



# How can I pay for things?

## Lesson plan (flipped learning resources)

(You may wish to use the 'Before the lesson' activity as pre-teaching rather than setting it to be done at home)

### Learning objectives/intentions

- Pupils understand there are many different payment methods
- Pupils understand what the most appropriate way of paying in different situations is
- Pupils understand and use some of the key language relating to debit and credit cards appropriately

### Resources

- **Debit and credit cards – meet Alex** interactive activity
- **How can I pay for things** presentation
- **Debit and credit cards** activity sheet
- **Debit and credit cards simplified** activity sheet (optional)
- **Word bank** infographic
- **Vocabulary quiz** activity sheet

### Equipment

- Calculators
- Whiteboards and whiteboard pens (for informal notes and calculations)

### Preparation required

- Read through the **How can I pay for things?** flipped learning resources
- Familiarise yourself with the lesson plan and PowerPoint presentation
- Print and prepare activity sheets required
- Plan time in the previous lesson to introduce pupils to the flipped learning

process and set their 'at home' task, unless you wish to do pre-teaching instead

- Look out for 'Assessment for Learning' (AfL) opportunities throughout this lesson plan

### Before the lesson

(or complete as pre-teaching activity with pupils who may not be able to complete independently):

For some pupils, you may wish to put the learning in context before you begin by:

- going shopping and paying by card OR
- role playing shopping and paying by card OR
- modelling buying something online and paying by card

Introduce the key vocabulary using the **Word bank** infographic and follow this up with the **Vocabulary quiz** activity sheet, to embed the learning.

Pupils are required to complete the **Debit and credit cards – meet Alex** interactive activity at home. This includes: pre-activity quiz, interactive case study and post-activity quiz. It can be shared with pupils by giving them the URL found on the interactive activity page of the website.

(There are some simplified slides to use with this activity if completing it as pre-teaching).



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### Getting started (5 minutes)

#### 'How can I pay for things?' presentation slides 1-7

Ensure that everyone now has an understanding of what a debit and credit card is, the difference between them and why you might want to use one or the other.

Set the scene by asking how pupils' families pay for shopping at the supermarket. Highlight that people often pay with a card in shops. Ask pupils 'When you go shopping, when should you use a debit or a credit card?'

Ask pupils to share what they think of the interactive case study: **Debit and credit cards – meet Alex**. Ask them whether they think it is better for Alex to use a debit or credit card and ask them to explain why.

#### AfL opportunity

How well can pupils describe some of the differences between a debit and a credit card?

### Main activity



### Debit and credit cards (20-30 minutes)

#### 'Debit and credit cards' activity sheet (or simplified version), presentation slide 8 (or 9 for simplified version)

Divide the class into small groups. Explain that they will be working together to make decisions to help the Williams family decide how to pay for goods and services during the month. Hand out the **Debit and credit cards** activity sheet (or the **Debit and credit cards** simplified activity sheet) and introduce the task. Explain that to afford all

their payments this month, the Williams family will need to make some of the payments with their debit card and some with a credit card.

If using the simplified version, explain that they are going to find out how much money the Williams family have left at the end of the month, and help them decide how they are going to pay for their holiday.

Some pupils may need further support and require access to a calculator to check answers as they are working.

In small groups or pairs, encourage pupils to explain their solution(s) and practise their answers and reasoning so they are able to present their solutions later in the lesson.

#### AfL opportunities

- Can pupils give reasons for choosing to charge either a debit or credit card?
- To encourage pupils to review their own learning, ask how they approached the task and what they might do differently next time

### Extension activities

#### Watch the 'What do you think? Ways to pay' video (see standalone resources)

Use the 'How do you pay for things?' screen at the end of the video to provide pupils with an opportunity to express their views.

#### 'Different ways to pay' infographic (see standalone resources)

Ask pupils to think about why we use different ways to pay for things. You might use open-ended questions to help structure their discussions.

#### Design your own card

Ask groups of learners to plan and then develop ideas to design a credit or debit card that claims



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to be the 'best on the market'. Encourage them to carry out research to locate information about cards that claim to be market leaders and to use this as a basis for their creation.

### Additional support

Pupils could write questions to interview a member of their family about how they pay bills and for goods or services.



### Plenary (5-10 minutes)

Ask groups of pupils to explain how they have solved the problem, explaining how they worked it out. Check to see whether another pair/group/individual worked out the problem in a different way and ask pupils to explain their solutions.

Explain that the situation on the activity sheet could be resolved by using the credit card to pay for the holiday. Ask the pupils what the advantages and disadvantages of this would be. To support the discussion you could highlight the following information:

- Credit cards can be useful in paying for one-off large purchases such as holidays, because they sometimes offer an interest-free period that allows the cost to be spread over an extended period
- The interest rate can be high at the end of this period, so it's important to be aware of what the rate will go up to, or to pay the balance off in full by this point. Long-term borrowing on credit cards can be quite expensive

- Credit cards also offer insurance on the purchases, i.e. if you buy goods on the card and they are lost or stolen within a set period of time (normally 90 days), you can get the money back from the credit card company
- It is important not to exceed the spending limit or the time limit for repayment of purchases made on a credit card. Reinforce that problems with overspending can be prevented by careful planning and budgeting

### Take it further – opportunities for independent learning

#### Presentation slide 10

Pupils could:

- Go with their parents next time they visit a bank or building society to look at the cash withdrawal machines (ATMs)
- Design posters promoting and explaining the features of the two types of card.
- Interview a member of their family about how they pay for goods, services and bills
- Research online sites of banks and building societies to find information about debit and credit cards and the use of contactless cards, for example
- Familiarise themselves with the appearance of different methods of payment and ask questions about some of their features
- Locate and be able to recognise information on plastic cards i.e. the sort code, long number on the front, chip and security code on the signature strip on the back of the card

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