

LEARNING SCENARIO		
School:	Primary School Vežica, Rijeka, Croatia	Duration (minutes): 60
Teacher:	Loredana Zima Krnelić, ICT teacher Klara Starkl Crnković, English teacher	Students age: 12-14

Topic:	How to pay?
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<p>Aims:</p> <ul style="list-style-type: none"> • make students aware of the different methods of payment and of the main features of each method • explain the concept of VAT and its amount in their and other countries • make students aware of the importance of the receipt of payment and of the kind of information it contains • create a student-made presentation in English to be shared with teachers and students of other partner schools in order to understand similarities and differences among the different countries related to the topic <p>Outcomes:</p> <p>Students will be able</p> <ul style="list-style-type: none"> • to distinguish different methods of payment, explain their features and choose the most suitable one for a particular situation • to recognize and explain the different pieces of information included on a receipt <p>Work forms and methods:</p> <ul style="list-style-type: none"> • frontal, group and individual work • brainstorming, questions and answers, research, presentation of information,
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ARTICULATION	
Course of action (duration, minutes)	
INTRODUCTION	
Group work: Brainstorming	5 min.
<p>The teacher asks the students to elicit in their mother tongue words and ideas they think of when they hear the word PAYMENT. Students in 5 groups of 3-4 students type the words/expressions in Mentimeter, the teacher projects the final grid, students look at the grid and comment the results.</p> <p>The teacher announces the topics for the five groups: 1) Methods of payment; 2) Provision; 3) Receipt of payment; 4) Fiscalization; 5) Bit coins and explains shortly each group has to work on certain materials shared with the teacher on a padlet wall and produce a slide within a shared class presentation.</p>	

Group work: Read the questions, find the answers, prepare a slide for a class presentation and two multiple choice questions regarding the topic studied, prepare to present the slide to the class. 40 min.

In groups students read the questions (in their mother tongue) on the padlet wall shared with the teacher, study the materials (in their mother tongue and in English) and answer the questions on the padlet (in their mother tongue). See attachment number 1. The teacher monitors the activity following the entries on each group's padlet wall.

Once the group completes the task successfully, students start preparing one slide (in English) on a presentation shared with the teacher and the other groups of students according to previously set rules for preparing presentations and working on shared materials. See attachment number 2. The teacher monitors the activity following the entries on the shared presentation.

Students then continue working on the padlet wall shared with the teacher. They prepare two multiple choice questions regarding the topic they have worked on and mark the correct answers. The teacher monitors the activity following the entries on each group's padlet wall.

Finally each group prepares to present and explain to the whole class the information they have put on the slide. The teacher copies and pastes the questions and answers each group has prepared on a Kahoot quiz.

CONCLUSION

Frontal work: Present the final product **10 min.**

The teacher projects the presentation slide by slide, groups take turns to present the material to the class.

Individual work: Let's check what we have learned **5 min.**

The teacher plays the Kahoot quiz. Each student takes part in the Kahoot quiz (10 questions) created by the different groups.

Methods

*presentation
watching a video
work on the text
quiz*

*research
demonstration
taking notes*

Work forms

*group work
frontal work
individual work*

Material/means:

- Interactive tools:
 - Mentimeter (www.mentimeter.com/)
 - Padlet (<https://padlet.com/>) (See Attachment number 1.)
 - Forms (One Drive /Google Drive) (See Attachment number 2.)
 - Kahoot(<https://kahoot.com/>)
- Computers
- LCD projector,
- the Internet

Literature

Group 1

On this padlet wall students write questions and answers about payment methods.

<http://bit.ly/finliterarcy1>

Afterwards they have to make one slide about payment methods in online presentations shared by teacher.

Group 2 - Invoice

According to the picture posted on a padlet wall which explains invoice details, students have to write questions and answers about it on a padlet wall.

<http://bit.ly/finliterarcy2>

Afterwards they have to make one slide about invoice details in online presentations shared by the teacher.

Group 3

On this padlet wall students have to write questions and answers about fiscalization. (What is fiscalization, what is fiscalization law,..)

<http://bit.ly/finliterarcy3>

Afterwards they have to make one slide about fiscalization in an online presentations shared by the teacher.

Group 4

On this padlet wall students have to write questions and answers about commision. (What is commission, how much is it for credit cards, for bank transfer, ..)

<http://bit.ly/finliterarcy4>

Afterwards students have to make one slide about commission in an online presentation shared by the teacher.

Group 5

On this padlet wall students have to write questions and answers about bitcoin.

<http://bit.ly/finliterarcy5>

Afterwards students have to make one slide about bitcoin in an online presentation shared by the teacher.

PERSONAL OBSERVATIONS, COMMENTS AND NOTES

Following up activity for teachers:

Teachers will help students with questions and answers. They will have to prepare hyperlinks or other materials where students can find informations about payment topics. (Padlet wall - sources)

Teachers should upload the 5 slides created by the 5 groups of students in a Nearpod presentation and add after each slide the 2 question-quiz that regards the material presented on the slide and share the presentation with the other partner schools in order to study and compare the outcomes.