

Digital Deal or No Deal Detective

Activity

Resource: Wallet Wellness

Grade(s): 4 5 6

Division(s): Junior

Cross-Curricular Expectations

H&PE

- A1. Social-Emotional Learning (SEL) Skills
- D3. Making Connections for Healthy Living: Demonstrate the ability to make connections that relate to health and well-being, how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

Math (Social-Emotional Learning)

A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Math (Financial Literacy)

Consumer and Civic Awareness:

- Grade 4 - F1.5: Describe some ways of determining whether something is reasonably priced and therefore a good purchase

- Grade 5 - F1.5: Calculate unit rates for various goods and services and identify which rate offers the best value

Language

Media Literacy – Grades 4, 5, 6

- Overall expectation: A2. Digital Media Literacy: Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
- A2.1 - Digital Citizenship: Explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities
- A2.2 - Online Safety, Well-Being, and Etiquette: Demonstrate an understanding of how to navigate online environments safely, manage their privacy and personal data, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

Oral Communication - Grades 4, 5, 6: B1. Oral and Non-Verbal Communication: Apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Activity Description

Students apply mindful digital shopping criteria to make purchasing decisions based on digital platforms. Students analyze, compare, and justify informed purchasing decisions based on various factors.

Learning Goals

- I can think critically about digital spending options to make informed decisions about digital purchases.
- I understand how to be mindful of my safety when interacting in an online environment.

Materials

- Chart paper

- [Mindful Digital Shopping Checklist \(PDF\)](#)
- Online access to:
 - App stores (Apple App Store, Google Play Store)
 - Gaming platform promotional materials (Steam sales, console store offers)
 - Streaming service subscription options
 - Social media platform premium features
- Pencil

Key Concepts

- Understanding value
- Environmentally conscious decision-making

Prior Knowledge and Skills

- Calculate unit price (rate)
- Comparison shopping
- Want vs. Need

Minds On

- Ask students the following question: “When you are making digital purchases (apps, games, online subscriptions, in-app purchases), what questions do you ask yourself to decide if it's a good choice?”
- Record students’ responses on chart paper.
- Ask prompting questions to try to get students to come up with the following responses:
 - “What will it cost me to buy it and are there other fees to keep it (e.g., subscription fees)?”
 - “How much will I actually use it?”
 - “Do I want or need this item?”
 - “Will I be sharing private information or data by purchasing the digital product?”

- “Will my usage, personal information, or data be tracked when I am using it?”
- “How long will I have access to this digital content?”
- “Are there free alternatives available?”
- “Do I have enough money for it without borrowing money?”
- “Could this app expose me to users or information that I am not ready for (e.g., open chats)?”

Action

- Divide students into groups of 2–4.
- Provide each group with the Mindful Digital Shopping Checklist (refer to Materials) and review the different criteria within the checklist.
- Display screenshots of app stores, gaming platforms, or streaming service products/services.
- Have groups use the Mindful Digital Shopping Checklist to evaluate the digital products/services displayed. Each group should identify one digital product or service they believe is a good purchase and one they believe is not a good purchase.
- Have students record their rationale for the products/services chosen based on the Mindful Digital Shopping Checklist.

Consolidation

- Invite each group to present the digital product/service they decided was a good purchasing choice and the product/service that was not a good purchasing choice, sharing with the class their rationale for each.
- Co-construct an anchor chart of success criteria for making informed digital purchasing decisions. Use the Mindful Digital Shopping Checklist (refer to Materials) as a starting point and add student examples to support each category (e.g., overall cost, monthly vs. yearly cost, hidden fees, cancellation policy and penalty fees).
- Have students work individually or in pairs to create a checklist that helps them think about tempting offers in gaming platforms.

Debrief

As a whole class, discuss the following:

- When you think about all the things that affect your digital spending choices, which one was the most important to you?
- During your group discussion, were there any factors that everyone agreed upon? When did you have different opinions about what was most important?
- After doing this activity, what might you change about the way you make digital purchases?
- How is buying something online (a digital purchase) different from buying something in a store (a physical purchase)?

How can using a checklist or criteria to inform your spending impact your health and well-being?

Teacher Notes

- Be conscious of the students in your class. Students have different levels of access to technology, internet, and/or streaming services. It's important to recognize that digital spending varies greatly based on factors like income, household priorities, and personal values.
- Consider teaching to students how spending choices can be influenced by what's available, affordable, or necessary for different people. There is no “one-size-fits-all” when it comes to digital spending. These differences are important to understand when thinking about budgeting and financial literacy.

Extended Learning

To extend the learning of this activity, consider completing the [Line It Up – Money Adventure](#) activation or the [Track Your Day](#) activation.