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CROSS CURRICULAR COLLABORATION FOR IMPROVING STUDENTS' FINANCIAL LITERACY SKILLS USING GAMES

2021-1-RO01-KA220-SCH-000032584

PROJECT RESULT -1 "Financial Literacy Skills using games"

TRAINING CURRICULUM Face to face and self-directed

2022

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PARTNERS

Partners' LOGOS	Legal name	Country
	"Vasile Pavelcu" Special Technological High School	Romania
	Telsiu kurciuju ir neprigirdinciuju draugija- TKND	Lithuania
	Fondazione Istituto dei Sordi di Torino ONLUS	Italy
	ASOCIATIA DEMETRIUS	Romania
	DOMSPAIN SLU	Spain
	KONYA IL MILLI EGITIM MUDURLUGU	Turkey
	C.I.P. CITIZENS IN POWER	Cyprus

CONTEXT

In recent years, the world of financial services for individuals, families and businesses has changed profoundly, with a view to increasing segmentation and specialisation of supply. The issue of Financial Culture has therefore become increasingly important.

Over the last few years, the international debate on the importance of disseminating and developing knowledge on financial matters (financial literacy) has grown, as it is considered a strategic activity worldwide and deserving of large and considerable investment.

The OECD (Organisation for Economic Co-operation and Development) was the first body to address financial education, defining it as:



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"the process by which savers and investors improve their understanding of financial products and concepts and, through information, education and advice, develop the skills and confidence to become more aware of financial risks and opportunities in order to make informed choices".

The issue of financial literacy has been on the European Commission's agenda in recent years, leading to the publication of a document at the end of 2007 that defines the fundamental principles for the implementation of programmes dedicated to the financial literacy of the European population.

A study conducted by Standard & Poor's in collaboration with Gallup and researchers at several universities, involving 150,000 people in 144 countries around the world to assess their preparedness on basic financial issues showed that the data that emerged from the study are not encouraging: worldwide, the average number of people with fair financial knowledge is very low (33%). Another salient fact is the difference in preparation between the participating countries. Northern Europe holds the top three positions with Norway, Sweden and Denmark (71%), followed by Israel (68%), Canada (68%) and the United Kingdom (67%). At the same time, the European Union contains in itself the world's best performers as well as those that score below global average (Romania, Portugal) in financial literacy rankings.

According to the OECD/INFE 2020 international survey of adult financial literacy, about half of the EU adult population does not have a good enough understanding of basic financial concepts. While the overall figures are low, the problem is more acute in some parts of society than others, with the most vulnerable disproportionately affected.

Young people and others do not excel in financial knowledge in general. Although numerous initiatives have been launched by various bodies, including institutional bodies, in schools to reach all sections of the population and socialise the concepts to be used in everyday life, financial literacy still remains an elitarian topic that is discussed in dedicated classes or at university.

EDUCATION = INFORMATION

In both non-European and European experiences, it can be observed that financial literacy is almost exclusively associated with a series of initiatives of an informative nature: websites, exhibitions, brochures, actions aimed at students.



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Information is important, but hardly sufficient. All the training and information aspects must be included in a more complete context in which they operate on other levels of the relationship between citizens (earners, savers, entrepreneurs, investors) and the economic and financial world.

The financial literacy of citizens is an essential element for the economic prosperity of a country or region and in this context, it is necessary to activate and nurture a new kind of literacy front that helps to acquire the economic and financial knowledge needed to manage resources in the best possible way.

References:

[Financial education in Europe - FinCap](#)

[Financial Education in Europe Trends and Recent Developments | EPALE \(europa.eu\)](#)

[Financial Education in Europe: Trends and Recent Developments | en | OECD Disability statistics - Statistics Explained \(europa.eu\)](#)

[Financial Inclusion for Persons with Disabilities | Center for Financial Inclusion](#)

[Financial literacy | European Commission \(europa.eu\)](#)

[Financial literacy and inclusive growth in the European Union | Bruegel](#)

INTRODUCTION

This curriculum addresses the development of the knowledge about financial literacy on special needs students and students at risk of social exclusion, especially high school students with hearing impairment.

It proposes creative and innovative methods and tools to approach the financial environment in order to promote social integration and to raise awareness about financial literacy in mixed schools, where hearing students study along with hearing impaired students.

The curriculum includes modules that raise awareness on the definition, characteristics, types of actions you can do using money, the description of the different types of investments, risk management and retirement plans, and also it



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includes practical activities to teach students to manage money and how to apply what they have learned about financial literacy.

We took into consideration multiple situations and aspects that a person would face joining the labour market and different kinds of approaches that can help a better understanding of the topics.

The duration of the training will be 21 hours (3 full days).

RELEVANCE TO TEACHERS

Teachers and professionals working with mixed classes comprising typical students and students with hearing impairments mention that their students don't know very well how to manage the finance and they need more information about it.

The teacher plays an important role in disseminating correct and accessible knowledge about finance and giving advice on money management to the students. In many cases students would learn something consistent about finance, later, mostly by joining the labour market.

The financial educational programs rarely offer a content that is adapted for all students, especially for special needs students.

Therefore, by improving teachers' knowledge through their training, they would be able to understand and help the students to clarify their financial doubts in order to help them prevent future difficult or risky situations and become adults capable of managing their own finances and financial decisions.

We expect that teachers will achieve knowledge and skills in finance education in order to give the possibility to all students (including students with disabilities e.g.



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hearing impairment) of high school to learn what finance is and how to manage their finances. They will use creative and attractive methods in addressing the topic.

CURRICULUM METHODS

The methodology is designed to offer innovative and creative methods for teachers working with groups of high school students with hearing impairments, but also with mixed groups.

Such activities can be drama, drawing, creative writing, dance, games, role-playing and handicraft activities.

This curriculum is designed for face-to-face training with a trainer, as well as for self-directed study. All learning outcomes are described in terms of knowledge, skills and competences.

TARGET GROUPS

This training is directed to: teachers, support teachers, professionals working with special needs students integrated in mixed classes or located in special education schools.

THE PURPOSE OF THE COURSE

To develop the necessary know-how for the professionals and implement the financial literacy curriculum for all students, including special needs students (especially hearing disabled students).



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TRAINING OUTLINE

The course consists of 7 modules of training and evaluation that take 21 hours of teaching and learning activities.

MODULE NUMBER	TITLE OF THE MODULE	HOURS
1.	Introduction: What is Money?	2 hours
2.	Earning, Income, and Careers	3 hours
3.	Saving, Banking & Spending	3 hours
4.	Managing the money	3 hours
5.	Financial Freedom & Investing	3 hours
6.	Credits, debt management and borrowing	3 hours
7.	Understanding Insurance, Risk management & Retirement Plans	3 hours
8.	Evaluation	end of each module and final course



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FACE TO FACE TRAINING CURRICULUM

MODULE 1: INTRODUCTION: WHAT IS MONEY?

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Identify the definition of money</p> <p>Skill: Explain what money is</p> <p>Competence: Collaborate with peers in order to create a common definition</p>	Definition of money	Brainstorming in groups and Discussion	Pens Markers Paper Flipchart Post its	25 min (10 min of brainstorming and 15 min of discussion)
<p>Knowledge: List the different areas of interest where money could be medium of a better life</p> <p>Skill: Compare the different areas of interest where money could be medium of a better life</p> <p>Competence: Provide examples of different areas of interest where money could be medium of a better life</p>	Money as a medium to have a better life	Reflection alone and Discussion	Handouts Pens Markers Paper Flipchart Post its https://www.oecdbetterlifeindex.org/#/111111111111	20 min (5 min of reflection and 15 min of discussion)



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<p>Knowledge: Identify the difference between barter and selling</p> <p>Skill: Explain what barter and selling are</p> <p>Competence: Collaborate with peers in order to create a common idea</p>	<p>Difference between barter and selling</p>	<p>Drama divided in two groups</p>	<p>Pens Markers Paper Post its</p>	<p>35 min (15 min to decide what play and 10 min for each group to play the scene)</p>
<p>Knowledge: Identify the value of money</p> <p>Skill: Discern the value of money</p> <p>Competence: Understand the value of money</p>	<p>Value of money</p>	<p>Game and discussion of results</p>	<p>Handouts Pens Markers Paper Post its</p>	<p>30min (20 min gaming and 10 min of discussion)</p>
<p>Knowledge: Identify the different attitudes</p> <p>Skill: Explain the different attitudes</p> <p>Competence: Provide examples of different attitudes</p>	<p>Attitudes about money</p>	<p>Reflection</p>	<p>Handouts Pens Markers Paper</p>	<p>10min</p>



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MODULE 2: EARNING, INCOME, AND CAREERS

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Find out the definition and important concepts in financial literacy</p> <p>Skill: Explain the definition and important concepts in financial literacy</p> <p>Competence: Carry out a discussion in small groups about financial literacy</p>	<p>What is financial literacy?</p>	<p>Educational games: Quizlet https://quizlet.com</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV Internet connection</p>	<p>15 min</p>
<p>Knowledge: Recall the principles that define basic principles of personal finances management</p> <p>Skill: Compare cases to raise awareness on sound principles of personal finances management</p> <p>Competence: Discuss case studies reflecting different principles of personal finances management</p>	<p>Basic principles of personal finances management</p>	<p>Educational game: Money tree Case studies</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV Internet connection</p>	<p>20 min</p>
<p>Knowledge: Define the characteristics of responsible financial behaviours versus risky financial behaviours</p> <p>Skill: Select the responsible financial behaviours and eliminate the risky financial</p>	<p>Responsible financial behaviours versus risky financial behaviours</p>	<p>Educational game: Theatre forum</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV</p>	<p>30 min</p>



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<p>behaviours</p> <p>Competence: Guide student to choose responsible financial behaviours</p>				
<p>Knowledge: Identify ways of increasing own income</p> <p>Skill: Explain different ways of increasing own income</p> <p>Competence: Provide advice to students how to increasing own income</p>	<p>How to increase income:</p> <ul style="list-style-type: none"> -self-employment, -principles of starting a business, -education and qualification improvement 	<p>Educational game:</p> <p>Flash card game</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV Internet connection</p>	20 min
<p>Knowledge: Present finance characteristics for different types of persons</p> <p>Skill: Compare financial analysis for different types of persons</p> <p>Competence: Produce scenarios from which it is possible to deduce the finance analysis for different types of persons</p>	<p>Finance analysis for:</p> <ul style="list-style-type: none"> -employees, -self-employed -entrepreneur -investor. 	<p>Educational game:</p> <p>Superlight board game</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV Internet connection</p>	30 min
<p>Knowledge: Identify the main sources of income</p> <p>Skill: Compare different sources of income</p> <p>Competence: Mediate between different types of income supporters</p>	<p>Sources of income</p>	<p>Educational game:</p> <p>https://www.baamboozle.com/</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV Internet connection</p>	10 min



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<p>Knowledge: Define the key concepts and characteristics of entrepreneurship</p> <p>Skill: Discuss the key concepts and characteristics of entrepreneurship</p> <p>Competence: Guide a simulation game about basic entrepreneurship</p>	<p>Entrepreneurship: basic concepts and characteristics</p>	<p>Educational game: Simulation game</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV Internet connection</p>	<p>35 min</p>
<p>Knowledge: Introduce the definition, types and main benefits of volunteering</p> <p>Skill: Discuss about volunteering with students</p> <p>Competence: Guide a debate game with students</p>	<p>Volunteering – as an option to get experience, social network:</p> <ul style="list-style-type: none"> -Definition -Types -Benefits 	<p>Educational game: Debate</p>	<p>Handouts Pens Markers Paper Flipchart</p>	<p>20 min.</p>

MODULE 3: SAVING, BANKING & SPENDING

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Identify the definition of budget.</p> <p>Skill: Explain the steps involved in establishing a budget.</p> <p>Competence: Understanding the budget concept</p>	<p>Find out the different definitions of budget</p> <p>Steps to budgeting</p>	<p>Reflection alone and Discussion</p>	<p>Pens Paper Flipchart</p>	<p>60 min</p>
<p>Knowledge:</p>	<p>Using tools such</p>	<p>Excel sheet</p>	<p>https://templat</p>	<p>60 min</p>



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<p>Monitoring of expenditure</p> <p>Creation of a fictitious excel</p> <p>Skill: Mark your progress against the plan</p> <p>Competence: Collaborate with peers in order to create a common idea</p>	<p>as Excel for simple household budgeting</p>	<p>creation</p>	<p>es.office.com/ES-ES/hoja-de-c%C3%A1lculo-del-presupuesto-personal-TM16410113</p>	
<p>Knowledge: Tools available to break down expenditure</p> <p>Skill: Compare the tools that are available</p> <p>Competence: Provide examples of tools</p>	<p>Online tools to know and keep track of our budget</p>	<p>Game</p>	<p>https://quizlet.com/es</p>	<p>60 min</p>

MODULE 4: MANAGING THE MONEY

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Know about short term goals in daily life, principles for arranging one's daily life</p> <p>Skill: Be able to create short goals in daily life, find possibilities for getting and spending money</p> <p>Competence: Be able to achieve short goals in daily life, and have the ability to arrange daily life.</p>	<p>Living now – implementing short term goals in daily life - real incomes, sample of budget model, income and expenses planning, planning of financial reserve (extra money)</p>	<p>Case study Brainstorming Mind mapping</p>	<p>Markers Post-its Whiteboard</p>	<p>1,5 hours</p>
<p>Knowledge:</p>	<p>Obviously,</p>	<p>Case study</p>	<p>Pen</p>	<p>1,5 hours</p>



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<p>Know about long term goals in daily life, principles for drawing up the financial plans</p> <p>Skill: Be able to create long term goals in daily life, draw the financial plans</p> <p>Competence: Be able to achieve long term goals in daily life, follow a financial plan.</p>	<p>speaking of long-term planning, we mean a period of time more than five years ahead. It is important to plan and make preparations for the events that we know will take place, but also to be ready for unexpected situations. How to gain a financial independence</p>	<p>World Café Game “My financial plan”</p>	<p>Markers Paper A1 format</p>	
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MODULE 5: FINANCIAL FREEDOM & INVESTING

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: List the steps to achieve Financial Freedom</p> <p>Skill: Analyse and compare the four steps to achieve Financial Freedom</p> <p>Competence: Create a product ensuring the comprehension of the four steps to achieve Financial Freedom</p>	<p>Steps to achieve Financial Freedom</p> <p>1. Earn more > 2. Spend less > 3. Save more > 4. Invest</p> <p>Clarifying the difference between two misused key concepts: spending vs investing (examples / scenarios). Matching the two key concepts to the financial relevant context</p>	<p>Map drawing</p> <p>Case studies/ scenarios (examples of ...)</p> <p>Discussion</p>	<p>Cut-outs Hand-outs Pens Markers Paper Scissors</p>	<p>60 min</p>



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<p>Knowledge: Match the performance to the roles you can play on the way to Financial Freedom</p> <p>Skill: Interpret roles in an artistic way</p> <p>Competence: Be able to describe the tasks of each financial role</p>	<p>Identify the roles you can play on the way to Financial Freedom</p> <ul style="list-style-type: none"> * Employee * Self-employed * Businessman * Investor 	<p>Role-play</p> <p>Discussion</p>	<p>Hand-outs</p> <p>Cut-outs</p> <p>Hammer</p> <p>Briefcase</p> <p>Bag with money</p>	<p>60 min</p>
<p>Knowledge: Find out the different ways to invest saved money</p> <p>Skill: Analyse and compare the different ways to invest saved money</p> <p>Competence: Carry out a discussion in small groups about the best ways to invest saved money</p>	<p>Types of Investments which raise the likelihood to achieve Financial Freedom</p> <ol style="list-style-type: none"> 1. Savings Account 2. Certificate of Deposit 3. Index Fund 4. Individual Stocks 5. Government Bonds 6. Commodities (Crops) 7. Gold 	<p>Educational game "Build Your Stax" https://buildyourstax.com/</p> <p>Instructions</p> <p>Play in group</p> <p>Discussion</p>	<p>Smart board</p> <p>PC</p>	<p>60 min</p>

MODULE 6: CREDITS, DEBT MANAGEMENT AND BORROWING

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Knows the meanings of the concepts of demand, need, borrowing, loan and interest/ knows and uses sign language expressions.</p>	<p>What is a request? What is the need? What is debt? What is a loan? What is "interest"? When should I</p>	<p>Brainstorming in a group</p> <p>Discussion</p> <p>Question answer</p> <p>Fading lines</p>	<p>Material/documents</p> <p>Pencils</p> <p>Paper Flip chart</p> <p>Smart board/ TV</p>	<p>45 min</p>



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<p>Skill: Explains the concepts of demand, need, borrowing, loan and interest.</p> <p>Competence: Conducts a discussion about credit and related concepts.</p>	<p>borrow?</p>		<p>internet connection</p>	
<p>Knowledge: Determines loan types according to their needs.</p> <p>Skill: Classifies and compares the types of loans that can be taken by being aware of their needs.</p> <p>Competence: Recognizes the needs of students, directs them to conscious use of credit and organizes drama.</p>	<p>For which needs should I use a loan?</p> <p>What are the loan types?</p>	<p>Drama Discussion Narration Question answer</p>	<p>Material/doc uments Pencils Paper Flip chart Smart board/ TV internet connection</p>	<p>45 min</p>
<p>Knowledge: Gains knowledge of the terms and conditions of borrowing.</p> <p>Skill: It analyses borrowing terms and conditions by examining sample loan agreements and calculates the loan cost with the help of an application.</p> <p>Competence: Discusses the terms and conditions of the loan agreement in groups.</p>	<p>What are the borrowing provisions?</p> <p>What are the borrowing conditions?</p> <p>What is a loan agreement?</p> <p>What is the cost of the loan?</p>	<p>Narration Video model teaching Question answer Sample loan agreement review</p> <p>Educational computer/tablet application: Calculating my credit</p>	<p>Material/doc uments Pencils Paper Flip chart Smart board/TV internet connection</p>	<p>45 min</p>
<p>Knowledge: Gains knowledge about loan usage and timely repayment process.</p>	<p>How to apply for a loan?</p> <p>What are the loan terms?</p>	<p>Educational animation Video model teaching Gamification</p>	<p>Material/doc uments Pencils Paper Flip chart</p>	<p>45 min</p>



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<p>Skill: Explains the use of credit and its timely repayment.</p> <p>Competence: Creates and manages a game about loan usage and timely repayment process.</p>	<p>What is the importance of repaying the loan on time?</p> <p>What is loan payment history?</p>	<p>Banner-poster of a person who pays the loan on time and a person who doesn't pay on time</p>	<p>Smart board/ TV Internet connection Banner/Poster</p>	
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MODULE 7: UNDERSTANDING INSURANCE, RISK MANAGEMENT AND RETIREMENT PLANS

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Learn the definition of insurance and the key terms that characterise it</p> <p>Find out the key types of insurance that are most frequently used in daily life</p> <p>Skill: Explain what is insurance, its key terms and types of insurance</p> <p>Competences: Be able to have a general discussion on insurance in small groups</p>	<p>What is insurance?</p> <p>What are the key terms to remember for insurance?</p> <p>Basic types of insurance</p> <p>Why is insurance necessary for a financially secure life?</p> <p>Provision of practical examples on insurance</p>	<p>Gamified Approach:</p> <p>Dividing students in teams</p> <p>Teams will receive points for their correct answers to the games:</p> <ol style="list-style-type: none"> 1) Flash Cards 2) Tag Clouds 3) 2 Truths and a Lie 	<p>Cards, Scripts, A3 Computer (laptop/tablet), Markers, A3 Paper, Projector, internet</p>	<p>1 hour</p>
<p>Knowledge: Learn the what risk is and the basic principles of risk management</p> <p>Identify the relation of risk management and insurance</p> <p>Learn the main sources of</p>	<p>What is Risk and Risk Management?</p> <p>What are the key terms to remember for Risk Management?</p> <p>Sources of Risk</p>	<p>Gamified Approach:</p> <p>Dividing students in teams</p> <p>Teams will receive points for their correct</p>	<p>Cards, Scripts, A3 Computer (laptop/tablet), Markers, A3 Paper, Projector, internet</p>	<p>1 hour</p>



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<p>risk in daily life</p> <p>Skill: Become risk aware and identify sources of risk in daily life</p> <p>Competences: : Cultivate problem-solving – knowing how to deal with possible risks</p>	<p>How to handle Risk and the relation to Insurance</p> <p>Provision of practical examples on risk and risk management</p>	<p>answers to the games:</p> <ol style="list-style-type: none"> 1) 2 Truths and a Lie 2) Role Play – simulation of real-life situations 3) World Café 		
<p>Knowledge: Understand the key attributes of retirement and retirement planning</p> <p>Identify the relation between retirement planning, insurance and risk management</p> <p>Skill: Explain how and where to create a retirement plan</p> <p>Competence: Follow a retirement plan</p>	<p>What is Retirement? And what does Retirement Planning entail?</p> <p>Why is retirement planning necessary for a financially secure life? – Relation to insurance and risk management</p> <p>How to create a retirement plan</p> <p>Provision of practical examples on retirement planning</p>	<p>Gamified Approach:</p> <p>Dividing students in teams</p> <p>Teams will receive points for their correct answers to the games:</p> <ol style="list-style-type: none"> 1) 2 Truth and a Lie 2) Mind mapping 	<p>Scripts, A3 Computer (laptop/ tablet), Markers, A3 Paper, Projector, internet</p>	<p>1 hour</p>



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SELF-DIRECTED TRAINING CURRICULUM

MODULE 1: INTRODUCTION: WHAT IS MONEY?

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Identify the definition of money</p> <p>Skill: Explain what money is</p> <p>Competence: Collaborate with peers in order to create a common definition</p>	Definition of money	Reflection and questions	Handouts Pens Markers Paper	25 min
<p>Knowledge: List the different areas of interest where money could be medium of a better life</p> <p>Skill: Compare the different areas of interest where money could be medium of a better life</p> <p>Competence: Provide examples of different areas of interest where money could be medium of a better life</p>	Money as a medium to have a better life	Reflection, questions and check the website to compare the results	Handouts Pens Markers Paper https://www.oecdbetterlifeindex.org/#/111111111111	20 min



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<p>Knowledge: Identify the difference between barter and selling</p> <p>Skill: Explain what barter and selling are</p> <p>Competence: Collaborate with peers in order to create a common idea</p>	Difference between barter and selling	Read handouts and tell or draw a story for each situation	Handouts Pens Markers Paper Post its https://www.storyboardthat.com/	35 min
<p>Knowledge: Identify the value of money</p> <p>Skill: Discern the value of money</p> <p>Competence: Understand the value of money</p>	Value of money	Game and questions	Handouts Pens Markers Paper	30min
<p>Knowledge: Identify the different attitudes</p> <p>Skill: Explain the different attitudes</p> <p>Competence: Provide examples of different attitudes</p>	Attitudes about money	Reflection	Handouts Pens Markers Paper	10min

MODULE 2: EARNING, INCOME, AND CAREERS

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Find out the definition and important concepts in financial literacy</p>	What is financial literacy?	Educational games: Quizlet https://quizlet.com	Handouts Pens Markers Paper Flipchart	15 min



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<p>Skill: Explain the definition and important concepts in financial literacy</p> <p>Competence: Carry out a discussion in small groups about financial literacy</p>			<p>Smart board/ TV Internet connection</p>	
<p>Knowledge: Recall the principles that define basic principles of personal finances management</p> <p>Skill: Compare cases to raise awareness on sound principles of personal finances management</p> <p>Competence: Discus case studies reflecting different principles of personal finances management</p>	<p>Basic principles of personal finances management</p>	<p>Educational game: Money tree https://jamboard.google.com/ Case studies Self reflection</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV Internet connection</p>	<p>20 min</p>
<p>Knowledge: Define the characteristics of responsible financial behaviours versus risky financial behaviours</p> <p>Skill: Select the responsible financial behaviours and eliminate the risky financial behaviours</p> <p>Competence: Guide student to choose responsible financial behaviours</p>	<p>Responsible financial behaviours versus risky financial behaviours</p>	<p>Educational game: Create a video financial diary https://www.powtoon.com/</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV</p>	<p>30 min</p>
<p>Knowledge: Identify ways of increasing own income</p>	<p>How to increase income: - self-employment,</p>	<p>Educational game:</p>	<p>Handouts Pens Markers</p>	<p>20 min</p>



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<p>Skill: Explain different ways of increasing own income</p> <p>Competence: Provide advice to students how to increasing own income</p>	<p>-principles of starting a business, -education and qualification improvement</p>	<p>Flash card game</p> <p>https://www.liveworksheets.com/</p>	<p>Paper Flipchart Smart board/ TV Internet connection</p>	
<p>Knowledge: Present finance characteristics for different types of persons</p> <p>Skill: Compare financial analysis for different types of persons</p> <p>Competence: Produce scenarios from which it is possible to deduce the finance analysis for different types of persons</p>	<p>Finance analysis for:</p> <ul style="list-style-type: none"> -employees, -self-employed -entrepreneur -investor. 	<p>Educational game: Create videos https://padlet.com</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV Internet connection</p>	<p>30 min</p>
<p>Knowledge: Identify the main sources of income</p> <p>Skill: Compare different sources of income</p> <p>Competence: Mediate between different types of income supporters</p>	<p>Sources of income</p>	<p>Educational game: https://www.baamboozle.com/</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV Internet connection</p>	<p>15 min</p>
<p>Knowledge: Define the key concepts and characteristics of entrepreneurship</p> <p>Skill: Discuss the key concepts and characteristics of entrepreneurship</p>	<p>Entrepreneurship: basic concepts and characteristics</p>	<p>Educational game: https://quizizz.com/</p>	<p>Handouts Pens Markers Paper Flipchart Smart board/ TV Internet connection</p>	<p>30 min</p>



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<p>Competence: Guide a simulation game about basic entrepreneurship</p>				
<p>Knowledge: Introduce the definition, types and main benefits of volunteering</p> <p>Skill: Discuss about volunteering with students</p> <p>Competence: Guide a debate game with students</p>	<p>Volunteering – as an option to get experience, social network:</p> <ul style="list-style-type: none"> -Definition -Types -Benefits 	<p>Educational game: Written debate https://quizlet.com</p> <p>Reflection questions</p>	<p>Handouts Pens Markers Paper Flipchart</p>	<p>20 min.</p>

MODULE 3: SAVING, BANKING & SPENDING

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Identify the definition of budget.</p> <p>Skill: Explain the steps involved in establishing a budget.</p> <p>Competence: Understanding the budget concept</p>	<p>Find out the different definitions of budget</p> <p>Steps to budgeting</p>	<p>Reflection alone and Instructions</p>	<p>PC</p>	<p>60 min</p>
<p>Knowledge: Monitoring of expenditure Creation of a fictitious excel</p> <p>Skill: Mark your progress against the plan</p> <p>Competence: Creation of a document with your personal opinion</p>	<p>Using tools such as Excel for simple household budgeting</p>	<p>Excel sheet creation</p>	<p>https://templates.office.com/ES-ES/hoja-de-c%C3%A1lculo-del-presupuesto-personal-TM16410113</p>	<p>60 min</p>



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<p>Knowledge: Tools available to break down expenditure</p> <p>Skill: Compare the tools that are available</p> <p>Competence: Provide examples of tools</p>	<p>Online tools to know and keep track of our budget</p>	<p>Game</p>	<p>https://quizlet.com/es</p>	<p>60 min</p>
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MODULE 4: MANAGING THE MONEY

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Know about short term goals in daily life, principles for arranging one's daily life</p> <p>Skill: Be able to create short goals in daily life, find possibilities for getting and spending money</p> <p>Competence: Be able to achieve short goals in daily life, have ability arrange daily life.</p>	<p>Living now – implementing short term goals in daily life - real incomes, sample of budget model, income and expenses planning, planning of financial reserve (extra money)</p>	<p>Case study Problem solving activities</p>	<p>Pen Markers Paper</p>	<p>1,5 hours</p>
<p>Knowledge: Know about long term goals in daily life, principles for drawing up the financial plans</p> <p>Skill: Be able to create long term goals in daily life, draw the financial plans</p> <p>Competence: Be able to achieve long term goals in daily life, follow financial plans.</p>	<p>Obviously, speaking of long-term planning, we mean a period of time more than five years ahead. It is important to plan and make preparations for the events that we know will take place, but also to be ready for unexpected situations.</p>	<p>Case study Problem solving activities Personal budget planning</p>	<p>Pen Markers Paper</p>	<p>1,5 hours</p>



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	How to gain a financial independence			
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MODULE 5: FINANCIAL FREEDOM & INVESTING

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: List the steps to achieve Financial Freedom</p> <p>Skill: Analyse and compare the four steps to achieve Financial Freedom</p> <p>Competence: Create a product ensuring the comprehension of the four steps to achieve Financial Freedom</p>	<p>Steps to achieve Financial Freedom</p> <p>1. Earn more > 2. Spend less > 3. Save more > 4. Invest</p> <p>Clarifying the difference between two misused key concepts: spending vs investing (examples / scenarios). Matching the two key concepts to the financial relevant context</p>	<p>Map drawing</p> <p>Case studies/ scenarios (examples of ...)</p> <p>Instructions</p>	<p>Pens Pencils Markers Paper A3 Scissors</p>	60 min
<p>Knowledge: Match the performance to the roles you can play on the way to Financial Freedom</p> <p>Skill: Interpret roles in an artistic way</p> <p>Competence: Be able to describe the tasks of each financial role</p>	<p>Identify the roles you can play on the way to Financial Freedom</p> <ul style="list-style-type: none"> * Employee * Self-employed * Businessman * Investor 	<p>Roleplay Pantomime</p> <p>Instructions</p>	<p>Cut-outs Hammer Briefcase Bag with money</p>	60 min
<p>Knowledge: Find out the different ways to invest saved money</p>	<p>Types of Investments which raise the likelihood to achieve Financial</p>	<p>Educational game "Build Your Stax"</p>	<p>PC</p>	60 min



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<p>Skill: Analyse and compare the different ways to invest saved money</p> <p>Competence: Carry out a discussion in small groups about the best ways to invest saved money</p>	<p>Freedom</p> <ol style="list-style-type: none"> 1. Savings Account 2. Certificate of Deposit 3. Index Fund 4. Individual Stocks 5. Government Bonds 6. Commodities (Crops) 7. Gold 	<p>https://buildyourstax.com/</p> <p>Instructions</p> <p>Play alone</p>		
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MODULE 6: CREDITS, DEBT MANAGEMENT AND BORROWING

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Knows the meanings of the concepts of demand, need, borrowing, loan and interest/ knows and uses sign language expressions.</p> <p>Skill: Explains the concepts of demand, need, borrowing, loan and interest.</p> <p>Competence: Conducts a discussion about credit and related concepts.</p>	<p>What is a request? What is the need? What is debt? What is a loan? What is an interest? When should I borrow?</p>	<p>Presentation Question answer application Video model teaching</p>	<p>Material/doc uments Pencils Paper Flip chart Smart board/ TV internet connection</p>	<p>45 min</p>
<p>Knowledge: Determines loan types according to their needs.</p> <p>Skill: Classifies and compares the types of loans that can be taken by being aware of their needs.</p> <p>Competence:</p>	<p>For which needs should I use a loan? What are the loan types?</p>	<p>Presentation Question answer application Video model teaching</p>	<p>Material/doc uments Pencils Paper Flip chart Smart board/ TV internet connection</p>	<p>45 min</p>



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Recognizes the needs of students, directs them to conscious use of credit and organises drama.				
<p>Knowledge: Gains knowledge of the terms and conditions of borrowing.</p> <p>Skill: It analyses borrowing terms and conditions by examining sample loan agreements and calculates the loan cost with the help of an application.</p> <p>Competence: Discusses the terms and conditions of the loan agreement in groups.</p>	<p>What are the borrowing provisions?</p> <p>What are the borrowing conditions?</p> <p>What is a loan agreement?</p> <p>What is the cost of the loan?</p>	<p>Sample loan agreement review</p> <p>educational computer/tablet application: I calculate myself</p> <p>Video model teaching</p>	<p>Material/doc uments</p> <p>Pencils</p> <p>Paper Flip chart</p> <p>Smart board/TV</p> <p>internet connection</p>	45 min
<p>Knowledge: Gains knowledge about loan usage and timely repayment process.</p> <p>Skill: Explains the use of credit and its timely repayment.</p> <p>Competence: Creates and manages a game about loan usage and timely repayment process.</p>	<p>How to apply for a loan?</p> <p>What are the loan terms?</p> <p>What is the importance of repaying the loan on time?</p> <p>What is loan payment history?</p>	<p>Educational animation</p> <p>Video model teaching</p> <p>Banner-poster of a person who pays the loan on time and a person who doesn't pay on time.</p>	<p>Material/doc uments</p> <p>Pencils</p> <p>Paper Flip chart</p> <p>Smart board/ TV</p> <p>Internet connection</p> <p>Banner/Poster</p>	45 min

MODULE 7: UNDERSTANDING INSURANCE, RISK MANAGEMENT AND RETIREMENT PLANS

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	RESOURCES	DURATION
<p>Knowledge: Learn the definition of insurance and the key</p>	<p>What is insurance?</p> <p>What are the key</p>	<p>Gamified Approach:</p>	<p>Computer (laptop/tablet), internet,</p>	1 hour



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<p>terms that characterise it</p> <p>Find out the key types of insurance that are most frequently used in daily life</p> <p>Skill: Explain what is insurance, its key terms and types of insurance</p> <p>Competences: Be able to have a general discussion on insurance in small groups</p>	<p>terms to remember for insurance?</p> <p>Basic types of insurance</p> <p>Why is insurance necessary for a financially secure life?</p> <p>Provision of practical examples on insurance</p>	<p>Students will receive points for the correct completion of tasks</p> <p>Creation of video on Canva with only pictures</p>	<p>pen and paper for note taking</p>	
<p>Knowledge: Learn the what risk is and the basic principles of risk management</p> <p>Identify the relation of risk management and insurance</p> <p>Learn the main sources of risk in daily life</p> <p>Skill: Become risk aware and identify sources of risk in daily life</p> <p>Competences: Cultivate problem-solving – knowing how to deal with possible risks</p>	<p>What is Risk and Risk Management?</p> <p>What are the key terms to remember for Risk Management?</p> <p>Sources of Risk</p> <p>How to handle Risk and the relation to Insurance</p> <p>Provision of practical examples on risk and risk management</p>	<p>Gamified Approach:</p> <p>Students will receive points for the correct completion of tasks</p> <p>Mentimeter presentation</p>	<p>Computer (laptop/tablet), internet, pen and paper for note taking</p>	<p>1 hour</p>
<p>Knowledge: Understand the key attributes of retirement and retirement planning</p> <p>Identify the relation between retirement planning, insurance and risk management</p>	<p>What is Retirement? And what does Retirement Planning entail?</p> <p>Why is retirement planning necessary for a financially</p>	<p>Gamified Approach:</p> <p>Students will receive points for the correct completion of tasks</p>	<p>Computer (laptop/tablet), internet, pen and paper for note taking</p>	<p>1 hour</p>



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<p>Skill: Explain how and where to create a retirement plan</p> <p>Competence: Follow a retirement plan</p>	<p>secure life? – Relation to insurance and risk management</p> <p>How to create a retirement plan</p> <p>Provision of practical examples on retirement planning</p>	<p>Real-life scenarios (strongly agree/disagree)</p>		
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