my ideas</li> <li>• I express my ideas clearly</li> </ul>			
<b><i>Application</i></b>			
<ul style="list-style-type: none"> <li>• I am able to apply my understanding of government to a new context (living without a government)</li> </ul>			

# Financial Literacy & SSHG

**Integrated lessons that connect to the  
Revised (2013) Ontario Curriculum**

**Social Studies · History · Geography - Grade 5-Lesson 2**

**Development Team: Carmen Oliveira, Louise Robitaille, Byron Stevenson, Marci Becker  
Ontario Elementary Social Studies Teachers Association (OESSTA)**



## Lesson 2 Overview:

In this lesson, students determine how consumer awareness and the right to be informed can affect our lives. By making responsible (food) purchasing decisions and analyzing how those decisions affect our lives (eating well promotes a healthy lifestyle - Grade 5 Health and Physical Education), students gain a deeper understanding of consumer awareness. Students will explore the perspectives (Concepts of Social Studies Thinking) of all stakeholders involved in this issue.

### How does this lesson target **Financial Literacy**?

The Financial Literacy link lies in understanding that consumer awareness is an important factor in becoming an informed consumer and one of the responsibilities of a citizen is to be informed with respect to consumer awareness and protection in order to be able to make responsible financial decisions.

# Social Studies Lesson with a focus on Financial Literacy

## Lesson 2: Consumer Awareness in our Lives

### Learning Goals

We are learning:

- to apply the Social Studies Thinking Concept Perspective as we examine consumer awareness and rights;
- to interpret and analyse information.

### Guided Inquiry Questions

- How might consumer awareness/rights affect our lives? (*Focus on: Perspective*)
- Who is a consumer? What is consumerism? What perspectives are related to 'consumer awareness'?
- What are some things Canadians consume?
- How does consumerism affect the lives of children?
- What might be some responsibilities of a consumer?

## Curriculum Expectations: Grade 5

### Social Studies - B: Aspects of Citizenship and Government in Canada

#### Overall Expectations

**B2.** Use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues. (FOCUS on: Perspective)

**B3.** Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada. (FOCUS on: Significance)

#### Specific Expectations

**B2.4** Interpret and analyse information and data relevant to their investigations, using a variety of tools.

**B2.6** Communicate the results of their inquiries, using appropriate vocabulary.

#### Language: Oral Communication

- Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups.
- Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions.
- Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.

#### Language: Reading

- Use stated and implied ideas in texts to make inferences and construct meaning;
- Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

#### Language: Writing

- Generate ideas about a potential topic and identify those most appropriate for the purpose.
- Sort and classify ideas and information for their writing in a variety of ways.

#### Language: Media Literacy

- Use overt and implied messages to draw inferences and construct meaning in media texts.

- Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions
- Identify who produces various media texts, the reason for their production, how they are produced, and how they are funded.
- Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience.

### **Health and Physical Education: Healthy Eating**

- Describe how advertising and media influences affect food choices.

### **Mathematics: Data Management and Probability**

- Read, interpret, and draw conclusions from primary and from secondary data presented in charts, tables, and graphs.

## **Prior Knowledge and Terminology**

- In preparation for this lesson, teachers need to watch the following video in its entirety: YouTube Video: Media Education Foundation (2008). Consuming Kids <https://www.youtube.com/watch?v=Xjel16VcIWw>

This video outlines:

- Health risks of sugar, fats, salt
- Children's rights to childhood
- Who's responsible for consumer awareness of advertising: parent, advertiser, government
- Prior to this lesson, students will have:
  - knowledge of what a government is, the structure and function of the Canadian government and why it is important to be aware of government services available to citizens;
  - understanding of the Canadian Charter of Rights and Freedoms;
  - awareness of the rights of children (i.e. United Nations Declaration on the Rights of a Child);
  - experience creating inquiry questions;
  - familiarity with the Social Studies Thinking Concept, Perspective.

### **Relevant Terminology**

service, awareness, purchase, advertising, advertisement, ad

## **Materials**

- chart paper
- markers
- stickers (green, yellow, red) one of each for each student
- SMART Board (optional)

### **BLM:**

(Student)

BLM 2.1 - Pre-video Guiding Questions: "Thinking Like a Consumer" - one per student

BLM 2.2 - Guided Viewing Questions: "Consuming Kids"- one per student

BLM 2.3 - Exit Card: "Thinking About Consumer Awareness" – one per student

(Teacher)

BLM 2.1: Graphic Organizer: "Defining Goods and Services"– on flip chart or SMART Board and one copy per student

BLM 2.2: Guiding Questions: "Looking at the Consumer"- one per student

BLM 2.3: Concept Map: "The Consumer" - on flip chart or SMART Board

BLM 2.4: Graphic Organizer: "Looking at Ourselves as Consumers"- one flip chart or SMART Board

## Minds On

- Pairs - Think-Pair-Share/Graphic Organizer: Defining Goods and Services  
Teacher displays graphic organizer: “Defining Goods and Services” (Teacher BLM 2.1).
- Students - Think-Pair-Share by looking at examples and non-examples of goods/services and comparing the similarities and differences. Students determine the characteristics of ‘service’. Then the students determine the characteristics of a ‘good’. The descriptions of the characteristics may be added to the Learning Chart (Lesson 1, Teacher BLM1.3)

## Action

- Introduce the Social Studies Thinking Concept Perspective (Review the characteristics of Perspective).

### **Part A:**

#### **Small Groups - Mind Map: Looking at the Consumer**

- Teacher introduces guiding questions:  
“Looking at the Consumer”(Teacher BLM2.2):
  - Review the Social Studies Thinking Concept Perspective with the class. As a class, note what historians, geographers and “social scientist” think about when they conduct an investigation. Refer to the Success Criteria for Social Studies Concepts of Thinking in the references section.
  - What perspectives are involved as we seek to obtain goods and services? (Look for consumers, sellers, producers, impact on health and well-being.) As students conduct their inquiries they can note multiple perspectives on chart paper.
- Teacher forms groups of 3-4 students. Groups work together to create a mind map on chart paper with ideas and examples as they explore each question. Groups present their Mind Maps during a class discussion.  
Teacher co-creates a Concept Map: “The Consumer” (Teacher BLM 2.3) using student-generated ideas and examples.

### **Assessment for Learning opportunity:**

Student BLM 2.1 and “Consuming Kids: Guided Video Question”.

Look For:

-Is the student able to describe what a consumer is, give examples of goods and services people consume and which stakeholders may be involved in the process?

-Is the student able to describe how consumers (themselves included) are influenced by the different stakeholders and their perspectives?

### **PART B:**

#### **Pairs – Write-Pair-Share: Pre-Video Questions**

- Student pairs use pre-video guiding questions: “Thinking Like a Consumer” (Student BLM 2.1) and share their ideas and opinions.

### **PART C:**

#### **Whole Class- Graphic Organizer: Looking at Ourselves as Consumers**

- Teacher creates graphic organizer “Looking at Ourselves as Consumers” (Teacher BLM2.4) displaying the class’ ideas and views related to the pre-video guiding questions (the focus is on the influence kids have on their parents’ purchasing habits and the effect those decisions have on their lives).
- Questions to be analyzed and discussed include:
  - What are the different perspectives involved?
  - What may be some of the intentions or motives of each stakeholder?

### **PART D:**

#### **Whole Class/Small Groups- Guided Viewing Questions**

- Students use the Guided Viewing Questions: “Consuming Kids” (Student BLM 2.2) to think and jot down ideas during the video.

- Students watch Video: Consuming Kids: The Commercialism of Children (Trailer) <https://www.youtube.com/watch?v=HKH4YGKnOSs>. After watching the video, students share their ideas and views in small groups.
- Teacher leads a class discussion around the Guided Viewing Questions (Student BLM 2.2). The focus of the discussion is the understanding that citizens have rights and that being an aware/informed consumer affects our lives and influences how and why we make financial decisions with respect to what we purchase.
- Teacher creates a class chart with the ideas and new understanding that arise from the class discussion.

### **Assessment for Learning opportunity:**

Exit Card: Looking at Consumer Awareness (Student BLM 2.3). Look For:

- Student can explain how being an aware and informed consumer can affect and add perspective to their life.
- Student can describe a time when they or a family member made a purchase that was influenced by advertising stakeholders and is able to explain how that affected their life.
- Student can describe a commercial or ad they've recently seen for a product they want to purchase and are able to identify advertising strategies used to influence their decision.

## **Consolidation and Debrief**

- Teacher revisits the lesson learning goal in order to introduce the Exit Card. Students receive an Exit Card: "Thinking About Consumer Awareness" (Student BLM2.3) and complete it using their new and prior learning.
- Students use a 'Traffic Light' strategy to assess their learning in this lesson by giving themselves a sticker with a colour corresponding to their new learning and the connections made with previous learning:

**Assessment as Learning opportunity:**  
Exit Card using a traffic light strategy

### **Green sticker:**

I know how consumer awareness affects our lives and feel I can explain different perspectives of stakeholders.

### **Yellow sticker:**

I'm not sure how consumer awareness affects our lives and find it challenging to explain different perspectives of stakeholders.

### **Red sticker:**

I don't know how consumer awareness affects our lives and cannot explain different perspectives of stakeholders.

- Teacher may want students to share their learning and ideas in groups or during a brief class sharing session.

## **References**

- Social Studies Thinking Concepts Success Criteria <http://oessta-teachers.ca/success-criteria-oessta/>
- Grade 5- People and Environments- The Role of Government and Responsible Citizenship - OESSTA - Weblinks and Resources <http://oessta-teachers.ca/grade-5-people-environments-the-role-of-government-and-responsible-citizenship/>
- Grade 5 Literacy Lesson- People and Environments - OESSTA - <http://oessta-teachers.ca/grade-5-literacy-people-environments/>
- Grade 5 Spatial Skills Lesson- People and Environments - OESSTA - <http://oessta-teachers.ca/grade-5-spatial-skills-people-environments/>
- Math Lessons designed to support Geography skills and understanding <http://oessta-teachers.ca/math/>

# Resources

## Print

- Industry Canada: Office of the Superintendent of Bankruptcy Canada. The Financial Guide for Children: Nine to twelve year olds. 2008.
- Industry Canada: Office of Consumer Affairs. Consumer Issues for the Young: Am I Making Sense of My Money? 2008.
- Industry Canada: Office of Consumer Affairs. Consumer Issues for the Young: Shopping. 2008.
- Industry Canada: Office of Consumer Affairs: Consumer Issues for the Young: Be On Your Guard. 2008.
- Tomlinson, C., & Imbeau, M. (2010). Leading and managing a differentiated classroom. Alexandria, VA: ASCD.
- Tomlinson, C., & Moon, T. (2013). Assessment in a differentiated classroom: A guide for student success. Alexandria, VA: ASCD.
- Advertising Standards Canada. The Canadian Code of Advertising Standards.
- The Guardian. Youngsters sue McDonald's for failing to warn that fast food can lead to obesity (2003). Guardian News and Media Limited. 2011.
- Time for Kids. A Healthier Happy Meal. 2011.

## Digital

- **Industry Canada: Office of Consumer Affairs**  
<http://www.ic.gc.ca/eic/site/oca-bc.nsf/eng/home>
- **Ontario Ministry of Consumer Services**  
[www.sse.gov.on.ca/mcs/en/pages/default.aspx](http://www.sse.gov.on.ca/mcs/en/pages/default.aspx)
- **Ontario Ministry of Government Services**  
[www.mgs.gov.on.ca/en/Home/index.htm](http://www.mgs.gov.on.ca/en/Home/index.htm)
- **Toronto Public Library: Kidspace- Aspects of Government in Canada**  
[www.kidsspace.torontopubliclibrary.ca/genCategory15951.html](http://www.kidsspace.torontopubliclibrary.ca/genCategory15951.html)
- **Service Canada**  
[www.servicecanada.gc.ca/](http://www.servicecanada.gc.ca/)
- **Canadian Consumer Handbook**  
[www.consumerhandbook.ca/en/topics/consumer-protection/misleading-advertising](http://www.consumerhandbook.ca/en/topics/consumer-protection/misleading-advertising)
- **CBC News Marketplace: Canada's Consumer Watchdog**  
[www.cbc.ca/marketplace](http://www.cbc.ca/marketplace)
- **Advertising Standards Canada**  
[www.adstandards.com](http://www.adstandards.com)
- **Media Smarts**  
[www.mediasmarts.ca](http://www.mediasmarts.ca)
- **Common Sense Media- The Facts About Junk Food Ads**  
[www.commonsensemedia.org/advice-for-parents/junk-food-ads-tips](http://www.commonsensemedia.org/advice-for-parents/junk-food-ads-tips)
- **Common Sense Media- Movies and Fast Food: A Bad Deal For Kids**  
[www.commonsensemedia.org/new/movies-and-fast-food-bad-deal-kids](http://www.commonsensemedia.org/new/movies-and-fast-food-bad-deal-kids)
- **PBS Kids: Don't Buy It!**  
[pbskids.org/dontbuyit/](http://pbskids.org/dontbuyit/)
- **"Consuming Kids: The Consumerism of Children." (Trailer) Media Education Foundation (2008).**  
<https://www.youtube.com/watch?v=HKH4YGKnOSs>
- **"Buy Me That Too: A Kid's Survival to TV Advertising." HBO/Consumer Reports Television (2010).**  
[www.youtube.com/watch?v=d7VNFO4ksCE](http://www.youtube.com/watch?v=d7VNFO4ksCE)

## Extensions

### **Class Blog or Wiki**

Create a class blog or wiki where students may share their learning with each other. Students take a question they have at the end of a lesson and explore it for homework. They post their question and new learning on the class blog or wiki. Students build on their learning by answering each other's questions and sharing new questions.

### **Videos**

For homework, students watch one of the following videos and discuss it with their parents using some guiding questions which will be shared with the class the next day.

- Media Education Foundation (2008). Video: Consuming Kids: The Commercialism of Children (trailer)  
[www.youtube.com/watch?v=maeXjey\\_FGA](http://www.youtube.com/watch?v=maeXjey_FGA)
- Common Sense Media- The Facts About Junk Food Ads  
[www.common Sense Media.org/advice-for-parents/junk-food-ads-tips](http://www.common Sense Media.org/advice-for-parents/junk-food-ads-tips)

### **Logo-free Day**

Hold a "logo-free day" event at school where all corporate logos are taken down, covered up, and students do not wear any clothing with visible logos.

### **Food Advertisement Log**

Students use a Food Advertisement Log for a week to write down the food ads they see on TV or any other medium under the following headings: product name, number of times ad appeared or was seen throughout the week, strategies the ad used (taken from Media Awareness Network), did the ad make them want to buy the product, do they think the product has a lot of sugar, and how does the decision to buy/not buy the product affect their lives. At the end of the week, students can discuss their findings, create, analyze, and interpret graphs related to their data.

## Accommodations

- Break tasks into smaller parts
- Give clear instructions
- Use simple visual aids
- Allow students the opportunity to demonstrate their understanding by using strategies that play to their strengths (orally, writing, drawing, graphic organizers, etc.)
- Rephrase questions
- Preview, repeat and summarize important ideas throughout the lesson
- Allow sufficient thinking and response time
- Group students so that they support each other
- Use technology (SMART Board, MCS Mac laptops) for students to work on (mind maps, concept maps, thinking routine)
- Create a SMART Board lesson using the same instructional and differentiated instruction strategies
- Model expectations prior to assigning a task or activity
- Pre-teach vocabulary
- Give students opportunity to work in various areas of the classroom
- Give students a checklist to keep track of group work
- Provide immediate descriptive feedback as students are working on an activity
- Assign roles when students work in groups: recorder, timer, organizer, checker, etc.

## BLM 2.1 – Pre-Video Guiding Questions

CONSUMER AWARENESS  
IN OUR LIVES  
STUDENT BLM 2.1

THINKING LIKE A CONSUMER

Grade 5 Aspects of Citizenship  
and Government in Canada

### WRITE-PAIR-SHARE

Think about the cereal or snack you ate today.

What is the name of the cereal or snack (type and brand name)?

Who purchased it?

Did you have any influence over the decision to purchase your cereal or snack? If you answered 'yes' explain how you influenced the decision.

What are some reasons for choosing the cereal or snack instead of others available in the supermarket?

In what way do you think the decision to purchase the cereal or snack can affect your life?

Look at the following chart showing the relationship between how much money children/youth spend and how much money children/youth influence their family to spend.  
What do you notice? Can you draw any conclusions?

	Family A	Family B	Family C	Family D
Child/Youth Spending	\$45	\$37	\$84	\$74
Child/Youth Influenced Family Spending	\$445	\$366	\$806	\$718

Shaker, Erika. [www.policyalternatives.ca/eduproj/ososconsumption.html](http://www.policyalternatives.ca/eduproj/ososconsumption.html)



## BLM 2.2 – Guided Viewing Questions

CONSUMER AWARENESS  
IN OUR LIVES  
STUDENT BLM 2.2

VIDEO: CONSUMING KIDS

Grade 5 Aspects of Citizenship  
and Government in Canada

### GUIDED VIEWING QUESTIONS

**You will be watching a video: *Consuming Kids: The Commercialism of Kids*.**

**As you watch the video, think about these questions and jot down your ideas, feelings, and opinions.**

1. Identify two reasons why marketing companies have a big interest in advertising for kids.
2. Do you feel that you have influence over what your parents purchase? If 'yes', give an example.
3. Name some ways that kids are marketed to (strategies used by marketing companies).
4. According to the experts in the video, "kids are exposed to 3000 commercial messages each day". What affect do you think this has on kids as consumers?

After watching the video, reflect on yourself as a consumer and share your ideas, feelings, and opinions about the following statements.

1. I often want to buy a product or service after watching a commercial or looking at a print ad.
2. I think marketing companies have the right to use whatever strategy they want to advertise products and services to kids. Justify your reasoning (in support or not)
3. The food choices I make influence my life. Explain how.

## EXIT CARD

Student Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Read each statement and choose the sticker colour that matches your learning.

Read each statement and choose the sticker colour that matches your learning.

Green sticker = I know how consumer awareness affects our lives and feel I can explain different perspectives of stakeholders.

Green sticker = I know how consumer awareness affects our lives and feel I can explain different perspectives of stakeholders.

Yellow sticker = I'm not sure how consumer awareness affects our lives and find it challenging to explain different perspectives of stakeholders.

Yellow sticker = I'm not sure how consumer awareness affects our lives and find it challenging to explain different perspectives of stakeholders.

Red sticker = I don't know how consumer awareness affects our lives and cannot explain different perspectives of stakeholders.

Red sticker = I don't know how consumer awareness affects our lives and cannot explain different perspectives of stakeholders.

## BLM 2.1 – Graphic Organizer

CONSUMER AWARENESS  
IN OUR LIVES  
TEACHER BLM2.1

DEFINING GOODS AND SERVICES

Grade 5 Aspects of Citizenship  
and Government in Canada

### GRAPHIC ORGANIZER

Teacher displays graphic organizer with examples and non-examples of goods and services. Students compare the similarities and differences between goods and services.

Teacher co-creates definition of goods and services.

EXAMPLES OF GOODS	NON-EXAMPLES OF GOODS
a book a basketball a pair of shoes a bag of popcorn a bicycle gasoline for a car pet food	the air we breathe water from a river trees in the park music you hear on the radio books in the school library a TV show
EXAMPLES OF SERVICES	NON-EXAMPLES OF SERVICES
a bus ride borrowing a book (library) calling 911 cable TV (watching TV) a math lesson (school) swim classes (YMCA) visiting the doctor	driving a car riding your bicycle swimming in the lake your mom teaching you math reading a book at a bookstore

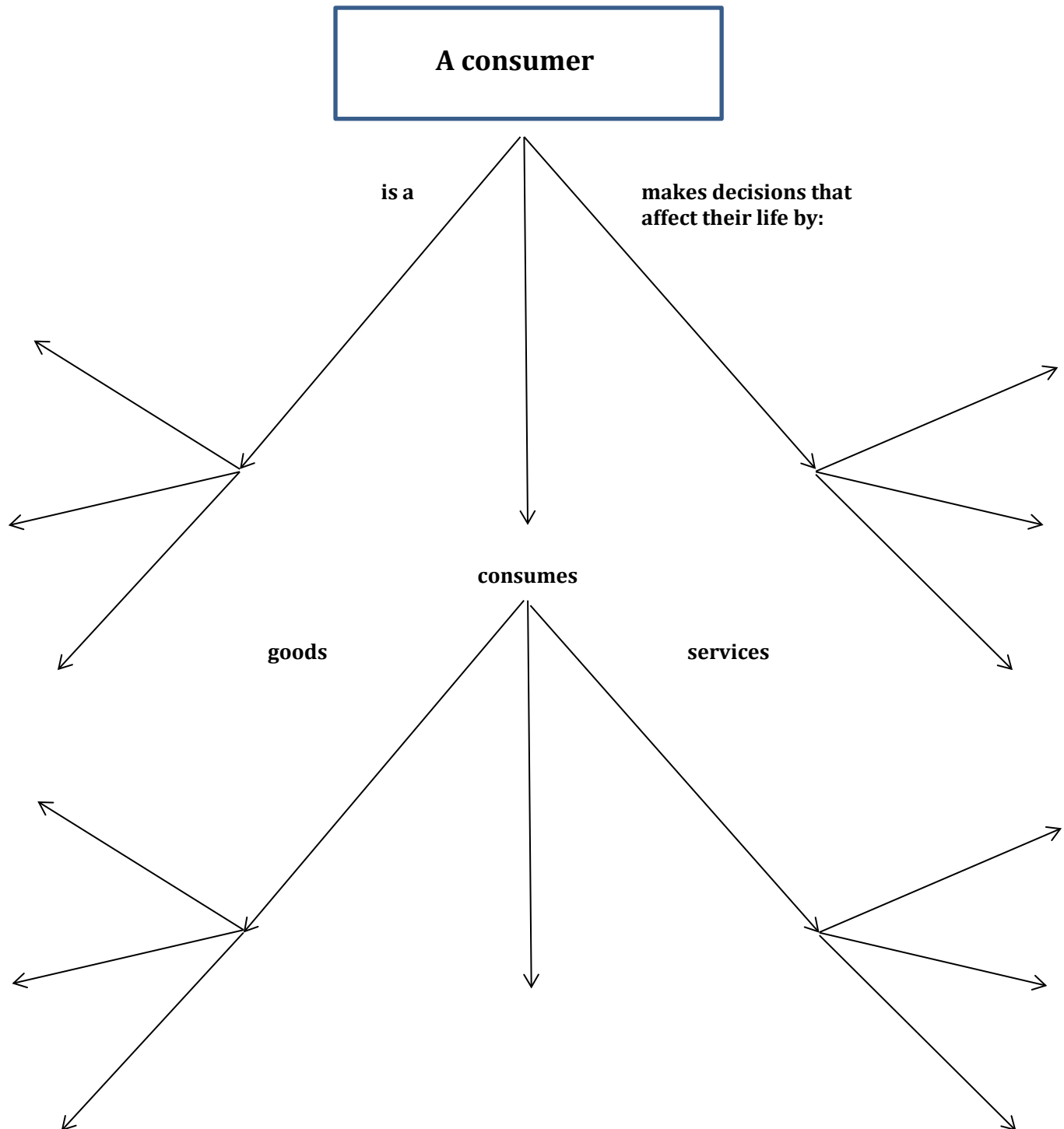
**Think-Pair-Share:** Think of a good and service you need every day or every week. Share your example with a partner and explain why you need that good and service (how does it affect your life?).

GUIDING QUESTIONS

**Who is a  
consumer?**

**What do you  
consume?**

**As a consumer, how can the decisions about what  
you purchase affect your life?**



## BLM 2.4 – Graphic Organizer

CONSUMER AWARENESS  
IN OUR LIVES  
TEACHER BLM2.4

### LOOKING AT OURSELVES AS CONSUMERS

Grade 5 Aspects of Citizenship  
and Government in Canada

#### GRAPHIC ORGANIZER

Complete graphic organizer displaying the class' ideas and views related to the pre-video guiding questions (the focus is on the influence kids have on their parents' purchasing habits).

CEREAL OR SNACK (BRAND NAME)	WHO PURCHASED THE PRODUCT?	DID YOU HAVE ANY INFLUENCE IN THE DECISION TO PURCHASE THE CEREAL OR SNACK?	IF 'YES' WHAT STRATEGIES DID YOU USE TO INFLUENCE THE DECISION TO PURCHASE	HOW CAN THE DECISION TO PURCHASE THE SNACK OR CEREAL AFFECT YOUR LIFE?

# **Financial Literacy & SSHG**

**Integrated lessons that connect to the  
Revised (2013) Ontario Curriculum**

**Social Studies · History · Geography - Grade 5- lesson 3**

**Development Team: Carmen Oliveira, Louise Robitaille, Byron Stevenson, Marci Becker  
Ontario Elementary Social Studies Teachers Association (OESSTA)**

## Lesson 3 Overview:

This lesson links Media with Social Studies and Health and Physical Education. Students analyze food commercials using rules set out by Advertising Standards Canada for advertising to kids aimed at informing and protecting consumers. Students learn about the strategies used by marketing companies to influence children and apply them to commercials they are familiar with. Students investigate how the government (through consumer awareness and protection services) helps consumers make responsible food purchasing decisions and look at the problems with present regulations (e.g. should Ontario follow Quebec's lead in banning advertising to children under 12 years of age?).

### How does this lesson target **Financial Literacy**?

The link with Financial Literacy lies in understanding that consumer awareness is an important factor in becoming an informed consumer in order to make responsible (food) purchasing decisions. These decisions affect our lives (eating well promotes a healthy lifestyle). As consumers, we have the right and responsibility to be informed and protected from false advertising.



# Social Studies Lesson with a focus on Financial Literacy

## Lesson 3: The Government's Role in Consumer Awareness and Protection

### Learning Goals

We are learning to:

- use Concepts of Social Studies Thinking (Perspective) as we analyze consumer awareness and protection;
- use the Social Studies inquiry process to investigate a Canadian social issue; consumer awareness and protection linked to food advertising, look at the problems with present regulations and how those issues might be resolved.

### Success Criteria

Co-construct with students; similar to this framework:

- I can analyze consumer awareness and protection laws.
- I can look at problems with current regulations and explore how they might be resolved.

### Guided Inquiry Questions

- What perspectives do we need to consider to inform and protect consumers effectively?
- How might an informed consumer influence the advertising practices of different advertising companies and stakeholders?
- How might consumers (children) use what they know about advertising standards/rules to keep informed and protected in order to make responsible financial and food purchasing decisions?

## Curriculum Expectations: Grade 5

### Social Studies - Strand B: Aspects of Citizenship and Government in Canada

#### Overall Expectations

**B3** Understanding Context: Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada (FOCUS ON: *Perspective*).

#### Specific Expectations

**B2.2** Gather and organize a variety of information and data that present various perspectives about Canadian and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues.

**B2.4** Interpret and analyse information and data relevant to their investigations, using a variety of tools.

**B2.6** Communicate the results of their inquiries, using appropriate vocabulary.

**B3.1** Describe the major rights and responsibilities associated with citizenship in Canada.

**B3.2** Describe the jurisdiction of different levels of government in Canada.

#### Language: Oral Communication

- Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups.
- Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions.
- Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.

#### Language: Reading

- Use stated and implied ideas in texts to make inferences and construct meaning.
- Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

### **Language: Writing**

- Generate ideas about a potential topic and identify those most appropriate for the purpose.
- Sort and classify ideas and information for their writing in a variety of ways.

### **Language: Media Literacy**

- Use overt and implied messages to draw inferences and construct meaning in media texts.
- Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.
- Identify who produces various media texts, the reason for their production, how they are produced, and how they are funded.
- Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience.
- Identify the purpose and audience for a variety of media texts.
- Describe in detail the topic, purpose, and audience for media texts they plan to create.
- Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

### **Health and Physical Education - Healthy Eating**

- Describe how advertising and media influences food choices.

## **Prior Knowledge and Terminology**

In preparation for this lesson, teachers should watch the following video in its entirety:

YouTube Video: Media Education Foundation (2008). "Consuming Kids: The Commercialism of Children".

This video outlines:

- health risks of sugar, fats, salt;
- children's rights to childhood;
- who's responsible for consumer awareness of advertising: parent, advertiser, government.

Prior to this lesson, students will have:

- knowledge of what a government is, the structure and function of the Canadian government;
- understanding of the Canadian Charter of Rights and Freedoms;
- awareness of the rights of children (i.e. United Nations Declaration on the Rights of a Child);
- exposure to, analyzed, and created media texts (posters, ads, brochures, commercials, etc.);
- some experience with the inquiry process.

### **Relevant Terminology**

service, awareness, purchase, advertising, advertisement, consumer

## **Materials**

- chart paper, Markers
- stickers (green, yellow, red)- one of each for each student
- SMARTBoard (optional)

### **BLM**

(Student)

BLM 3.1: Graphic Organizer - Thinking Critically About Consumer Awareness and Protection

(Teacher)

BLM 3.1: Guided Discussion Questions - "Talking About Our Food Ad Choices"

BLM 3.2: Thinking Routine - "Taking a Look at Food Advertising"

## Minds On

### Pairs- Think-Pair-Share/Graphic Organizer: Defining Goods and Services Four Corners: Advertising and Food Choices

• Display three different commercials (on IWB or laptops) of print ads for food products. Students are asked to go to one of the corners of the classroom depending on which they would choose:

one of the three food products (one for each corner) or

none of them (the fourth corner). Examples of commercials:

- McDonald's Commercial (2016)  
<https://www.youtube.com/watch?v=m4QBGIUpYJU>
- Fruit by the Foot Commercial (2015)  
<https://www.youtube.com/watch?v=U1-8o1UKrYY>
- Pizza Hut Commercial (2016)  
<https://www.youtube.com/watch?v=ouTeio9AzGQ>

• Introduce the guiding questions “Thinking Critically About Advertising to Children” (Teacher BLM 3.3) prior to viewing the food ads.

• Students use the Guided Discussion Questions: “Talking About Our Food Ad Choices” (Teacher BLM 3.1) to analyze the ads, analyze using the Social Studies Concept of Thinking Perspective and make connections to their own life.

#### **Assessment for Learning opportunity:**

Four Corners: “Talking About Food Ad Choices” (BLM 3.1). Consider:

- Is the student able to explain their reasoning for choosing a specific food ad (expressing opinions about ideas, experiences, etc. presented in the media)?
- Is the student able to explain how the decision to purchase the product can affect their life (make the connection between the decision and the effect it can have)?
- Can students determine whose voices are expressed? (Perspective)

## Action

### Taking a Look at Food Advertising

• Introduce the Thinking Routine: “Taking a Look at Food Advertising” (Teacher BLM 3.2). Show the video, Common Sense Media - The Facts About Junk Food Ads: [www.commonsensemedia.org/advice-for-parents/junk-food-ads-tips](http://www.commonsensemedia.org/advice-for-parents/junk-food-ads-tips).

• Form groups of three or four students and have them discuss their ideas and views about the video using the Thinking Routine: “Taking a Look at Food Advertising.” (Teacher BLM 3.2) Use the guiding question: What perspectives do we need to consider to inform and protect consumers effectively? Groups present their ideas and views during a class discussion.

### Looking at Food Ads to Think About Consumer Awareness and Protection (approx. 15 minutes)

• As students watch the ads a second time, suggest that they think about the guiding question: What perspectives do we need to consider to inform and protect consumers effectively? Students can also think about the following questions:

- How do marketing companies target children in food advertisements?
- Who else cares about the purchasing habits of children?
- How do food ads and commercials influence our food choices, purchases, and affect our health?
- How might being an aware consumer be important with respect to purchasing choices?

• Form groups of three or four students to discuss their ideas and opinions. Lead a class sharing session and create a class chart with the ideas and opinions provided by each group.

## Advertising and Consumer Awareness and Protection

- Have students use sticky notes to jot down 2-3 questions they may have about consumer protection. They can briefly share their questions. Guide students by looking at several sources of information about consumer awareness and protection linked to the government.

## Organizing the Inquiry

- Organize the questions and discuss a recording strategy so students will work through a variety of resources to construct responses to their questions.

## Gathering and Organizing Information

- The sites could be viewed in the following order:

1. Office of Consumer Affairs: <http://www.ic.gc.ca/eic/site/oaca-bc.nsf/eng/home>
  - Point out government partners (Canadian Consumer Information Gateway and Consumer Measures Committee) that work to inform and protect consumers.
2. Consumer Measures Committee: <http://cmcweb.ca/eic/site/cmc-cmc.nsf/eng/home>
  - Point out that the committee informs and protects consumers and has a representative from the federal government. Follow the Consumer Information link and select the “Consumer Issues for the Young” link to show students a resource created by the Consumer Measures Committee to inform young consumers and teach them how to protect themselves. The resource is called “Am I Making the Most of My Money?”. Scroll down to the Advertising section and guide students through the information provided, including the More Information section, with links to Advertising Standards Canada. Follow the above mentioned steps, but select the resource “Shopping” and scroll down to the Complaining Effectively section for students to see the process in student-friendly language.
3. Advertising Standards Canada: <http://www.adstandards.com/en/>
  - Point out that this is a national not-for profit advertising self-regulating body that administers the Canadian Code of Advertising Standards meant to inform consumers and advertisers about the rules/regulations for advertising in Canada. Follow the link in the sidebar for the Student Centre. Scroll down to find Canadian Code for Advertising to Children. This is just to show students that a code exists that advertisers must adhere to. (The code is very in-depth for students at this grade level but students who are interested could take a look at it as an individual inquiry).
  - Another option: select the Consumer Complaints link on the menu bar to show students that there is a procedure consumers use to launch a complaint (This is not very student-friendly but serves well to demonstrate where and how to complain about advertising).
4. Media Smarts : [www.mediasmarts.ca](http://www.mediasmarts.ca)
  - Point out links to understanding advertising guidelines and codes in Canada. Guide the students through these sources of information (the Rules for Advertising to Children is in student- friendly language and easy to understand and apply).
  - Option: Students explore the websites and links as a Learning Centre, in small groups using classroom technology, or in a computer lab.

## Graphic Organizer: Thinking Critically About Consumer Awareness and Protection

- Form groups of three or four students. Groups receive the graphic organizer, “Thinking Critically About Consumer Awareness and Protection” (Student BLM 3.1) and fill it in with their ideas and new learning after having explored the various online consumer awareness and protection sources of information and resources.
- Students have access to classroom technology or the computer lab to access information and websites, if necessary to complete the graphic organizer.
- Groups rank the approaches they have learned related to consumer protection according to their effectiveness.

### Assessment for Learning opportunity:

Observation and conferencing with students.

Consider:

- Can the student gather and organize information effectively?
- Can the student determine key ideas related to the issue of advertising and consumer safety/protection?
- Can the student analyze the content explored through comparing, contrasting, determining important information, assessing effectiveness, etc? (disciplinary thinking)

## Consolidation and Debrief

### **Journal: My Thoughts on the Government's Role in Consumer Awareness and Protection**

- Revisit the Learning Goal in order to introduce the Journal activity “My Thoughts on the Government's Role in Consumer Awareness and Protection” (Teacher BLM 3.4) Students choose a format (written, illustration, graphic organizer, concept map, etc.) to respond to one of the journal prompts in order to share their ideas. Students will also use the Social Studies Thinking Concept, Perspective to comment on the way different groups view this issue.

### **Extension: Learning Centre: Is It False Advertising?**

- Explain that the government of Canada has services that inform consumers about advertising practices (specific to children) and also protect consumers from false/misleading advertising, and as consumers, it is our responsibility to stay informed and protect ourselves.

- Create a Learning Centre for students to explore the following websites aimed at informing and protecting children as consumers:

- Industry Canada: Office of the Superintendent of Bankruptcy Canada: The Financial Guide for Children: Nine to twelve year olds.
- Industry Canada: Office of Consumer Affairs. Consumer Issues for the Young: Am I Making Sense of My Money?
- Industry Canada: Office of Consumer Affairs. Consumer Issues for the Young: Shopping.
- Industry Canada: Office of Consumer Affairs: Consumer Issues for the Young: Be On Your Guard.
- Media Smarts
- The Canadian Association of Broadcasters (CAB) Broadcast Code For Advertising For Children: Rules for Advertising to Kids.

### **Extension: Learning Centre: How to Complain Effectively**

- Establish a Learning Centre focusing on how consumers can complain about false advertising and how to write an effective letter of complaint. Students can choose an ad or commercial they feel contains false or misleading advertising by not following the Rules for Advertising to Kids, write a letter of complaint, and send it to the appropriate authority.

### **Extension: Learning Centre: Is It False Advertising?**

- Teacher explains that the government of Canada has services that inform consumers about advertising practices (specific to children) and also protect consumers from false/misleading advertising, and as consumers, it is our responsibility to stay informed and protect ourselves.

- Teacher creates a Learning Centre for students to explore the following websites aimed at informing and protecting children as consumers:

- Industry Canada: Office of the Superintendent of Bankruptcy Canada: The Financial Guide for Children: Nine to twelve year olds.
- Industry Canada: Office of Consumer Affairs. Consumer Issues for the Young: Am I Making Sense of My Money?
- Industry Canada: Office of Consumer Affairs. Consumer Issues for the Young: Shopping.
- Industry Canada: Office of Consumer Affairs: Consumer Issues for the Young: Be On Your Guard.
- Media Smarts: Food Advertising Strategies.
- The Canadian Association of Broadcasters (CAB) Broadcast Code For Advertising For Children: Rules for Advertising to Kids.

### **Learning Centre: How to Complain Effectively**

Teacher sets up a Learning Centre focusing on how consumers can complain about false advertising and how to write an effective letter of complaint.

Students can choose an ad or commercial they feel contains false or misleading advertising by not following the Rules for Advertising to Kids, write a letter of complaint, and send it to the appropriate authority.

## References

- Social Studies Thinking Concepts Success Criteria  
<http://oessta-teachers.ca/success-criteria-oessta/>
- Grade 5- People and Environments- The Role of Government and Responsible Citizenship - OESSTA - Weblinks and Resources  
<http://oessta-teachers.ca/grade-5-people-environments-the-role-of-government-and-responsible-citizenship/>
- Grade 5 Literacy Lesson- People and Environments - OESSTA -  
<http://oessta-teachers.ca/grade-5-literacy-people-environments/>
- Grade 5 Spatial Skills Lesson- People and Environments - OESSTA -  
<http://oessta-teachers.ca/grade-5-spatial-skills-people-environments/>

## Resources

### Print

- Colyer, Jill, and Jennifer Watt. THINQ 4-6: Inquiry-based Learning in the Junior Classroom. Toronto: Wave Learning Solutions, 2016. Print
- Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York: Routledge.
- McTighe, J., & Wiggins, G. (2013). Essential questions: Opening doors to student understanding. Alexandria, VA: ASCD.
- Tomlinson, C., & Imbeau, M. (2010). Leading and managing a differentiated classroom. Alexandria, VA: ASCD.
- Industry Canada: Office of the Superintendent of Bankruptcy Canada. The Financial Guide for Children: Nine to twelve year olds. 2006.
- Industry Canada: Office of Consumer Affairs. Consumer Issues for the Young: Am I Making Sense of My Money? 2006.
- Industry Canada: Office of Consumer Affairs. Consumer Issues for the Young: Shopping. 2006.
- The Canadian Association of Broadcasters (CAB) Broadcast Code For Advertising For Children. Rules for Advertising to Kids. 2003.
- Advertising Standards Canada. The Canadian Code of Advertising Standards.

### Digital

- **Your Local Government**  
[www.yourlocalgovernment.com/ylg/govinont.html](http://www.yourlocalgovernment.com/ylg/govinont.html)
- **Industry Canada: Office of Consumer Affairs**  
<http://www.ic.gc.ca/eic/site/oca-bc.nsf/eng/home>
- **Ontario Ministry of Consumer Services**  
[www.sse.gov.on.ca/mcs/en/pages/default.aspx](http://www.sse.gov.on.ca/mcs/en/pages/default.aspx)
- **Ontario Ministry of Government Services**  
[www.mgs.gov.on.ca/en/Home/index.htm](http://www.mgs.gov.on.ca/en/Home/index.htm)
- **Toronto Public Library: Kidspace- Aspects of Government in Canada**  
[www.kidsspace.torontopubliclibrary.ca/genCategory15951.html](http://www.kidsspace.torontopubliclibrary.ca/genCategory15951.html)
- **Service Canada**  
[www.servicecanada.gc.ca/](http://www.servicecanada.gc.ca/)
- **Ontario Ministry of Health and Long-term Care**  
[www.health.gov.on.ca/en/public/](http://www.health.gov.on.ca/en/public/)
- **Canadian Consumer Handbook**  
[www.consumerhandbook.ca/en/topics/consumer-protection/misleading-advertising](http://www.consumerhandbook.ca/en/topics/consumer-protection/misleading-advertising)
- **CBC News Marketplace: Canada's Consumer Watchdog**  
[www.cbc.ca/marketplace](http://www.cbc.ca/marketplace)



- **Advertising Standards Canada**  
www.adstandards.com
- **Media Smarts**  
www.mediasmarts.ca
- **Common Sense Media- The Facts About Junk Food Ads**  
www.common sensemedia.org/advice-for-parents/junk-food-ads-tips
- **Common Sense Media- Movies and Fast Food: A Bad Deal For Kids**  
www.common sensemedia.org/new/movies-and-fast-food-bad-deal-kids
- **PBS Kids: Don't Buy It!**  
www.pbskids.org/dontbuyit/
- **Canadian Consumer Information Gateway**  
www.consumerinformation.ca/
- **"Consuming Kids: The Consumerism of Children." Media Education Foundation (2008).**  
[https://www.youtube.com/watch?v=maeXjey\\_FGA](https://www.youtube.com/watch?v=maeXjey_FGA)
- **Buy Me That Too: A Kid's Survival to TV Advertising." HBO/Consumer Reports Television (2010).**  
[www.youtube.com/watch?v=d7VNFO4ksCE](http://www.youtube.com/watch?v=d7VNFO4ksCE)

## Extensions

### Class Blog or Wiki

Create a class blog or wiki where students may share their learning with each other. Students take a question they have at the end of a lesson and explore it for homework. They post their question and new learning on the class blog or wiki. Students build on their learning by answering each other's questions and sharing new questions.

### Debate

Class can debate the following issue: Be it resolved: The Ontario government should adopt the same measures as Quebec under the Quebec Consumer Protection Act by prohibiting advertising to children under 13 years of age.

### Ads Analysis

Students analyze both TV and print ads to find ones which do not comply with the Broadcast Code For Advertising to Children. They write a letter of complaint and send it to the appropriate governing body in Canada (using Industry Canada: Office of Consumer Affairs, the Ontario Ministry of Consumer Services, and Advertising Standards Canada)

### Article

Students write an article for the school newsletter or newspaper about the topic of consumer awareness and protection services with respect to advertising practices in Canada.

Optional: Students write an article for the school newsletter or newspaper focusing on the rules for advertising to kids in Canada and how to become a more aware consumer when it comes to purchasing food.

### Event

Hold a "Raising Awareness About Food Advertising For Kids" event at school.

### Buy Nothing Day

Hold a "Buy Nothing Day" (taken from Media Awareness Network)

### Website Games and Quizzes

Students visit the following websites geared at teaching about advertising and consumer awareness through games and quizzes. They can be explored at school and at home as a family.

- PBS Kids: Don't Buy It! pbskids.org/dontbuyit
- You Are Here: Where Kids Learn to Be Smarter Consumers [www.ftc.gov/bcp/edu/microsites/youarehere](http://www.ftc.gov/bcp/edu/microsites/youarehere)

### Further Exploration

Students explore other topics related to consumer awareness and protection services (identify theft, internet shopping, buying a cell phone, complaining effectively, etc.) by using the following resources:

- Industry Canada: Office of the Superintendent of Bankruptcy Canada (2006). The Financial Guide for Children: Nine to twelve year olds.
- Industry Canada: Office of Consumer Affairs. Consumer Issues for the Young: Am I Making Sense of My Money?
- Industry Canada: Office of Consumer Affairs. Consumer Issues for the Young: Shopping.
- Industry Canada: Office of Consumer Affairs: Consumer Issues for the Young: Be On Your Guard.

## Accommodations

- Break tasks into smaller parts
- Give clear instructions
- Use simple visual aids
- Allow students the opportunity to demonstrate their understanding by using strategies that play to their strengths (orally, writing, drawing, graphic organizers, etc.)
- Rephrase questions
- Preview, repeat and summarize important ideas throughout the lesson
- Allow sufficient thinking and response time
- Group students so that they support each other
- Use technology (SMART Board, MCS Mac laptops) for students to work on (mind maps, concept maps, thinking routine)
- Create a SMART Board lesson using the same instructional and differentiated instruction strategies
- Model expectations prior to assigning a task or activity
- Pre-teach vocabulary
- Give students opportunity to work in various areas of the classroom
- Give students a checklist to keep track of group work
- Provide immediate descriptive feedback as students are working on an activity
- Assign roles when students work in groups: recorder, timer, organizer, checker, etc.



## BLM 3.1 – Graphic Organizer

THE GOVERNMENT'S ROLE  
IN CONSUMER AWARENESS  
AND PROTECTION

STUDENT BLM 3.1

### THINKING CRITICALLY ABOUT CONSUMER AWARENESS AND PROTECTION

Grade 5 Aspects of Citizenship  
and Government in Canada

#### GRAPHIC ORGANIZER

Watch the commercials or print ads. Think about your ideas and opinions about marketing rules and strategies used to influence consumers. With your group, discuss the following topics and jot down your ideas.

PROBLEMS WITH ADVERTISING TO CHILDREN	WHAT CONSUMERS NEED TO KNOW	HOW CAN CONSUMERS BE HELPED?	WHAT RIGHTS DO WE HAVE AS CONSUMERS?	WHAT IS THE GOVERNMENT DOING NOW?

## BLM 3.1 – Guided Discussion Questions

THE GOVERNMENT  
IN CONSUMER AWARENESS  
AND PROTECTION  
TEACHER BLM 3.1

TALKING ABOUT OUR FOOD AD CHOICES

Grade 5 Aspects of Citizenship  
and Government in Canada

### GUIDED DISCUSSION QUESTIONS

Think about the food ad you chose and discuss your ideas and opinions with your group.

1. Explain why you chose this food ad. Give examples from the ad to support your reasoning.
2. Have you ever consumed this product? Why would you continue /not continue to purchase it?
3. Who do you think the food ad is targeting? Why do you think so?
4. In your opinion, how can the decision to purchase this product affect your life?

THE GOVERNMENT'S ROLE  
IN CONSUMER AWARENESS  
AND PROTECTION  
TEACHER BLM 3.2

**TAKING A LOOK AT FOOD ADVERTISING  
VIDEO: THE FACTS ABOUT JUNK FOOD ADS**

**Grade 5 Aspects of Citizenship  
and Government in Canada**

### THINKING ROUTINE

Watch the video: *The Facts About Junk Food Ads* and use the thinking routine to share your ideas and wonderings.

**CONNECT:** How are the ideas and information in the video connected to what you know about food advertising?

**EXTEND:** What new ideas, opinions, or information did you get from the video?

**CHALLENGE:** What new questions or wonderings do you still have that you would like to explore further?

CONSUMER AWARENESS  
AND PROTECTION IN  
FOOD ADVERTISING  
TEACHER BLM3.3

THINKING CRITICALLY ABOUT  
ADVERTISING TO CHILDREN

Grade 5 Aspects of Citizenship  
and Government in Canada

### GUIDED DISCUSSION QUESTIONS

Think about the food ads you watched and the information about standards/rules for advertising set in place by government agencies. Discuss your ideas and opinions about the following questions.

**How do marketing companies target children in food advertisements?**

**How do food ads and commercials influence our food choices, purchases, and affect our health?**

**What standards/rules are set in place by government agencies to inform and protect consumers with respect to advertising to children?**

**How can consumers (children) use what they know about advertising standards/rules to keep informed and protected in order to make responsible financial and food purchasing decisions?**

THE GOVERNMENT'S ROLE  
IN CONSUMER AWARENESS  
AND PROTECTION  
TEACHER BLM 3.4

MY THOUGHTS ON THE GOVERNMENT'S  
ROLE IN CONSUMER AWARENESS  
AND PROTECTION

Grade 5 Aspects of Citizenship  
and Government in Canada

### JOURNAL PROMPT

**Think about what you have learned related to government and consumer awareness and protection services.**

**Do you think the Canadian government effectively informs and protects children as consumers with respect to food advertising practices? Why or why not?**

**If not, what suggestions can you make to our government consumer awareness and protection services so that children, as consumers, are better informed and protected?**



## BLM 3.5 – Checklist

THE GOVERNMENT ROLE  
IN CONSUMER AWARENESS  
AND PROTECTION  
TEACHER BLM 3.5

### MIND MAP AND JOURNAL

Grade 5 Aspects of Citizenship  
and Government in Canada

#### CHECKLIST/ANECDOTAL NOTES

CATEGORIES/CRITERIA		ANECDOTAL NOTES
<b><i>Knowledge and Understanding</i></b>		
<ul style="list-style-type: none"> <li>• Uses appropriate terms when describing advertising strategies, and vocabulary related to consumerism (good, service, etc.)</li> <li>• Demonstrates considerable understanding of consumer awareness and protection services and their connection to consumers being informed and protected when making responsible food choices</li> </ul>		
<b><i>Thinking</i></b>		
<ul style="list-style-type: none"> <li>• Effectively synthesizes information and generates ideas that explain how consumer awareness and protection services provide information about advertising strategies and rules that inform, protect, and help consumers make more responsible purchasing decisions</li> </ul>		
<b><i>Communication</i></b>		
<ul style="list-style-type: none"> <li>• Uses conventions of the selected format appropriately</li> <li>• Expresses ideas clearly</li> </ul>		
<b><i>Application</i></b>		
<ul style="list-style-type: none"> <li>• Effectively applies understanding of food advertising strategies and rules provided by consumer awareness and protection services to new contexts</li> </ul>		