



Lesson Plan



2.15 hours

This lesson is structured in
3 chapters
45 minutes x 3

Keep your key terms and
FAQs to hand.

How to understand cryptocurrency

Learning Outcome

'I will learn how crypto assets work and how to assess the risks and opportunities that they present'

Success criteria

By the end of this session, I will be able to:

1. Understand what cryptocurrency is and how it compares with traditional money
2. Recognise the influence of social media and my peers on my financial decisions
3. Confidently identify the risks that crypto assets present
4. Understand the warning signs of crypto scams and what to do when I spot them

Resources

From Flic resource kit:

Slides

Chapter 1

Resource 1 | A3 mindmap sheet (1 per group of 3-6)

Resource 2 | Literacy resource (1 page per pair)

Resource 3 | Factsheet template - optional use (1 per student)

Resource 4 | Design a token template (1 per student)

Chapter 2

Resource 5 | Text conversation template (1 per student)

Chapter 3

Resource 6 | Data analysis task (1 page per pair)

From teacher cupboard:

None required

Chapter 1 - What is money?

| Slide number | Time allowance | Resources | Activity and instructions | Delivery tips |
|--------------|----------------|---|--|--|
| Slides 1-6 | 10 minutes | | Organisation and Module introduction and objectives to be shared with the class. | Be mindful to disassociate when questioning, using the language 'we' or 'people' as opposed to directing questions with 'you'. |
| Slide 7 | 7 minutes | Resource 1 - Mindmap Question (optional print) | <p>Student Activity</p> <p>Mindmap "what is money?" on A3 paper. This can be done in pairs or groups.</p> <p>Prompt questions:</p> <ol style="list-style-type: none"> 1. How do we use money? 2. How do we decide what money is worth? 3. Who decides what money is worth? 4. What do we use money for? (save, spend, invest) 5. Are there any alternatives to money? <p>Follow up discussion with questions such as:</p> <ul style="list-style-type: none"> • What does money look like? • Is money different depending on what we use it for? • Is money good or bad? | Consider different perspectives based on age, gender, lifestyle e.g. 'would someone with a family have the same feelings as a 25 year old career starter?' |
| Slide 8 | 2 minutes | | <p>Teacher Explanation</p> <p>The concept of money has evolved over time. Historically money has been linked to other tangible commodities such as shells or silver (coins) Changes in value has seen the introduction of 'paper' money and 'plastic' money (cards) and more recently digital currency.</p> | |

Chapter 1 - What is money?

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|--------------|----------------|-----------|---|---------------|
| Slide 9 | 2 minutes | | <p>Class Discussion / Teacher Explanation When you get money, lots of it will go on things like paying for housing, food, clothes, nights out and other things you need and want. The money that you don't spend can be used for saving, or for investing.</p> | |
| Slide 10 -11 | 4 minutes | | <p>Teacher Explanation Use notes from slide speaker notes to aid describing the difference between savings and investment.</p> | |
| Slide 12 | 5 minutes | | <p>Student Activity Ask the question "what is an investment and why do people invest?" Simplified to 'why do people need or want more money?'</p> <p>Think - pair- share</p> <p>Get the group to think about the reasons why people invest. Then to talk about these with the person sitting next to them. These can then be shared with the whole group.</p> <p>Consolidate the ideas about the purpose of investing:</p> <ul style="list-style-type: none"> -Beat inflation -Grow wealth -Create passive income -Achieve financial goals faster -Save for retirement | |

Chapter 1 - What is money?

| Slide number | Time allowance | Resources | Activity and instructions | Delivery tips |
|--------------|----------------|------------|---|--|
| Slide 13 | 5 minutes | | <p>Student Activity Students to describe what they know about cryptocurrency using the prompts given.</p> <p>Amination will provide definition after student activity.</p> <p>Prompt questions:</p> <ul style="list-style-type: none"> • Would you consider cryptocurrency to be a form of money or an investment? | Note - cryptocurrency is considered an investment, though it comes with high risk. Only in some limited situations are people able to use cryptocurrency as money to spend. |
| Slide 14 | 2 minutes | | <p>Teacher Explanation Use slide to provide an overview of cryptocurrency.</p> | |
| Slide 15 | 5 minutes | | <p>Influencer content - Five facts on cryptocurrency. Additional resource: https://youtu.be/f7iXTyHGYX4 - Play up to 2:45.</p> | |
| Slide 16 | 10-15 minutes | Resource 2 | <p>Student Activity - Literacy task</p> <ol style="list-style-type: none"> 1. Summarise your reading to 30-50 words. 2. Select two points to create a whole class Bitcoin fact sheet <p>Extension - Using two different colours, highlight the positives and negatives of using cryptocurrency. Note - this assessment can be subjective and observations on positive and negatives are open for discussion.</p> <p>Students to share their summary.</p> | <p>Students can be given one part of the reading or all parts. (Print two per page) For lower ability groups or students, focus on one section of the reading or use a whole class reading strategy.</p> <p>Note key summary points on the whiteboard. Students can make notes from class feedback</p> |

Chapter 1 - What is money?

| Slide number | Time allowance | Resources | Activity and instructions | Delivery tips |
|--------------|---|---|---|---|
| Slide 17 | 5 minutes | Resource 3 - Template (optional print) | <p>Optional Extension: Class Discussion</p> <ul style="list-style-type: none"> The differing perceptions of what is considered as a positive or a negative How different people's perspectives might vary | <p>Note - this assessment can be subjective and observations on positive and negatives are open for discussion</p> <p>This activity can be completed as a whole class discussion or individually. Encourage students to extend reasons for correct and incorrect responses.</p> |
| Slide 18 | 2 minutes (6 minutes - using video) | | <p>Teacher Explanation</p> <p>Further example provided in slide speaker notes. Use the video resource (4 minutes) to display other negative considerations https://www.ft.com/video/ce61990f-ba96-4759-8979-139dd6ccd8d9</p> | |
| Slide 19 | 1 minute | | Influencer content - Cryptocurrency myths | |
| Slide 20-21 | 6 minutes | | <p>Student Activity - Assessment for learning</p> <p>Quiz - true or false?</p> | |
| Slide 22 | | | <p>Student Activity - consolidation activity</p> <p>Design a Top Five Fact Sheet about Cryptocurrency</p> | |
| Slide 23 | | | <p>Student Activity - class discussion / plenary</p> <p>Students to discuss how they 'feel' about cryptocurrency.</p> | |
| Slide 25 | | | <p>Break - Optional Student Activity</p> <p>Design your own crypto token.</p> | |

Chapter 2 - Factors influencing financial decisions

| Slide number | Time allowance | Resources | Activity and instructions | Delivery tips |
|--------------|----------------|-----------|--|---|
| Slide 27 | 5 minutes | | <p>Student Activity Class vote - invite students to share reasons for their opinions.</p> | |
| Slide 28 | 5 minutes | | <p>Student Activity Students to discuss who they think cryptocurrency appeals to.</p> <p>Teacher prompt questions:</p> <ul style="list-style-type: none"> • Is there a difference between genders? • Is there a difference between classes? • Does level of education matter? • Are there any reservations based on religious beliefs? • How might race be a factor when considering money and cryptocurrency? <p>Resource: https://news.bitcoin.com/spike-lee-directs-commercial-cryptocurrency-atms/</p> | <p>The discussion is based on likelihood to engage in risk, reflect back on who is likely to invest and why? Highlight the discussion is largely based on stereotypes and does not apply to all people in a specified group.</p> <p>The resource highlights those who are potentially marginalised from the economic world, thus the appeal of 'new money'.</p> |
| Slide 29 | 5 minutes | | <p>Student Activity What are the factors that would influence this person's decision to use cryptocurrency? Students to identify five factors</p> | <p>Stretch question: 'which factors might be outside of Zak's control?'</p> |
| Slide 30 | 2 minutes | | <p>Student Activity Activity answers</p> | <p>Explore the influence of external factors</p> |
| Slide 31 | 2 minutes | | <p>Teacher Explanation Summary of factors influencing the appeal of cryptocurrency</p> | |

Chapter 2 - Factors influencing financial decisions

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| Slide 32-33 | 8 minutes | | <p>Teacher Explanation (with class discussion) The role of social media</p> <p>Teacher prompt questions</p> <ul style="list-style-type: none"> • Why did the value of the coin decrease? • Why is that a bad thing? • Who would have been able to benefit in this scenario? • How might someone protect themselves or make the best out of this situation? | |
| Slide 34 | 5 minutes | | Watch 'Pump and Dump' video. Review prompt questions, | |
| Slide 35 | 10 minutes | Resource 5 - conversation template | <p>Student Activity - consolidate activity Use the worksheet to create a text conversation in response to the message.</p> | Teacher can demonstrate the activity using role play with targeted students eliciting examples of what phrases and words might be used for persuasion and to question students' understanding of the risks associated with cryptocurrency to inform possible responses. |

Chapter 3 - Research and making informed decisions

| Slide number | Time allowance | Resources | Activity and instructions | Delivery tips |
|--------------|----------------|-----------|---|--|
| Slide 39 | 5 minutes | | Student Activity Students to share their own ideas on what 'good' research includes | Teacher may want to reframe using a context in which students are familiar with having to research. |
| Slide 40-42 | 8 minutes | | Influencer content - Teacher to share influencer video and noted considerations. | |
| Slide 43 | 1 minute | | Introduce research intention for the remainder of the session. | Teacher to stress that we are using bitcoin as an example reminding students there are tens of thousands of coins. |
| Slide 44 | 5 minutes | | Teacher to select student to read text on bitcoin. Teacher prompt questions <ul style="list-style-type: none"> • Does this information count as sufficient research? • Is there information about bitcoin that is appealing or positive? • Does the information present any concerns? • What other information would be useful? What data would be useful to have? | Stretch question: 'based on the first few sentences, why might bitcoin be a good example to use?' |
| Slide 45 | 5 minutes | | Whole Class Activity Students to guess the changing value of bitcoin. | Refer to points made in Chapter 2. |

Chapter 3 - Research and making informed decisions

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| Slide 46  | 15 minutes | Resource 6 | <p>Student Activity</p> <p>Deep dive activity - students use prompt questions on resource 6 to compare the value of bitcoin to gold.</p> <p>Focus on the line graph and the values on the y axis. What do you notice about the difference in the value between bitcoin and gold?’</p> <p>Feedback points</p> <ul style="list-style-type: none"> • A troy ounce of gold has a lower value than one bitcoin • The value of gold is more stable than bitcoin • The value of bitcoin might fluctuate more due to less regulation than gold - refer to factors outlined in chapter 2 <p>Optional task: Students can be directed to write a paragraph explaining why they would or would not invest in bitcoin</p> | <p>Remind students of the other types of investments that can be made. Elicit ideas around what other commodities are seen as valuable in society.</p> <p>‘Do we think gold is more or less valuable than bitcoin?’ -</p> <p>NB: Regarding cryptocurrencies’ intended use as a ‘safe haven’ investment- the reality has been far from this, crypto valuations have tumbled in line with equity markets, especially technology shares. Crypto is not a ‘modern-day gold’ - there is no similarity at all between cryptocurrencies and the steadiness and steady appreciation of gold when other assets are declining in value.</p> |
| Slide 47 | 8 minutes | | <p>Class feedback</p> <p>Students explain which factors make bitcoin an attractive or unattractive choice giving reasons. Explore reasons for students’ responses.</p> | |
| Slide 48 | 2 minutes | | <p>Teacher Explanation</p> <p>Review of what makes a ‘good’ investor</p> | |
| Slide 49-52 | 10 minutes | | <p>Closing housekeeping</p> <ul style="list-style-type: none"> • Student questionnaire • Links to further learning • Advice and support signposting | |