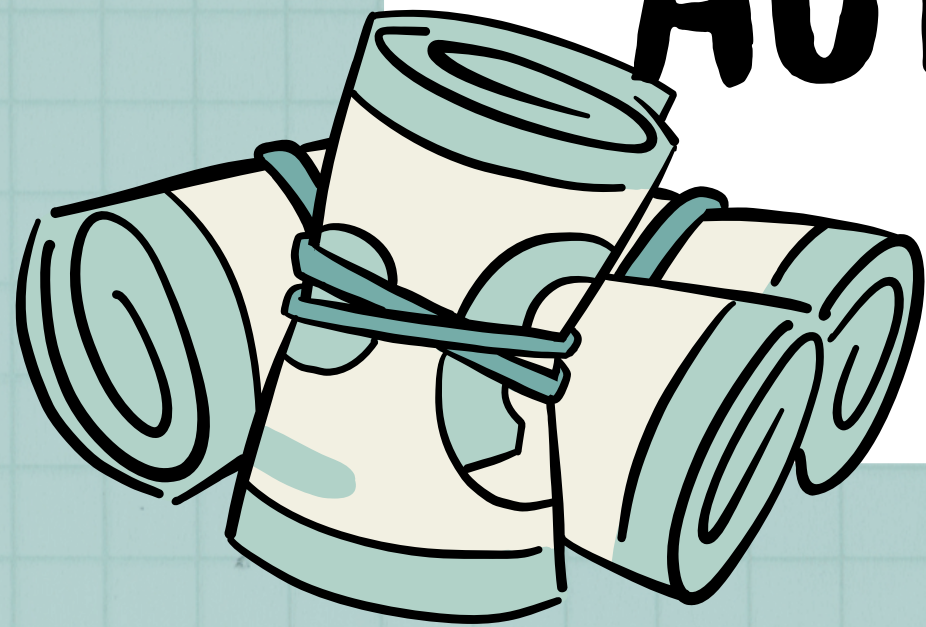


Teal coins and stacks of money are scattered around the top of the page. On the left, there are four coins with profiles. In the center, there are two stacks of money, one wrapped in a paper. On the right, there are several coins in various orientations.

EDTL 3200

ACTIVITY FACILITATION

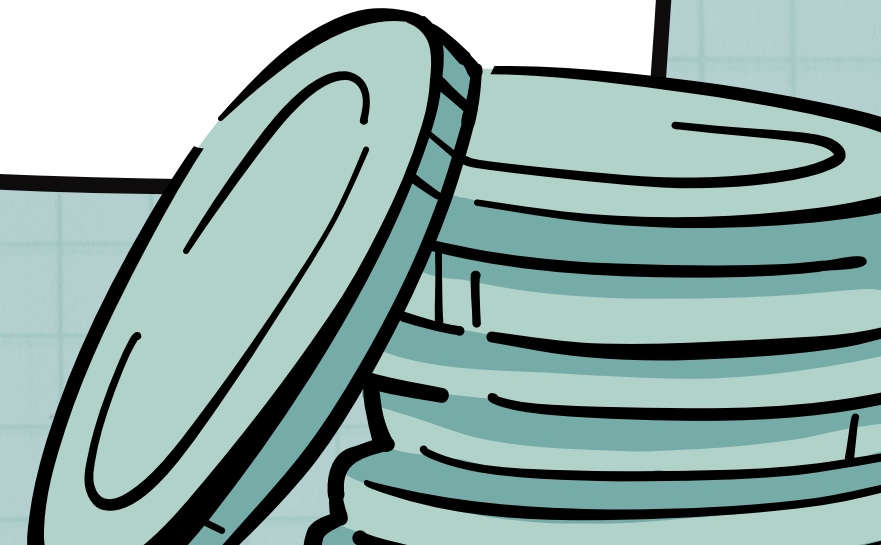
CHEYENNE, DENAE, LILY





Land Acknowledgment

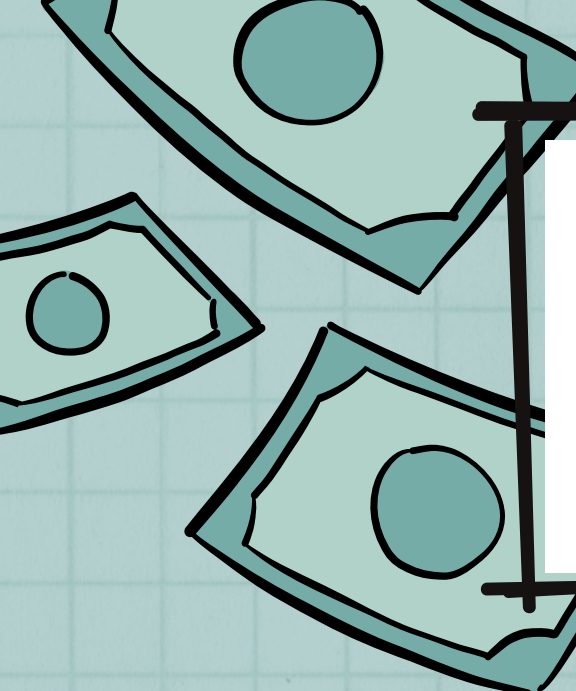
We would first like to acknowledge that TRU is located on the traditional, unceded territory of the Secwépemc Nation. We honour the Secwépemc people, including Tk'emlúps te Secwépemc, who have shared knowledge on this land for thousands of years



OUTLINE

- Mini-unit & how it fits
- Indigenous inspiration
- BC curriculum connections
- DI students
- Activity
- Assessments





Lesson 1

Assessment

- Review of coins and what money is used for
- Money is not just counting, it's for buying

Lesson 2

Needs vs. Wants

- Learning the difference
- Indigenous communities focus on meeting needs first

Lesson 3

Prices and Value

- Understanding that items cost different amounts

Lesson 9

Community Market

- Summative Assessment

Lesson 4

Prices and Value

- Learn about price and value of items
- "Value means how much something is worth."

Mini-Unit Plan

*Money in Our Community:
Understanding Value, Choice,
and Exchange*

Lesson 8

Trade and exchange beyond money

- Learning that you can work for money to earn it

Lesson 7

Needs vs Wants and Choice

- Making fair exchanges and decisions

Lesson 6

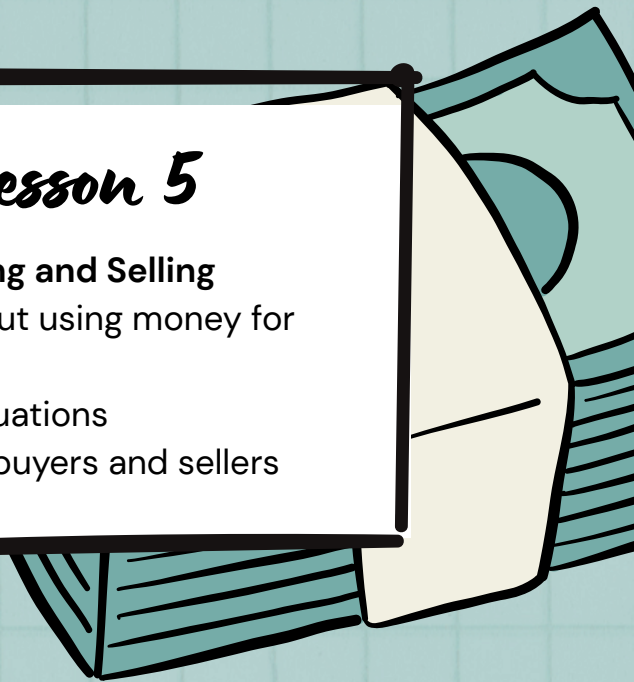
Buying and Selling

- "Would you Rather?" questions
- Mini market simulation

Lesson 5

Buying and Selling

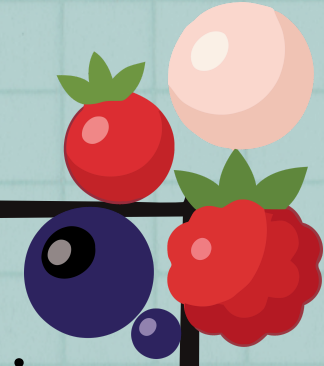
- Learning about using money for exchange
- Role-play situations
- Students as buyers and sellers



Indigenous Inspiration



Inspired by Indigenous perspectives on value, trade, and community

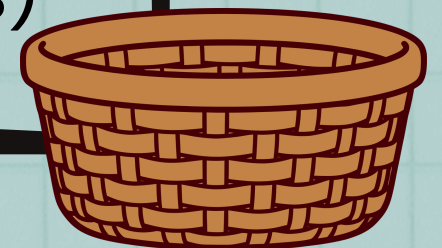


Before money, communities used barter and exchange (salmon, berries, tools, hides)

Value was based on needs, usefulness, and community well-being



Learning is experiential and relational (discussion, role-play, hands-on activities)



How Indigenous Pedagogy is Embedded

Teaching in ways that reflect Indigenous values, ways of learning, and ways of being.

Relational Learning

Lessons begin with discussion, listening, and shared exploration

Experiential Learning

Students learn by touching, sorting, counting, and role-playing with coins

Story and Meaning

Coins are explored as objects with symbols, animals, and stories

Fairness and Understanding

Multiple strategies are accepted; learning focuses on understanding rather than speed

Community & Observation-Based Assessment

Students explain their thinking and demonstrate learning through activities and market simulations

Assessment as observation

- Observing students
- Listening to explanation
- Using performance tasks
- Allowing demonstrations of learning

BC Curriculum



RATIONALE

- Money is more than counting coins
- Students learn how money helps people make choices and exchange goods
- Learning connected to real-life situations and the community

BIG IDEAS

- Money represents value
- People exchange goods and services
- Spending choices reflects needs and wants

LEARNING STANDARDS

Curricular Competencies:

- **CC 5:** Model math in real-life contexts
- **CC 6:** Solve problems through play and inquiry
- **CC 10 & 12:** Communicate and explain mathematical thinking

Content:

- Financial literacy: coins, values, and monetary exchange

PREREQUISITES

- Recognize Canadian coins
- Count simple amounts to 20
- Basic understanding that money is used to buy things
- Turn-taking and group discussion skills



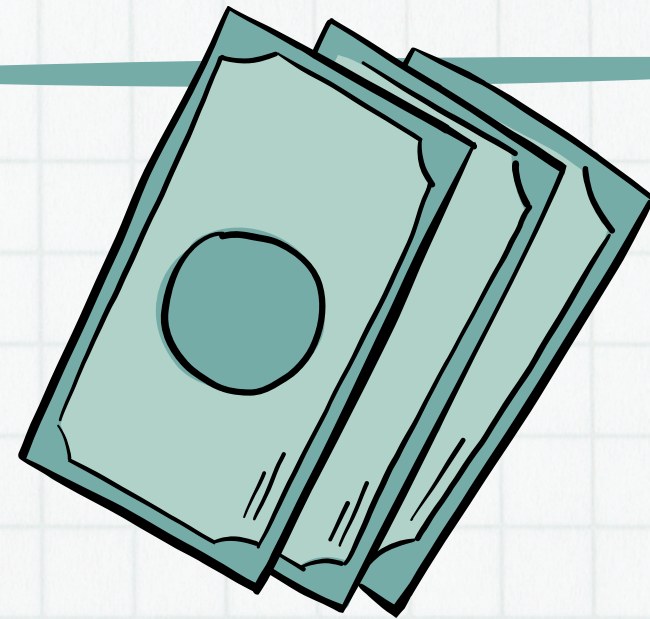
FPPL

“Learning is holistic, reflexive, reflective, experiential, and relational.”

- Students learn through hands-on activities, discussion, and role-play.
- Learning connects to real-life choices about needs, wants, and money.
- Students reflect on their decisions and think about the consequences of their choices.
- Understanding grows over time through shared experiences and learning together.



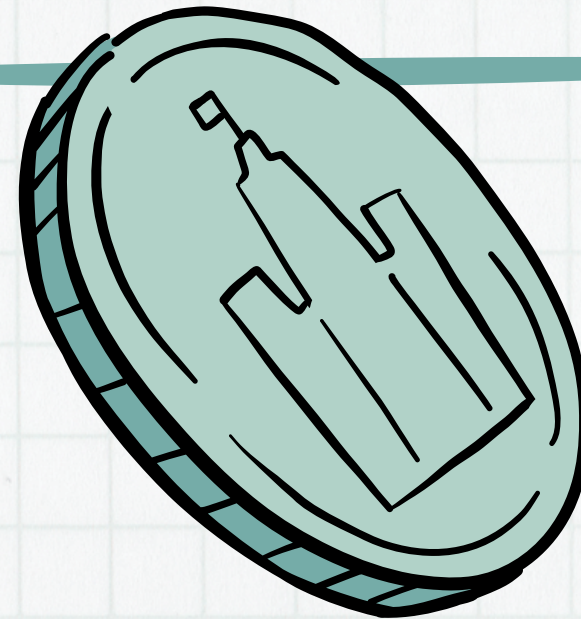
Core Competencies



Communication

Students share ideas through discussion, role-play, and explanation

Practice listening and working together respectfully



Thinking

Students investigate value and cost through hands-on activities

Reflect on choices, fairness, and problem-solving



Personal & Social

Students explain their decisions and reasoning

Develop understanding that different people value different things

STUDENT A

Strengths:

- Excels in multiple choice/single answer assessments
- Uses time wisely
- Collaborates well with peers

Stretches:

- Dislikes long answer questions/ELA writing
- Disengages after 10–15 min instructional periods
- ESL

STUDENT B

Strengths:

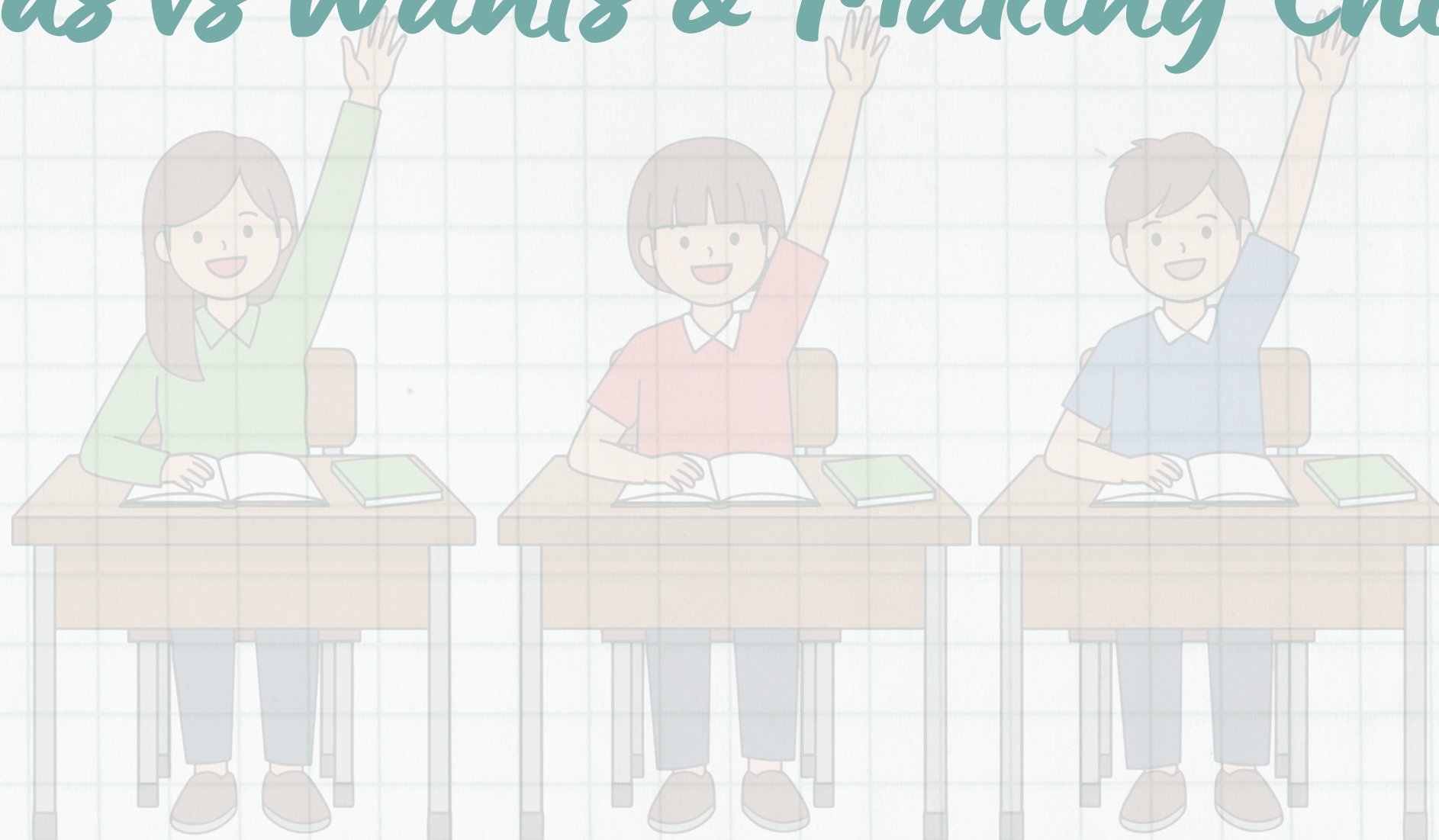
- Great memory
- Can talk about anything
- Exceptional tech skills

Stretches:

- Listening for long periods of time
- Unstructured/free time
- Social interactions with peers (i.e., losing games)

ACTIVITY TIME!

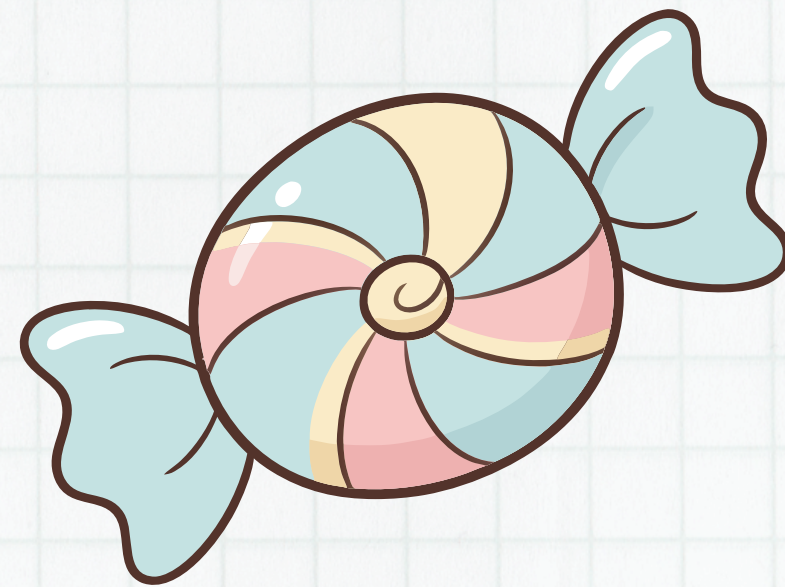
Needs vs Wants & Making Choices



You only have enough money for ONE item



Bread



Candy

You only have enough money for ONE item

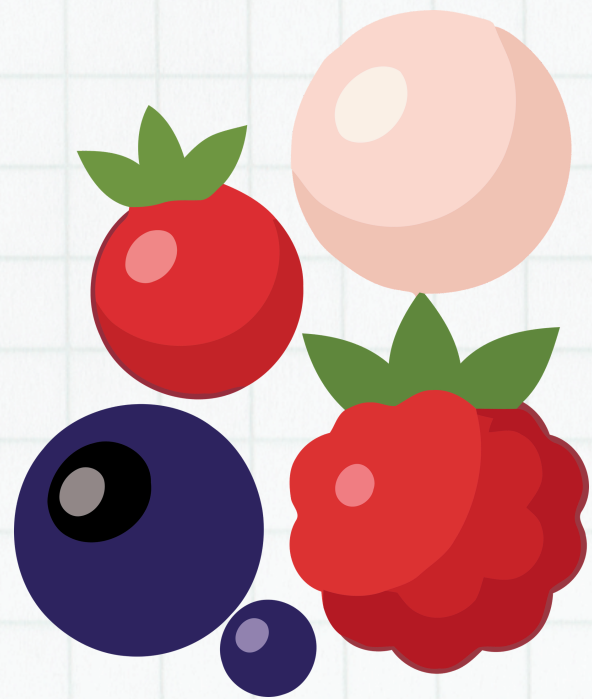


Winter coat



Toy

You only have enough money for ONE item

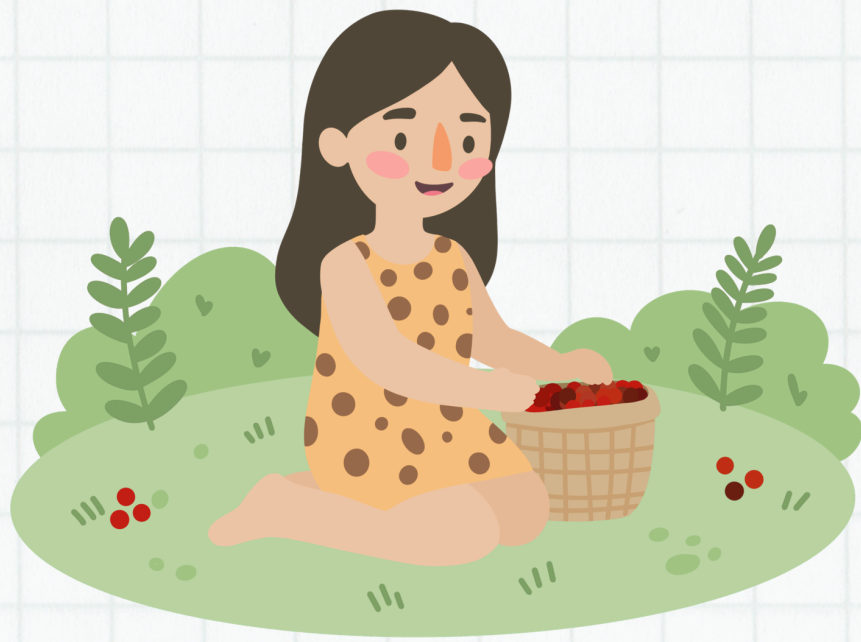


Berries



Chips

You can only choose ONE



Help a friend
pick berries
(they have no
money)

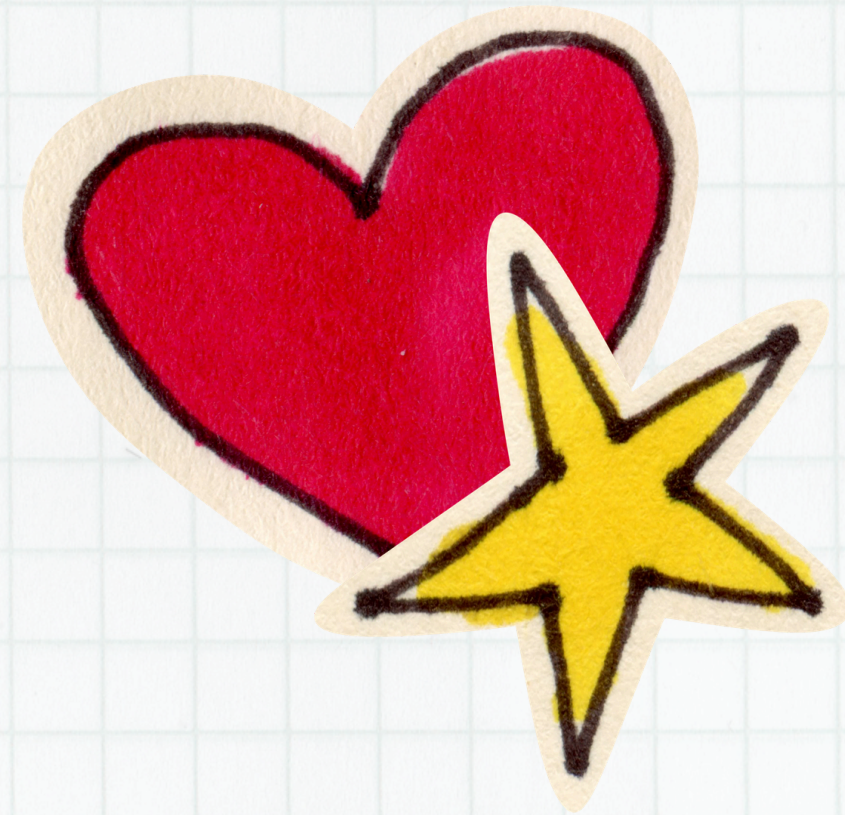


Buy a treat
for yourself

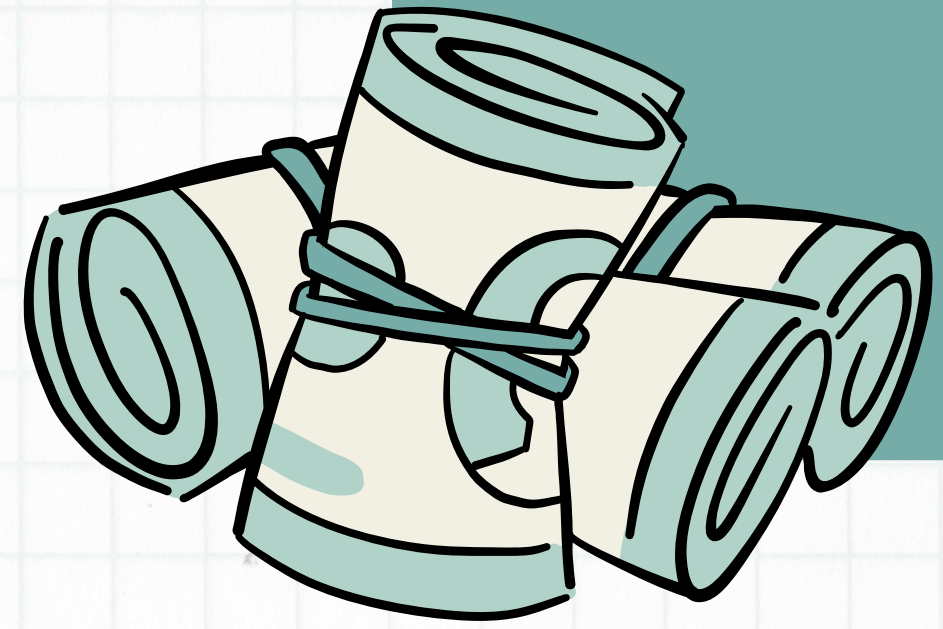
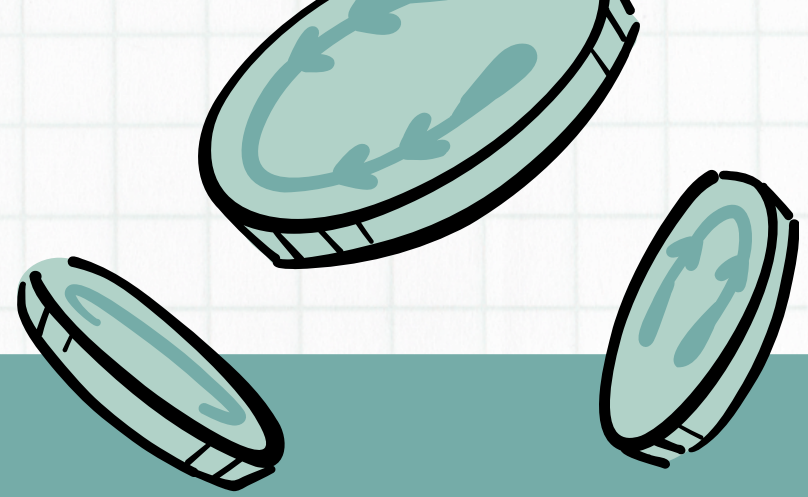
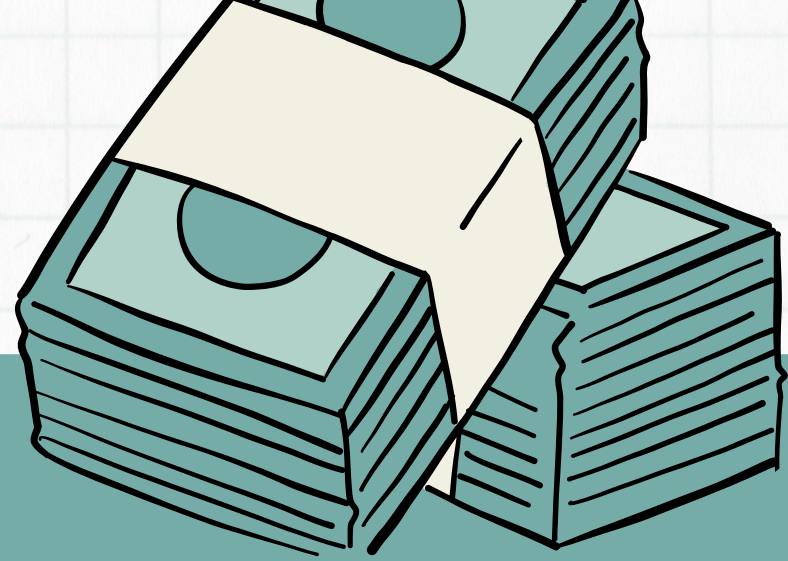
What should you choose?



*School
supplies*



Extra stickers



Questions?

Thank you!



AI use statement

AI was used to help refine our main idea, support the flow and organization of the lessons, and generate ideas for assessments aligned with the “Students Will Be Able To” (SWBAT) learning objectives.

