



English

Year **5**

#займы
#кредиты
#English
#5 класс

Lesson Topic: Needing

Lesson created by Maria Garder

Teacher's comments: In this lesson, students reconstruct a story of Kyle MacDonald, One red paperclip, and think about why people are ready to give more for something that costs less, what has value for us and what we are ready to give for it. The students are invited to think of the notion of need. The discussion enables them to understand, through simple examples, the main principles of banking and crediting in particular: we are willing to return more money (if later) for the amount we need immediately.

Aims. By the end of the lesson the students will have managed the following, grouped by category:

1. **English:** practice speaking about trading things for other things; learn and practice new vocabulary, practice using comparative adjectives and adverbs.
2. **Cross-subject:** operate numbers while comparing values/prices.
3. **Financial Literacy:** understand the idea of need/needs, make a link between needing and the principle of loans and crediting.

Key vocabulary and structures: to trade sth for sth, an offer, to make/take/decline an offer, a loan

When to teach: To benefit from the lesson, the students need to be able to understand and use comparative adjectives and adverbs such as better, cheaper, more expensive.

Time: 40 minutes.

Resources: Whiteboard, markers, OHP and screen / computer and loudspeakers, paper, pens, calculators (optional).

Lesson procedure

| Timings | Activities | Goals |
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| Starter 5 min | Before the lesson, write names of all the objects from Kyle MacDonald's story, One red paperclip, on the whiteboard in random order. Leave enough space between the words so that all the pictures fit opposite their respective descriptors later in the lesson. At the beginning of the lesson open the whiteboard so the students may see the list. Show your students a red paperclip, ask what it is, elicit or give the name. Then tell them they have to match these names of objects to their pictures. Hold out pictures one by one and ask students to find the name for the object on your list. One by one, stick all the pictures opposite their respective names. Give necessary minimal explanation of the functions of each object (see Teacher's Materials file). Do a choral repetition of all the names, modelling pronunciation. | Provide input and initial practice of the names of objects used in the story. Get students' interest and curiosity. |
| Speaking 5 min | Point to the paperclip. Ask your students "How much does it cost?" If the students have a problem tell them a box of 100 paperclips costs roughly 50 cents and let them do the math. The answer is about half a cent. Then point to the house and ask how much it may cost (very roughly, around \$100000). Tell your students once a man, Kyle MacDonald, had a paperclip and after some time he got a house for it, without paying any money. "How could this happen?" Elicit that he exchanged, or traded one object for the next and finally got to the house. Introduce the model, trade sth for sth, and tell students they will now have to reconstruct ("guess") the order of trading. Divide your students into pairs, hand out one set of little copies of signed pictures to each pair and tell them they must decide on the order and explain why they think this is the right order. Give them 2 minutes for the task. Walk around monitoring and writing down examples of their successes and errors in speaking. Tell them to stop after 2 minutes. Now your students are ready for the story. | Activate schemata related to prices and value. Practice speaking using a model. Practice logical thinking. |
| Listening 5 min | Tell students to listen and check. Read out the story fairly slowly (or tell it from memory), putting the pictures on the whiteboard in the correct order as you go through each trade. Make sure they are following you but do not change the order of their pictures. Discourage any discussion at this stage. | Let the students check their answers without exposing their mistakes. |
| Whole-class discussion 10 min | After you finish, ask the students if they chose the same order of trades as in the real story. For each discrepancy, ask them if they were surprised and why. Give necessary details and explanations (see Teacher's Materials file). E.g. "Why did Kyle agree to | Encourage a discussion about value, money and the rules of loans and crediting. |

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| | <p>the offer of a KISS snow globe?" (He hoped to get an offer from a snow globe fan. And he did.) "Why could somebody want a snow globe so much they would give a house for that?" (Because it is a rare model, and the person is the largest collector of snow globes in the world.) Elicit/explain that, when we really need something, we are ready to give something that is more expensive for it. Invite them to think what other things (material or not) we may need in life but sometimes cannot get immediately. Carefully guide them towards talking about large purchases such as a house. "Where do we go if we need a house but do not have enough money to buy it immediately?" (To the bank.) "Why does a bank want to give us money?" (Because we will have to return more money after some time.) "Why do we agree to return more money than we get?" (Because we need the money right now and this is the only way we can get it.)</p> <p>Some additional questions for discussion may involve: Did Kyle really spend no money on his trades? Clue: Kyle (and sometimes his family) travelled to do the trades, often taking time off work. Possible answer: They were spending money on their journeys and they were not making money at that time, so, in fact, the chain of trades cost them more than Kyle tells us.</p> | |
| Trading game 10 min | <p>Hand out a small piece of paper (Post it! stickers would do perfectly) to each student, give them 1 minute to imagine they have something valuable (such as a bike or a ticket to the cinema) and write it down on the sticker. Then tell them to put the sticker on their chest, get up and go around the class talking to other students trying to trade what they have for something they see others have. If necessary, do a demo dialogue with a student. Give them 5 minutes for the mixing activity. Walk around and monitor. After that stop the activity and ask those who have managed one or more trades to tell their story and explain why they decided to trade what they had for something else.</p> | Practice speaking, negotiating and internalising previously discussed ideas. |
| Closure 1 min | <p>Give feedback on 2-3 most impeding mistakes. Congratulate everybody on their success and finish the lesson</p> | Correct students' mistakes. Give closure to the situation, consolidate experience. |

Potential problems and solutions

1. In the original story, Kyle gets from a red paperclip to a house in as many as 14 trades. For the purposes of fitting the activity in a regular 40-minute lesson, I decided to withdraw some steps. To make the story more credible you can still

mention them or decide to work without them, or indeed invent your own version of the story. If you have more time, you can work with the full authentic version of the story (see references).

2. Names of some objects such as a box truck or a keg will clearly be unknown to students at this level. I find that, with the help of the first word-to-picture matching activity, this is easily repaired. However, you could replace some words with suitable synonyms, such as a van for a box truck.

References

1. <http://oneredpaperclip.blogspot.com/>

Выводы по итогам апробации в Пироговской школе

Наибольший интерес вызвало:

- построение своей цепочки обменов и сравнение ее с реальной цепочкой из истории Кайла Макдональда;
- возможность при помощи «безденежных» бартерных обменов получить необходимую вещь;
- основная идея потребности в основе кредитования (тот, кому необходимо нечто срочно, готов платить за это больше) и ее связь с процентной ставкой.

Наибольшую трудность представляло:

- осознание того, что у бартерного обмена есть свои ограничения и не всякий бартер осуществим без «доплат».

Рекомендации:

- если вам нужно ограничить время для игры с бартерным обменом, попробуйте задать ограничения по стоимости для предметов обмена. В более слабом классе можно на подготовительной стадии просто продемонстрировать по очереди изображения предметов из истории Кайла Макдональда и называть их вслух, предлагая учащимся повторить.