

# Can't We Just Print More Money?



## Lesson 1: Preparing a presentation

<b>Chapter Focus</b>	
<b>Chapter 1:</b> <i>Where does my breakfast come from?</i> Pages 17-41	
<b>Learning objective(s)</b>	
<ul style="list-style-type: none"> <li>• To explore the key ideas of the chapter</li> <li>• To understand more about our decision making and choices</li> <li>• To work in a group on a collaborative research and planning task</li> </ul>	
<b>Learning outcome(s)</b>	
<b>Success criteria:</b> To take part in a successful group planning exercise and present back our ideas <b>(Curriculum Focus: Speaking and Listening)</b>	
<b>Key vocabulary</b>	<b>Getting started:</b>
<b>Decision</b> <b>Budget</b> <b>Constraint</b> <b>Consumer</b> <b>Microcosm</b> <b>Trade-off</b> <b>Utility</b>	Display <b>Slides 1 and 2</b> to introduce the topic and then share the <b>Lesson Objectives</b> with the class. Distribute the <b>Lesson 1 Worksheet</b> and then ask students to complete the starter task on <b>Slide 3</b> individually to consider the factors that govern our decision making through the breakfast menu exercise. This also creates a numeracy opportunity. Take some feedback on the factors which governed their choices. Broaden this out using <b>Slide 4</b> . Ask students to make notes on the different types of decisions they must make in a typical day. You might reflect on the volume of these and the types of decisions that are relevant to the age group. Are there any key decisions that are taken out of their hands e.g. by parents/carers/teachers?

### **Development learning:**

Display **Slide 5**. With a focus on the **Lesson 1 Worksheet**, ask students to work in pairs to read the extract which is broken down into bite-sized chunks with discussion points. Allow students 10-15 minutes to read and Think/Pair/Share their thoughts on the discussion prompts. Invite students to make notes of their key ideas to share back in a plenary.

Use **Slide 6** to highlight the key plenary question. Invite students to think about the concept of 'utility' from the extract. What do they understand by the term? What do they understand about the 'value' of their choices? Encourage students to reflect on how satisfaction and beneficial feelings are not always material – take examples from students' prior discussion where possible. You could link this to the time/effort students choose to spend on revision/preparation for final examinations and their hopes as to the benefits this will bring them.

### **Consolidation of learning:**

Organise students into small working groups of four or five perhaps with sugar or flip chart paper, marker pens and, if possible, access to ICT facilities for research purposes. Display **Slide 7** and present the group research and planning task.

Encourage purposeful discussion linked to the bullet points which invite students to reflect on the key concepts outlined in the chapter: *decision making, constraints and utility*.

Students could use ICT facilities to research for example, the cost of coach hire versus train travel of the use of school mini buses; entrance fees to theme parks or other attractions – are there places that could be visited for free? Allow some time for discussion and research before asking students to create a short presentation of their proposals which could be done on flip charts, sugar paper, interactive whiteboard or with PowerPoint depending on time available.

Allow each group to present back their proposal in turn. Encourage respectful listening.

#### **Plenary:**

In a final plenary ask students to reflect on the presentations and choose/vote for the most successful idea using a hands up poll or a post-it note secret ballot.