



la Munt'

Role-play scenario

LO5-B-D-E-J-2, Activity 3

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STEP 1: MONEY

- The teacher needs to prepare two sets of coins and banknotes in advance if possible (strongly recommended).
- Prepare 5 bowls to hold the coins.
- In advance, the teacher should ask that students bring in coins and banknotes to the session.

STEP 1: EXAMPLES OF DEVICES



STEP 1: USE OF THE DEVICES



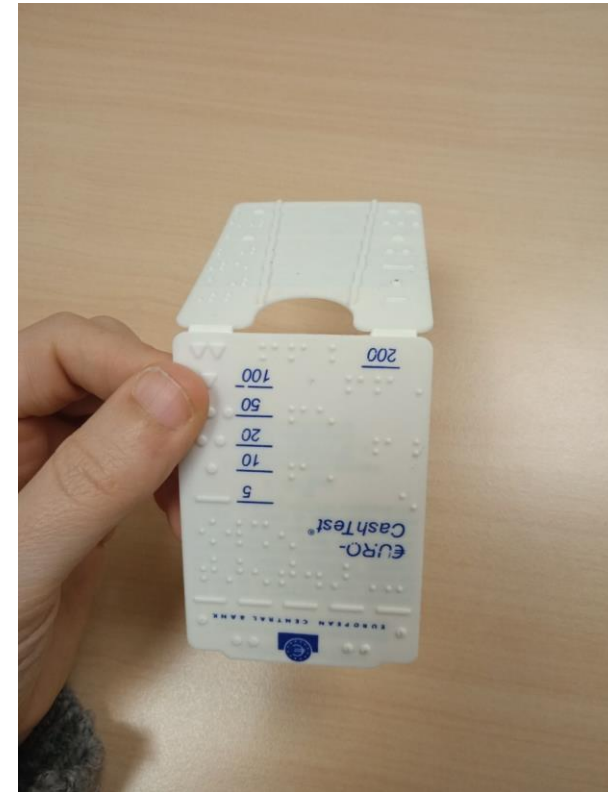
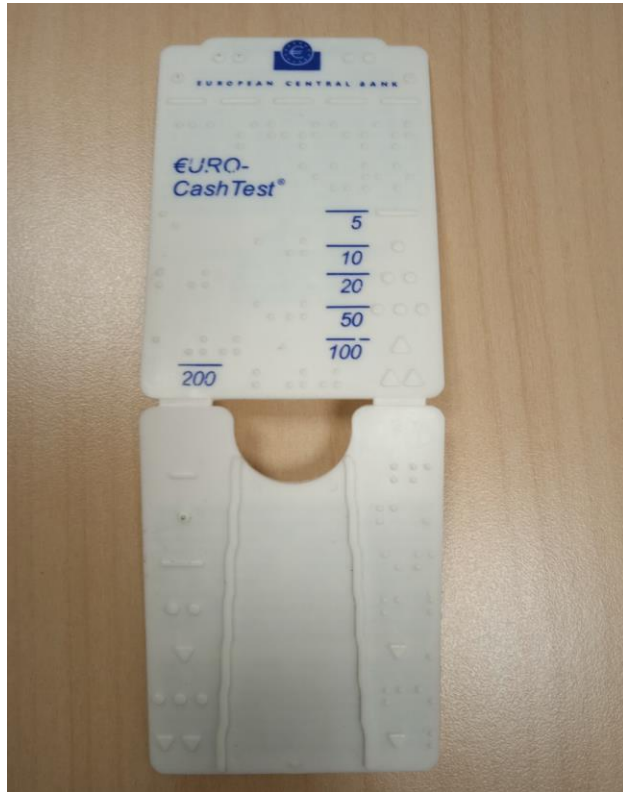
STEP 1: USE OF THE DEVICES



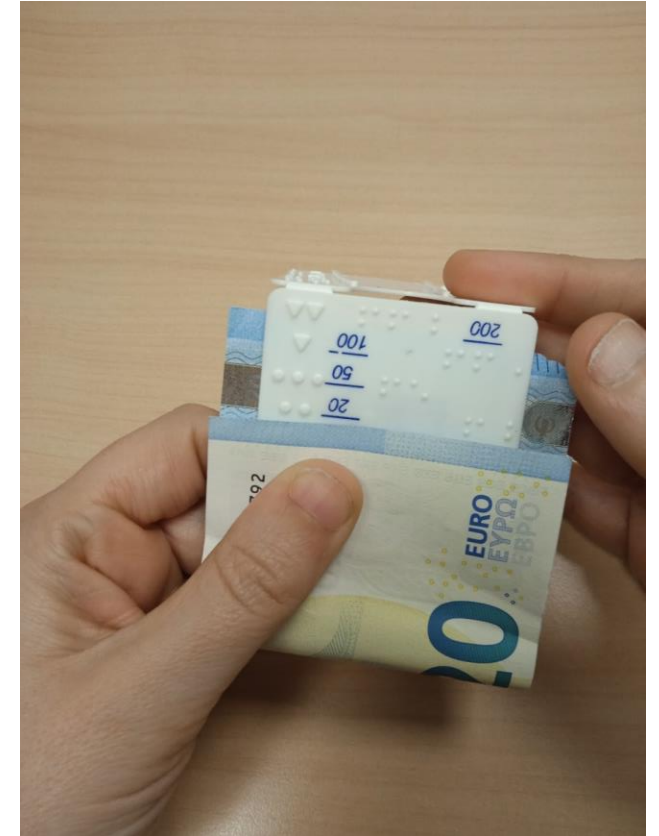
STEP 1: USE OF THE DEVICES



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EXAMPLES OF AI APPS AND CONTACTLESS PAYMENT APPS



LookOut



STEP 2: STRATEGIES (30 MIN)

- Group activity: 3-4 students.
- Objective: Identify strategies for organising their purse/wallet.
- Students share their strategies with other groups.
- Post exchange session: teacher provides tips/advice for those who struggled with finding an approach.

STEP 2: STRATEGIES – EXAMPLES

- Use a purse with 4 pockets for coin organisation.
- Classify coins into families and place them in the different pockets.
 - Pocket 1: 1 euro, 10 cents, 1 cent together
 - Pocket 2: 2 euros, 20 cents, 2 cents together
 - Pocket 3: 50 cents, 5 cents together
 - Pocket 4: Reserved for change received from cashier
- For banknotes, fold them, for instance, 2 times for a 20-euro banknote.

STEP 3: ROLE PLAYS (60 MIN)

- There are 3 role playing scenarios.
- Each role play will be done in two pairs (4 people).
- 15 mins max per situation.
- Preparation: The 4 students participating will spend 5 minutes together to discuss and decide on the tools they will use and how the environment will be displayed.
- Each pair is required to perform their role play in front of the entire class for note-taking and feedback purposes.
- The student portraying the visually impaired person (VIP) must wear a blindfold during the role play.

STEP 3: ROLE PLAY 1 (15 MIN)

Setting - Market

- You can only buy two products.
- You only have a 10-euro bank note.
- Check the change given by the seller and organise it in your wallet/purse.

STEP 3: ROLE PLAY 2 (15 MIN)

Setting - Supermarket (15 min max)

- 2 students are blindfolded
- First pair: Attempt to make a contactless payment with your card, but it's not working (the student must figure out that they need to enter the secret code and how to do it).
- Second pair: Attempt to pay using a contactless payment app on your phone.

STEP 3: ROLE PLAY 3 (15 MIN)

Setting - Bakery

- 2 students are blindfolded.
- You only have coins for payment.
- You must provide the exact amount requested by the cashier
- First pair :
 - You only have 2 euro, 1 euro and 50 cent coins.
- Second pair :
 - You only have 20 cent, 10 cent, 5 cent , 2 cent and 1 cent coins.

You have to use different tools.

STEP 3: BRAINSTORMING (10 MIN)

- Gather and reflect on the different role playing experiences.
- Propose solutions for the scenarios that caused problems.
- Examples of solutions may include asking for help, being flexible and improving communication.

STEP 4: CREATION OF AN INDEX CARD (10 MIN)

- Reflect on money management strategies based on individual characteristics and personal goals.
- Students with help from the teacher create index cards considering themes related to supporting a visually impaired person (VIP) with money management.
- PERSON – ACTIVITY - ENVIRONMENT