

# Lesson Plan

## Description

This lesson plan is designed to be used with the interactive learning resource CU@theCU.

## Age range

These materials are designed for Key Stage 4 and aimed at year 10 students in Wales or elsewhere. However, they could be used with any other age range. You will also find links to materials on financial inclusion aimed at adults and other groups of young people in our links section.

## Curriculum Links

Awareness of credit unions can fall into several subject areas depending how the facilitator wishes to use the resource. We suggest it could be used in the following GCSE subject areas:

Business Studies – Shareholdings, co-operatives

Drama – dealing with debt, talking about money.

Maths – illustrating interest rates, budgeting.

PSE – Financial capability (debt management and saving); and volunteering.

Welsh Baccalaureate – Wales, Europe and the World (WEW) - economic and social.

If a credit union collection point is set up by pupils, this also fits into Team Enterprise.

## Key Skills

Setting up a credit union in school will also help pupils with the following WJEC Key skills area:

Working with others – working co-operatively and would cover both process skills and interpersonal skills (WO2.2 Working co-operatively towards achieving identified objectives and WO3.2 Seek to develop co-operation and check progress towards your agreed objectives). It would also cover planning work W02.1 and/or W03.1

Communication – pupils could give a presentation to peers about their collection point opening as a real way to promote it (C2.1b and/or C3.1b).

# Lesson Plan

## Duration

The lesson below is designed to last 50 minutes. The additional activities could be done as part of a second lesson.

## The interactive resource

The interactive resource includes all the information listed here.

- 4 mini-videos in a narrative
- A quiz where users can test their knowledge
- Rollover learning points with information about credit unions  
*(The CU Difference, Credit Unions around the world, How it works, Having a Say)*
- Job descriptions of people who work in credit unions
- How to open a credit union collection point in your school – a case study
- If your school opens a credit union collection point you can upload details to the wall.
- Loan comparison chart
- Glossary

## Resources required

Download the learning resource on to the computer you will be using. You will need Adobe Flash to run it – if it is not there you will need to download it when prompted.

The session can be run using a screen or white board to the whole class, or even better if pupils have access to computers so they can spend a little time exploring it and gathering other information.

Sound is required for the videos and background music, either via head sets or sound cards being enabled. Subtitles are also available for the video.

Paper and pens are required if you want pupils to make notes during the videos.

## How to use this lesson plan

A plan of how to use the resource is suggested below, however you can explore the materials in any order. You can deliver the session facilitated or let the resource guide pupils.

# Lesson Plan

Mins	Running time	Activity		Resources required	Learning points
05	05	Introduce yourself. Ask pupils whether they have ever heard of credit unions, what do they think of them?	Whole group or pairs		Ascertain awareness levels and perceptions of credit unions
05	10	Give pupils 5 minutes to look at the resource. Try to find 'The CU difference'		Use the mouse or whiteboard pen to explore.	
3	13	Watch video 1			
7	20	Ask the class the question: What are the key differences/similarities between credit unions and banks?  Reinforce this by looking at rollover: 'How a credit union works'	Whole group or pairs		<ul style="list-style-type: none"> <li>• Members own it</li> <li>• In your local community</li> <li>• It is not owned by shareholders who can own large controlling stakes. Members (or shareholders) of credit unions have one vote per person</li> <li>• Credit unions can pay a dividend</li> <li>• They hold an AGM each year</li> </ul>

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Mins	Running time	Activity		Resources required	Learning points
2	22	Watch video 2	Whole group or pairs		
3	25	Ask the class the question: What is responsible lending?			<ul style="list-style-type: none"> <li>• Don't offer loans to people who would struggle to pay them back (discussing loan sharks here might get interest)</li> <li>• Payment terms can be changed for people who are in trouble e.g. lost their job. So they would pay less over a longer period.</li> <li>• Offers loans at reasonable rates (to over 18's who have saved with them)</li> </ul>
2	27	Watch video 3	Whole group or pairs		
3	30	Ask the class: What are the benefits of starting a collection point?			<ul style="list-style-type: none"> <li>• Experience of volunteering</li> <li>• Communication and publicity skills for CV</li> <li>• Could contribute to Welsh Baccalaureate / Duke of Edinburgh</li> </ul>

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Mins	Running time	Activity		Resources required	Learning points
2	32	Watch video 4	Whole group or pairs		
8	40	Explore other resources (such as Credit Unions around the world, Having a Say, Job descriptions and the Loan Comparison Chart).	Whole group or pairs		
7	47	Quiz This will test understanding and reinforce learning points. Pupils may need to look at the other resources if they have not done so previously.	Whole group or pairs		
2	49	Remind the class/teacher of further resources and close.			

# Lesson Plan

## Additional activities

### Role Play 1 & 2

Play video 2 resuming responsible lending.

Raise the subject of high interest money lending. Ask pupils to define when you might be attracted to this type of lending and why.

Show the loan comparison chart – give pupils 5 minutes to read this.

### For each role play

Set pupils into small groups.

Give them 5 minutes to read the instructions.

15 minutes to prepare the dialogue

Rehearsing/acting 10-20 mins with the whole class listening.

**Role play 2** gives a chance to practice their understanding of interest rates.

### Role Play 3

Play video 3. This role play helps pupils think about saving.

### Role Play 4

This is about practising democratic situations and putting forward views. It could be done by pupils alone or in twos and threes.

# Lesson Plan

## Role Play 1 Desperate measures

Mrs Rush is desperate for a loan to pay for repairs on her car. She has had a leaflet from a loan shark / doorstep lender offering an easy loan. The small print says the interest is 200%. Her son/daughter has just had a lesson about credit unions in school and talks to his/her mother. Develop a dialogue for the characters showing what Mrs Rush decides to do. Write a scene set now as she makes her decision, and as she is paying off her loan in a months time and in six months time. Use the loan comparison chart to help you.

Characters:

Mrs Wise

Ryan/Jamie

Lender

## Role Play 2 Renegotiate Loans

Mrs Wise's neighbour Mr Jones has a loan with his Credit Union but has lost his job. He is worried about what to do next: he is thinking of taking out another loan. Mrs Wise tells him to go to the CU for information about re-negotiating the loan. Develop a dialogue and work out new payments schedule.

Characters:

Mrs Wise

Mr Jones

CU worker

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## Additional activities

### Role Play 3 Savings

Three friends are chatting about how much they are going to save each week and what they will do with their savings. Develop a dialogue to show ideas.

Characters:

Invent the characters

### Role Play 4 Having a say

It's the AGM of the Credit Union.

Jamie has just turned 18 and been a member for a few years now. As well as the collection point she has done some volunteering helping with publicity at the credit union. She has decided to stand for election to the Board of Directors. She introduces herself and says why she wants to be on the board. Suggest a dialogue.

Characters:

Jamie

Chairperson (introduces)

Credit Union members (can ask questions)

# Lesson Plan

## Starting a Credit Union in your school

Download and read 'How to set up a credit union in your school' and case study.

In order to take this forward you could start by surveying other pupils in school to see if there would be demand and making a presentation to peers about credit unions.