
Choice-filled Lives Network:

Middle School: Introducing Content - Relationships, Learning Environments, and Financial Literacy



Learner-Facing Vignette:

You are a Middle School teacher who is introducing a new instructional unit on Economic and Financial Literacy. Your goal in this scenario is to practice being in relationship with students during an economic and financial literacy lesson about saving, by engaging in conversations and strategies that promote connection over compliance and build upon students' prior background knowledge.

You should facilitate the students' understanding /knowledge about the financial literacy saving standards as follows:

- That income is saved, spent on goods and services, or used to pay taxes and be able to explain the difference between saving and spending and give examples of each.
- When people save money, they give up the opportunity to spend that money to buy things now in order to buy things later. Describe what a person gives up when he or she deposits \$20 into a savings account.
- People can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.

Outcome:

Your goal in this scenario is to successfully engage all students in an on-topic group discussion, while recognizing opportunities to connect with each student regardless of prior knowledge or enthusiasm about the lesson.

Strategies/Best practices to consider:

- Serve and Return - Ask students' open ended questions and respond to their answers in affirming ways by mirroring to show understanding, and asking additional open-ended questions to keep the conversation going.
- Lean into Prior Background Knowledge - Ask content-related questions that allow you to pull from students' prior background knowledge in order to reach a new skill.
- Peer Support - create opportunities for students to ask each other for help or support when needed.