



English

Year **8**

#сeмeйный
бюджет
#доходы-расходы
#English
#8 класс

Lesson Topic: Money Marathon

Lesson created by Maria Garder

Teacher's comments: In this lesson, students consolidate their knowledge of financial notions and vocabulary, play a financial game and analyse the impact of various financial setbacks on our lives.

In the initial stage of the game, it is worth paying special attention to the term microfinance. Ask your students if they have any idea what this might be. Elicit or explain that there is a world of difference between the widely accepted idea of financing small-scale businesses through micro loans and the loan sharks of the Russian microcredit market. As possible homework, you may want to set your students a task to count how much money they would have to give back with APR's anywhere between 400% and 1000% a year.

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

1. **English:** revise and consolidate financial terms and related vocabulary, practice fluency speaking in a game, practice board game clichés.
2. **Financial Literacy:** compare the influence of various financial factors, both positive and negative, on our lives and choices.

Key vocabulary and structures: your turn; Whose turn? Roll the die; a bank account; to deposit, to make loans; a credit card; to buy on credit; to pay back; to charge interest; saving; a savings account; credit history; to pay bills; an illegal money lender; high interest rates; inheritance; microfinance; bankruptcy.

When to teach: Passive skills. To benefit from the lesson, students should be familiar with some basic vocabulary and ideas from the area of banking and finance, it may be more beneficial to teach the lesson after the one on credit and debit cards. Active skills. Students should be familiar with how typical board games are played.

Time: 40 minutes

Resources: Whiteboard, markers, one board game die; printouts of the Money Marathon board and rules (see the Materials folder) – one per two or three students.

Lesson procedure

Timings	Activities	Goals
Starter 10 min	Before the lesson, draw the icons from the game on the whiteboard. Begin the lesson by telling your students these are all important financial notions. Brainstorm ideas, help where necessary. Write down the correct names next to the icons. Brainstorm definitions for each object. Note down key words from the definitions on the whiteboard, encourage students to put definitions in their notebooks so that they could use them later in the lesson.	Activate finance-related schemata, prepare students for the subject matter aspect of the game.
Game time 25 min	Hand out sheets with the rules of the game and quickly go over them with the students. Let the students play for approximately 20 minutes. Walk around, encourage them to use English as they play, help out if necessary.	To prepare the students for the game.
Closure 5 min	In a whole-class discussion, analyse which financial setbacks had a more powerful impact on their game. How fate-oriented was their strategy? Did they give up the fight and felt like quitting or did they bounce back after crises? What may this be saying about their future financial strategies? Congratulate the winners and all other participants and finish the lesson.	Consolidate new knowledge and vocabulary. Give closure to the topic.

Potential problems and solutions

1. The students are likely to lapse into Russian during the game. You should decide for yourself how much L1 you are ready to allow in this lesson. Think about the needs of your class. Is their grasp of the financial aspect of the lesson sufficiently good? Then they can focus on the language part. If they have a problem understanding how the financial side works, be prepared to lower the bar slightly to make the game not only educational but also enjoyable for them.

References:

1. The board, icons and game rules: <http://mybnk.org/financial-education-free-resources/lesson-plans-2/>