Level 6 Economics - Role-Playing in a Loan interview

PEEL in Practice: 1300 ideas for quality teaching
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The purpose

This was designed to bring out the dangers of credit, and for the students to get an appreciation of this.

- I wanted to bring all the information studied so far together.
- I also wanted variety of methods and therefore used group work.
- I wanted more interaction between individual students in the class, and a chance to bring out and discover more of the other talents of individuals in the class.
- I also wanted to simulate a real life situation that they would undoubtedly face themselves in the not-too-distant future.

Organization

1. I gave 5-10 minutes for each student to individually work out a profile of a person who would be presenting for a loan application. The students were directed to consider and decide on:
   - sex
   - age
   - job type
   - job stability
   - reason for wanting the loan
   - amount they wanted to borrow
   - their current commitments
   - credit/loan history.

2. I asked the students to move into a group of four, preferably two boys and two girls, by moving their chairs and tables.

3. Each student took a turn to be the person applying for the loan. (This is where they used the profile they had constructed earlier.) The rest were the bank/credit union representatives who were there to assess them. The students had to ask the applicant questions and decide whether to grant them the loan or not. There had to be unanimous agreement amongst the group, and they had to give the applicant reasons why they had or had not been granted the loan.
Outcomes

I was fairly amused to find that the students often gave the applicant a hard time, and were fairly critical of their reasons for wanting a loan, and of their past credit history. It made them reflect on what was important in deciding whether to grant someone a loan and it made them feel important by giving them the power to grant the loan or not.

It got people talking to and interacting with others that they may not otherwise have done, and it tended to draw the quieter ones out. Hitherto unknown acting ability was discovered as was a good imagination. Some groups were hilarious in the questions they asked, and in the reactions and interplay of dialogue between the groups. I found that those students who took it seriously and who had focused on the task in the first place got the most out of it.

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