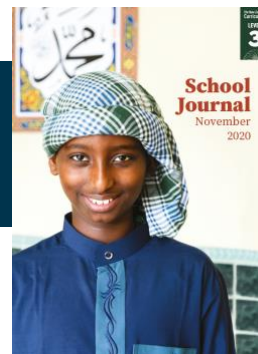


An Interesting Situation

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The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

Overview

This play links to the concept of financial capability learning. Jo Randerson has created a situation that is humorous and relatable, with a clear context that allows for a careful explanation of credit and interest – and a great twist at the end.

A PDF of the text is available at www.schooljournal.tki.org.nz

Themes

- Honesty
- Financial capability
- Humour

Related texts

“Dashing Doggies” SJ L4 Nov 2016 | “The Ski Trip” SJ L3 Sept 2014

Strengthening reading behaviours (what to notice)

Text structure and features

- Humour
DOLINA. *The price went up. Because of the ... global financial crash.*
RAWIRI. *That sounds bad. I hope they were wearing seatbelts!*
- Financial capability
Not quite. Every time you borrow money from a bank, you have to pay them back a little extra, called interest. You borrowed one dollar from me, so now you owe me a dollar plus the interest on that dollar.
- Dialogue used to convey the story
RAWIRI. *You cheated us! Your sign says this is lemonade.*
DOLINA. *It's wet, it's yellow. It's practically lemonade ...*
JANE. *It's not lemonade. This is false advertising!*

Requiring students to:

- use their prior knowledge to infer that the global financial crash was not an actual physical crash to get the humour in Rawiri's response
- use their numeracy knowledge and maths vocabulary knowledge to follow Dolina's explanation of interest
- notice how the information builds with each interaction and “hear” the characters' voices in their heads as they read.

Vocabulary

Possibly challenging words inflation, crash, credit, slyly, debt, sympathy, interest, pamphlet, per annum, divided, muttering, financial targets, indicate, legally obliged, entrepreneur

Helpful prior knowledge (pre-reading and introducing the text)

- Some knowledge of the conventions of theatre and staging plays
- Some knowledge of credit and interest
- Some understanding that consumers have rights.

Possible reading and writing purposes

- Find out how a group of young people learn a valuable financial lesson
- Analyse how the writer portrays the characters through dialogue and actions
- Explore and evaluate the structure and language features of the play
- Identify and evaluate the writer's main message and decision to convey this message as a play.

See *Effective Literacy Practice in Years 5–8* for information about teaching comprehension strategies ([Teaching comprehension](#)) and for suggestions on using this text with your students ([Approaches to teaching reading](#)).

Possible curriculum contexts

This text has links to level 3 of *The New Zealand Curriculum* in: [ENGLISH](#) [SOCIAL SCIENCES \(FINANCIAL CAPABILITY\)](#)

Understanding progress


The following aspects of progress are taken from the [Learning Progression Frameworks](#) and relate to the specific learning tasks below. See the LPFs for more about how students develop expertise and make progress in these aspects:

- Reading for literary experience
- Making sense of text: using a processing system; using knowledge of text structure and features; vocabulary knowledge; reading critically
- Creating texts to communicate current knowledge and understanding; Creating texts for literary purposes.

Strengthening understanding through reading and writing

Select from the following suggestions and adapt them according to your students' strengths, needs, and experiences.

Note: Most of these activities lend themselves to students working in pairs or small groups.

- Invite the students to share any experiences they have with money, for example, through earning, saving, and spending.
- Have the students share their opinions about whether Dolina acted fairly by asking for interest. *If you lend someone money, should they pay you back extra? Does it make a difference if they borrow it for one day, one week, one month, one year?* The students could form a continuum to show what they feel about whether Dolina was being fair.
- Ask the students what they know about financial capability and borrowing money or goods from banks and other places, including buying on hire purchase. Record any questions that this play has raised, for example, what interest rates do our banks charge?
- Discuss the characters. *What is Ralph's role in the play? How does he react to the situation? What do you think Ralph is thinking and what tells you this? How does Ralph help us to understand important information about the play? Is what Dolina does right? Why or why not?* Have the students identify dialogue and actions that tell us something about each character and use these to complete the **Character review** template at the end of this TSM.
- Support the students to unpack the humour by having them complete a T-chart, noting what they found funny and why. Prompt them to consider the title, illustrations, stage directions, dialogue, and situations. If necessary, point out the plays on words ("global financial crash", "interest"). When they finish, invite the students to share their charts.
- Have the students reread the play aloud. Before reading, discuss what will help in retelling this story, such as body language, facial expressions, and voice inflection. Discuss each of the characters and how they might sound and present themselves. Check that your English language learners understand the colloquial expressions used.
- Discuss the financial capability terms used in the play. *Rawiri said, "See you later, entrepreneur!" What is an entrepreneur? Why do you think he referred to Dolina as an entrepreneur?* Have the students choose six words connected with money. Ask them to complete a Frayer Model graphic organiser for each term. (The students write each word in the centre and around it write a definition, an example, a fact or characteristic of the term, and an antonym.) Ask them to write a sentence that summarises the main message about money and money decisions that the author wants us to think about. You could provide a sentence starter, for example, "Knowing about money helps me ..."
- Have the students write about what happened in the play as a newspaper report.  You could provide the students with a digital newspaper template, such as one from [Flipsnack](#).
- Ask the students to write a report on what happened from Dolina's point of view, Ralph's point of view, or one of the other characters' points of view. The students could get into groups of three to share what they have written.
- Have the students turn the play into a story, writing from the perspective of one of the characters. Tell them to keep to the main theme of the play but to add in details to explain things, for example, why they needed to buy the lemonade (they were on their way home from sports practice and had forgotten their drink bottle) or why they were selling lemonade (they desperately wanted a new skateboard).

“An Interesting Situation” Character review

Facts: What do you know about the character?	Quotes: What does the character say that helps you to understand what they are like?
Actions: What does the character do?	Getting inside the character's head: What does the character think and feel?

What can you infer about the character?
