WALL-ET

Non-Formal Financial Education Methods

MANUAL

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Summary

WELCOME!

1. Introduction 4
2. The Guiding Principles of Non-formal Education Applied to Developing Financial Literacy 5
3. What Is The Importance of Financial Literacy To Youth Empowerment? 7
4. What Are The Learning Outcomes from Using This Manual? 8
5. How to Use This Manual For Youth Activities 9
6. Understanding Youth Sensitiveness in Approaching Financial Literacy 11
7. Your Role as A Youth Worker In Establishing Basic Financial Literacy 13
8. The Art of Debriefing 14
9. Activity Assessment Instruments 16
10. How to Develop Your Own Non-formal Activities Based On How We Created This Manual 19

THE METHODS

1. Wheel of life 22
2. Vision board 29
3. The Inner Vampires 32
4. Trans-generational beliefs 39
5. One step forward 47
6. Do we earn the same amount of money? 52
7. Legal or illegal income? 59
8. Criterias for the future 64
9. Professional dilemma 68
10. Competencies auction 72
11. The deserted island 81
12. Financial problems 84
13. Financial Activity 92
14. Survival 98
15. BINGO Needs and wants 103
16. Dice game 111
17. The Financial Wheel of Life 116
18. Time for new plans 120
19. Get a life 125
20. Find as many words 132
21. Detective work 135
22. Stars worth 138
23. Job Market Mix-Up 143
24. Financial Problem Solvers Challenge 146
25. Weekend Getaway Adventure 152
26. Financial Decision Stories 159
27. Interest Rate Challenge 164
28. Crypto Investments: Youth's Choice 169
29. How to drink Coke without paying it 175
30. Financial Folly: Cents or Nonsense 179

About the manual 186

1. Introduction

Welcome to the carefully curated guide to using non-formal education as a powerful tool for making the concepts of financial literacy and what a better relationship with money is like, approachable and fun!

This manual was born out of the minds of passionate educators, sociologists and psychologists, with the purpose of taking a sensitive topic and turning it into an inspired new perspective for young people who are living novel life situations. Development of real life competencies are of utter importance and we urge learning guides all throughout to create as many non-formal learning contexts as possible, and infuse these experiences with meaningful real-life examples that the young can relate to.

Please use this manual as a guiding post in exploring the vast aspects related to **money management** which enable youth to develop a deeper understanding of financial concepts and their practical applications in real life.

We intend for this introductory chapter to be an eye and mind-opening map into the complexities of facilitating non-directive, non-formal learning with a list of comprehensive learning objectives and development milestones, all with the aim of equipping the young people you work with and yourself, with everything you need to deliver a learning experience from beginning to end.

In the following pages, you will learn about some of the pressing questions we started creating this manual from, all of which are just as important:

1. Why is financial literacy important for young people, and how can it positively impact their lives in both short and long term?
2. How can we make financial education engaging and relevant to the diverse backgrounds and experiences of youth?
3. What are some common misconceptions or myths about money and finance that young people may have, and how can we support them to dispel these misconceptions?
4. In what ways do personal values and goals intersect with financial decision-making, and how can we encourage youth to align their financial choices with their values and aspirations?
5. How can we promote a growth mindset among youth when it comes to their financial capabilities, encouraging them to see challenges as opportunities for learning and improvement?

As you will come to find, the answers will come even more quickly when collaborating with others and leaving open spaces for discussion and debate. However, even more important than having the `right` answers is to ask the right questions.

Therefore, with this being said, we invite you to explore this instrument with curiosity and to not be afraid to ask the questions that will unlock new insights and perspectives!

2. The Guiding Principles of Non-formal Education Applied to Developing Financial Literacy

Non Formal education refers to **a flexible and dynamic approach to learning** that occurs outside of traditional formal education settings. It is characterized by its learner-centered focus, practical application, and the active involvement of young people. Non Formal education takes place in various contexts, such as workshops, community activities, and experiential learning opportunities. Unlike formal education, which follows a structured curriculum, non-formal education adapts more to the needs, interests, and backgrounds of the learners, which are as diverse and complex as possible, therefore requiring even more flexibility and adaptation.

The Principles of Non Formal Education are at the root of this manual and are not optional, so we urge you to pay close attention to them and apply them horizontally to each and every learning activity you create and or host. These principles of non-formal education can be easily applied to learning financial literacy in an effective way to engage young learners. By incorporating these principles, youth workers can create a dynamic and engaging financial literacy program which creates empowerment opportunities for youth to make informed financial decisions and build a strong foundation for their financial future.

1. Learner-Centered Approach:

Non-formal education prioritizes the needs and interests of the learners. It recognizes that young people come from diverse backgrounds, with varying experiences and learning styles. The youth worker's role is to guide, support and facilitate the learning process, rather than simply deliver information. This approach empowers learners to actively engage, contribute, and take a more active ownership of their learning journey.

Tailor the financial literacy program to the needs, interests, and abilities of the youth. Allow them to have a say in the topics covered and encourage them to ask questions and explore areas of personal relevance.

2. Flexibility, Adaptability and Informality:

Non-formal education is adaptable to various contexts, allowing for creativity and innovation in the design of learning experiences. It can be tailored to address specific issues, challenges, and goals relevant to the learners and their communities.

Create a relaxed and informal learning environment where youth feel comfortable expressing their thoughts and asking questions. This can promote open discussions about money matters without the pressure of traditional classroom settings.

3. Experiential Learning:

Non-formal education emphasizes learning through experience, enabling youth to apply theoretical concepts in practical situations. Activities, discussions, and simulations encourage young people to actively explore and reflect upon real-world scenarios. Use these tools to support youth in understanding financial concepts in practical ways. Case studies, games, role-playing, and interactive exercises are proven to make learning engaging and memorable.

Also group discussions, team projects, and collaborative problem-solving activities foster peer to peer learning with the exchange of ideas and experiences among young people, making the learning experience also a collaborative one.

4. Holistic Approach & Contextual Relevance:

Relate financial concepts to the everyday lives of the youth, using examples and situations that are relevant to their age group, background and levels of understanding such as budgeting for personal expenses, saving for goals, and making informed purchasing decisions. It is important to emphasize the aspect of personal finance within the wider context of their lives.

In doing so, you can cover a wide range of financial topics, including investing, debt management, consumer rights, and financial goal setting. Offer a well-rounded curriculum that addresses various aspects of financial literacy, all the while keeping in mind the diversity within the group you are facilitating for. For example, given the socio-economic background or even migratory status (immigrant, asylum seeker etc) of your participants, talking about investing or saving money could be much too sensitive of a topic, so it might be best to discuss perceptions of money and how to safely secure it.

5. Critical Thinking and Problem Solving:

Encourage youth to analyze financial situations critically, by evaluating different options, and afterwards making well-thought of and informed decisions. Present real-world challenges that require them to think creatively and find solutions, by encouraging them to be even out-of-the-box.

Also encourage them to contrast and compare information and data, as false information is a widespread problem in today's society, even targeting the young with get-rich-fast schemes and ever more creative over the internet investments scams.

6. Reflection and Self-Assessment for Continual Practical Learning:

Incorporate opportunities for youth to reflect on their financial habits, attitudes, and progress. Self-assessment activities can help them recognize their strengths and areas for improvement. Promoting ongoing learning beyond the program by providing resources, tools, and references for further exploration will encourage youth to continue developing their financial knowledge and skills independently.

So connect learning to real-life situations by assigning tasks that require young people to apply what they've learned. This could include creating a personal budget, researching financial products, or analyzing investment opportunities.

7. Inclusivity:

Ensure that the financial literacy program is accessible and welcoming to all youth, regardless of their backgrounds, socioeconomic status, or prior knowledge of financial matters. Money is present in everyone's lives, but not in the same way or even equitably distributed. Although difficult, do not be afraid to approach this issue, while always keeping in mind to do this in a sensible and considerate manner.

Raise awareness and spark proactive action from those who could affect change through their behavior, and also encourage those who experience more challenging situations, to see possible solutions and harbor a positive attitude, all the while with a non-judgemental and non-condescending tone of voice.

8. Feedback and Adaptation:

Continuously gather feedback from young people to improve the exercises' effectiveness. Adapt the content, methods, and materials based on their input to meet their evolving needs, and to more accurately reflect the realities and challenges of their surroundings.

3. What Is The Importance of Financial Literacy To Youth Empowerment?

Financial literacy refers to the knowledge, skills, and attitudes required to make informed and effective financial decisions. It equips individuals with the ability to manage their finances, plan for the future, and navigate a complex financial landscape, which is even more needed in a world where rapid CHANGE is the norm.

In answering the very first question `**Why is financial literacy important for young people, and how can it positively impact their lives in both short and long term?**`, we have made a short and powerful list of arguments:

1. Personal Financial Well-Being

Financial literacy empowers youth to make informed decisions about earning, spending, saving, and investing money. It helps them avoid pitfalls such as debt, overspending and get-rich-fast schemes while securing their financial future.

2. Building Confidence

By understanding financial concepts, youth gain confidence in managing their resources and making financial choices. This confidence extends to both personal and professional aspects of their lives.

3. Life Transitions

In their transition to adulthood, young people encounter significant financial milestones such as renting an apartment, purchasing a car, or investing for the future. Financial literacy equips them to navigate these transitions more successfully.

4. Empowerment and Independence

Financially literate youth are less reliant on others for financial support. They are better equipped to pursue their goals, make independent decisions, and take charge of their lives.

5. Long-Term Planning

Youth with financial literacy skills can plan for long-term goals, such as higher education, homeownership, and retirement. Early financial planning increases the likelihood of achieving these goals.

6. Community Contribution

Financially literate youth are more likely to become responsible consumers and conscious contributors to their communities. They are more able to make informed decisions that positively impact their local economies and more willing to do so.

4. What Are The Learning Outcomes from Using This Manual?

First of all, we aim to develop knowledge, skills, and attitudes that enable young people to effectively manage their finances. The educational objectives related to financial planning aim to create empowerment opportunities for youth by developing the competencies needed to make sound financial decisions, better navigating economic challenges and working towards achieving financial security and long-term life goals.

And so, in exposing the many facets of personal finance management, we are tackling the following areas:

1. Behavioral Finance:

The psychological and emotional factors that influence financial decision-making, and the development of strategies to overcome common biases related to money and life, which are often influenced by societal and cultural norms. Exploration of their personal beliefs and attitudes towards money/resources and recognizing how these beliefs shape their financial behaviors will enhance awareness of how we function, which is most of the time irrational.

2. Decision-Making and Risk Assessment:

Youth develop critical thinking skills related to financial choices. They explore how to assess the risks and benefits of various financial options and make informed decisions, whether looking into ways of earning money and investing or saving instruments. This will also contribute to their consumer awareness of marketing and advertising messages related to financial products and make informed consumer choices.

Moreover, they also learn about long-term financial health, which is made possible by understanding how financial decisions made today impact the overall financial well-being in the future.

3. Debt and Credit Awareness:

Young people gain an understanding of the concepts of debt and credit, have knowledge on the various instruments of credit and financing, including the responsible use of credit and the consequences of excessive debt. They learn strategies to manage and reduce debt effectively.

4. Saving and Investing Strategies:

Youth explore the importance of saving money and investing for future financial security. They learn about different savings and investment options, including the benefits of long-term planning.

5. Financial Responsibility and Ethics:

Youth understand the ethical dimensions of financial decision-making, including the importance of honesty, fairness, and social responsibility in financial transactions.

6. Effective Communication about Money:

Young people develop skills to discuss financial matters openly and constructively with family, friends, or partners, reducing potential conflicts and misunderstandings from different points of view related to money. This in turn enhances their communication skills for discussing financial matters with financial advisors as well.

7. Financial Resilience and Adaptability:

Youth learn how to adapt their financial strategies to changing life circumstances and economic conditions, fostering financial resilience. This means developing the ability to adjust financial plans in response to life changes, economic shifts, and evolving personal circumstances.

8. Time Value of Money:

They understand the concept of how the value of money changes over time due to factors like inflation and interest rates.

9. Data Interpretation:

They learn how to interpret financial statements, credit reports, and investment performance reports to inform decision-making.

5. How to Use This Manual For Youth Activities

Welcome to Chapter 5 of this manual, where we explore how to effectively utilize the activities provided for financial non-formal education with youth. Each activity in this manual is carefully designed to connect with specific learning outcomes, and this chapter will support you in understanding how to make the most out of them.

The most important rule in using this manual is: Adapt, adapt, adapt!

The activities are described in a general manner so that they can be adapted to your group and situation. It's important to ensure that the activities fit the needs of the young people you're working with. The activities provide more ideas, and the debriefing questions have educational objectives. Use these ideas, but where possible, use your own words and approach that suit your group's needs, participants` profiles and backgrounds or select what is relevant to the group in front of you.

Here is the structure we encourage you to follow:

1. Activity subject:

This part provides a quick reference to the learning outcome of the manual, making it a curriculum for youth financial literacy.

2. Activity summary:

An outline of the purpose and expected outcomes. Use these summaries to select activities that align with your educational goals and the needs of your youth group.

3. Number of participants:

Pay attention to the suggested number of participants for each activity. Ensure you have the right group size to make the activity an engaging and effective one.

4. Duration:

Most activities last approximately 90 minutes, although since many of these activities involve group work and discussions, this depends on the youth worker and the young people. However, time can vary significantly depending on the number of participants.

5. Resources:

This gives you a rough idea about how much time you need in advance to gather materials or equipment needed for the activities. Make sure you have everything ready before starting the activity.

6. Requirements:

Some activities may have prerequisites or recommended preparations. Check for these in this section, and ensure they are completed before starting the activity.

7. Notes for Youth Worker:

Understand that as a youth worker, your role is crucial in facilitating these activities. In this section, you'll find guidance on your role, including tips on fostering teamwork and managing the activity and group dynamics.

8. Guideline for youth workers:

Each activity is accompanied by a detailed description that includes step-by-step instructions. These instructions will guide you through the setup, execution, and facilitation of the activity.

9. Debriefing Questions:

After completing an activity, it's essential to facilitate a debriefing session. In this section, you'll find suggested debriefing questions related to the learning outcomes. These questions will support young people to reflect on their experiences and connect them to broader educational goals.

Do not skip this part of the session.

Ask the young people to gather in a circle and reflect on the activity. In addition, take the time to receive feedback from each young person, if possible. As the young person becomes more familiar with this, the debriefing time may become shorter.

10. Variants of the Activity (if applicable):

Some activities may offer variants or modifications. These can be used to adapt the activity to different group sizes, skill levels, or time constraints. Be creative and consider these variants to keep the activities fresh and engaging.

Remember, non-formal education is all about creating a supportive and participatory learning environment. Adapt these activities as needed to suit your group's unique needs, and encourage open communication and active participation throughout. By following the guidance in this chapter and tailoring the activities to your specific context, you can provide valuable and enriching learning experiences.

6. Understanding Youth Sensitiveness in Approaching Financial Literacy

Financial Literacy is to be often approached with **sensitivity** with European Youth due to several factors. The economic landscape and financial challenges within European countries vary widely, which can create a sense of **uncertainty and insecurity** among young people.

Many European nations have experienced economic downturns, high youth unemployment rates, and rising living costs, which can and should make young individuals more cautious about their financial decisions. With easy access to credit, online banking, and a wide array of financial products, young Europeans risk feeling **overwhelmed and apprehensive about making informed choices.**

Discussions about personal finances may be considered taboo by the X or baby boomer generation, making it challenging for youth (Millennial* and Z generations) to seek guidance or openly discuss financial matters in their families. Additionally, there can be a fear of making financial mistakes or experiencing financial hardship, which stops young people from actively engaging with financial literacy topics.

Moreover, **the lack of comprehensive financial education across many European countries**** leaves youth with limited exposure to financial concepts and competencies. This educational gap can contribute to their sensitivity toward financial matters, as they may feel ill-equipped to make responsible financial decisions.

In light of these challenges, efforts to promote financial literacy among European youth should aim to create **a supportive and non-judgmental environment for learning**, providing accessible and relevant financial education resources, and encouraging open conversations about money, as to support young individuals in overcoming their sensitivities and building essential financial competencies for a secure future.

To address these sensitivities, it is important to create **a safe and supportive environment for discussing financial topics with youth**. Using a non-formal education framework reduces some of these sensitivities by turning the learning experience into something more engaging, interactive, and tailored to their needs and concerns. By acknowledging their emotions, providing clear and practical guidance and support, and fostering a non-judgmental environment, educators and youth workers can support youth in navigating the complexities of financial literacy more comfortably and confidently.

In our field of experience, we noticed that many young people face the following challenges and realities:

1. Lack of Experience

Many young people have limited experience managing their finances independently, which can lead to feelings of uncertainty and insecurity when discussing financial matters, especially with the adults in their lives.

2. Fear of Judgment

Youth may fear being judged by peers or adults based on their financial situations or choices. This fear can make them reluctant to share their concerns or seek guidance.

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* https://money.com/gen-z-investors-talk-about-money/
** https://www.oecd.org/education/pisa-2018-results-volume-iv-48ebd1ba-en.htm

3. Cultural and Social Stigma
In some cultures or social circles, discussing personal finances openly is considered taboo. This stigma can prevent youth from seeking help or discussing financial issues.

4. Complexity of Concepts
Financial concepts can be complex and difficult to understand, especially for those who haven't been exposed to them before. This complexity can lead to feelings of confusion and frustration.

5. Pressure and Expectations
Youth often face societal and peer pressure to appear financially successful and achieve a certain status, even if they don't have a clear understanding of financial management. This in turn can create anxiety and stress.

6. Fear of Making Mistakes
Making (financial) mistakes can have long-term consequences. Youth might worry about making poor decisions that could negatively impact their future financial stability.

7. Uncertain Future
Young people are at a stage in life where they are met with the uncertainty about their futures. They tend to be unsure about career paths, further education, and where they will live, which can make financial planning seem overwhelming and even pointless. This has been ever more pressing and will continue to be so, as the future is changing at a far faster pace than what older generations have experienced.

8. Lack of Knowledge
Financial literacy is often not present in formal education systems. Without proper knowledge and skills, youth may avoid discussing financial matters to avoid revealing their lack of understanding.

9. Parental and Peer Influences
Youth might be influenced by their parents' financial situations or the spending habits of their peers. This influence can affect their attitudes and behaviors towards money.

10. Perceived Boredom
Some young people might find financial topics dull or uninteresting, which could deter them from engaging with the subject.

11. Emotional Associations
Financial topics can be emotionally charged, especially if they're tied to family struggles or personal challenges. Discussing these matters might evoke negative feelings.

12. Limited Resources
Youth often have limited financial resources, making them more sensitive to discussions about budgeting, saving, and spending.

7. Your Role as A Youth Worker In Establishing Basic Financial Literacy

Youth workers play a crucial role in facilitating financial non-formal activities, including the board game and escape story game. These interactive experiences can provide young people with **valuable life skills** and **financial literacy** in **an engaging and memorable way**. These activities offer a dynamic alternative to traditional classroom-based financial education, making the learning process more enjoyable and relatable for youth.

The role of the youth worker in these activities is multifaceted: **providing guidance, support, and encouragement to support the young in navigating financial challenges effectively.** They can also take the role of mentors, supporting young people to make connections between the games' scenarios and real-world financial situations. Additionally, youth workers create a safe and inclusive space for open discussions about money, financial goals, and the importance of financial literacy.

Overall, youth workers play a pivotal role in making financial non-formal activities not only enjoyable but also highly educational. Through these engaging experiences, young people can develop practical financial competencies that empower them to make informed and responsible financial decisions in their lives. To effectively facilitate financial literacy workshops for youth, a youth worker should have a foundation in basic financial literacy concepts.

It's also important to remember that while having a solid understanding of these concepts is essential, **you DO NOT need to be a financial expert.**

Your role as a youth worker is to facilitate discussions, encourage critical thinking, and provide a safe space for youth to explore and learn about financial matters. If you encounter complex questions or topics beyond your expertise, you can always seek out additional resources or collaborate with financial professionals to ensure accurate information is shared with the young.

Here are 16 key areas of financial literacy which come in handy for a youth worker:

1. Budgeting and Money Management

Understand the principles of creating a budget, tracking income and expenses, and managing money effectively.

2. Saving and Investing

Know the importance of saving for short-term and long-term goals. Understand basic investment options and their associated risks.

3. Debt Management

Understand different types of debt (credit cards, loans) and how to manage them responsibly. Know about interest rates, repayment strategies, and avoiding debt traps.

4. Financial Goal Setting

Be able to guide youth in setting realistic financial goals and creating action plans to achieve them.

5. Consumer Awareness and Rights

Understand consumer rights and responsibilities when making purchase decisions. Be knowledgeable about scams and fraud prevention.

6. Banking and Financial Services

Explain basic banking services, such as opening accounts, using ATMs, and understanding bank fees. Understand the differences between types of financial institutions (banks, credit unions, central banks, Specialized Financial Institutions, insurance companies etc.)

7. Credit and Credit Scores

Familiarize yourself with how credit works, good/ bad credit scores, and their impact on financial opportunities.

8. Earning Income

Understand various sources of income, employment types, and the importance of negotiation and career advancement.

9. Taxes

Have a basic understanding of how taxes work, including income taxes and potential deductions according to European and national legislation.

10. Basic Financial Calculations

Be able to explain concepts like interest rates, compound interest, and simple calculations related to budgeting and saving.

11. Risk Management and Insurance

Understand the importance of insurance coverage and how it mitigates financial risks.

12. Ethical and Responsible Financial Behavior

Emphasize responsible financial behaviors, ethical considerations, and making informed choices.

13. Financial Decision-Making

Know how to guide youth in evaluating financial choices, considering trade-offs, and making informed decisions.

14. Financial Resources

Be familiar with reputable financial resources, websites, tools, and apps that can aid in financial education.

15. Cultural and Social Considerations

Be sensitive to cultural, physical and/ or mental and socio-economical factors that may influence youth's attitudes, behaviors and access to money.

16. Communication and Facilitation Skills

Develop effective and adaptable communication and facilitation skills to engage youth from all walks of life and make financial concepts relatable and understandable.

8. The Art of Debriefing

8.1 Start with Creating a Safe Space

Facilitating a safe and supportive environment during the group discussion is essential to ensuring that youth feel comfortable sharing their thoughts, insights, and experiences. Follow these steps which are guiding principles. We encourage you to take them to each and every educational activity you facilitate.

1. **Clear Guidelines -** At the beginning of the discussion, establish ground rules that promote respect, active listening, and non-judgment. Encourage young people to be mindful of their use of language and to refrain from interrupting. Make sure that everyone is in agreement with the rules that you have established as a group.

2. **Confidentiality -** As a general rule of thumb, things discussed within a group or 1:1 should never be shared with third parties, as they should be safely kept within the context of where the information was shared. Emphasize that anything shared within the group discussion is confidential and should not be shared outside the session. This builds trust among young people.

3. **No-Pressure Participation -** Emphasize that participation is voluntary. No one is obligated to share anything they're uncomfortable with. Everyone's feelings and thoughts are valid.

4. **Use of "I" Statements -** Encourage young people to express their thoughts using "I" statements (`I feel`, `I believe`, `I have experienced…` versus `people/ he or she say(s)/ think(s)/ believe(s)…`). This shifts the focus to personal experiences and reduces the likelihood of making others feel uncomfortable.

5. **Active Listening -** Practice active listening skills. Youth should focus on the speaker, avoid interrupting, and ask clarifying questions if needed. This demonstrates respect and empathy, which are so needed especially in today's societies.

6. **Respectful Feedback -** Encourage youth to offer feedback in a constructive and respectful manner. If they disagree, they can do so while being considerate of the speaker's feelings and firstly by agreeing to disagree.

7. **Empathy Building -** Share the importance of empathy and understanding. Encourage young people to put themselves in the others' shoes and approach discussions with an open heart.

8. **Honor your youth worker role -** As a youth worker, you model the behavior you expect from young people. Show empathy, patience, and active listening. Also take ownership of your facilitator role, the one responsible for the educational process.

9. **Icebreakers -** Begin with icebreaker activities to support young people to feel more comfortable with each other. This can create a sense of camaraderie and ease tension and break the ice for the financial topic.

10. **Shared Vulnerability -** Share your own experiences, thoughts, or challenges related to the activity's content. This vulnerability can set an example and encourage others to open up.

11. **Time Limit -** Set time limits for each participant's contribution to ensure everyone gets a chance to speak. This prevents any one individual from dominating the conversation.

12. **Positive Reinforcement -** Provide positive reinforcement for sharing and thoughtful contributions. Acknowledge the value of each person's perspective.

13. **Mediation -** In case of disagreements or conflicts, be prepared to mediate and ensure that the conversation remains respectful and productive, while being neutral and respectful towards all parties. It is very important that you do not lean towards one or the other solely based on your own biases and conceptions.

Remember, the goal is to create an atmosphere where youth feel heard, supported, and respected. When experiencing a safe space, they are more likely to engage authentically and benefit from the insights and experiences shared by others.

8.2 Using Powerful and Intentional Questions

Selecting questions for debriefing that align with the observations made during the activity is vital to fostering effective learning and reflection. By tailoring questions to what you observed, ensures a focused and relevant discussion that directly addresses specific learning objectives, challenges, or notable moments encountered during the activity. This approach not only supports young people to make meaningful connections between their experiences and the intended outcomes but also encourages a more insightful and purposeful debriefing process, ultimately enriching the overall learning experience for the youth involved.

Using Kolb's Experiential Learning Model*** for debriefing involves guiding youth through a structured reflection process. **To strike the right balance between enhancing learning and avoiding overwhelm with too many questions, follow these steps:**

1. **Concrete Experience: Start by asking a few open-ended questions to support learners recall and describe their experience factually. Encourage them to share what happened, what they did, and what they observed. Keep these questions straightforward and focused on the experience itself.**
   - What specifically did you do during the activity?
   - Can you share any memorable moments or challenges you encountered?
   - How did you feel while you were engaged in the activity?
2. **Reflective Observation: In this phase, guide learners to analyze and reflect on their experiences. Ask questions that encourage them to explore the emotions, thoughts, and reactions they had during the activity. Keep the questions exploratory rather than prescriptive.**
   - What thoughts were running through your mind as the activity unfolded?
   - How did your initial expectations compare to what actually happened?
   - Were there any surprises during the activity? How did you react to them?
3. **Abstract Conceptualization: Transition to a more analytical phase where learners connect their experience to broader concepts or theories. Encourage critical thinking and insight-building with questions that promote analysis and synthesis.**
   - What principles or concepts from your prior knowledge apply to this experience?
   - Can you identify any patterns or recurring themes in your experience?
   - How does what you learned during the activity relate to real-life situations or academic concepts?
4. **Active Experimentation: In this final phase, guide learners to think about how they can apply what they've learned from the experience in practical settings. Ask questions that promote problem-solving, decision-making, and planning for future actions.**
   - What actions or changes can you implement in your life or work based on this experience?
   - How can you use the insights gained to approach similar situations differently in the future?
   - What steps can you take to further develop the skills, attitudes or knowledge you acquired during the activity?

Remember to allow sufficient time for participants to respond to each set of questions, and encourage a group discussion where they can share their insights and learn from each other's perspectives. The key is to balance the depth of reflection with the available time and the nature of the learning experience. Adjust the number of questions accordingly, ensuring that they have the opportunity to engage meaningfully in the debriefing process without feeling overwhelmed.

*** https://en.wikipedia.org/wiki/Kolb%27s_experiential_learning

9. Activity Assessment Instruments

Assessing non-formal financial activities with youth is crucial for youth workers to refine their approach, propose better activities, and tailor them to meet the specific learning needs of the young.

Youth Financial Literacy Pre-Assessment - this can be a form

1. Age:
2. Gender:
3. Educational Level:
4. Current Employment Status:

Financial Knowledge:

1. What is the difference between a debit card and a credit card?
   - [ ] I can explain the difference clearly.
   - [ ] I know some differences but not all.
   - [ ] I'm not sure.

2. What is a budget, and why is it important?
   - [ ] I can explain what a budget is and why it's important.
   - [ ] I have some understanding of budgeting.
   - [ ] I'm not familiar with the concept of budgeting.

3. How do interest rates affect loans and savings?
   - [ ] I can explain how interest rates impact loans and savings.
   - [ ] I have a basic understanding of interest rates.
   - [ ] I'm not sure about interest rates.

4. What is the concept of "compounding interest"?
   - [ ] I can explain what compounding interest is and how it works.
   - [ ] I've heard of it but don't fully understand.
   - [ ] I'm not familiar with compounding interest.

Financial Practices:

5. Do you currently have a savings account?
   - [ ] Yes
   - [ ] No

6. Have you ever created a personal budget?
   - [ ] Yes
   - [ ] No

7. Have you ever taken out a loan (e.g., student loan, personal loan, or credit card)?
   - [ ] Yes
   - [ ] No

8. Have you invested money in stocks, bonds, or other financial instruments?
   - [ ] Yes
   - [ ] No

Financial Goals:

9. What are your financial goals for the next year? (e.g., saving for college, buying a car, starting a business, income level etc.)

_____

Additional Comments:
Please provide any additional comments or information you think is relevant to your financial knowledge and goals.

_____

Thank you for completing this pre-assessment. Your responses contribute to making our non-formal financial activities better equipped to meet your needs.

Creating an assessment instrument for yourself to evaluate your sessions is a valuable tool for continuous improvement. Here's a sample assessment instrument:

Youth Worker Session Assessment will be a google form with this form and a qr code in manual.

Session Details:
- Date:
- Session Title:

Instructions: Please provide honest feedback by rating the following statements from 1 (Strongly Disagree) to 5 (Strongly Agree) and document comments or suggestions you have.

1. How did the session go?
Too slow [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Too fast
Too difficult [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Too easy
Irrelevant [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Relevant
Disorganized [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Organized
Tense [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Relaxed

2. Were there any issues with the young? If yes, how did I handle these situations?
[ ] No issues observed.
[ ] Yes, there were issues (please describe): _____

[ ] I addressed the issues during the session.
[ ] I will address these issues in the following way (please describe): _____

3. How was the method received?
Disinterest [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Enthusiasm
Unclear rules [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Very clear rules
Unmet objectives [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Exceeded objectives

4. What improvements can I make for clarity, ease of use, or engagement?
[ ] No specific improvements needed.
[ ] Suggestions for improvement (please describe): _____

5. What will I change next time, and what will I definitely keep?
[ ] I will make significant changes for the next session.
[ ] I will make minor adjustments for the next session.
[ ] I will keep the session format largely the same for the next session.
[ ] Specific changes and elements to retain (please describe): _____

Additional Comments:
Please provide any additional comments or suggestions regarding the session or any other relevant information:

_____

Thank you for your feedback. Your input will help us enhance our youth sessions and provide a better learning experience for the young.

Creating an assessment instrument for youth to evaluate an activity is essential for gathering feedback and improving future sessions. Here's a sample assessment instrument that includes the requested elements:

Youth Activity Evaluation

Activity Details:
- Date:
- Activity Title:

Instructions: Please provide honest feedback by rating the following statements from 1 (Strongly Disagree) to 5 (Strongly Agree) and share your comments or thoughts.

Feedback from Young:
Uninteresting [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Interesting
Too slow [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Too fast
Too difficult [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Too easy
Irrelevant [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Relevant (to my interests)
Disorganized [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Organized
Tense [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Relaxed

Feedback on Energized Moments:
- I was most energized today when (please be specific) _____

Feedback on Least Interested Moments:
- I was least interested today when (please be specific) _____

What I learned today:
Please share what you learned from today's activity or any insights you gained: _____

Suggestions for Improvement:
Are there any suggestions for improving this activity or ideas for making it more engaging or informative?
_____

Overall Evaluation:
- Overall, how would you rate today's activity?
  - [ ] Excellent
  - [ ] Very Good
  - [ ] Good
  - [ ] Fair
  - [ ] Poor

Additional Comments:
Please provide any additional comments or suggestions regarding the activity or any other relevant information:
_____

Thank you for your valuable feedback. Your input will help us enhance our activities and create a more engaging and meaningful experience for all young.

10. How to Develop Your Own Non-formal Activities Based On How We Created This Manual

Integrating **gamification aspects** and other **non formal methods** into financial education for youth can make the learning experience more engaging, practical, and effective. Here are some tips to help you design your own successful program:

1. **Set clear learning objectives:** Define specific learning outcomes you want to achieve with the financial education program. This will guide the design of gamification elements and activities.

2. **Understand your audience:** Tailor the content and methods to the age, interests, and knowledge level of your target audience. Consider their familiarity with technology and gaming.

3. **Include some gamification elements:**
   - **Points and Rewards****: Create a point system where young earn points for completing financial challenges or quizzes. Offer rewards or badges for achieving certain milestones.
   - **Leaderboards*****:** Display a leaderboard to foster competition and motivation among young people.
   - **Unlockable Content:** Make advanced lessons or resources available as the young progress, encouraging them to keep learning.
   - **Virtual Currency:** Introduce a virtual currency that young people can earn and spend on in-game items or privileges.
   - **Storytelling:** Develop a narrative that guides young through financial scenarios, making learning more immersive.

4. **Interactive workshops:**
   - **Simulations:** Use financial simulations or virtual environments where young people can make real-life financial decisions and experience the consequences.
   - **Case Studies:** Present real-world financial situations and ask young people to analyze and solve them.
   - **Role-Playing:** Have the young take on different roles (e.g., investor, saver, borrower) to understand different perspectives.

5. **Collaborative activities:**
   - Encourage group activities where participants work together on financial challenges, fostering teamwork and discussion.
   - Organize debates or group discussions on financial topics to promote critical thinking.

6. **Real-World experiences:**
   - Connect financial education to real-life experiences like shopping, budgeting for an event, or saving for a goal.
   - Invite guest speakers from financial institutions or successful investors to share their insights.

7. **Gamified challenges:**
   - Design financial challenges that require participants to apply concepts in practical scenarios, like creating a budget for a fictional character or designing an investment portfolio.

**** Use these items sensibly, making sure they are in accordance with your values and principles as a facilitator, and aligned to the educational goals of your proposed activity. Think of them as a learning map, rather than as a points system.
***** Idem as above.

8 **Feedback and progress tracking:**

- Provide immediate feedback on participants' decisions and progress to enhance the learning process.
- Allow participants to track their progress and improvement over time.

9 **Continuous engagement:**

- Offer a variety of activities to cater to different learning preferences (videos, quizzes, interactive exercises, etc.).
- Update content regularly to keep participants engaged and interested.

10 **Evaluation and adaptation:**

- Collect feedback from young people to understand what aspects of the program are working well and where improvements can be made.
- Continuously refine and adapt the program based on feedback and changing needs.

Remember, the key is to strike a balance between fun and educational content.

Gamification and non-formal methods should enhance the learning experience, making financial education enjoyable, practical, and effective for youth. The ‘shape’ of the activity can not overtake the ‘content’. In other words, the learning is gamified in order to become more attractive, but the gamification elements remain the decorative part.

1. Wheel of life

SUBJECT
Planning
Generate revenue

TIME
90 min

NO OF PARTICIPANTS
1-24

AGE 14+

Activity Summary

The "Creating Your Personal Wheel of Life" activity offers a journey of **self-discovery and reflection**, aimed at assessing various dimensions of participants' lives to gain insights into their overall well-being. The concept of the Wheel of Life is introduced as a visual representation of life's interconnected domains. This tool serves as a means for self-reflection, self-awareness, and goal-setting. Participants are provided with materials to create their own **Wheel of Life**, where each domain, such as physical well-being, finances, relationships, and personal growth, is visually represented on a circle.

The activity begins with self-reflection, prompting participants to consider t**heir satisfaction levels in different areas of life**. They then translate these assessments onto the circular graph, connecting the dots to form a visual representation. This "spider web" pattern reveals their current life balance. The shaded region indicates overall life satisfaction. Group discussions follow, encouraging participants to share their observations, insights, and thoughts.

Guided by debriefing questions, participants delve deeper into their reflections. They explore the relationships between different domains, identify areas for improvement, and consider strategies for achieving a more balanced and fulfilling life. The activity emphasizes t**he interconnected nature of life's facets**, empowering participants to set goals and embark on a journey of **personal growth and development.**

Objectives

Overall, the educational objectives of this activity revolve around **self-awareness, critical thinking, effective communication, goal setting, and personal development**, all of which contribute to holistic growth and a better understanding of one's own life journey. **This exercise contributes to the following:**

1. **Financial Self-Assesment**
   Participants assess their financial satisfaction and well-being as one of the domains in the Wheel of Life. This promotes self-awareness of their financial situation and attitudes.

2. **Budgeting Awareness**
   By reflecting on the relationship between income and personal needs, participants become more aware of budgeting, spending habits, and how well they align with financial goals.

3. **Goal Setting**
   Participants identify their financial goals and aspirations as part of the overall assessment. This helps them set specific, measurable financial objectives to work towards.

4. **Financial Prioritization**
   Considering the importance of financial stability within the Wheel of Life, participants recognize the significance of managing finances as a crucial aspect of their overall well-being.

5 **Long-Term Planning**
Reflecting on how financial satisfaction might change over time prompts participants to consider long-term financial planning, retirement savings, and investment strategies.

6 **Resource Allocation**
Participants reflect on how financial stability supports other areas of life, such as health, family, and recreation, helping them understand the role of finances in holistic well-being.

7 **Future Planning**
Considering how different areas of life might change with age prompts participants to think about their long-term goals and how they can proactively shape their future.

8 **Holistic Well-Being**
The activity emphasizes the interconnectedness of various life domains, fostering an understanding that overall well-being is influenced by multiple factors.

Requirements

Participants should have a basic understanding of self-reflection and the willingness to engage in introspection. This activity involves thinking about personal strengths, weaknesses, and goals.

Create a safe and non-judgmental environment for the activity. Ensure that participants feel comfortable sharing their thoughts and feelings.

Resources

- The wheel of life and the plan of action
- Pens

Notes

When talking about areas where the level is low, it is highlighted that there are times in life when it is understandable to be low. It's possible for people to feel guilty if they don't reach certain performance goals.

Introduction 15 min

- Start by introducing the activity's purpose: to assess various aspects of participants' lives and gain insights into their overall well-being.
- Explain the concept of the Wheel of Life as a visual representation of life's different dimensions and how they interact.
- Emphasize that the activity is a tool for self-reflection, self-awareness, and goal-setting.
- Provide participants with the necessary materials: paper, pens, and a printed or drawn circle template where they can create their Wheel of Life. At the beginning of the activity make sure that every young person has a comfortable place to write.

The experience 30 min

1. Explanation of Life Domains:

- **Provide a clear overview of the different areas or domains that participants will assess** (physical well-being, finances, relationships, personal growth, etc.). Considering there are multiple fields, it could be beneficial to have the Wheel of Life template projected with the information below inserted.

- **Physical Well-being:** Assess your feelings about your body's condition, exercise routine, sleep quality, and eating habits. Rate your energy levels.
- **Money/ Finance:** Evaluate your ability to meet your financial needs. Consider how well your income matches your personal expenses.
- **Lifestyle and Social Life:** Think about your relationships, social environment, friends, and how they contribute to your overall well-being and projects.
- **Home/ Family:** Reflect on your role in your home life and your success in connecting with family members.
- **Fun and Recreation:** Evaluate how engaged you are in activities that bring joy and fulfillment, both individually and in groups.
- **Self-esteem:** Consider your self-perception and your ability to respond to challenges with sound judgment. Reflect on your contentment with your identity and life direction.
- **Personal:** Assess how well you connect with a trusted partner, share experiences and emotions, and express feelings appropriately.
- **Productivity and Performance:** Think about your plans for education, training, and professional growth. Consider your achievements and performance.
- **Give examples and descriptions of each domain** to ensure everyone understands the scope.

2. Self-Reflection:

- **Take some time to reflect on different areas of your life and how satisfied you are with each one.** Take into consideration at least the following areas: social life, Productivity and Performance, Self-esteem, physical health.

3. Visual Representation:

- Unless you provide everyone with a print out of the provided Wheel of life handout, ask all to draw a circle on a piece of paper. Divide the circle into 8 sections, each corresponding to one of the areas mentioned above. The center of the circle represents 0, and the outer circle represents 10.

4. Assessment:

- For each area, draw a point on the corresponding line in the circle based on your level of satisfaction. Closer to the center (0) indicates low satisfaction, while closer to the outer circle (10) indicates high satisfaction.

5. Connect the Dots:

- Once you've marked points for each area, connect the dots to create a "spider web" pattern.

6. Shading:

- Shade the area that is formed by the connected dots. The shaded region represents your current overall life satisfaction and balance.

7. Group Discussion Preparation:

Reflect on the following questions and write down your thoughts:

- How balanced is your wheel? Are there areas that stand out as significantly more or less satisfying?
- What did you notice when you completed the wheel? Were there any surprises or insights?
- How have changes in different areas impacted you?
- How do you expect these areas of life to change as you age? What changes do you anticipate? Which areas might be affected more?
- What areas do you want to improve your satisfaction in the coming year? (you can use the action plan handout to design some concrete steps)

8. Create a safe space for group discussion:

At the beginning of the discussion, establish ground rules that promote respect, active listening, and non-judgment.

A few tips to share:

- Encourage participants to be mindful of their language and to refrain from interrupting.
- Reiterate that anything shared within the group discussion is confidential and should not be shared outside the session. This builds trust among participants.
- Emphasize that participation is voluntary. No one is obligated to share anything they're uncomfortable with. Everyone's feelings and thoughts are valid.
- Use of "I" Statements: Encourage participants to express their thoughts using "I" statements. This shifts the focus to personal experiences and reduces the likelihood of making others uncomfortable.

Debriefing 15-30 min

Remember that the purpose of these debriefing questions is to encourage participants to engage deeply with their experiences, reflect on their insights, draw connections to broader concepts, and consider actionable steps for personal growth and development.

We consider the below questions in the suggested order:

- What emotions or thoughts did you experience as you evaluated your satisfaction levels in each area of the Wheel of Life?
- Were there elements that surprised you? Which ones
- Which were the easiest and which were the hardest sections to score
- What would you need to do to move one of the numbers one or two levels?
- If you change the level for one of the domains, does the score change on other domains?
- How do you perceive the relationship between your overall life satisfaction and the balance across different life domains?
- Can you identify any potential cause-and-effect relationships between your levels of satisfaction in various areas and your overall well-being?
- What areas do you want to have a better score?
- Were there any surprises or realizations that emerged as you completed the activity?
- Based on your reflections and insights from this activity, what steps or changes might you consider making in your life to improve overall balance and satisfaction?
- How could you apply the concept of the Wheel of Life assessment to set and achieve specific goals in the areas that require improvement?
- What strategies might you experiment with to enhance your financial well-being based on your assessment?

Variation "Guess the Youth worker's Wheel"

- To encourage young people to empathize by reflecting on the qualities, preferences, and characteristics of the youth worker by creating a visual representation of what they believe the facilitator's Wheel looks like.
- The young people begin drawing and labeling sections on their paper to represent what they think is in the youth worker's Wheel. Encourage creativity and speculation.
- Once everyone has completed their drawings, gather the young people and the youth worker in a circle.
- Each young person presents their version of the youth worker's Wheel, explaining their choices for each section. This can lead to interesting insights and discussions.
- After all the young people have presented, the youth worker has a chance to reflect on the accuracy of their perceptions and guesses.
- The youth worker can share their thoughts on whether the representations were close to reality or if there were surprises.
- Similar exercises can be done for parents, friends, grandparents, teachers.

Handout

WHEEL OF LIFE 2 ACTION PLAN

MY PLAN OF ACTION

Name:

Date:

What areas do I want to improve my satisfaction in the coming year?

What will be the change I want to bring to these areas? What is my goal?

What do I intend to do to make these changes starting next week?

What do I intend to do to make these changes starting next month?

What would I need from others, what resources do I need (attitudes, knowledge, skills) to achieve my goal?

What will change/ what will I achieve in my life by reaching my goal? How will my life be better?

Handout

TIPS FOR YOUTH WORKER

HOW TO INTRODUCE THE ACTIVITY WHEEL OF LIFE

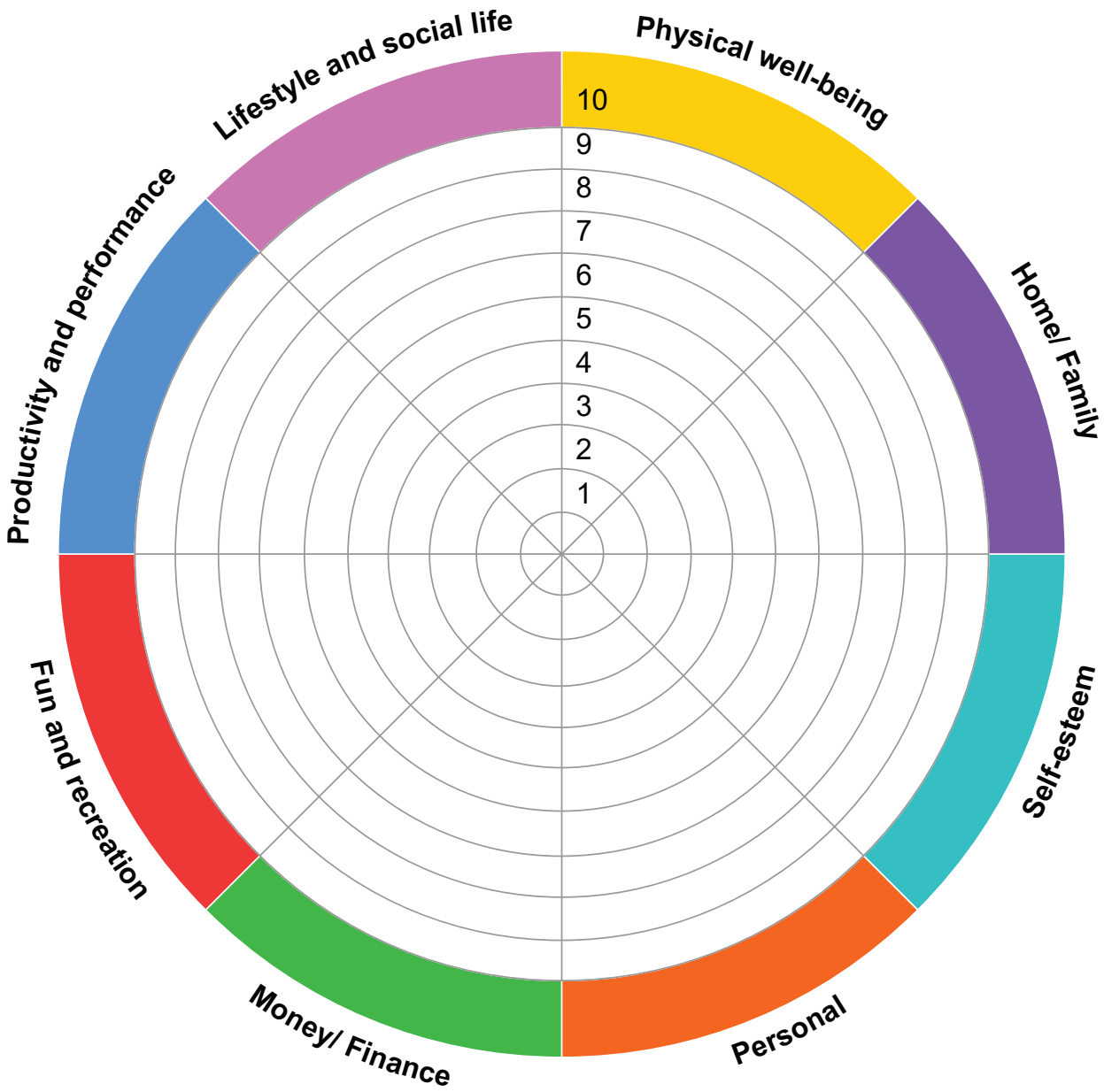
"Welcome, everyone! Today, we have a unique opportunity to take a closer look at our lives from a holistic perspective. Life is a journey filled with various aspects, each contributing to our overall well-being and happiness. Just like a wheel with multiple spokes, these areas are interconnected and influence one another. Through the 'Creating Your Personal Wheel of Life' activity, we'll embark on a journey of self-discovery and reflection, gaining insights into our current life balance and areas that deserve our attention.

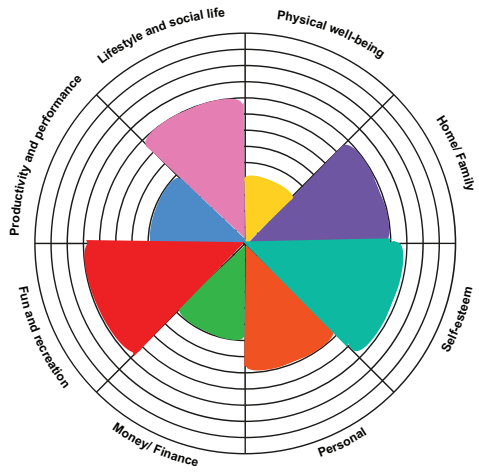
In this activity, we'll explore different domains of our lives, ranging from physical well-being and finances to relationships, personal growth, and more. By assessing our satisfaction in each of these areas, we'll be able to visualize our life's balance and identify potential areas for improvement. This exercise isn't about judgment, but rather a chance to gain a deeper understanding of ourselves and our aspirations.

As we draw our own Wheels of Life and reflect on the questions that follow, we'll have the opportunity to uncover patterns, set goals, and consider the ways in which various aspects of our lives interact. By the end of this activity, you'll not only have a visual representation of your current life satisfaction but also insights that can guide your journey towards a more balanced and fulfilling life.

So, let's dive in and create our own Wheels of Life, exploring the unique dimensions that make up our individual experiences. Are you ready to gain new perspectives, set goals, and discover how small shifts can lead to significant changes? Let's begin!"

THE WHEEL OF LIFE





2. Vision board

SUBJECT
Planning
Balance of life

TIME
60 min

NO OF PARTICIPANTS
1-24

AGE 12+

Activity Summary

A Vision Board is a collage of images and words that you should display in a prominent place to remind yourself **WHY** you're doing what you're doing every day, images and words that awaken your motivation and remind you of your values, goals, or dreams. You can also include find things that inspire you or make you feel happy.

It's all about the brain: The reticular activation system (RAS) is the "filtering station" of the brain. The constant view of the images on the Vision Board helps your brain to filter the things you don't have, focusing on what you want, separating what is not important from the essentials. Seeing a constant **visual reminder of goals** is how the subconscious remains focused on goals.

The only major rule of creating a Vision Board is that **there are no rules**! This should be a fun and creative time to focus on your biggest ambitions.

Objectives

The educational objectives for a vision board are described below. As facilitator you can put more focus on 1 or more:

1. **Goal setting and visualization**
The primary objective is to support young people in understanding the importance of setting clear goals and visualizing their desired future. By creating a vision board, participants practice how to articulate their aspirations, dreams, and objectives in various aspects of life, including personal, professional, and social dimensions.

2. **Self-reflection and self-awareness**
Participants are encouraged to identify their sources of joy and values that hold significance to them. This fosters self-awareness, supporting them to recognize what truly matters in their lives and what they want to prioritize.

3. **Clarity in decision making**
By selecting and circling the top three values from the provided value sheet, participants practice decision-making based on their core values. This skill can guide their choices and actions in the future, leading to more fulfilling and purpose-driven lives.

4. **Long-term planning**
Engaging participants in envisioning their lives in the years ahead (1 year, 5 years, 10 years) encourages long-term planning and goal orientation. This exercise supports them to consider the bigger picture and set achievable milestones.

5. **Self-motivation and accountability**
Participants practice deriving motivation from their vision board and take ownership of their actions and decisions. The vision board becomes a tangible reminder of their commitments and intentions when kept afterwards.

6. **Empowerment**
By envisioning their future selves and setting goals, participants develop a sense of empowerment and agency. They recognize their ability to shape their lives according to their desires and values.

Requirements

- Choose a suitable location with enough space for participants to work comfortably and spread out their materials.

Resources

- Sheets size A3
- Old magazines
- Scissors, glue
- Value sheet
- Printed value sheet for each participant

Notes

Set the time relevant for the group: for adolescents 1 year may be enough time to develop forward thinking.

The vision board can be created online, this will reduce the resources cost, but you will need a printer.

Introduction 15 min

At the beginning of the activity we make sure that every young person has a comfortable place to work and all the materials at hand.

Explain what a vision board is and how this exercise will help us:

The Vision Board is a visual representation of everything you want to accomplish in a year, 5 years, 10 years and even in your life. Embody how you want to feel, who you want to become, what new things you want to try, what you want to accomplish. Who you want to spend your time with, what your ideal day looks like.

The experience 30 min

1. Write Down Joyful Elements:

- Have participants list **at least 5 things that bring them joy in life** either on individual papers or on a whiteboard.

2. Select Values:

- Distribute the value sheet (see handout) and ask participants to circle the values that are most important to them.
- Tell them to choose only three values that they want to prioritize in their lives.

3. Envision Your Future:

- Tell participants to imagine their life in X years (1, 5 or 10) on personal, professional, and social levels.
- Encourage them to consider where they want to live, their surroundings, and the people around them.

4. Create Vision Board Content:

Support the participants to select images, quotes, phrases, and items that reflect:

- Beliefs or changes in perspective that you want to make in X years?
- Activities you want to do more and people you want to spend time with?
- What do you want to have reached at the end of the period of time of the vision Board?
- Who will you be then? How will you be on a personal level in X years?
- What else can you add to the Vision Board to inspire you, your overall vision in X years?
- What images, quotes, phrases, and items you need to add to the Vision Board to reflect

5. Define Future Self:

- Ask participants to describe who they want to be in X years on a personal level.
- Encourage them to envision their personal growth and development.

6. Enhance Vision Board:

- Tell participants to arrange and attach their selected images and words to the paper board.
- Emphasize that the Vision Board is meant to inspire their overall vision for the next X years.

7. Display the Vision Board:

- Advise participants to hang the Vision Board in a visible area where they can see it every day.
- Suggest they add items to the board periodically if they feel the need for updates.

8. Reflect in Times of Stress:

- Remind participants to reflect on their motivations when feeling stressed: *In times of stress, it is important to remember WHY you are doing what you are doing. What motivates you? How do you remember what is really important in your life?*
- Encourage them to remember why they do what they do and what's truly important in their lives.

Debriefing

15 min

Debriefing questions support participants to reflect on their experience and gain deeper insights. The following questions are designed to guide participants through the process of reflecting on their experience, making connections to their values and goals, considering the broader implications, and planning how to integrate their insights into their lives. They encourage a comprehensive exploration of the activity's impact and promote deeper learning and self-awareness. **We propose the following order of questions, depending on the time available:**

- What was your main feeling doing this exercise?
- How did you feel during the process of selecting images and words?
- What specific elements did you include on your Vision Board?
- What did you discover about your values and priorities through this activity?
- How did the act of visualizing your goals impact your perspective?
- How do you feel when you look at the Vision Board you created? What are the things to do this year to fulfill your vision of your life?
- What connections can you draw between the values you circled and the goals you set for the chosen timeframes?
- How might your Vision Board support you to make decisions aligned with your values?
- How could and might you use your Vision Board to stay motivated and focused on your goals?
- If so, how has this activity influenced your approach to setting and achieving goals?
- How do you see yourself evolving as you work towards the goals on your Vision Board?
- What shifts in mindset or behavior might be necessary to embody the future you envision?
- What is the financial plan for this vision to be fulfilled?
- As a wild guess, what do you think is the monthly cost of such a lifestyle?
- How can You find out what would be the real cost of such a lifestyle?
- What do you take -for yourself- from this exercise to remember?

SET OF VALUES

Think about what three values are most important to you? What are reasons that this value is important for you? Can you remember a moment in your life when you really lived that value? What behaviors have you shown that support this value?

How would you react if that value were not respected by others? Describe how you would feel, what thoughts you would have, and what you would do.

- Acceptance
- Achievement
- Adventure
- Altruism/ Helping Others
- Attentiveness
- Balance
- Beauty
- Caring
- Charity
- Compassion
- Connection (Connecting with others)
- Competence
- Courage
- Creativity
- Curiosity
- Determination
- Discipline
- Empathy
- Friendliness
- Friendship
- Fun
- Generosity
- Grace
- Gratitude
- Honesty
- Hopefulness
- Humor
- Independence
- Integrity
- Joy
- Justice
- Kindness
- Leadership
- Learning and
- Growth
- Love
- Loyalty
- Modesty
- Nature (Appreciation of)
- Open-Mindedness
- Openness
- Peace
- Philanthropy
- Play/ Playfulness
- Positivity
- Reason/ Logic
- Reliability
- Respect
- Responsibility
- Self-control
- Spirituality/ Faith
- Selflessness
- Stability/ Security
- Support
- Teamwork
- Thoughtfulness
- Transparency
- Trustworthiness
- Wisdom
- Wonder
- Work

3. The Inner Vampires

SUBJECT
Motivation
Money
Psychology

TIME
60 min

NO OF PARTICIPANTS
Min. 3, max. 30

AGE 16+

Activity Description

It is a set of **150 playing cards** with **limiting beliefs or generative beliefs** and empty cards on which each player can note their own beliefs.

In this activity, participants are encouraged to examine their **personal beliefs about money**. They are asked to take a moment for introspection and write down one limiting belief and generative belief about money on separate index cards. The goal is to reflect on these beliefs without judgment, as they are purely based on individual thoughts and perspectives.

After noting their beliefs, participants explore the impact of these beliefs on their financial behaviors, decisions, and overall well-being. Using a scale from -100 to +100 for each belief, participants score the extent to which these beliefs influence their lives.

The participants then form **groups of 3** and each person shares their positive and negative beliefs, discussing the reasons behind these beliefs. A unique twist is introduced where the other 2 participants estimate the impact of the shared beliefs on their partners. They assign scores to each other's beliefs, aiming to match their assessment with the participant's self-evaluation. The one who most closely aligns their score with the participant's original evaluation wins points.

Objectives

Overall, the educational objectives of this activity aim to equip participants with self-awareness, critical thinking abilities, empathy, and the foundational understanding needed to navigate their financial beliefs and decisions more effectively.

1. **Self-Awareness**
Participants will develop a heightened self-awareness of their personal beliefs about money. They will learn to identify both positive and negative financial beliefs they hold, encouraging introspection and reflection on how these beliefs shape their attitudes and behaviors towards money.

2. **Understanding Impact of Beliefs**
By evaluating the impact of their financial beliefs on their decisions, behaviors, and overall well-being, participants will gain insights into the powerful role beliefs play in their financial lives. This objective fosters a deeper comprehension of the connection between beliefs and actions.

3. **Critical Thinking**
Participants engage in critical thinking by discussing and analyzing the origins and reasons behind their financial beliefs. The activity encourages them to question their assumptions and explore the factors that have influenced their mindset towards money.

4. **Empathy and Perspective-Shifting**
Through sharing and discussing their beliefs with peers, participants cultivate empathy and the ability to see the world from others' viewpoints. Additionally, estimating the impact of their peers' beliefs enhances perspective-shifting skills, promoting a broader understanding of diverse perspectives on money.

5 **Quantitative Assessment**
Assigning numerical scores to their beliefs' impact encourages participants to quantify abstract concepts, fostering quantitative assessment skills and providing a framework for understanding and comparing the perceived influence of different beliefs.

Requirements

- Keep the atmosphere relaxed and open, allowing participants to share comfortably.
- Make sure to adapt the language and concepts to the age and understanding of the youth you're addressing.

Resources

- Inside vampire cards printed
- sheets of paper
- pens
- 150 financial statements cards

Notes

When discussing the score, there may be disagreements of opinion. It's crucial to emphasize that certain beliefs may have a higher or lower potential for certain individuals and that scoring is subjective.

Before this activity we recommend to utilize the activity ”Transgenerational beliefs”.

Introduction

5-10 min

- Start by welcoming the group
- Explain that today's activity is all about understanding the beliefs we hold about money and finances and how these beliefs can impact our financial decisions and future.
- Begin with a quick icebreaker question: "*What's a thought or belief you have about money that you think your friends would find intriguing?*" Feel free to have a couple of volunteers share their perspectives.
- **You can define what beliefs are and their role in our lives:**

  Beliefs are thoughts we have acquired since childhood, from parents, relatives, teachers, friends, society, the media, or as a result of experience.

  Heard and repeated many times, these beliefs can be assimilated and eventually even become ours.

  They function as filters through which we see life:
  - *it makes us explore our creative potential and access the world of endless possibilities. (generative beliefs)*
  - *It also creates blockages for us, and so we get into the world of limitations, which we put upon ourselves. (limiting beliefs)*

The experience

30 min

1. Ask them to take a moment to reflect on their personal beliefs about money and write down on a card: one positive and on another one negative belief they have about money. For example, "Money is hard to come by" (limiting) or "With hard work, I can achieve financial success" (generative).

- Emphasize that there are no right or wrong answers – it's about personal thoughts and perspectives.

2. Evaluate what is the significant impact of these 2 beliefs on your financial behaviors, decisions, and overall well-being giving a score from -100 to +100 for each belief you wrote (use Handout *Tips for youth worker 'Impact of financial beliefs'*, see further)

3. Divide the group into smaller groups of 3 participants

- Tell the participants to share, one by one each time, their positive-generative and negative limiting beliefs in the smaller group and briefly discuss why they think they hold these beliefs.
- After each sharing, the 2 other participants try to guess the score that the other colleagues wrote on their belief indexes, based on how much they think that belief affects the player who had the belief. The player who gave the closest score to the card reader evaluation score wins 5 points.
- The person who wins the most points is the winner.

4. Wrap-up

- Bring all the groups back together and ask if any group would like to share any insights or thoughts.
- Mention that in the debriefing part of this activity, you'll be exploring how these beliefs can impact their financial decisions and ways to cultivate positive financial mindsets.

Debriefing

10 min

The below list of questions can be used in the debriefing of this activity. Feel free to select the most relevant questions according to the time available and your set objectives for this activity.

- How did you feel about this activity?
- What was rather easy, and what might have been rather challenging?
- Have you ever encountered situations that reinforced the positive or negative beliefs you wrote down about money?
- How do these beliefs connect with your past experiences, upbringing, or cultural influences? How might they have developed over time?
- How might your financial behavior change if you were to challenge or reshape these beliefs?
- Can you think of specific moments where your positive belief has positively impacted your financial choices? And the same for the negative belief?
- How did it feel to share your beliefs with others? Did you find any common grounds or differences in your beliefs?
- What insights did you gain from discussing why you hold these beliefs with someone else? Did your partner's perspective bring any new insights?
- How might the act of questioning and guessing scores help you see your beliefs from a different angle? What did you learn about the power of perspective?
- How might the experience of guessing and discussing scores with your partner influence your willingness to challenge or reevaluate your beliefs in the future?
- How might this activity have highlighted the complexity of financial beliefs and their impact on decision-making and well-being?
- Is there anything you're curious to learn more about or discuss?

Variation

Group Size: Maximum of 6 participants

1 Select Belief Cards (5 minutes):

- Each player will choose 3 cards from a set of cards with predefined beliefs about money & finance.
- These beliefs are statements about money-related attitudes and thoughts.

2 Evaluate Impact of Beliefs (5 minutes):

- Each player will individually evaluate and assign a score from -100 to +100 for each belief they've chosen.
- The score represents how significantly they believe each belief impacts their financial behaviors, decisions, and overall well-being.
- Negative scores indicate a belief's negative impact, positive scores indicate a positive impact, and zero represents no impact.

3 Guessing Game (15-20 minutes, depending on group size):

1. Players will sit in a circle.
2. One player starts by reading one of their selected beliefs from their cards.
3. The other players, one by one, will attempt to guess the score (from -100 to +100) that the reader assigned to that belief.
4. After all participants have guessed, the reader reveals their score.
5. The player whose guess is closest to the reader's assigned score wins 5 points.

4 Repeat Steps 3 for Each Player (Rotate turns)

- Continue clockwise around the circle, with each player taking a turn reading a belief and the others guessing the score.
- Keep track of each player's points as the game progresses.

Discussion (5 minutes):

- Engage in a short discussion about the insights gained during the game.
- What surprised you about your own scores and others' perceptions?
- Did this activity make you reflect on your beliefs and their impact differently?

Objective:

- The objective is to better understand how different individuals perceive the impact of their beliefs on their financial behaviors and decisions.
- It also encourages empathy and insight into others' perspectives.

Key Takeaways:

- The game helps participants realize the subjectivity of beliefs and the diversity of perspectives within the group.
- It highlights the potential discrepancies between self-perception and how others perceive our beliefs' impact.
- Note: Ensure that the game is lighthearted and nonjudgmental, fostering a safe space for sharing and guessing.
- Adapt the game's duration based on the group's dynamics and time constraints.
- Make sure the belief cards include a mix of positive and negative statements to maintain balance (there are beliefs that have a higher negative impact: a woman can not be a good broker, for example, this closes one career path for a woman, or a positive impact is: you have all the resources you need to have success in life).

Handout

TIPS FOR YOUTH WORKER

IMPACT OF FINANCIAL BELIEFS

Financial beliefs can have a significant impact on a person's financial behaviors, decisions, and overall well-being. Whether a financial belief is limiting or generative can lead to vastly different outcomes:

Consequences of Limiting Financial Beliefs:

- **Scarcity Mindset:** Limiting financial beliefs often stem from a scarcity mindset, where individuals believe that there is a limited amount of wealth or resources available. This can lead to grabbing money, fear of spending, and missed investment opportunities.
- **Fear of Failure:** Believing that one is not capable of achieving financial success can lead to avoidance of risks or opportunities that could potentially lead to growth and financial gain.
- **Lack of Investment:** Limiting financial beliefs might discourage people from investing in their education, skills, or business opportunities, which can hinder personal and professional growth.
- **Low Self-Worth**: If someone believes they do not deserve financial success or wealth, it can negatively impact their confidence and self-esteem, leading to missed chances to negotiate for better salaries or pursue higher-paying opportunities.
- **Missed Opportunities**: Limiting beliefs can prevent individuals from seeking out new opportunities for income or entrepreneurial ventures, causing them to miss out on potential income possibilities.
- **Stagnation:** Believing that financial circumstances can't change can lead to self-indulgence and a lack of effort to improve one's financial situation.

Consequences of Generative Financial Beliefs:

- **Abundance Mindset:** Generative financial beliefs often arise from an abundance mindset, where individuals believe there are many opportunities to create wealth and improve their financial situation. This mindset can lead to more willingness to take calculated risks.
- **Entrepreneurial Spirit:** A generative belief in one's ability to create and generate wealth can encourage entrepreneurial endeavors, leading to innovative business ideas and potential financial success.
- **Investment in Growth:** Believing in the potential for growth and improvement can motivate individuals to invest in their education, skills, and personal development, which can lead to increased earning potential.
- **Confidence and Self-Worth:** Having generative financial beliefs can boost confidence and self-worth, enabling individuals to negotiate better salaries, pursue promotions, and seize financial opportunities.
- **Openness to Learning:** Generative beliefs encourage a willingness to learn about personal finance, investing, and wealth-building strategies, leading to better financial decisions over time.
- **Financial Resilience:** Believing in one's ability to adapt to financial challenges can lead to better coping mechanisms during economic downturns and setbacks.

- In essence, financial beliefs play a crucial role in shaping an individual's financial behaviors and outcomes. **Limiting beliefs** can hold individuals back from realizing their full financial potential, while **generative beliefs** can empower them to take actions that lead to greater financial success and well-being.
- It's important for individuals to reflect on their beliefs, challenge any negative or limiting ones, and work towards cultivating a positive and generative financial mindset.

Handout

FOR YOUTH WORKER

Generative beliefs and **limitative beliefs** are terms often used in the context of personal development and psychology to describe the different types of beliefs individuals hold about themselves and the world around them.

Here's how they relate to the financial area and how youth workers can understand them:

Generative Beliefs

Generative beliefs are positive, empowering, and constructive beliefs that individuals hold about themselves and their abilities.

These beliefs inspire individuals to take action, set goals, and strive for success.

In the financial context, generative beliefs could include:

- *"I am capable of learning about personal finance and making wise financial decisions."*
- *"I can create a solid financial plan for my future."*
- *"I have the ability to manage my money wisely and achieve financial stability."*
- *"I believe that with effort and learning, I can improve my financial situation."*

Limitative Beliefs

Limitative beliefs, on the other hand, are negative, self-limiting, and often irrational beliefs that hinder an individual's progress and potential.

These beliefs can create a sense of fear, self-doubt, and paralysis, preventing individuals from taking positive actions.

In the financial context, limitative beliefs might include:

- *"I'm just not good with money; there's no point in trying to improve my finances."*
- *"I'll never be able to save enough money, so why bother?"*
- *"Rich people are just lucky; I'll never be able to achieve financial success."*
- *"I'm too young to start thinking about finances; I'll worry about it later."*

In summary, **generative beliefs** empower individuals to take positive actions and work towards their financial goals, while **limitative beliefs** hinder progress and create self-doubt.

Youth workers play a crucial role in fostering generative beliefs, providing education, and helping young individuals overcome their limitative beliefs to develop healthier financial attitudes and behaviors.

FINANCIAL BELIEFS

Money does not bring happiness.

It is easier for a camel to go through the eye of a needle than for a rich man to enter Paradise.

Money is made to circulate.

We don't make movies to make money, we make money to make movies.
Walt Disney

Remember: Time is money.
Benjamin Franklin

Money will buy a good dog, but only love will make him wail.
Richard Friedman

The learned man carries his riches in his soul.
Phaedrus

If you want to feel rich, count all the things you have that money can't buy.
Anonymous

If you don't know how to take care of money, money will stay away from you.
Robert T. Kiyosaki

There is a very easy way to leave a casino with a small fortune: Enter it with a large fortune.

Without money, we would all be rich.
Anonymous

The saved money is earned twice.
Alexandru Gh. Radu

Not only time is money, but health. And you can never change money for health.
Alexander Peskin

The easiest way to double your money is to throw it in your pocket.
Kin Hubbard

No wealth is above bodily health.

Formal education will help you live, self-education will help you get rich.
Jim Rohn

Almost every man knows how to make money, but not one in a million knows how to spend it.
Henry David Thoreau

Money speaks the language understood by all nations.
Aphra Behn

Money has never been a motivation for me, just a way to keep the score. It is a real pleasure to get into the game.
Donald Trump

When money precedes, all doors open.
William Shakespeare

Well-being is the product of man's ability to think.

He who is confident that he has what he needs should be considered rich.

Every morning when I wake up, I look at the Forbes list to find out if I've reached the richest people in America. If I'm not on the list, I'll work.

It's not your salary that makes you rich, it's your spending habits.
Charles A. Jaffe

4. Trans-generational* beliefs

SUBJECT
Psychology of money
Motivation

TIME
50 min

NO OF PARTICIPANTS
18

AGE 14+

Activity Description

It is a method used with influence from cognitive behavioral therapy** working with beliefs. The added value is that it works with predefined beliefs to help the young person identify more easily limiting beliefs and their effect on us.

The activity is designed to help young participants **uncover and transform their limiting beliefs into empowering ones**. Facilitated by a youth worker, the activity commences with a deep dive into participants' beliefs about money, recognizing how childhood influences shape their perceptions. Through reflective exercises, participants explore the emotional and behavioral impact of these beliefs. Subsequently, participants are guided to challenge and reframe these limiting beliefs, fostering a growth-oriented mindset. In groups, they analyze their beliefs using a structured sheet and engage in discussions about the effects of these beliefs on emotions, behaviors, and attitudes. By the end of the activity, participants gain a heightened self-awareness, develop critical thinking skills, and leave with a renewed sense of empowerment to positively influence their attitudes, behaviors, and decision-making in various aspects of their lives.

Objectives

The educational objectives of this activity encompass self-awareness, critical thinking, emotional intelligence, empowerment, and the practical application of insights gained. Participants leave the activity with a better understanding of how their beliefs impact their lives and how they can actively shape a more positive and empowered future.

1. **Identifying and Challenging Beliefs**
Participants learn to recognize their existing beliefs and question their origins. This cultivates critical thinking and the ability to analyze the underlying factors that shape their perspectives.

2. **Understanding Emotional Impact**
Participants connect their beliefs to emotions, understanding how certain beliefs trigger specific emotional responses. This enhances emotional intelligence and the ability to manage emotions effectively.

3. **Examining Behavior Patterns**
Participants analyze how their beliefs impact their behaviors and decisions. This encourages self-assessment and the realization that certain beliefs might be holding them back from realizing their potential.

4. **Positive Mindset Shift**
The process of transforming limiting beliefs into generative ones introduces the concept of a growth-oriented mindset. Participants learn that their beliefs can be reshaped to promote positivity and resilience.

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* Acting across multiple generations.
** A type of psychotherapy in which negative patterns of thought about the self and the world are challenged in order to alter unwanted behaviour patterns.

5 **Empowerment**
By recognizing the influence of their beliefs, participants gain a sense of control over their thought processes. Transforming limiting beliefs into generative ones empowers participants to proactively shape their attitudes and responses.

6 **Empathy and Perspective-Sharing**
Group discussions and presentations promote empathy as participants share their experiences and listen to others. This broadens their understanding of different viewpoints and life journeys.

Requirements

- Have a climate of trust in the working group.
- Set emotional safety rules in groups.

Resources

- List of beliefs - written one belief on an A4 sheet
- Analysis of belief

Notes

The facilitator selects the beliefs that are most frequently heard in the environment of the young people with whom they work.

Introduction

15 min

At the beginning of the activity, the youth worker defines **what beliefs are and their role in our life**: *Beliefs are the beliefs we have acquired since childhood, from parents, relatives, teachers, friends, society, the media, or as a result of experience.*

Heard and repeated many times, these beliefs we assimilated and eventually became ours.

They function as filters through which we see life:

- *it drives us to explore our creative potential and access the world of endless possibilities.*
- *it creates blockages for us, and thus we reach the world of limitations, which we place upon ourselves.*

How do you know what limiting beliefs you have?

1. Reflecting on the Past: Participants explore into their past to uncover their earliest memories and beliefs about money. This helps recognize the origin of their perspectives.
2. Exploring Influences: Identify the top five individuals who significantly impacted your outlook on money. Analyze the lasting effects of these influences.
3. Childhood Reflections: Recall how you felt as a child in terms of wealth and poverty. Examine the factors contributing to these emotions.
4. Current Frustrations: Participants pinpoint their current major frustrations and link them to potential underlying beliefs.

The experience

30 min

1. Create a brainstorming about types of beliefs you have heard from parents, grandparents, money reference persons related to making money, borrowing money, lending, spending.

2. Create a group of at least 3 people maximum 6 and evaluate the effects of one selected belief using the ***belief Analysis sheet***

- the effects of beliefs on your current emotions?
- the effects of beliefs on your behavior. current?
- the effects of your beliefs on your current attitude?
- Is that true? Is it really true what you think?
- Is this belief useful to you? What do you gain by having this belief?
- What you can you replace this belief with if it is not helpful?

3. Provide an example on how to complete the handout using the example provided.

4. Each of the groups will present the key insights of this experience. They will put on the wall the analysis of belief so that they can see their work.

Debriefing

15 min

Remember that the purpose of these debriefing questions is to encourage participants to engage deeply with their experiences, reflect on their insights, draw connections to broader concepts, and consider actionable steps for personal growth and development.

We consider the below questions in the suggested order:

- How did you feel while exploring your beliefs and discussing them in your group?
- Were there any specific memories or influences from your past that surprised you or had a strong impact on you?
- What patterns did you notice in the beliefs shared by different participants?
- How did your beliefs influence your emotions and behaviors during the activity?
- Did you observe any shifts in your thinking or attitudes as you progressed through the activity?
- How do you think your beliefs have shaped your financial decisions and overall outlook on life?
- How do you plan to apply the insights gained from this activity in your daily life?
- Are there specific situations where you can see yourself challenging and reframing limiting beliefs?
- What steps will you take to actively embrace a generative mindset and make positive changes based on what you've learned?

These questions align with Kolb's learning cycle and encourage participants to reflect on their experiences, draw meaningful insights, and consider actionable steps for applying their learning to future situations.

VARIANT

Instead of saying what their beliefs are, you can vote on the beliefs from the activity Vampires inside us on A4 sheets posted on the walls in the form of how familiar they are to them.

ANALYSIS OF BELIEF

1. Write here the belief you will work on from the initial list or version of that belief according to your experience.

2. What are the effects of beliefs on your current behavior?

3. What are the effects of these beliefs on your current attitude?

4. What are the effects of beliefs on your current emotions?

5. Is this belief true? Is it real?

6. Is this belief useful to you? What do you gain by having this belief?

7. What belief can you replace this belief with if it is not helpful?

Handout

EXAMPLE FOR USING THE HANDOUT ANALYZE OF BELIEF (1)

1. Write here the belief you will work on from the initial list or version of that belief according to your experience.

My limiting belief: ”I'll never be able to save enough money, so why bother?”

2. What are the effects of beliefs on your current behavior?

This belief makes me feel like not doing anything, because it won’t matter at all. If I believe I can't save enough, I am less likely to establish a savings plan, make budgeting efforts, or seek opportunities for extra income. This belief also makes me self-sabotage myself by discouraging myself and my efforts to manage my money wisely.

3. What are the effects of these beliefs on your current attitude?

The belief makes me foster a negative attitude towards financial planning and self-improvement. I feel avoidant of seeking financial education or advice since I think/ I'm convinced my efforts won't yield positive results.

4. What are the effects of beliefs on your current emotions?

The belief that "I'll never be able to save enough money, so why bother?" makes me feel frustrated, hopeless, and discouraged. The thought that my efforts won't make a difference make me feel helpless and anxious about financial matters.

5. Is this belief true? Is it real?

While it may feel true, it's important to question the accuracy of this belief. It generalizes the future based on present limitations and doesn't account for the potential for change, learning, and growth. It feels true, and I do think it, but if I analyze it more in depth and am presented with evidence that it is not completely true, I might start changing my mind.

6. Is this belief useful to you? What do you gain by having this belief?

This belief is not useful, as it undermines any motivation to take action towards financial well-being. Holding onto this belief may provide a sense of immediate relief from taking responsibility, but in the long run, it hampers my financial progress.

7. What belief can you replace this belief with if it is not helpful?

Replace the unhelpful belief with a more empowering one, such as: "I can make meaningful financial changes by starting small and consistently saving over time. Every step I take matters, and I am capable of improving my financial situation."

By adopting a more positive belief, individuals open themselves up to possibilities, inspire proactive behavior, and encourage a constructive approach to financial management. This new belief provides motivation to take gradual steps toward financial stability and growth.

Handout

EXAMPLE FOR USING THE HANDOUT ANALYZE OF BELIEF (2)

1. Write here the belief you will work on from the initial list or version of that belief according to your experience.

My limiting belief: "Budgeting is Too Restrictive"

2. What are the effects of beliefs on your current behavior?

This belief can result in avoiding budgeting altogether or halfheartedly attempting it. It might lead to overspending, neglecting savings goals, and not being fully aware of one's financial situation. This behavior can perpetuate financial instability and stress.

3. What are the effects of these beliefs on your current attitude?

The belief that budgeting is too restrictive can foster a negative attitude towards financial planning. It might discourage seeking financial advice, learning about personal finance, and taking proactive steps to manage money effectively.

4. What are the effects of beliefs on your current emotions?

This belief might lead to feelings of resistance, frustration, and apprehension when considering budgeting. The idea that budgeting is restrictive can generate anxiety about limiting one's spending and enjoyment of life.

5. Is this belief true? Is it real?

While budgeting involves planning and monitoring spending, it doesn't necessarily mean living a restrictive lifestyle. Budgets can be flexible and tailored to individual goals and preferences. Many people find that budgeting provides a sense of control, helps them achieve financial goals, and reduces stress.

6. Is this belief useful to you? What do you gain by having this belief?

This belief isn't particularly useful as it hinders one from adopting healthy financial habits. It prevents the individual from understanding that budgeting can offer freedom, security, and the ability to allocate resources to things that truly matter to them.

7. What belief can you replace this belief with if it is not helpful?

Replace this belief with: "Budgeting Empowers Me to Achieve My Goals." Recognize that a well-structured budget can actually provide you with the means to accomplish your financial aspirations while making informed spending decisions. Viewing budgeting as a tool for empowerment rather than restriction can shift your mindset positively.

By adopting a more positive perspective on budgeting, individuals can gain a greater sense of financial control, reduce stress, work toward their goals, and make more conscious spending choices. This shift in mindset can lead to improved financial well-being and a more positive relationship with money.

Handout

EXAMPLE OF A LIMITING BELIEF RELATED TO FINANCES AND TRANSFORM IT INTO A GENERATIVE BELIEF:

Limiting Belief

"I'll never be wealthy because money is always hard to come by."

Generative Belief

"I have the ability to create and attract abundance into my life."

Explanation:

The limiting belief assumes that money is inherently scarce and difficult to acquire, leading to the belief holder feeling disempowered and hopeless about achieving financial prosperity. However, by transforming this belief into a generative one, the individual **shifts their mindset** to focus on their capacity to create positive financial outcomes.

The generative belief acknowledges that **abundance is attainable** and that the individual has the power to attract it through their actions, mindset, and choices. This belief encourages proactive behaviors such as seeking opportunities, making informed financial decisions, and fostering a growth-oriented mindset.

By adopting the generative belief, **the person is more likely to take actions that align with their financial goals**, explore diverse avenues for income, and make choices that promote financial well-being. This change in mindset opens up possibilities and encourages the person to be proactive in their pursuit of financial abundance.

5. One step forward

SUBJECT
Empathy
Lifestyle
Well-being

TIME
40-90 min

NO OF PARTICIPANTS
10-25

AGE 13+

Activity Description

In this activity, participants begin by sharing happenings and moments where they've assumed different roles in their lives. After receiving secret role notes, they reflect on and immerse themselves in their assigned personas, considering aspects such as childhood, occupation, lifestyle, and income.

Standing together at a starting line, participants step forward whenever a situation aligns with their roles, gaining insight into diverse life experiences. The activity encourages empathy and understanding as participants observe how different circumstances affect their positions relative to one another.

Through discussion, participants reflect on the significance of perspective-taking and the impact of varying life circumstances on opportunities and financial aspects. It is an activity and stimulates discussion on many important issues, for this variant of the 'one step forward' exercise particularly related to aspects as lifestyle, consumption, income opportunities, etc.

Adapted after http://www.coe.int/en/web/compass/take-a-step-forward

Objectives

The educational objectives of this activity are:

1. **Empathy Development**
Through role-playing and stepping into different personas, participants cultivate empathy by gaining a deeper understanding of the challenges and privileges associated with diverse life circumstances, fostering a more compassionate perspective towards others.

2. **Awareness of Socioeconomic Influences**
By reflecting on various aspects of their assigned roles such as income, living conditions, and occupation, participants become more conscious of how socioeconomic factors can shape individuals' opportunities and financial realities.

3. **Critical Thinking**
Participants engage in critical thinking as they analyze and consider the implications of each scenario in relation to their roles, encouraging them to assess how different life situations impact decision-making and opportunities.

4. **Perspective-Taking**
The activity promotes perspective-taking as participants imagine themselves in roles different from their own, enhancing their ability to consider multiple viewpoints and understand the financial challenges faced by others.

5 **Reflection on Personal Bias**
Participants reflect on their own biases and assumptions as they compare their initial positions to their roles and positions after reacting to scenarios, leading to a heightened awareness of preconceived notions.

6 **Social Awareness**
Through discussing the impact of various life circumstances on opportunities, participants develop a broader awareness of social inequalities and the importance of advocating for fairness and inclusivity.

7 **Analyzing Personal Privileges**
Participants consider their own privileges and how they relate to their assigned roles, encouraging self-awareness and reflection on how personal circumstances shape their perspectives.

8 **Life Skills**
Participants engage in budgeting, decision-making, and lifestyle considerations within the context of their roles, enhancing their understanding of practical financial aspects.

Requirements

- Ensure a climate of trust in the group.
- Set emotional safety rules in groups.

Resources

- List of roles
- Affirmations

Notes

This exercise can also be an opportunity to address or review some of the prejudices or stereotypes that arose during the discussion.

Introduction 5 min

Introduction and Sharing Past Experiences:
At the beginning of the activity, engage participants in a group discussion about moments when they had to adopt different roles or personas. If relevant, give an example of yourself (e.g. moments where you were in a leading role, participative role etc) Encourage them to share examples from their lives. Explain that this exercise will involve them stepping into the shoes of someone else.

The experience 30 min

1. Distributing Role Notes. Give 1 role note to each participant. Explain that the roles are to be kept secret until the end of the exercise. Tell the participants to sit down individually and to read their assigned role. If they have questions or need clarification about their roles, they can approach the facilitator.

2. Reflection and Self-Imagining. The youth worker guides participants through a reflective exercise. Ask a series of questions that prompt participants to build a detailed mental image of their new roles:

- What kind of childhood did you have?
- How were your living conditions?
- What were your parents' occupations?
- How is your current lifestyle.
- Imagine your living situation.
- What is your monthly income?
- How do you spend your free time?

3. Visualizing the Scenario. Once participants have developed a (strong) mental picture of their assigned roles, ask them to mentally immerse themselves in that role.

4. Positioning Participants. Ask participants to stand side by side, as if they were on a starting line.

5. Stepping Forward with Situations. Explain the rules to participants. Let them know that you will read a series of situations, and each time a situation applies to their assigned role, they should take a step forward. If the situation does not match their role, they should remain in place. Define together how big 1 step is, e.g. 1 floor tile or 1 shoe size forward.

6. Reading the Situations. Read the situations aloud, one by one. After each situation, allow participants time to move forward if it applies to their role. Observe how far participants move from each other as they react to the scenarios.

7. Observing the Final Positions. Once all the situations have been read and participants have moved accordingly, have them take a moment to look around and observe their final positions in the room.

Debriefing

15 min

- When experiencing this exercise, which main feeling you felt at start, and now at the end?
- How did you feel about taking a step forward – or not?
- For those who stepped forward often, at what point did you begin to notice that others were not moving as fast as you were?
- Did anyone feel that there were times when their basic needs were ignored?
- Did you manage to guess each other's roles? (Let people reveal their roles in this part of the discussion)
- How easy or difficult was it to 'play' yourrole? How did you imagine the person you were playing?
- Does this exercise reflect society in some way? How?
- What can your character do to have a better life and financial well-being?

TAKE A STEP FORWARD

ROLE CARDS

- You are an unemployed single parent.
- Your parents are bank managers. You study economics at university.
- You are a soldier in the army who does compulsory military service.
- You are a young person with disabilities who can only move in a wheelchair.
- You are a 17-year-old Roma person who has never finished primary school.
- You are a 24-year-old refugee from Ukraine.
- You are the child of a Chinese immigrant who runs a successful fast food business.
- You are a retired person from a factory that makes shoes.
- You are the friend of a young artist who is addicted to heroin.
- You are a 22-year-old transgender person.
- You are a homeless 27-year-old.
- You are the 19-year-old child of a farmer in a remote village in the mountains.
- You are a young person living in an area of armed conflict and your life is in danger every day.
- You are a young victim of human trafficking forced into prostitution in a foreign country.
- You are an unemployed middle-aged person who wants to take professional retraining courses.
- You are a car mechanic in a private company and you earn very well from your clients tips, because you are a very good mechanic .
- You are a young Roma, recently a graduate of the Faculty of Law, looking for a job.
- You have been married for 10 years, you want to divorce, but you are threatened by your partner and family with beatings and taking away your children.
- You have just been released from prison. Convicted of violence and robbery. No one will hire you because of your registration.
- You are a young farmer.
- You are a public officer and you are 2 years old until retirement.
- You are a human rights activist with secondary education.
- You are the owner of a company with 40 employees, but not satisfied with the productivity of the team.
- Freelancer, 43 years old, you like to travel to exotic destinations.
- Unemployed, graduate of economics university, thinking about the possibility of leaving the country.
- You are a Muslim student with a social scholarship who lives in a bedroom and has a part-time job.
- You live in the countryside. You commute every day, leave home at 6 in the morning and return at 9 in the evening.
- You are an unskilled construction worker.
- You are selling plastic bags on the street in an industrial city.
- You are a baker and work 6 days a week for 8-10 hours a day.
- You are a doctor in a hospital in a well-developed city.
- You are an engineer, you have 3 children, you are a volunteer in an association dealing with animal protection.

TAKE A STEP FORWARD

WITH AFFIRMATIONS

Read the following situations out loud. Take time after reading each situation for participants to step forward and also look to see how far they have moved from each other.

a. You've consistently managed your finances without facing significant economic challenges.
b. Your viewpoints on social and political matters and your perspectives are taken into consideration.
c. Others seek your guidance on a range of matters, including financial ones.
d. Interactions with law enforcement don't provoke fear in you.
e. You know where to go for financial advice and support.
f. You've never experienced age or profession-related discrimination, and you have equal financial opportunities compared to others.
g. You have enough social and medical support to address your needs.
h. You're able to afford to go on holiday every year.
i. Hosting friends for a home-cooked dinner is financially possible for you.
j. Your life is engaging, and you're optimistic about your financial future.
k. You're confident in your ability to complete your chosen education and career path.
l. Enjoying cultural activities like cinema or theater on a weekly basis is within your financial means.
m. You're able to refresh your wardrobe with new cloths at least once every three months.
n. Your financial competence is recognized and respected in your community.
o. You prioritize eco-conscious shopping, minimizing plastic usage.
p. You contribute to charitable causes at least twice a year.
q. Global welfare is important for you, including the financial well-being of individuals in other nations.
r. You participate in local Council meetings, even those related to financial decisions.
s. You support street dogs, and are able to include their needs into your budget.
t. You know a lot about what's happening in Europe and how it could affect money stuff.
u. Responsible management of water and electricity consumption in your house reflects your financial mindfulness.
v. You managed to convince family and friends to volunteer annually.
w. You vote in all relevant matters once you consider this part of your financial and civic responsibility.
x. You've planted at least one tree, considering the long-term financial and environmental benefits.
y. You have access to internet, telephone, and television services, which are integral to your financial and social connections.
z. You take satisfaction from your work, finding it financially rewarding.
aa. Your family and you experience a sense of financial security on a daily basis.
bb. You're aware of where to find assistance and support if your financial rights are not respected.
cc. You know very well how to safeguard your financial rights and are informed about related resources.

6. Do we earn the same amount of money?

SUBJECT
Lifestyle
Revenue
Labour law

TIME
120 min

NO OF PARTICIPANTS
16-24

AGE 13+

Activity Summary

It is an engaging and educational youth activity designed to develop financial literacy competence while fostering teamwork and critical thinking.

4 teams earn salaries based on their composition and successfully completing tasks, with male, mixed-gender, and female teams, each having distinct earnings. This unique setup promotes gender awareness and sensitivity. Throughout the game, participants collaborate, strategize, and creatively problem-solve, deepen their ability to make informed financial choices, work effectively in teams, and navigate real-world scenarios.

Through four dynamic rounds, the 4 teams earn money. At the end of the four rounds, they make decisions about which type of transportation, accommodation, meals, and vacation they wish to have according to their financial capacity.

Educational Objectives

The activity has several educational objectives that aim to teach participants valuable financial literacy competence, teamwork, and problem-solving abilities. Here are the main educational objectives of the activity:

1. **Financial Decision-Making**
Participants practice how to make informed financial decisions by considering the costs and benefits of different options. Through the game's scenarios involving prices for transport, food, accommodation, and vacation, participants practice evaluating their choices and understanding the impact of their decisions on their overall budget.

2. **Budgeting**
By managing their earnings and making choices on how to spend their money, participants develop budgeting competence. They will need to allocate their earnings wisely to cover different expenses, such as transport, accommodation, meals, and more, while staying within their available budget.

3. **Gender Awareness and Sensitivity**
Through the gender-based team compositions and the representation of pregnant women, participants can gain a better understanding of different roles and challenges that individuals may face in various situations. This promotes gender awareness, sensitivity, and inclusivity.

4. **Delayed Gratification**
Participants will learn about the concept of delayed gratification as they decide how to spend their earnings. They must balance immediate desires with long-term goals, which is an important aspect of managing personal finances.

5 **Fairness and Equity**
The different salaries for various team types encourage discussions about fairness and equity. This can lead to conversations about income disparities and the value of diverse contributions within a team.

Requirements

- Have a climate of trust in the working group.
- Set emotional safety rules in the group.

Notes

Such a face-to-face meeting can also be an opportunity to address or review some of the prejudices or stereotypes that arose during the discussion.

Resources

- Handouts for round 1 and 3
- 4 Team color tags
- Poster with the costs
- Old newspapers/ flipchart sheets
- 4 kits with: one meter of adhesive tape, 25 spaghetti sticks and a marshmallow

Introduction

2 min

"Hello everyone! Welcome to today's exciting youth activity, the 'Financial Adventure Game.' In this game, we're going to embark on a journey of financial decisions, teamwork, and fun challenges. Are you ready? Let's dive in!"

The experience

100 min

Step 1: Team Preparation

1. Prepare distinct colorful labels for each team. (Male Team, Mixed Team, Female Team, Female Team with 2 Pregnant Women that will have big pillow under their T-shirt).
2. Write team numbers on the labels.
3. Assign colors based on gender (women and men). Include two symbols of a pregnant woman for the specific female team.

To start, we'll divide into four teams:. Each team will have its own colorful label with a team number. These labels will also represent your team's gender composition.

Step 2: Setting Prices

Throughout the game, you'll need to make smart financial choices. We have prices set for different aspects of your adventure, such as means of transport, food, accommodation, and vacation. Each choice comes with its own cost, so choose wisely!

Prices for various aspects of the adventure:

- Means of transport (public options: cheap - 1000, medium - 4000, expensive - 6000, luxury - 10000)
- Food (cheap - 2000, medium - 3000, expensive - 4000, luxury - 6000)
- Accommodation (with parents: cheap - 1000, medium - 4000, expensive - 6000, luxury - 10000)
- Vacation (cheap - 0, medium - 2000, expensive - 5000, luxury - 10000)

Step 3: Task Completion and Earnings

You'll be completing three tasks, and here's the exciting part: you'll earn salaries.

Each team will complete 4 tasks, the earning salaries are based on the team type but it is not revealed yet to the teams themselves:

- Male Team: 4000
- Mixed Team: 3000
- Female Team: 2000
- Female Team with 2 Pregnant Women: 1500

Step 4: Task Rounds

Teams will go through 4 task rounds:

- **Round 1 - Cheap or expensive**. Answers: 1. 360 euros, 2. 60 euros, 3. 100 euros, 4. 500 euros, 5. 25%, 6. 15%
- **Round 2 - The Island Test:** Teams with pregnant members can't participate due to health concerns and won't earn salaries.
- **Round 3 - Personal Lying Poetry Test**
- **Round 4 - The Tower with the marshmallow** - the youth worker will show to the Women's teams discouragement and the fact that they are unable to perform the task and the pregnant woman will not be able to work due to the risk of the job. When they receive the money this team will receive only half because the 2 members team did not work.

Step 5: Post-Task Earnings

After each task, teams receive earnings based on their type of team composition.

Step 6: Financial Decisions

At the end of the 4 tasks, teams calculate their total earnings.
- Teams can use their earnings to purchase transport, accommodation, vacation, and meals.
- Teams will buy in the following order: Team 1, Team 2, Team 3, Team 4.

Step 7: Facilitator Explanation

- The facilitator explains how the colors were used to create the different set up of the teams.
- Clarify that male teams were systematically given advantage.
- Mention the different compositions of the women's teams and the reasons that some tasks excluded certain team members for health reasons.

Debriefing

Minimum 15 min

Here are some debriefing questions:

1. How did you feel during the exercise?
2. What were the most memorable moments or challenges during the game?
3. Looking back, were there instances where you realized the impact of your financial choices on your overall budget?
4. Do you believe that the diversity within your team influenced your decision-making process? If yes, how. If not, what is the reason for that?
5. What financial principles did you use while making decisions about expenses?
6. What do you think of the varying team salaries? How does this relate to the concept of equity and diversity?
7. If you were to replay the game, what would you do differently in terms of financial decisions or teamwork?
8. How might the skills and insights gained from this activity be applicable in real-life financial situations?
9. How did this activity contribute to your understanding of financial literacy?
10. Reflecting on the various tasks, how did they align with your personal learning preferences or strengths?
11. How might you take the lessons learned from this game and apply them to other learning experiences or future decisions?

ROUND 1

CHEAP AND EXPENSIVE

1. One item costs 240 euros. Determine the price of the object after a 50% increase.

2. One item costs 80 euro. Determine the price of the object after a 25% discount.

3. After a 10% increase, an item costs 110 euros. Determine the initial price.

4. After a 20% price, an item costs 400 euros. Determine the initial price.

5. One item costs 120 euros, after an increase in the price, the new cost is 150 euros. Determine the percentage by which the product was increased.

6. An object costs 340 euros, after a price reduction cost 289. Determine the percentage by which the product was decreased.

ROUND 2

THE SHRINKING ISLAND

1. **Distribution of the materials (2 minutes):**
Give each group a sheet of newspaper or flipchart paper, which represents their "island."

2. **Island Formation (5 minutes):**
Instruct each group to stand on their newspaper/flipchart sheet, which they will treat as their island. They must remain entirely on the island and cannot step off it.

3. **Global Warming Simulation (10-15 minutes):**
Explain that due to global warming, their islands will begin to shrink over time. Periodically fold the newspaper sheets to make them smaller. As the islands shrink, participants will need to collaborate to stay on the island. They should strategize how to fit everyone as the space diminishes. each team will fold their ”island” every time in half.

   The number of times the paper will be folded in the activity depends on your discretion as the youth worker. You can choose when and how often to fold the paper to simulate the effects of global warming and create a sense of urgency and collaboration among the participants.

   The goal is not to fold it a specific number of times but to fold it gradually to make the "island" smaller and encourage participants to work together to adapt to the changing conditions. You can fold it a few times until the participants have achieved the learning objectives of the activity: sense of urgency and collaboration among the participants, scarcity of resources.

ROUND 3

PERSONAL POETRY

Each team writes a poem based upon the below 17 initial starting words of the sentences below. The poem has to have at least 8 lies.

Once finished, each team reads out loud their poem to the other teams. The other teams guess which were the minimum 8 lies.

I am...
I think...
I want to know...
I hear...
I see...

I pretend...
I feel...
Touch...
I am worried...
I cry when...
I am...

I know...
I say...
I dream of...
I'm trying...
I hope...
I am...

ROUND 4

MARSHMALLOW CHALLENGE

The team will have 20 minutes to work together to build a spaghetti tower that has a marshmallow on top. The winning team will be the one with the self-standing highest tower.

THE RULES

1. Your team can only use the materials provided. This includes one meter of adhesive tape, 25 spaghetti sticks and a meringue.
2. You cannot use other materials.
3. You have 20 minutes. The meringue must be at the top of the tower when the time is finalized. The tower must stand unassisted.
4. The measurement is a vertical measurement from the base of the tower to the marshmallow.
5. You can glue tape on the table top.
6. Spaghetti can be broken into smaller pieces. However, once broken, the pieces will not be replaced.

NOTE to youth worker
The youth worker will show to the Women's teams discouragement and the fact that they are unable to perform the task and the pregnant woman will not be able to work due to the risk of the job. When they receive the money this team will receive only half because the 2 members team did not work.

7. Legal or illegal income?

SUBJECT
Ethics
Well-being
Revenue

TIME
60 min

NO OF PARTICIPANTS
16-24

AGE 13+

Activity Summary

This exercise is based on a debate in which young people think and reflect about the subject of bribery. The debate is between 3 teams that expose their ideas and defend their opinions and interests. As the arguments put forward increase in quantity and coherence, the one who tells them becomes more credible. At the end of all the arguments presented, the moderator makes a final decision based on the arguments made by the 3 parties and based on how many people are in either position. If there are more young people at 'I am not decided' then this means that neither side had enough convincing arguments.

Educational Objectives

This youth activity creates an interactive platform for young people to be confronted with ethical challenges, practice critical thinking and communication skills, develop empathy, and gain a deeper understanding of the multifaceted nature of ethical decision-making in professional and personal life, consequences for illegal activities.

1. **Ethical Dilemma Understanding**
Youngs comprehend and engage with the complexity of ethical dilemmas faced by professionals, particularly doctors, when their personal and professional responsibilities overlap.

2. **Critical Thinking**
Through group discussions and argument analysis, youngsters enhance their critical thinking skills by evaluating multiple viewpoints, identifying strengths and weaknesses in arguments, and making more informed judgments.

3. **Empathy Development**
The activity encourages young people to empathize with various stakeholders, such as the doctor's son and the patients, enabling them to appreciate different perspectives and consider the emotional impact of ethical decisions.

4. **Value Reflection**
Through the case study and discussions, young people reflect on personal and societal values, ethics, and moral standards, supporting them to articulate and refine their own beliefs.

5. **Awareness of Consequences**
Through examining the potential consequences of different choices, youngs understand the far-reaching effects of ethical decisions on individuals, families and society.

6. **Complexity of Ethics in Professions**
Young people gain insight into the intricate ethical considerations that professionals, such as doctors, face in their careers and how these considerations can impact personal, familial, and societal contexts.

Requirements

- To be a climate of trust in the group.
- Set emotional safety rules in groups.

Resources

- Handout with the case if is needed.

Notes

Such a face-to-face meeting can also be an opportunity to address or review some of the prejudices or stereotypes that arose during the discussion.

Introduction 15 min

The following questions are the starting point:

- What can be a person's source of income? (allowances, pensions, salaries, dividends, interests, etc.)
- Is there illegal income? What sources of illegal income do you know? What makes this illegal?

The experience 30 min

1. Case Study Presentation. Introduce the doctor's case study, the dedication to both patients and family, and the ethical challenge.

Imagine an altruistic doctor who is fully dedicated to work, but is also a responsible parent, head of family, the one who provides the family's income. All doctors treat people, but there are some who do this more altruistic and others who do this more calculated.

In this case, the oldest child of the doctor has a high performance in aviation and wants to study abroad. But the doctor does not earn enough to cover the expenses of studies abroad. An important decision, which the doctor must make, concerns the future of the child. Whether the child's talent is exploited and a desired dream comes true, or as a result of staying in the country, the feeling of being less accomplished. The doctor could use its medical position and accept bribery, and the money could be used to pay for the overseas studies. But what will happen to hippocrates' oath and dedication towards the patients?

2. Group Division. Divide youngs into three groups: one in favor of doctors occasionally accepting bribes, one against doctors accepting bribes under NO circumstance, and one undecided group..

3. Group Debates

- Allow each group to discuss and formulate arguments.
- Emphasize that youngs should express their ideas respectfully, without attacking other groups' ideas.

4. Presenting Arguments

- One by one, each group presents their arguments in favor of their respective positions.
- Youngs can switch positions within groups at any time to encourage open-mindedness, if the arguments given by the other teams convince them.

5. Argument Analysis. After each group presents, open the floor for an analytical discussion where young critique and evaluate the arguments made by each group.

6. Role Switching. Allow young people to switch to a different group's position if they find the arguments more convincing than the arguments their initial group presented.

7. Empathy Exercise.

- Encourage young people to consider how they would feel if they were in the shoes of the doctor's child or one of the patients.
- Discuss how the doctor’s child might perceive their parent's actions and whether they set a positive example.

Guidelines:

- young's take turns speaking, avoiding interruptions.
- Ideas are presented respectfully, and young people should refrain from attacking others' ideas.
- Encourage the introduction of new ideas rather than repeating existing ones.

Debriefing

15-30 min

Debriefing using the below questions allows young people to engage in a holistic reflection process, tying in the aspects of illegal income and ethical decision-making within the context of the activity and their own personal learning styles.

How did you feel about this activity?

1. How did the case study of the altruistic doctor's dilemma resonate with you personally? Did any specific elements stand out to you?
2. What emotions did you feel during the discussion? Did any particular aspect of the doctor's situation trigger strong reactions?
3. How did the perspectives presented by each group influence your own thoughts and opinions?
4. Were there any moments during the discussion where you felt conflicted or challenged in terms of your beliefs or values?
5. What ethical principles or values do you think were at play in the doctor's decision-making process? How did these values conflict or align with each other?
6. In light of the discussion, how do you perceive the concept of illegal income? What are the primary reasons certain sources of income are deemed illegal?
7. If you were faced with a similar ethical dilemma as the altruistic doctor, how might you approach the situation? What factors would you consider?
8. How can the insights gained from this discussion be applied to other real-world scenarios involving ethical choices, legality, and personal values?
9. Considering the concept of illegal income, how did the discussion shape your understanding of the risks and consequences associated with such sources of income?
10. Reflecting on the doctor's situation, do you think there could be instances where individuals might choose illegal means to fund important goals? What might be some of the motivations behind these choices?
11. Can you think of situations in your personal or professional life where ethical dilemmas and the legality of certain actions overlap? How might you approach these situations differently based on the insights gained from this activity?

Variation - The polemical chair

1. **Arrange the Space (2 minutes):**
Set up the chairs in a U-shape with two chairs in the center.

2. **Youth worker chooses a Dilemma (2 minutes):**
The youth worker selects a dilemma designed to provoke discussion among the participants. Youngs can also suggest their own dilemma for the activity.

3. **Explanation of Activity Rules (3 minutes):**
The facilitator explains the rules of the activity as follows:
   - The facilitator will present a dilemma.
   - After hearing the dilemma, the young people will take a position by sitting on either agree or 'yes' answer side, disagree or 'no' answer side, or in the middle (undecided).
   - In case there is an approximately equal number of young people on both sides, representatives from each side will sit in the middle chair and present arguments to persuade young people from other sides to change their opinions and positions.
   - Youngs are not allowed to speak unless they are sitting in the middle chair.
   - A decision about a dilemma is adopted as a group if a clear majority of young people are sitting on one of the sides (agree or disagree).

4. **Dilemma Discussion (15-20 minutes):**
The facilitator presents the dilemma, and young people take their positions. The dilemmas are read one by one, and young people indicate whether they say yes or say no with each rule.

This activity encourages young people to engage in discussions, make decisions collectively, and understand the importance of setting group rules through a participatory process.

Handout

OTHER DILEMMA

Here are some ethical dilemmas related to money, spending, borrowing, and income generation that could be relevant for European youth and you can use it for this time of debate activity

1. Ethical Consumerism: Imagine you want to buy a new smartphone. You have the option to choose between a brand known for exploiting workers in developing countries to keep prices low and a more expensive brand known for fair labor practices. Do you prioritize cost savings or ethical considerations in your purchase?

2. Credit Card Debt: You have a credit card with a high limit, and you're tempted to make a large purchase that you know you can't afford to pay off in full. Is it ethical to use the credit card, knowing that it may lead to substantial debt and high-interest payments?

3. Unreported Income: You have a part-time job where your employer pays you in cash, allowing you to avoid taxes. Is it ethical to accept this arrangement, even though it potentially deprives your country of tax revenue that supports essential services?

4. Financial Pressure on Family: Your family is facing financial difficulties, and you discover that your parents are considering taking out a high-interest payday loan to cover immediate expenses. Is it ethical to intervene and try to find alternative solutions, even if it goes against their wishes?

5. Inheritance Dilemma: You inherit a significant sum of money from a distant relative, but you learn that this wealth is linked to unethical business practices in the past. Do you accept the inheritance and use the money, or do you donate it to a cause aligned with your ethical values?

6. Cryptocurrency Investment: You have the opportunity to invest in a cryptocurrency that has a high potential for profit, but it's known to have environmental impacts due to energy-intensive mining processes. Is it ethical to invest in it, considering the environmental consequences?

7. Ethical Investments: You have the choice to invest your savings in a portfolio that includes companies known for their sustainable and ethical practices, but the returns are expected to be lower than a traditional, less ethical portfolio. Do you prioritize financial gain or ethical considerations when investing?

8. Financial Support for Friends: A close friend asks you for a significant loan to start a business, but you have doubts about their business plan and their ability to repay the loan. Do you provide the financial support, potentially jeopardizing your friendship, or decline and risk damaging the relationship?

9. Charitable Donation or Personal Luxury (Spending Dilemma): You have a significant amount of money. You must decide whether to donate a substantial portion to a charitable cause that could save lives or use it to purchase a luxury item that you've always wanted.

10. Unjust Business Profit (Income Dilemma): You work for a company that is making substantial profits by exploiting labor practices in a developing country. You have the option to blow the whistle and risk your job or stay silent and continue to profit from the company's actions.

11. Borrowing for Education (Borrowing Dilemma): You are a student facing high tuition fees for a prestigious university. You can either borrow a substantial amount to attend this university or choose a more affordable option that may limit your career prospects.

12. Financially Supporting a Family Member (Spending Dilemma): Your sibling or close family member is in severe financial distress and asks you for a large loan that they may not be able to repay. You must decide whether to help them financially, potentially jeopardizing your own financial stability.

13. Investing in Controversial Industry (Investment Dilemma): You have the opportunity to invest in a profitable but controversial industry, such as tobacco or weapons manufacturing. You must decide whether to prioritize financial gain or ethical considerations.

14. Excessive Personal Spending (Spending Dilemma): You have a habit of indulging in expensive purchases and luxurious experiences, even though you know it's contributing to personal financial instability. You must decide whether to continue this behavior or adopt a more frugal lifestyle.

15. Corporate Tax Evasion (Income Dilemma): You work for a company that engages in aggressive tax evasion strategies to minimize its tax liability. You must decide whether to report these activities to authorities or remain complicit.

16. Taking Advantage of a Financial Loophole (Spending Dilemma): You discover a legal loophole that allows you to significantly reduce your tax burden or receive financial benefits that were not intended for your situation. You must decide whether to exploit the loophole or report it.

These dilemmas touch upon various aspects of money management, ethical considerations, and personal values, challenging individuals to make difficult choices with moral and financial implications.

8. Criterias for the future

SUBJECT
Income
Career
Decisions

TIME
60 min

NO OF PARTICIPANTS
Min 5, max 24

AGE 15+

Activity Summary

This activity is based on the 'Snowball Method'. Through linking the individual activities with the ones carried out cooperatively within the groups, the number of elements, aspects, facets of a problem/situation are reduced and the focus is concentrated on the essential ones. This method motivates young people to think boldly without being discouraged by the opinions of others and to be confident in their own contribution.

The activity has 3 main steps. It begins with individual reflection, where each young person contemplates various job criteria and selects those most relevant to them. This cultivates critical thinking and self-awareness as participants weigh factors such as personal interests, work conditions, and income. By ranking the chosen criteria in order of importance, they learn to make informed decisions based on their values and aspirations. Through these 3 steps, participants not only deepen their self-awareness and decision-making skills but also build essential interpersonal competencies for effective teamwork and communication.

Educational Objectives

These educational objectives aim to create empowerment opportunities for participants towards the knowledge and skills necessary to make informed decisions regarding their financial well-being and life plans. By integrating financial literacy and life planning concepts into the activity, young individuals can gain valuable insights that contribute to their personal and professional development.

1. **Understanding Financial Criteria**
Participants identify and evaluate financial-related criteria when choosing a job, such as salary and earnings potential, and recognize their significance in financial stability and achieving life goals.

2. **Economic Impact**
Participants grasp the connection between job-related financial choices and their broader economic impact, fostering an understanding of personal financial responsibility in a societal context.

3. **Long-Term Financial Planning**
Through hierarchy discussions, participants reflect on how financial priorities align with long-term financial goals, encouraging them to consider the future implications of their decisions.

4. **Self-Reflection**
Participants engage in introspection about their values, interests, and aspirations. It's a concrete practicing on how to make job choices that align with their life plans.

5. **Goal Setting**
The activity invites participants to consider their aspirations beyond just financial aspects, encouraging them to include personal and life-related goals in their decision-making process.

6. **Lifestyle Considerations**
By discussing factors such as work-life balance, participants recognize the impact of job choices on their overall lifestyle, contributing to balanced life planning.

Requirements

- A climate of trust to be ensured in the working group *
- Emotional safety rules to be set in the group *

*= *ground rules which includes safe behavior and confidentiality issues are lined out right at the beginning of the activity*

Resources

- The piece of paper with the 2 flowers drawn or prepared on a slide to be projected for the participants.
- Flipchart, handout with the criteria, sticky gum, markers (at least 1 for noting the votes for the flowers), printed information for individual task 1 and task 2, pens and papers for participants for part B, C, D.

Notes

Depending on the group, you can change the working time on pairs or small groups, if relevant.

Introduction

10 min

We start the activity by using an Icebreaker question related to the topic:

- **Which flower is more beautiful?**

Young people are asked which flower they like most (show the both flowers, see handout) and the reasons they like it most. The votes are counted for each flower.

Discuss with the group whether there were clear criteria related to the evaluation of the drawing and which were those. (for example: accuracy of lines, resemblance to a real flower, etc.).

Create the link with everyday life with the next question:

- **What are the criterias by which we evaluate our success or by which we make decisions in life?**

The experience

40 min

Step A. The individual work phase:

Select and provide reasoning for three criteria from the list below that you would consider when choosing a job, as well as three criteria that you would consider the less. Explain the reasoning behind your choices. You can write down your arguments and organize your thoughts easier.

Task 1. Tick and argue. Choose 3 of the criteria below that:

- Are important for you when choosing a job.
- Are less important for you when choosing a job.

Define the reasons for these choices. (they can write them down of it is easier to keep in mind)
I am going to choose a job:

- *which I like;*
- *where young and friendly staff are employed;*
- *which is well paid;*
- *which does not require much work;*
- *which has long lunch breaks and a short working week;*
- *which requires continuous learning;*
- *which has a friendly boss.*
- *which corresponds to my competences;*
- *where the office is beautiful and the building looks good;*
- *which gives me the opportunity to earn more over time.*

Task 2. Rank the criteria for choosing the job according to importance, from the most important to the least important.

- *to be people who depend on me;*
- *to do something good and useful in life;*
- *to have respect, recognition and prestige;*
- *to follow my vocation (to do what I know how to do best);*
- *have an easy and pleasant life;*
- *to follow the family tradition;*
- *to learn and to become a better professional;*
- *to earn well, regardless of the effort.*

Step B. The phase of working in pairs:

Ask participants to go in pairs and to discuss their results. *(This is where their written notes come in handy)* Tell they have to define together **from task 1**: the 2 most important criteria and the 2 less important ones. **From task 2**: create a common ranking. Tell the pairs to write down the results.

Step C. The reunion phase:

In this phase, create larger groups of 2 or 3 pairs. After they share their results of working in pairs, their task is to do the same, but this time in the larger group. Tell the groups to write down the results.

Step D. The whole group phase:

Bring all the groups together and each group presents their results, Discover and discuss together the commonalities and differences in the selected criteria and hierarchies. You can use questions such as: "**Which criteria were most frequently chosen: Interest, skills, income, or work-related conditions?**" Explore together with the group these preferences and share insights.

Debriefing

10-30 min

For the debriefing, we propose the following questions. Depending on the available time, explore less or more questions.

- How do you feel about this activity?
- What were the most significant aspects of the activity that stood out to you?
- How did you feel during the individual reflection phase? Were there any moments that particularly resonated with you?
- Can you recall any criteria that you found challenging to choose from Task 1?
- Looking back at your choices, is there a pattern or trend that you notice in the criteria you selected?
- How did your personal values and interests influence your decisions?
- As you ranked the criteria in order of importance, what underlying principles or factors influenced your decision-making process?
- How did the activity make you reevaluate your understanding of career priorities and decision criteria?
- Can you draw connections between the criteria you chose and broader concepts such as personal growth, work-life balance, or societal values?
- How might the insights gained from this activity influence your future career exploration and decision-making?
- Are there any changes you might consider making to your approach to selecting a job after participating in this activity?
- How can you apply the collaborative decision-making skills you practiced during the pair and larger group in other areas of your life?
- In what ways did this activity challenge your assumptions about career choices and priorities?
- How did the diverse perspectives within the group contribute to a richer understanding of the factors influencing job selection?
- Looking at the collective outcomes, what do you think the most common criteria reflect about our shared values and goals?

THE MOST BEAUTIFUL FLOWER

9. Professional dilemma

SUBJECT
Income
Critical analysis
Decisions

TIME
90 min

NO OF PARTICIPANTS
8-24

AGE 14+

Activity Summary

This activity happens in **five small groups.** Each group is assigned a case sheet involving different scenarios. For 20 minutes, the groups engage in discussions centered around several key aspects of their case. These include identifying the problems in each situation, exploring the emotions experienced by the characters, evaluating the advantages and limitations of the professions involved, making decisions for the presented scenarios, and outlining personal career criteria.

The first case introduces Mary, a dedicated girl involved in basketball, who struggles to be part of the team due to her height. The second case follows Camelia, who admires her teaching grandmother but becomes concerned about the low salary associated with the profession. In the third case, Ana dreams of being a surgeon despite fainting at the sight of an accident victim. Case four focuses on Alex, a talented musician but forced by his parents into studying law for better pay. The final case highlights Maria, an excellent student contemplating a career in finance but is discouraged by the job opportunities in her country.

After these discussions, each group presents their chosen decisions and perspectives, allowing for a comparison of the choices made by the various groups. This activity encourages **critical thinking, empathy, and reflection on personal career aspirations**, while also fostering an understanding of the complexities and considerations involved in making life-altering decisions.
It is not the purpose to find 'the' correct solution, there is none.

Educational Objectives

By engaging in this activity, participants have the opportunity to practice their critical thinking, empathy, decision-making competence, and understanding of complex factors influencing career choices and life paths. They will also practice effective communication and collaboration while reflecting on their own values and aspirations.

1. **Critical thinking and problem solving**
Participants identify and analyze the problems presented in each case, by evaluating the various factors contributing to the challenges and by developing creative and thoughtful solutions to address the problems.

2. **Career explorations and decision-making**
Participants examine the advantages and limitations of each presented case, consider alignment of personal interests, values and skills with chosen profession and justify decisions based on a combination of personal aspirations and practical considerations.

3 **Empathy and Emotional Understanding**
Participants recognize and discuss the emotional impact of different life choices & circumstance and also the importance of understanding emotions in decision making processes.

4 **Self-reflection and Goal Setting**
Participants reflect on personal criteria for choosing a career and setting future development goals, through identifying individual strengths, weaknesses and relevant values.

5 **Awareness and open-mindedness**
Participants integrate insights from various fields such as economics, psychology, sociology, as well as considering different aspirations and life circumstances, fostering an open-minded approach to different perspectives and choices.

6 **Time management and presentation**
Pparticipants practice to manage time effectively within the group discussions and present findings, decisions clearly within the allocated time.

Requirements

- A climate of trust to be ensured in the working group *
- Emotional safety rules to be set in the group *

*= *ground rules which includes safe behavior and confidentiality issues are lined out right at the beginning of the activity*

Resources

- A sheet of printed cases for each group
- Pens, papers if needed to take notes
- Flipchart-paper-marker for highlights and/ or conclusions

Notes

Timing of the activities will be adapted as appropriate to the group of young people involved.

Introduction 10 min

As a starter for the activity, challenge the young people to explain the following proverb:

"*Without training you cannot try, without trial there is no progress, without progress there is no perfection, without perfection there is no satisfaction*." (Sri Chinmoy, also known as Chinmoy Kumar Ghose)

Support question: Do you agree with the progression from training to satisfaction as described in the proverb? Explain your reasons.

The experience 35 min

Divide the group into 5 smaller groups and give each group a case sheet. (**NOTE:** Youth worker decides groups of 3 or 4 young people and if each group receives all 5 cases, but in this case the group analysis time will increase to at least 30-40 minutes)

The groups have 20 minutes to discuss the following issues:

- Define the problem of each situation.
- Explain the feelings that each character has experienced.
- What are the advantages and limits of choosing each profession?
- What decision would you make in the case of the proposed situation?
- What are the criteria for choosing a career for you?

Case 1. Mary is a hard-working girl. She attends the basketball section of the local gymnasium. Although she goes to training regularly and obtains good results, she faces a constant problem: her low stature/ height, because of which, despite being her desire, she does not manage to become a member of the basketball team.
Case 2. Camelia often went on vacation to her grandmother who is a teacher. She saw how much her grandmother loved reading school books and teaching students. But one day she finds out the low salary her grandmother receives, and she gets worried.
Case 3. Ana loves medicine very much and plans to do higher education in this field. Her dream is to become a surgeon. But each time when seeing a person injured in an accident, she faints.
Case 4. Alex plays the guitar and creates his own songs. He has participated in numerous music competitions in which he took leading positions. However, his parents do not agree with this choice and force him to continue his studies at law school, arguing that a profession in that field is paid better.
Case 5. Maria is an exemplary student, who completed high school studies with brilliant results. Although she had been thinking about working in the financial field, she was outraged when she found out that all her colleagues, who also graduated from the university, found no jobs and went abroad.

Each group presents a case, after the other teams provide alternative solutions or perspective about that case and can compare their case with the one presented (similarities, differences)

Debriefing

15 -30 min

The following debriefing questions aim to encourage participants to reflect on the activity, connect the experiences of the characters to their own lives, and foster a deeper understanding of decision-making, empathy and career exploration. Choose the most relevant questions, according to the time available and the level of engagement of the young people.

- How did you feel about this activity?
- How does the initial proverb relate to the challenges and decisions faced by the characters in the cases?
- What were the main problems or challenges that the characters encountered in every case?
- How did these problems contribute to the characters' decision-making processes?
- What emotions do you think the characters might have experienced in each situation?
- How might their emotions have influenced their choices and decisions?
- For each case, what were the advantages and limitations of the profession or path the character was considering?
- How might personal interests and competences align or conflict with these career choices?
- Why did you choose that particular decision?
- Were there any alternative decisions that you considered during your discussion? What were the reasons behind those alternatives?
- Based on the cases, what criteria do you think are important for choosing a career?
- How do these criteria align with your own thoughts about choosing a career path?
- As a group, what were the similarities and differences between your group's decisions and the decisions of other groups for the cases?
- What insights did you gain from hearing different perspectives and choices?
- What will you remember from these cases about the complexities of decision-making and pursuing one's passions?
- Did any of the cases resonate with your personal experiences or the experiences of people you know? How so?
- What additional thoughts, questions, or observations do you have about the activity and the topics discussed?

CASE STUDIES

DILEMMAS

- Determine the problem of each situation.
- Explain the feelings that each character has experienced.
- What are the advantages and limits of choosing each profession?
- What decision would you make in the case of the proposed situation?

CASE NO. 1

Mary is a hard-working girl. She attends the basketball section of the local gymnasium. Although she goes to training regularly and obtains good results, she faces a constant problem: her low stature/ heights, because of which, although it is her desire, she does not manage to become a member of the basketball team.

CASE NO. 2

Camelia often went on vacation to her grandmother who is a teacher. She saw how much her grandmother loved reading school books and teaching students. But one day she discovers the low salary her grandmother receives, and she gets worried.

CASE NO. 3

Gabi loves medicine very much and plans to do higher education in this field. The dream is to become a surgeon. But every time seeing a person injured in an accident, she faints.

CASE NO. 4

Alex plays the guitar and creates his own songs. He has participated in numerous music competitions in which he took leading positions. However, his parents do not agree with this choice and force him to continue his studies at law school, arguing that a profession in that field is better paid.

CASE NO. 5

Maria is an exemplary student, who completed high school studies with brilliant results. Although she had been thinking about working in the financial field, she was outraged when she found out that all her colleagues, who also graduated from the university, found no jobs and went abroad.

10. Competencies auction

SUBJECT
Career
Generate revenue

TIME
120 min

NO OF PARTICIPANTS
Min 6, max 24

AGE 13+

Activity Summary

In this activity, participants engage in a dynamic exploration of their desired professional careers and the skills required to achieve them. They begin by discussing career aspirations and the criteria influencing their choices in pairs. Participants then evaluate their existing competences and identify areas for improvement aligned with their chosen careers.

Each participant receives 200 points to allocate strategically to various skills. The youth worker presents a selection of general skills, highlighting their potential monetary value in relevant industries, and participants bid points on the competences they find most valuable. After the initial round, additional competences are distributed randomly among participants. A 15-minute period follows, during which participants can negotiate card exchanges and purchases using their remaining points. Finally, participants assess potential career portfolios based on acquired competences and identify areas for competence development. The activity encourages thoughtful consideration of career pathways and competence acquisition, making use of a dynamic bidding system to foster engagement and decision-making. Note that the youth worker should be prepared with industry-specific earning data for the competences presented.

It is a set of cards with competences of which: 102 specific competencies by field of activity and 18 general competences.

The competences are selected according to a human resources analysis at European level from the analysis of the labor market, regarding the requirements of the employers.

Objectives

1. **Respect for Uniqueness and Human differences**
   Participants become aware of career aspirations and competence sets.

2. **Linking education and career**
   Participants recognize the importance of their educational pursuits with long-term career plans and articulate how the identified competences contribute to their professional success.

3. **Stimulating interest in educational paths**
   Participants demonstrate increased curiosity and interest in specific educational paths that correspond to their choices and can make plans to engage actively in the process of acquiring competences.

4. **Critical thinking and decision making**
   Participants critically evaluate the worth of competences within specific industries and will make strategic choices during the bidding process, refining their decision-making competence.

5. **Communication and collaboration**
   Participants engage in meaningful discussions with peers for competence exchange, fostering teamwork and interpersonal interactions.

6. **Self-awareness and personal development**
   Participants reflect on their current competences while identifying areas for personal growth and development.

Requirements

- Preliminary discussions about career plans
- A climate of trust to be ensured in the working group *
- Emotional safety rules to be set in the group *

*= *ground rules which includes safe behavior and confidentiality issues are lined out right at the beginning of the activity*

Resources

- Cards with competence
- Tokens with points
- List of competences

Notes

- It should be checked whether participants understand what competence refers to each card and provide examples of how it is put into practice especially in technical competences. References can also be made to European competences to increase the value of competence, especially those that are general.
- The youth worker can decided how many and what are the competences they want to use in the activity, depending on the No of participants, age and level of education.

Introduction

15 min

1. Each participant discusses with a partner the type of professional career they want to have. What were the criteria for selecting it?
What competences they have now and what competences they want to acquire in order to have that profession.
2. Each participant receives 200 points that they can use to 'buy' certain competences

The experience

45 min

1. The youth worker presents a minimum of 10 general competences and what is the value of the monetization of the ability in relation to the jobs in which those competences are required. Then young people can bid a sum of points, according to their interest to acquire this competence. The one who bids the most points wins. If it takes a long time to present the competences, you will present only 10. Otherwise, have a second round of selling 10 other general competences.

2. Distribute the rest of the competence cards randomly between the participants.

3. Participants have **15 minutes during which they can exchange competence cards** between them and buy other competences with what they have still left of their points. The point price is decided between the participants themselves.

4. Each participant assesses what **portfolio of occupations they can exercise** if they have those competences and what competences they lack.

5. Each participant receives **the education plan handout to register the competences** and create an educational plan to acquire the competences according to their career path.

Debriefing

45 min

The below questions serve as a guideline to support the analytic debriefing after the activity. Feel free to reduce or to add questions, according to the time available and the interest/ engagement of the young people.

- How did you feel about this activity? What made you feel like that?
- What were some common themes or criteria that emerged when discussing your chosen professional career paths?
- Did any of your colleague's career plans surprise you? If so, how?
- How did you and your partner approach to select competences from the list? Were there any specific competences that were unanimously chosen?
- Were there any competences that you initially didn't consider but decided to include after discussing them with your partner?
- How did you decide which competences to allocate your points to? What factors influenced your decisions?
- Were there any competences that multiple participants highly valued and therefore resulted in competitive bidding?
- Which general competences presented caught your attention the most? What were reasons for that?
- Did you find the information about the monetization of competences valuable in making your bidding decision?
- Can you share an example of a competence you bid on and won? How do you envision using that competence in your chosen career path? What strategies did you use to determine how much to bid?
- Did you participate in the competence cards exchange during the activity? How did you approach negotiation and trading with others?
- Were there any challenges you faced when trying to exchange or acquire competence cards? How did you deal with them?
- Based on the competences you acquired, what range of occupations do you feel confident to excel in?
- Did the activity highlight any competences that you realized are crucial for your desired career but were not initially on your radar?
- After this activity, are there competences you feel you would like to improve? How do you plan to do that?
- Were there any competences that you now realize are important across a wide range of professions?
- Did any interesting discussions or debates arise during the activity-especially during the bidding or competence exchange?
- If so, how did working in pairs and as a group improved your decision-making and understanding of different perspectives?
- How do you intend to use the insights gained in this activity in your personal career development plan?
- Are there any specific steps you want to take based on what you have learned today?

Handout

COMPETENCY CARDS

GENERAL COMPETENCES

Targeted position

Strengths

Objectives

In the short term:

In the long term:

Weaknesses

Competences I have now

Areas of interest

Competences I want to acquire

Financial needs

Ways of education to acquire competences

MODEL OF A COMPLETED
EDUCATION PLAN

Targeted position

Account Manager

Strengths

Excellent multitasking and communication competences.

Knowledge of English at an advanced level.

Objectives

In the short term:

Obtaining 3 digital marketing certifications, obtaining a certification for the use of Google Analytics.

In the long term:

Coordinating at least 2 projects in the current position, building closer relationships with team members and clients, networking.

Weaknesses

Lack of experience in coordinating projects.

Competences I have now

Very good communication and networking competences, organization of time and tasks in the workplace, negotiation competences, experience in interacting with customers, Microsoft Office tools (Word, Excel, PowerPoint, Outlook)

Areas of interest

Digital marketing, publicity, leadership.

Competences I want to acquire

Critical thinking, leadership competences, risk-taking, strategic thinking, digital marketing knowledge, ability to resolve conflicts within a team.

Financial needs

Salary over 1000 euros, meal/ food vouchers, medical subscription to a private clinic.

Ways of education to acquire competences

- Online courses: Coursera and Google
- Attend courses at Marketing Faculty
- Follow on YouTube a relevant person in the marketing field

Handout

COMPETENCES FOR AUCTION

Please note that these are rough estimates and can vary based on many factors. Additionally, some competences are applicable to a wide range of jobs, and earnings can depend on the specific industry and geographic location. Always research specific roles and industries for the most accurate salary information.

1. Entrepreneurial Competences

- **Jobs:** Business Owner, Startup Founder, Entrepreneurial Coach
- **Earnings:** Earnings can vary widely depending on the success of the business or ventures. Entrepreneurial earnings can range from potentially nothing in the early stages to substantial profits if the business is successful.

2. Adaptability and Creativity

- **Jobs:** Creative Director, UX/UI Designer, Innovation Manager
- **Earnings:** Salaries can range from €40,000 to €150,000 or more, depending on expertise and industry.

3. Teamwork Competences

- **Jobs:** Team Leader, Project Manager, Collaboration Specialist
- **Earnings:** Salaries can range from €40,000 to €150,000 or more, depending on expertise and industry.

4. Project Management and Financial competences

- **Jobs:** Project Manager, Financial Analyst, Operations Manager
- **Earnings:** Salaries can range from €50,000 to €150,000 or more, depending on expertise and industry.

5. Strategic Thinking, Risk Analysis, and Uncertainty

- **Jobs:** Strategic Planner, Risk Analyst, Business Consultant
- **Earnings:** Salaries can range from €50,000 to €150,000 or more, depending on expertise and industry.

6. Leadership Skills and Civic Spirit

- **Jobs:** Team Leader, Nonprofit Director, Community Organizer
- **Earnings:** Salaries can range from €40,000 to €150,000 or more, depending on expertise and industry.

7. Collaborative Leadership and Initiative

- **Jobs:** Team Leader, Project Manager, Innovation Manager
- **Earnings:** Salaries can range from €50,000 to €150,000 or more, depending on expertise and industry.

8. Public Speaking and Media competences

- **Jobs:** Public Speaker, Media Relations Specialist, Spokesperson
- **Earnings:** Earnings can vary widely depending on the success and recognition of the speaker, ranging from a few hundred euros per event to several thousand euros.

9. Leadership competences of Various Teams

- **Jobs:** Team Manager, Department Head, Executive Director
- **Earnings:** Salaries can range from €60,000 to several hundred thousand euros, depending on the level of leadership and organization.

10. Cognitive Flexibility and Active Listening

- **Jobs:** Training Specialist, Counselor, Mediator
- **Earnings:** Salaries can range from €40,000 to €100,000 or more, depending on expertise and industry.

11. Competences in Digital Process Design

- **Jobs:** Process Designer, User Experience Designer, Business Analyst
- **Earnings:** Salaries can range from €50,000 to €120,000 or more, depending on expertise and industry

12. Digital Competences and New Technologies

- **Jobs:** Digital Marketing Specialist, IT Specialist, Data Scientist
- **Earnings:** Salaries can range from €50,000 to €150,000 or more, depending on expertise and industry.

13. Data Analysis and Management

- **Jobs:** Data Analyst, Data Scientist, Business Intelligence Manager
- **Earnings:** Salaries can range from €60,000 to €150,000 or more, depending on expertise and industry.

14. Virtual Collaboration Capability (Zoom, Beekast, Teams, etc.)

- **Jobs:** Remote Project Manager, Virtual Team Coordinator, Online Trainer
- **Earnings:** Salaries can range from €50,000 to €120,000 or more, depending on expertise and industry.

15. Critical Thinking and Solving Complex Problems

- **Jobs:** Problem Solver Specialist, Analyst, Management Consultant
- **Earnings:** Salaries can range from €50,000 to €120,000 or more, depending on expertise and industry.

16. Emotional Intelligence, Cultural Skills, and Diversity

- **Jobs:** Diversity and Inclusion Manager, HR Specialist, Cross-Cultural Trainer
- **Earnings:** Salaries can range from €50,000 to €120,000 or more, depending on expertise and industry.

17. Interpersonal Communication and Empathy

- **Jobs:** Counselor, Social Worker, Customer Support Specialist
- **Earnings:** Salaries can range from €30,000 to €80,000 or more, depending on expertise and industry.

18. Autonomy in Learning

- **Jobs:** Self-Employed Consultant, Online Educator, Independent Researcher
- **Earnings:** Earnings can vary widely depending on the individual's pursuits and level of success.

LIST OF COMPETENCES
FOR THE PARTICIPANTS

1. Microsoft Office Suite: Word, Excel, Access, Publisher, Outlook, PowerPoint Data Entry
- **Jobs:** Administrative Assistant, Data Entry Clerk, Office Manager
- **Earnings:** Salaries can range from €30,000 to €60,000, depending on the role and experience.

2. Accounting/Excel
- **Jobs:** Accountant, Financial Analyst, Budget Manager
- **Earnings:** Salaries vary, with accountants typically earning between €50,000 and €100,000 or more.

3. Enter Data in Different Programs
- **Jobs:** Data Entry Specialist, Database Administrator, Research Assistant
- **Earnings:** Salaries range from €30,000 to €60,000 or more, depending on the role.

4. Research and Data Analysis
- **Jobs:** Market Research Analyst, Data Scientist, Research Scientist
- **Earnings:** Salaries can range from €50,000 to €150,000 or more, depending on the role and industry.

5. Development of Web Applications
- **Jobs:** Web Developer, Software Engineer, Front-End Developer
- **Earnings:** Salaries typically range from €60,000 to €150,000 or more, depending on expertise and location.

6. Ability to Interact with an Application or Website
- **Jobs:** User Interface Designer, User Experience Tester, Help Desk Support
- **Earnings:** Salaries vary based on job type and industry, ranging from €40,000 to €120,000 or more.

7. Technical Writing: Documentation, Reports, Projects, etc.
- **Jobs:** Technical Writer, Content Developer, Instructional Designer
- **Earnings:** Salaries can range from €50,000 to €100,000 or more, depending on expertise and industry.

8. Using Cloud Networks and Sharing Files
- **Jobs:** Cloud Solutions Architect, IT Administrator, Systems Engineer
- **Earnings:** Salaries range from €60,000 to €150,000 or more, depending on the role and expertise.

9. SEO/ SEM Marketing
- **Jobs:** SEO Specialist, SEM Manager, Digital Marketing Manager
- **Earnings:** Salaries vary widely, from €40,000 to €150,000 or more, depending on experience and industry.

10. UI/ UX Design

(create user-friendly interfaces that enable users to understand how to use complex technical products)

- **Jobs:** UI/UX Designer, Interaction Designer, User Experience Researcher
- **Earnings:** Salaries typically range from €60,000 to €150,000 or more, depending on experience and location.

11. Video Production

- **Jobs:** Video Producer, Film Director, Video Editor
- **Earnings:** Salaries can vary widely, from €40,000 to €150,000 or more, depending on expertise and industry.

12. Data Security

- **Jobs:** Information Security Analyst, Cybersecurity Engineer, Chief Information Security Officer (CISO)
- **Earnings:** Salaries typically range from €70,000 to €150,000 or more, depending on expertise and industry.

13. Project/ Campaign Management

- **Jobs:** Project Manager, Campaign Manager, Event Coordinator
- **Earnings:** Salaries range from €50,000 to €150,000 or more, depending on the project scope and industry.

14. Social Media and Mobile Marketing

- **Jobs:** Social Media Manager, Digital Marketing Specialist, Mobile App Marketer
- **Earnings:** Salaries vary, ranging from €40,000 to €120,000 or more, depending on experience and industry.

15. Create Advertising Campaigns

- **Jobs:** Advertising Manager, Creative Director, Marketing Strategist
- **Earnings:** Salaries can range from €50,000 to €150,000 or more, depending on the level of responsibility and industry.

16. Marketing B2B

- **Jobs:** B2B Marketing Manager, Business Development Specialist, Account Executive
- **Earnings:** Salaries vary, with B2B marketing roles typically offering salaries between €50,000 and €120,000 or more..

17. Edit Texts

- **Jobs:** Editor, Copywriter, Content Manager
- **Earnings:** Salaries range widely, from €40,000 to €100,000 or more, depending on expertise and industry.

18. Instruments CMS

- **Jobs:** Content Manager, Website Administrator, CMS Specialist
- **Earnings:** Salaries can range from €40,000 to €90,000 or more, depending on the organization and level of responsibility.

11. The deserted island

SUBJECT
Psychology of money
Motivation
Revenue

TIME
50 min

NO OF PARTICIPANTS
6 - 24

AGE 14+

Activity Summary

In this engaging youth activity, participants are immersed in a unique survival scenario designed to practice their strategic thinking and teamwork. The scenario involves imagining themselves stranded on a deserted island with limited resources, where they must choose the most essential individuals for survival. At the outset, diverse professions, including the unconventional, are discreetly distributed among the participants. During the first round, each participant advocates why their competences and qualities render them indispensable for island life. The second round shifts to collaborative discussions within smaller groups, as participants debate and select the most vital professions for survival. These selections are then presented to the larger group. The third round intensifies as all participants make their final, compelling arguments to secure their professions' importance. A private voting process ensues, culminating in the reveal of the winners – those whose professions garnered the highest votes.

The activity fosters active participation, critical argumentation, and encourages exploration of a diverse range of professions, offering a holistic experience that showcases the significance of diverse competences and qualities for collective survival.

Educational Objectives

The Deserted Island activity provides youth with a hand-on experience that encourages critical thinking, empathy and self-awareness regarding professions and their societal importance. The activity challenges assumptions, promotes collaboration, and fosters a deeper understanding of how societal values influence career perceptions. It equips youth with the tools to make more informed and unbiased career decisions and prepares them to appreciate the diverse contributions of different professions in society.

1. **Identify perceived value**
   Youth assess the arguments presented by their peers to identify the perceived value and impact of different professions in a survival scenario, examining implicit biases of their own and those of the society.

2. **Understand persuasive communication**
   Understanding the art of persuasive communication and its impact on decision-making processes, through analyzing pleas and arguments of their peers.

3. **Apply critical thinking**
   Engaging in critical thinking to evaluate the arguments presented, considering both tangible and intangible contributions of different professions to survival and well-being.

4. **Promote collaboration**
   Youth collaborate and communicate effectively during the discussions, by practicing active listening and constructive dialogue.

5. **Encourage empathy**
   Gaining insight into the challenges and responsibilities of various professions, fostering empathy and a broader understanding of diverse roles.

6. **Reflection on personal values**
   Youth reflects on their personal values and priorities when it comes to choosing professions by considering experienced selections and justifications.

Requirements

- A climate of trust to be ensured in the working group *
- Emotional safety rules to be set in the group *

*= *ground rules which includes safe behavior and confidentiality issues are lined out right at the beginning of the activity*

Resources

- List of various professions
- Voting system (small papers for voting, markers, etc.)

Notes

When preparing the activity, decide which option of the activity you will use: the one in which you hand out randomly the professions or the one in which the youth chooses their preferred profession.

Introduction

15-20 min

1. Gather all youth in a suitable venue.
2. Begin with a short discussion about what **professions** they believe are most important to society. Discuss and debate the top 5 professions from their point of view.
3. Encourage youth to share their reasons for considering these professions vital.

The experience

30 min

Profession Introduction and Island Scenario

1. Explain the activity: *"Imagine being stranded on a deserted island with limited resources and must choose the most indispensable people to survive, there will be 3 rounds voting."*
2. Distribute sheets of paper with profession names written on them. Make sure there are a variety of professions, including unusual old ones: Window maker, chimney cleaner, school counselor, nurse, serial killer detective, prostitute manager, unemployed, priest, grave digger etc.
3. Everyone randomly picks a profession without revealing it to others.

Round 1 - Argumentation

1. Youth take turns introducing themselves (through the eyes of their profession without confessing what this profession is) and arguing why they are indispensable for survival on the deserted island.
2. Each participant focuses on their competences, experiences, and qualities that would contribute to the group's survival.
3. After each argument, give a little time for possible questions or counter arguments.

Round 2 - Choosing Survival Team

1. Divide the group into smaller groups (3-5 people) to discuss and debate which professions they believe are the most vital for survival based on each argumentation of each youth without knowing for sure what profession is.
2. Within the groups, all share their arguments and engage in discussions to collectively decide on the 5 top choices.
3. Each group presents their chosen professions and the reasons behind their decisions to the larger group.

Round 3 - Final Argumentation and Voting

1. All the groups share in plenary their final arguments for why their professions should be among the chosen ones.
2. Each participant privately votes for the three individuals they believe are most indispensable for survival on the island. They cannot vote for themselves.
3. Collect the votes and calculate the results.

Profession Reveal and Winner Selection

1. Announce who has received the highest number of votes as the winners.
2. Youth reveal their assigned professions and share the reasons behind their arguments.
3. Discuss the diversity of professions and the rationales youth used to make their decisions.

Debriefing

15 min

We suggest the following questions for the debriefing phase. According to the available time and interest of the group, select less or more questions.

- How do you feel about this activity?
- What where the most compelling arguments presented in each round?
- Did you notice any patterns in the types of arguments used during the three rounds of argumentation?
- Were there any surprising or unexpected arguments that influenced your decisions?
- If so, how did your perception of various professions change throughout the activity?
- Did the arguments presented by others make you reconsider the importance of certain professions?
- Were there any professions that you initially underestimated but later recognized as crucial?
- Did you make any assumption about the profession based on the arguments provided?
- How did not revealing the actual professions impact your decision-making process?
- Were there any discrepancies or surprises between the arguments made and the revealed professions?
- What were the most important arguments for which certain professions were chosen?
- How might this experience influence your future interactions and decision-making regarding professions and people?
- Did you find it challenging to persuade others or to evaluate the validity of arguments presented by your peers?
- How did listening to others' arguments help you better understand their perspectives and the reasons behind their choices?
- Did participating in this exercise change your views on the concept of importance within society?

12. Financial problems

SUBJECT
Budget
Planning
Lifestyle

TIME
60 min

NO OF PARTICIPANTS
6 - 24

AGE 16+

Activity Summary

In this activity, young people are introduced to the fundamental concepts of budgeting, credit, and credit cards through engaging scenarios and hands-on exercises. Youth explore real-life situations that involve making financial decisions and are divided into groups to analyze these scenarios with the corresponding objectives of each character, identifying opportunities for financial improvement. Utilizing adapted budget sheets, youth work collaboratively to restore the budgets based on more responsible choices, adjusting expenses, credit usage, and credit card payments. During presentations, each group explains their modifications, fostering discussions that highlight various strategies and insights. Through this interactive approach, youth enhance their understanding of practical financial management, create empowerment opportunities for them to make informed choices and cultivate financial literacy competence essential for their future.

Educational Objectives

Through active engagement in this activity, youth will not only enhance their understanding of financial statements and budget management but also develop essential competences for making informed financial decisions tailored to their unique circumstances and aspirations.

1. **Financial literacy development**
   Understanding the basic principles of financial statements and their components.

2. **Critical thinking**
   Comprehending the importance of budgeting through analyzing financial scenarios and identifying discrepancies between goals and realities.

3. **Problem solving**
   Cultivating problem solving competences by making informed decisions about reallocating funds and cutting expenses.

4. **Responsibility**
   Developing a positive attitude towards financial responsibility and effective money management.

5. **Financial decision**
   Incorporating the unique needs and priorities of the young generation in the budget adjustments.

6. **Reflection**
   Reflecting on the process of financial decision-making and its impact on overall financial well-being.

Requirements

- Budgeting exercises, practiced in advance.

Resources

- Financial statements (two different scenarios) adapted to the youth group and their life context specifics.
- Budget sheets for youth to work on
- Pens, pencils, and calculators
- Space for group discussions and presentations.

Notes

The specific content of the financial scenarios and budget sheets will depend on your community's context (countrywise, urban or rural, ethnic community etc) and the youth' demographics. Make sure to adapt them accordingly to make the scenarios relatable and engaging for the youth. The activity is designed to encourage active participation, critical thinking, and practical application of financial concepts.

Introduction 15 min

- Start with a brief explanation of the terms: budget, credit and credit cards.
- Provide real-life examples to illustrate each concept.
- Explain the purpose and importance of budgeting, responsible credit usage, and understanding credit cards.

The experience 45 min

1. Scenario Presentation:

- Present the first financial scenario to the youth.
- Read the scenario aloud and ensure everyone understands the situation.
- Repeat the process for the second financial scenario.

2. Group Discussion and Scenario Analysis:

- Divide youth into small groups.
- Distribute the scenario sheets and budget sheets to each group.
- Instruct them to read and analyze the scenarios, discuss the financial decisions made, and identify any areas of concern or improvement.
- Encourage critical thinking about budget allocation, credit decisions, and credit card usage.

3. Budget Restoration Activity:

- Ask each group to work together to restore the budget based on the given scenario.
- They modify the budget sheets to reflect more responsible financial choices.
- Youth adjust expenses, credit usage, and credit card payments as needed.

4. Explanation and Discussion:

- Have each group present their restored budget and explain the changes they made.
- Encourage youth to explain their thought processes and the reasons behind their modifications.
- Facilitate a discussion among all youth to compare different approaches and strategies.
- Emphasize the importance of budgeting, responsible credit use, and understanding credit card terms.
- Address any questions or concerns youth may have.

Debriefing

15 min

Adapt the questions based on the responses and dynamics of the group, and encourage open and respectful discussion.

- How did you feel about this activity?
- What were your initial thoughts when you received the scenarios and budget sheets?
- What steps did you take to work through each scenario? Could you explain your thought process?
- Were there any challenges you encountered while trying to restore the budget for each character? If so, what were they?
- What specific items of the budget did you modify and why did you make those changes?
- Did you prioritize certain expenses over the others?
- Did you find it difficult to balance the budget and meet objectives of the character in the scenario? What did you do to achieve the balance?
- How did your changes affect the overall financial situation for each character? Did you manage to improve their financial position, and if so, how?
- Did you prioritize any particular expenses or objectives while making adjustments? What were the reasons for that?
- Were there any common strategies you used in both scenarios, or did your approach differ significantly? What were the main reasons for that?
- How do the challenges you faced during the activity relate to real-life situations where you might have to manage your finances or make budgetary decisions?
- Can you identify any areas in your own finances where you could apply the principles of budgeting and financial planning?
- What steps can you take to ensure that you're making informed financial decisions in the future?
- What will you do differently in the future as a result of this experience?
- What will you change tomorrow in your attitude/behavior in such a situation?

CASE STUDY

JOHN

John's net monthly income is **1,642 euros**.

His fixed monthly expenses include:

- euro 550 for rent
- a school loan of 232 euro
- Car rate 152 euro
- An insurance of 112 euro

His flexible monthly expenses include:

- Utilities and phone bills, on average 125 euro
- 120 euro for food
- 50 euro for personal and household items
- 50 euro for gas and oil
- 100 euro for entertainment

His current debts are:

- 850 euro on a credit card from a store / The minimum monthly payment is 42 euro
- 1,200 euro on his credit card, which he accumulated from the withdrawal of a cash advance / The minimum monthly payment is 65 euro

John maintains his goal of opening a savings account and depositing a small part of every paycheck, only for situations if he has an emergency and needs extra cash. But he simply failed.

John's car breaks down on the way home from work. His mechanic tells him that it will cost about 1,200 euros to put the car back in functional mode. John needs his car to get to and from work. He has just been paid, so he uses most of his salary to repair his car.

If you were John, what would you do with your current short-term financial situation?

CASE STUDY

CARMEN

Carmen has a net monthly income of **1,200 euros**.

Fixed expenses include:

- 300 euros for rent (she shares an apartment with two friends)

Flexible monthly expenses include:

- €45 for her share of utility bills and phone bills
- €95 for food expenses
- €50 for personal and household items
- €50 for bus
- €40 for entertainment

Her current debts include:

- 232 euros at the local store, with a minimum monthly payment of 25 euros.

One of Carmen's roommates decides to move out, two days before the next month's rent. Carmen and her other roommate are able to come up with enough money to pay the rent, but this leaves Carmen without enough money to pay her share of the phone bill, utility bills and credit card payment.

If you were Carmen, what would you do?

BUDGET WORKSHEET

Name:

Month:

Revenue	**The beginning of the month**	**The end of the month**	**Difference**
The workplace #1	€	€	€
The workplace #2	€	€	€
Other	€	€	€
Total revenue	**€**	**€**	**€**
Fixed expenses			
Rent	€	€	€
Car insurance	€	€	€
Car Payment	€	€	€
Payments in installments	**€**	**€**	**€**
Payment of car credit	€	€	€
Credit card 1	€	€	€
Credit card 2	€	€	€
Total debt in installments	**€**	**€**	**€**
Flexible expenses			
Savings	€	€	€
Food	€	€	€
Utilities (gas, electricity, water)	€	€	€
Home maintenance (Staircase cleaning, etc)	€	€	€
Other	€	€	€
Transport	€	€	€
Bus fare	€	€	€
Petrol (Car fuel)	€	€	€
Parking and road charges	€	€	€
Repairs	€	€	€
Schooling	€	€	€
School expenses	€	€	€
Clothing	€	€	€
Entertainment	€	€	€
Household items	€	€	€
Personal items (toothpaste, etc.)	€	€	€
Total monthly expenses	**€**	**€**	**€**

HANDOUT TIPS
FOR YOUTH WORKER

1. Budget

A budget is a financial plan that outlines an individual's or organization's expected income and expenses over a certain period, typically a month or a year. The purpose of a budget is to allocate resources effectively, track spending, and ensure that spending aligns with financial goals.

Budgeting involves estimating income from sources like salaries, investments, and other earnings, and then allocating that income to various categories of expenses, such as housing, transportation, groceries, entertainment, savings, and debt repayment. By creating and adhering to a budget, individuals and organizations can manage their finances more efficiently, avoid overspending, and work towards their financial objectives.

2. Credit

Credit refers to the borrowing capacity extended by lenders, usually financial institutions like banks or credit unions, to individuals and businesses. When a person is given credit, they are allowed to borrow money up to a certain limit. Credit is often used for purchases that individuals or businesses might not have immediate funds for, such as buying a car, funding education, or covering unexpected expenses. When using credit, borrowers enter into an agreement to repay the borrowed amount over time, typically with interest.

3. Credit card

A credit card is a type of payment card that allows cardholders to make purchases on credit. Here's how it works:

- **Issuance:** A financial institution (like a bank) issues a credit card to an individual or a business based on their creditworthiness, which is a measure of their ability to repay debts.
- **Credit Limit:** Each credit card has a predefined credit limit, which is the maximum amount that the cardholder can borrow using the card. This limit is determined by the issuer and is based on factors such as the applicant's income, credit history, and other financial factors.
- **Purchases:** Cardholders can use their credit cards to make purchases at various merchants, both online and offline. The cardholder presents the card details (card number, expiration date, and security code) to the merchant for payment.
- **Billing Cycle:** Credit card transactions are grouped into billing cycles, usually lasting around a month. During this period, the cardholder can make multiple purchases.
- **Statement and Due Date:** At the end of each billing cycle, the credit card issuer sends a statement detailing all transactions made during that period. The statement includes the total amount owed and the minimum payment due.
- **Repayment Options:** Cardholders have the flexibility to either pay the full outstanding balance by the due date (avoiding interest charges) or pay a smaller minimum amount (which incurs interest on the remaining balance).
- **Interest:** If the cardholder doesn't pay the full balance by the due date, the remaining amount carries over to the next billing cycle and accrues interest, typically at a high rate. This is where credit card debt can accumulate if not managed carefully.
- **Credit Score Impact:** How responsibly a cardholder manages their credit card debt influences their credit score, which in turn affects their ability to get favorable terms for future credit.

It's important to use credit cards responsibly and manage debt effectively to avoid getting into financial difficulties.

To calculate the interest on a credit card balance with a 18% annual interest rate and a minimum monthly payment of 65 euros, we need to consider how the balance changes over time as payments are made.

Let's break down the calculation step by step:

1. Initial Balance: €1,200
2. Annual Interest Rate: 18%
3. Monthly Payment: €65

First, let's calculate the monthly interest rate:

Monthly Interest Rate = (Annual Interest Rate / 12 months) = (18% / 12) = 1.5%

Now, for the first month:
Interest for the first month = Initial Balance × Monthly Interest Rate
= €1,200 × 1.5% = €18

So, for the first month, the interest accrued is €18. If the minimum monthly payment is €65, the remaining payment after covering the interest would be:
Remaining Payment = Monthly Payment - Interest
= €65 - €18 = €47

Now, let's calculate the new balance after the first payment:
New Balance = Initial Balance + Interest - Payment
= €1,200 + €18 - €65 = €1,153

For the second month, the interest is calculated on the new balance of €1,153:
Interest for the second month = New Balance × Monthly Interest Rate
= €1,153 × 1.5% = €17.295

Since the minimum monthly payment is €65, the remaining payment after covering the interest for the second month would be:
Remaining Payment = Monthly Payment - Interest
= €65 - €17.295 = €47.705

Now, let's calculate the new balance after the second payment:
New Balance = Previous New Balance + Interest - Payment
= €1,153 + €17.295 - €65 = €1,105.295

The process continues for each subsequent month, with the interest being calculated on the new balance after each payment. Over time, as you make payments, the balance decreases, and the interest amount also decreases.

It's important to note that the calculations provided above are simplified and do not take into account factors like compounding, which can affect the actual interest calculations on credit cards. Additionally, paying only the minimum payment can lead to higher interest costs and a longer time to pay off the balance. If possible, paying more than the minimum payment can help reduce the overall interest paid and pay off the debt sooner.

13. Financial Activity

SUBJECT
Financial vocabulary

TIME
50 min

NO OF PARTICIPANTS
4 - 16

AGE 14+

Activity Summary

The "Financial Activity Game" is a dynamic and engaging team-based activity where youth aim to accumulate points by successfully guessing financial phrases using creative communication methods. Organized in 2-4 teams with a minimum of 2 players each, the game revolves around players taking turns to act out, describe, or draw a phrase related to financial terms while their team members attempt to deduce the correct answer within a 1-minute timeframe. Points are earned by teams that successfully identify the phrase, fostering teamwork, quick thinking, and financial literacy.

With the excitement of guessing, the game not only enhances youth' knowledge of financial concepts but also provides a fun way to reinforce effective communication competences. The team with the highest points at the end emerges victorious, making the Financial Activity Game a dynamic and enjoyable way to combine learning and entertainment.

Educational Objectives

This activity is a fun and engaging way to learn about financial concepts while also improving communication and teamwork skills.

1. **Financial literacy**
   Understand and define key financial concepts, demonstrate knowledge of financial vocabulary and their meaning.

2. **Communication competences**
   Improving verbal communication by explaining terms and enhancing non-verbal communication through pantomime.

3. **Creativity and critical thinking**
   Youth apply critical thinking competence to interpret, draw or mimic representation of term, utilize creativity to depict term through activities chosen.

4. **Collaboration and teamwork**
   Youth practice how to collaborate effectively within a team to decipher financial phrases and demonstrate teamwork by collectively brainstorming and strategizing to find answers.

5. **Time management**
   Youth practice to manage time by conveying or guessing within a limited time frame.

6. **Application of knowledge**
   Youth apply theoretical financial knowledge to real-time scenarios in a playful environment

Requirements

- Access to the internet.

Notes

Rules for the system of points can be adapted. *e.g. If somebody choses a harder explanation method (like mimic) those who deliver the right answer can receive 2 points.*

Resources

- Set of 70 flash cards with financial terms and their definitions. (Each flashcard bears a question/ a word on one side and an answer/definition on the other.)
- Timer (1-minute intervals)
- Pen and paper for scorekeeping.
- Playing area with enough space for teams to perform and interact.

Introduction 5 min

1. Gather the youth and divide them into 2-4 teams, ensuring there are at least 2 players in each team.
2. Distribute the set of cards with financial notions and their definitions to each team.

The experience 30 min

Explanation of Rules

1. Gather all youth and explain the game rules.
2. Introduce the starting rule: Each team gains 1 point when they deliver a correct answer. There will be 6 rounds each round with a financial topic: round 1 - Financial institutions, Round 2 - Jobs and income, Round 3 - Debts Round 4 - budget Round 5 - insurance Round 6 - Humorous Touch
3. Emphasize that the objective is to collect the maximum number of points by guessing phrases correctly.
4. Designate one team to start the game. The turn sequence proceeds in a clockwise manner.

Player's Turn

1. A player from the starting team selects a card from their set of cards. This card contains a financial phrase and its definition.
2. The player can choose one of the following methods to communicate the phrase to their team and receive :
   - **Acting:** Mime the phrase without using words.
   - **Describing**: Use words to explain the phrase without directly saying the phrase or any of its keywords.
   - **Drawing:** Draw visuals representing the phrase on a whiteboard or paper.
3. The player's team members attempt to guess the correct phrase based on the player's communication method.

Guessing Phase

1. The guessing phase lasts for 1 minute.
2. Team members collaborate to discuss and decide on the correct phrase based on the player's communication.
3. They can make as many guesses as they want within the time limit.

Guess Submission and Scoring

1. After 1 minute, if the payer team did not guessed all teams can submit their guess for the correct phrase/word
2. The hosting team (the team whose player was performing) reveals the correct phrase.

Scoring

1. If any team guessed the correct phrase, that team earned 1 point.
2. The points are tallied on a scoreboard.
3. The next team in the clockwise sequence takes their turn.
4. The game continues for a set number of rounds or until all the phrases have been used.
5. Tally the points earned by each team.
6. The team with the highest points wins the game.

Debriefing 15 min

Use the below question to organize a debriefing in plenary. Select the most relevant questions for your group and according to the available time.

- How did you feel about this activity?
- How did your team approach the task of acting (mimic), describing or drawing financial phrases?
- How did you make sure everyone's ideas were heard and considered?
- Did you encounter any challenges in communication or understanding within your team? How did you overcome them?
- Did your team have a specific strategy for selecting the way of showing the meaning and who would be the actor, describer or drawer?
- Did you find any of the financial terms challenging to convey or to guess? Which one and for which reasons?
- What can you conclude, what lesson do you learn from the exercise?
- How did your team manage time during the one-minute guessing phase? Were you able to guess accurately within the time limit?
- How did the competitive aspect of the game impact your collaboration with the other teams? Were there moments of collaboration or friendly competition?
- Did the game spark your interest in exploring financial topics further?
- Is there anything you would do differently if you were to play this game again?
- Would you recommend this game to others? For which reasons?

Variation 1 - Bidding

Teams compete to earn points by successfully guessing financial phrases, while also strategically bidding points on their confidence level in their team's ability to guess correctly.

Resources Needed:

- Play money (coins or paper currency) for bidding.

1. Distribute play money to each team. This money will be used for bidding.
2. The turn sequence remains the same, starting with one team and proceeding clockwise.
3. Before the player from the current team starts performing, all teams secretly decide how many points they want to bid based on their confidence level in their team's ability to guess the phrase.
4. Teams place their bids face down on the table.
5. The player from the current team selects a card and communicates the phrase using any of the methods mentioned earlier.
6. The player's team members attempt to guess the correct phrase.
7. After guessing, but before the correct phrase is revealed, teams reveal their bids.
8. If the team's guess is correct:
   - Teams that bid correctly earn points equal to their bid.
   - Teams that bid incorrectly lose points equal to their bid.
9. If the team's guess is incorrect:
   - All teams, regardless of their bid, lose points equal to their bid.

Variation 2 - Flash card game

1. Decide whether you want to play individually or in a group.
2. Start the round by presenting a flash card to the current participant or team.
3. The youth worker reads the word or expression aloud and the team will try to define it correctly. Set a timer for each flash card, and youth must answer within that time limit.
4. If the participant or team answers the question correctly, they earn a point or a reward.
5. If they answer incorrectly, the opportunity to answer passes to the next participant or team.
6. After each answer attempt, reveal the correct answer by showing the answer side of the flash card.
7. Discuss the correct answer and provide additional explanations if necessary.
8. Continue presenting flash cards in the determined order, allowing each participant or team to take turns answering questions.

Handout of the 70 flash cards

Institutions

1. Bank: A financial institution where you can store money, get loans, and perform transactions.
2. Credit Union: A cooperative financial institution owned by its members, offering similar services as a bank.
3. Stock Exchange: A marketplace where stocks, bonds, and other securities are bought and sold.
4. National bank: a financial institution that operates under the authority of a country's government and is responsible for monetary policy and economic stability.
5. Brokerage: A firm that facilitates buying and selling of financial securities for investors.
6. Mutual Fund: An investment vehicle that pools money from multiple investors to invest in a diversified portfolio of securities.
7. Hedge Fund: An investment fund that employs various strategies to maximize returns for its investors.
8. Fintech: Short for financial technology, it refers to technology-driven financial services and innovations.

Jobs and Income

9. Salary: Fixed regular payment given to an employee for their work.
10. Hourly Wage: Payment based on the number of hours worked.
11. Freelancing: Working independently for various clients without a long-term employment contract.
12. Entrepreneur: A person who starts and operates their own business, taking financial risks for potential rewards.
13. Commission: A percentage of a sale or transaction given as payment to a salesperson.
14. Passive Income: Earnings generated with minimal effort, often from investments or royalties (contractual payments or royalties made by one party to another for the use of specific resources, such as intellectual property, natural reserves, or land).
15. Side Hustle: An additional job or project undertaken alongside one's primary source of income.
16. Gig Economy: A labor market characterized by short-term, temporary jobs or freelance work.

Debts

17. Loan: Borrowed money that must be repaid with interest over a specified period.
18. Interest Rate: The percentage charged for borrowing money or earned on invested funds.
19. Principal: The initial amount borrowed or invested before interest.
20. Collateral: An asset pledged as security for a loan, which can be seized if the loan is not repaid.
21. Credit Score: A numerical representation of an individual's creditworthiness, influencing loan approvals and interest rates.
22. Debt Consolidation: Combining multiple debts into a single loan with lower interest rates or better terms.

Budget

23. Budget: A financial plan that outlines income and expenses to manage money effectively.
24. Fixed Expenses: Regular expenses that remain relatively constant each month, like rent or mortgage payments.
25. Variable Expenses: Costs that fluctuate, such as groceries, entertainment, and dining out.
26. Savings: Money set aside for future needs or emergencies.
27. Emergency Fund: A dedicated savings fund to cover unexpected expenses.
28. Discretionary Spending: Non-essential spending on items like entertainment or hobbies.

Insurance

29. Insurance: A financial arrangement that provides protection against potential losses or risks.
30. Insurance Premium: The amount paid for an insurance policy.
31. Life insurance: s a contract in which an insurer, in exchange for a premium, guarantees payment to an insured's beneficiaries when the insured dies.
32. Coverage: The range of risks or losses included in an insurance policy.
33. Beneficiary: The person or entity designated to receive the benefits of an insurance policy.
34. Underwriting: The process of evaluating risk and determining insurance eligibility and pricing.

Humorous Touch

35. Latte Factor: The idea that small, frequent expenses like daily coffee can add up to significant long-term costs.
36. Champagne Problem: A problem that arises from having too much wealth or success.
37. Broke as a Joke: Being completely out of money in a comical manner.
38. Financial Hangover: Regret or consequences after overspending.
39. Money Pit: An investment that continually requires more money to maintain than it generates in return.
40. Unicorn: In the business world, a startup valued at over $1 billion.
41. Walletectomy: A playful term for a particularly expensive purchase.
42. Couch Potato Investing: Investing so passively that you're practically part of the furniture.
43. Piggy Bankruptcy: When your piggy bank becomes emptier than your wallet.

Humorous Touch

44. Noodle Budgeting: Trying to make your budget stretch as far as instant noodles.
45. 404 not Fund: The money that mysteriously disappears whenever you need it most.
46. Money-Go-Round: The constant cycle of getting paid and then watching your money disappear.
47. Dine and Dash Budgeting: Spending all your money on dining out and then running away from your financial responsibilities.
48. Textbook Ninja: Mastering finances by the book, even though life doesn't always follow the script.
49. Doughnut Economics: The tendency to spend all your money before realizing there's a hole in your budget.
50. ProcrastiSaver: Someone who always plans to save money… later.
51. Zombie Debt: Debts that come back from the financial grave to haunt you.
52. Credit Card "Stretch" Marks: The invisible scars left by overspending on your credit card.
53. Couch Cushion Capital: The hidden treasure trove of spare change lurking in your sofa.
54. Serendipity Stocks: Buying stocks purely based on lucky guesses and wishful thinking.
55. Lotto Logic: Treating investing like playing the lottery and hoping for a financial windfall.
56. Discount Diva: Scouring sales and coupons with unmatched enthusiasm.
57. Swipe Right Economics: Making financial decisions based on whether it feels right at the moment.
58. Change Chameleon: Transforming every spare coin you find into coffee money.
59. Panic Selling Paralysis: Selling investments when the market dips, only to regret it later.
60. Impulse Investment Syndrome: Buying stocks the way you grab snacks at a checkout counter.
61. Shopping Cart Olympics: Racing through the store to find the best deals before the cart gets too full.
62. Savings Sadness Syndrome: The heartache of watching your savings grow while your spending power shrinks.
63. Budgeting Ballet: The graceful dance of managing money on a tightrope budget.
64. Penny Pincher's Paradox: The struggle of saving pennies while spending euro.
65. Bargain Hunter's Mirage: Thinking you're saving money when you're actually spending more because of discounts.
66. The "Skip Latte" Quandary: Wondering why skipping a latte hasn't made you a millionaire yet.
67. Money Mirage: The optical illusion that convinces you there's more money in your wallet than there actually is.
68. Thrift Store Serendipity: Finding items you never knew you needed, and suddenly your budget agrees.
69. FOMO Investing: Putting money into the latest investment trend due to fear of missing out.
70. Monopoly Millionaire: Believing that being great at Monopoly will somehow translate to real estate success.

14. Survival

SUBJECT
Expenditure
Needs and desires

TIME
60 min

NO OF PARTICIPANTS
6 - 30

AGE 14+

Activity Summary

The financial education activity begins with an engaging discussion about needs and desires, allowing young participants to define and differentiate these concepts in their own words. The activity presents a life-or-death scenario where teams collaboratively rank objects based on their perceived importance for survival. Participants then compare their rankings with the results of an expert (see handout further below), reflecting on deviations and insights gained. This experiential exercise cultivates critical thinking, decision-making, and budgeting skills by emphasizing the connection between prioritized needs and effective resource allocation. Furthermore, it underscores the relevance of financial education in fostering informed choices and responsible financial management for real-world situations*.

Educational Objectives

By participating in this survival exercise, participants develop a holistic set of competences, encompassing critical thinking, collaboration, adaptability, emotional resilience, data analysis, and ethical considerations. These competences are transferable and can be applied to various real-life situations, making the activity a valuable learning experience for personal growth and development.

1. **Understanding Needs and Wants**
   Differentiate between needs (essential for survival) and wants (desires that enhance quality of life).

2. **Prioritizing Resources**
   Participants apply critical thinking to rank objects based on their potential significance in meeting needs.

3. **Problem solving**
   Participants engage in a decision-making process, where they need to prioritize, showcasing their ability to solve complex problems under pressure.

4. **Communication**
   Participants practice expressing their viewpoints and reasoning clearly and persuasively within their teams during the ranking discussion, contributing to effective communication and argumentation competences.

5. **Negotiation**
   Participants need to negotiate and compromise during the team phase with team members, understanding and respecting varying opinions while striving to create a consensus-driven ranking.

6. **Adaptability**
   Participants explore the concept of adapting to unfamiliar and challenging situations, allowing them to develop a mindset of flexibility and resilience in the face of adversity.

7. **Data analysis**
   Participants develop more analytical competences by calculating deviation between rankings and interpreting the differences and patterns in their decision-making process.

8. **Group dynamics & synergy**
   Participants experience the dynamics of group decision-making, exploring how diverse perspectives can contribute to a more informed and effective decision when working collaboratively.

* Andre de Peretti, Jean Andre Legrand, Jean Boniface, Communication techniques, Polirom Publishing House, Iași 2001

Requirements

- A climate of trust to be ensured in the working group *
- Emotional safety rules to be set in the group *

*= *ground rules which includes safe behavior and confidentiality issues are lined out right at the beginning of the activity*

Resources

- Whiteboard or projector (for presenting information)
- Markers, pens
- Handouts with the list of objects
- Calculators (if needed)

Notes

Maslow's pyramid can be used to hierarchize needs and discuss how we meet them.
Knowledge of the process of calculating a deviation need to be in place.

Introduction

10 min

1. Gather the participants and introduce the topic of needs and desires. Explain the importance of distinguishing between them and how they relate to survival.
2. Encourage participants to share their own definitions and examples of needs and desires. Facilitate a discussion where they collectively define these terms using their own words.

The experience

30 min

Survival Decision-Making Scenario

1. Present the "life or death" scenario to the participants. Explain that their task is to make decisions that ensure survival based on the unfamiliar situation.
2. Encourage participants to think about which needs different objects can respond to in the context of the scenario.

Individual Object Ranking

1. Distribute the list of objects to each participant and ask them to individually rank the objects from 1 (most important) to 15 (least important) based on their perceived value for survival.
2. Give participants some time to complete their rankings.

Group Object Ranking

1. Form teams of 3 to 6 participants each.
2. In their teams, participants discuss their individual rankings and come to a consensus of a group ranking for the objects.
3. Each team designates a spokesperson to present their group's ranking.

Presenting the Expert Hierarchy

1. Present the hierarchy created by experts(additionally, you can also use Maslow's pyramid) showing how the objects in the scenario align with different levels of needs.
2. Discuss any differences or similarities between the expert hierarchy and the participants' rankings.

Calculating Deviation and Reflection

1. Instruct participants to calculate the deviation between their individual/team scores and the expert hierarchy. This can be done by comparing the rankings and assigning numerical values to differences.
2. Have participants reflect on where their rankings were closest to the expert hierarchy and where they deviated the most at the individual score or group score.
3. Facilitate a discussion about the reasons behind the differences and what they learned from the activity.

Debriefing

15 min

These debriefing questions support participants to reflect on their experiences during the activity, internalize the concepts of needs and wants, and connect these concepts to broader financial decision-making and life situations.

- How did you feel about this activity?
- How did the activity help clarify the difference between needs and desires?
- Can you share an example from your rankings that you considered a need? What about a desire?
- How did you decide the order of importance for the objects in the scenario?
- Were there any disagreements within your team regarding the rankings? How were these resolved?
- Which needs were essential for survival in the scenario? Why?
- Were there any objects ranked highly that surprised you in their potential significance for survival needs?
- How did your individual or team rankings compare to the expert hierarchy?
- What factors do you think influenced the differences between your rankings and the expert hierarchy?
- How might the concepts of needs and wants relate to financial decisions in your everyday life?
- Can you think of situations where prioritizing needs over wants would be especially important?
- What did you learn about your own perceptions of needs and wants through this activity?
- How might this activity impact the way you approach financial decisions in the future?
- How does understanding the difference between needs and desires/wants contribute to better financial decision-making?
- What would be the main reasons that this is important for young people to be aware of these concepts as they navigate their financial lives?
- How did critical thinking play a role in the activity, from ranking objects to discussing priorities?
- How can the competences you used in this activity be applied to other decision-making situations in life?
- How did working in teams influence your understanding of needs and wants?
- How did your team reach a consensus on the rankings? Were there any challenges?

DESCRIPTION OF THE SITUATION

'LIFE OR DEATH'

With a group of friends, you have saved up some money and decided to explore the USA as a lifetime adventure. You have planned to explore different places in the USA during your 2 months summer holidays.

It's about 10 a.m. on the 15th of July, and you've just crashed into the desert Sonora in the S-V of USA. Your plane burned down, and the pilot and co-pilot died. None of you, the group of survivors, are hurt.

The pilot was unable to contact anyone before the accident. You are about 90 miles (1 mile =1,6 km) away from any normal route. A few minutes before the crash, the pilot told you that you were about 100 miles away north-east of the nearest human settlement. You are in an arid area with a few cactus plants. The latest weather report indicates the air temperature of 60 degrees Celsius in the air and 65-70 degrees on the ground.

You wear light clothing: short sleeved shirt, shorts, socks and leather shoes. What you could gather from everyone's pockets is 2.83 dollars in coins, 85 dollars in banknotes, a pack of cigarettes and a pen.

LIST OF OBJECTS

ITEM	SCORE (1) Individual ranking	INDIVIDUAL DEVIATION (1) - (3)	SCORE (2) Team ranking	TEAM DEVIATION (2) - (3)	SCORE (3) Experts ranking
• Flashlight with 4 batteries					
• Big knife					
• Aerial map of the area					
• Waterproof rain jacket					
• Magnetic compass					
• A medical kit of compresses (Bandage Compression for stopping the bleeding First Aid Medical Trauma Survive Bandage)					
• 45 caliber pistol					
• Parachute (red and white)					
• Jar with salt tablets (1000 pcs.)					
• 2.5-liter water per person					
• The book "Animals edible in the desert"					
• A pair of sunglasses for each person					
• 5 liters of vodka					
• A jacket for each person					
• 1 cosmetic mirror (with magnifying properties)					
TOTAL					

EXPERT RANKING AND ARGUMENTATION

EXPERT: Alonzo Pond - desert survival expert, director of the Department for Dessert, Tropics and Arctic lands at the University of Air Force information Center - Maxwell Air Base.

1. **Cosmetic mirror:** is the most powerful means to communicate your presence. The reflected ray of sunshine can be seen from beyond the horizon. Increases with 80% the chances to be found in the first 24 hours.
2. **Jacket** – once you have established a communication system, the next problem will be to slow down dehydration. 40% of the water that is lost from the body through breathing and sweating. The amount of water that is lost through breathing can be reduced by remaining calm. The one that is lost through sweat can be reduced by limiting the contact of hot and dry air with the skin (for example, with the help of a jacket). Without it your survival period will loose at least one day.
3. **2.5 liters of water per person** – the first two objects would allow you to survive around 72 hours and although this amount of water will not significantly increase your survival time, it will help you reduce the effects of dehydration, fact that will keep your thinking clear.
4. **The flashlight with 4 batteries** is the only way to signal quickly and efficiently at night. With the flashlight and the mirror, you will be able to signal 24 hours out of 24. In addition, it can also be used during the day: The metal hat and window can be auxiliary means of signaling and can be also used to ignite a fire. The portion containing the batteries can be used for digging or as a container for water in the distillation process (see raincoat information too)
5. **Parachute (red and white)** - it can serve as a shelter and signaling mode. Cactuses can serve as pillars for a tent made out of the parachute. If it is folded twice can reduce de heat on the ground with 20%.
6. **Large knife** - can be useful for installing shelter, cutting, etc.
7. **Waterproof raincoat** – useful for building a solar distillation. By digging a hole and placing the coat on top, the temperature difference created will extract the water from the sand-dandled urine and sprinkled with pieces of cactus. Under the coat is placed the flashlight, in whose space for batteries will collect water. On the raincoat will be placed a stone, so that a cone is obtained pointing toward the "reservoir" of the flashlight. This way you can get up to 2 liters of water per day. This helps but not significantly, because the physical effort you put into getting water will make you sweat.
8. **Gun caliber 45** - by the end of the second day you will already have serious speech problems and you may not be able to move (6-10% dehydration). The pistol could be used for sound signaling, and the bullets to light a fire. The international sign for sound signaling is 3 quick gun shots. The gun bed can be used as a hammer.
9. **Pair of person sunglasses** – in intense desert light, a phenomenon similar to snow blindness occurs, especially starting the second day of exposure. The shadow produced by the parachute-built shelter can avoid the phenomenon, as can the darkening of the area around the eyes with soot from the burned plane. Using a handkerchief or a compress as a mask with small eye slots can diminish optical illusions, but sunglasses are a more comfortable solution.
10. **A medical kit of compresses** – due to the low humidity of the desert, it is considered to be one of the “healthiest” places in the world in terms of infection incidence. Because blood viscosity increases as you become dehydrated, the danger of bleeding decreases. Compresses could be useful for building a rope or wrapping your legs, wrists, and head (to protect you additionally from dehydration and sunlight).
11. **Magnetic compass** – since you do not want to leave, it has little use (possibly as an additional means of signaling)
12. **Aerial map of the area**: you can use it to light the fire, as toilet paper or to build a helmet.
13. **The book “edible animals in the desert”** – the problem you face is not hunger, but dehydration. The energy consumed to hunt would lead to even more severe dehydration. Desert animals are hard to spot. They survive by sitting as close to the ground as possible, hiding and moving as little as possible. Even if you’re lucky enough to hunt something, your protein intake would increase the amount of water needed to metabolize it.
14. **5 liters of vodka** – alcohol increases the risk of death by dehydration because the elimination of alcohol in the body mobilizes a large amount of water. An estimated loss of 60-90 ml of water for every 30 ml of alcohol ingested is estimated. Vodka would be fatal. It could be used to ignite fire or temporarily cool the skin.
15. **Jar with salt tablets** – there are a lot of myths about the effects of salt. Once dehydration begins, the salinity of the blood increases. Sweat contains less and less salt. The consumption of salt would only potentiate the effects of dehydration.

15. BINGO Needs and wants

SUBJECT
Expenditure
Budgeting

TIME
15-45 min

NO OF PARTICIPANTS

AGE 13+

Activity Summary

The game can be used as an energizer at the beginning of an activity. The facilitator reads a situation in the calling card and players have to guess what the situation refers to. If they find this on their bingo card they mark it. Through this activity, participants are encouraged to think critically about their daily choices, personal values, and the broader concepts of resource allocation. The subsequent debriefing questions further enhance the experience by prompting reflection on the connections between the conversation and a game of Bingo, the lessons learned about decision-making, budgeting, and the implications of distinguishing between needs and wants. Ultimately, this activity aims to create empowerment for young people with insights that can shape their future attitudes, behaviors, and financial strategies.

Educational Objectives

1. **Financial Literacy**
   - Understand the difference between needs and wants.
   - Recognize the importance of prioritizing needs over wants in budgeting.

2. **Active Listening**
   - Practice active listening while waiting for bingo cards to be called.
   - Improve attention and concentration.

3. **Reflection and Application**
   Encourage participants to reflect on the experience and consider how the concepts of needs and wants can be applied to real-life financial decisions.

Resources

- Game boards for each youth
- Small markers (such as coins or buttons)
- Two copies of caller's cards (printed)
- Hat

Use this site for more bingocards
www.myfreebingocards.com

Notes

Calling cards can be adapted according to the needs of the young people with whom you work. Similar choice for the choice of topics in case related to other previous activities,

Introduction

15-20 min

Begin a conversation with young people about their needs and wants. (Tips for youth worker: use the handout for insights about needs and wants)

Starting a conversation with young people about their needs and wants is a great way to understand their perspectives and engage in meaningful discussions. Here are some questions you can use to initiate the conversation:

1. "What are some things that you consider essential for your daily life and well-being?"
2. "When you think about your basic necessities, what are the things you couldn't live without?"
3. "What are some things that you really want or enjoy having, but you could live without if you had to?"
4. "Have you ever had to make a choice between something you really wanted and something you really needed? How did you decide?"
5. "Can you give an example of a time when you felt that something was a need and not just a want?"
6. "What do you think are the most important things to spend money on? What are the main reasons for that?"
7. "How do you think about saving money for something you really want versus spending money on things you want now?"
8. "Do you think there's a difference between short-term desires and long-term goals? How do you balance the two?"

The experience

30 min

1. Distribute Materials:
- Give each youth a game board and a set of small markers.
- 2 games will be played. In the first one, the goal is to get 2 lines, and the second one will be for the whole board

2. Prepare Caller's Cards:
- Print two copies of the caller's card.
- Cut up one copy of the caller's card into individual squares.
- Fold each square in half.
- Place the folded squares into a hat.

3. Call Bingo clue:
- To call the bingo clue, have a youth pull a folded square out of the hat.
- Unfold the square and read the clue out loud to the group.

4. Marking the Game Boards:
- Using the unfolded calling cards, read out one of the clues on each card.
- Each card contains multiple clues to ensure variety during multiple games.
- If a youth finds a clue on their game board that matches the called one, they mark it with a marker.

5. Achieving Bingo:
- When a youth successfully covers four squares in a row in any direction (horizontal, vertical, or diagonal), they shout: "Bingo!"

6. Declare the Winner:
- The youth who called out "Bingo!" and has covered four squares in a row is the winner of that round.

7. Reset for a New Round:
- Once a winner is declared, all players receive either a new gameboard or a new marker of a different color cardboard.
- Prepare the hat with the folded squares again for the next round.

8. Repeat the Game:
- Start the game anew with the next round by pulling folded squares from the hat and calling out the corresponding clues or numbers.

9. Enjoy Multiple Rounds:
- Continue playing multiple rounds of bingo, allowing different youth to win in each round.

Debriefing

15 min

- How did you feel about this activity?
- How many needs and how many wants do you have on a board?
- When does a want/desire turn into a need?
- What will you do differently in the future as a result of this experience?
- What will you change tomorrow in your attitude/behavior in such a situation?
- What connections can you draw between the concept of "needs" and "wants" and the game of Bingo?
- How could the concept of distinguishing between needs and wants be applied to your personal money management decisions in the future?
- How did this activity help you understand the importance of prioritizing needs and wants?
- What insights did you gain about decision-making and budgeting through this game?
- Can you think of any real-life situations where distinguishing between needs and wants would be crucial for financial planning?

Remember, these debriefing questions aim to encourage participants to reflect on their experiences, draw connections to broader concepts, and think about how they can apply the lessons learned in the activity to their everyday lives.

TIPS FOR YOUTH WORKER

NEEDS VS. WANTS: UNDERSTANDING MONEY CHOICES

Imagine you have some money to spend, and you want to make smart decisions with it. To do that, it's important to know the difference between "needs" and "wants."

NEEDS: What We Must Have

Needs are things we absolutely need to live and stay healthy. They are the must-haves. Imagine you're building a strong base for a treehome. Without this base, the treehome can't stand properly. In the same way, needs are the foundation of our spending.

Examples of Needs:

- A place to live (like your home)
- Food to eat
- Clothes to keep you warm and safe
- Medicine and doctor visits when you're not feeling well
- Going to school to learn

WANTS: What We'd Like to Have

Wants are things that make life more enjoyable and fun, but we can live without them if we need to. They're like the decorations in the treehome—nice to have, but not necessary for the treehome to stay up.

Examples of Wants:

- Toys and games (like video games or action figures)
- Eating out at restaurants
- Fancy clothes or shoes that look cool
- Going to amusement parks or on vacations
- Getting the latest gadgets

Why It Matters: Making Choices

Understanding needs and wants helps us make better choices with our money. When you get money—like from allowance or gifts—you can decide where to spend it. If you know what your needs are, you'll make sure to cover those first. Then, if you have some money left over, you can think about spending it on wants.

Tips for Managing Money

1. **Prioritize Needs:** Make sure you have enough money for your needs before spending on wants. This helps you stay safe and healthy.
2. **Saving for Goals:** If you save some of your money, you can eventually buy bigger things you want, like a special toy or a fun outing.
3. **Avoid Impulse Buying:** Before buying something, ask yourself if it's really a need or just a want. If it's a want, think about whether it's worth spending your money on.

Remember, it's okay to have wants and enjoy nice things, but being smart with your money means knowing the difference between what you truly need and what you just want to have fun with. This way, you'll be better at managing your money and reaching your goals.

Handout

BINGO CALLER'S CARD

Use your **Bingo Caller's Card** to call the bingo and keep track of which words you have already called. **NOTE** - Your caller's card continues onto the next page of this PDF.

Print two copies of the caller's card. Cut one copy up, fold the squares in half, and put them in a hat. To call the bingo, pull a square out of the hat, unfold it and read it out.

When you have called a word, tick it off on the second copy of the caller's card. You can use the second copy of the caller's card to check if a player has a winning card during a game.

Food
1. You need this to eat.
2. You need this when you are hungry.

Sports (gym, running)
1. You need this to help your body grow healthy and strong.
2. You need this to shape your body

Clothing
1. You need this to cover your body.
2. You need this to cover your body so it is protected from the cold.
3. You need this to cover your body so it is protected from the Sun.

Medicine
1. You need this when you are sick.
2. You can get this need from your doctor.

Water
1. You need this to drink.
2. You need this when you are thirsty.
3. You need to drink this everyday.

Love
1. You need to feel this from your parents.
2. Everyone needs to feel this.

Air (clean/ fresh)
1. You need this to breathe.
2. You always need to breathe this.

Shelter (house)
1. You need this to protect you, and your family, from the weather.

Home
1. You need this to have a space were you can feel most comfortable, loved, and protected

Room
1. You need this for having a private space, from the rest of the family

Sleep
1. You need this when you are tired.
2. You need this so your body can rest.
3. You need this every night.

Shoes
1. You need these to protect your feet.
2. You need these to keep your feet from getting hurt.
3. You need these to keep your feet safe while you run.

Sun
1. We need this because it heats up the Earth.

Sunshine
1. We need it to be happier and heathier

Television
1. Charles wants one of these so he could watch movies.
2. Sophia wants one of these so she can watch her favorite show .
3. Dale's dad wants one of these for watching football games.

Toys
A baby need it to learn and develop social, problem-solving and emotional skills

Juice
You want it because taste better then water
You want it instead of eating a fruit

Fan
You want it to have fresh air

Couch
1. Danny's family wants to get a new one of these for their family to sit on.
2. Jane's mom wants to buy one of these so everyone will have somewhere to sit.
3. Alex's family wants to get one of these so everyone will have a place to sit in their TV

Budget
1. People need to have a plan for the future.
2. People need to foresee their financial needs in the short and long term.

Education
1. Children need that for having income as an adult
2. James needs to learn how to read a contract.

Cookies
1. Tom wanted to bake these with his mom.
2. Sam wanted her dad to bake these for her lunch.
3. Kelly wanted to eat some of these, with milk, after dinner.

Cell Phone
1. You might want one of these to call your friends.
2. You may want one of these to send texts.
3. Your mom may want you to have one of these so that you can call her.

Bike
1. Aiden need one of these to ride to school because there is no school bus.
2. Sara wanted one of these to ride to her friend 's home.
3. Derek wanted one of these to ride around his neighborhood.

Xbox
1. Kaylee wants one of these so she can play with games and apps on a big screen.

Tablet
1. Ryan wants one of these so he can use his favorite apps on a big touch screen.
2. Jo needs to do his homework doing online research.

Pets
1. People want to have these to cuddle with, and to take on walks.
2. Angel's family wanted to adopt two cute kittens.
3. Maria wanted some of these to put in her fish bowl.

Camera
1. Jamal wants one of these so he can take pictures of his friends.
2. Lacey's dad wants one of these to take pictures of their family.
3. Carlos wants one of these to take pictures of his vacation.

Vacation
1. Kyle's family wants to take one of these to California.
2. Derek wants to go on one of these so he can see the beach.
3. Evie wants to go on one of these to see the Grand Canyon.

Train
1. To overcome long distances in an ecological way.

Use your Bingo Caller's Card to call the bingo and keep track of which words you have already called. To call the bingo, pull a square out of the hat, unfold it and read it out.

When you have called a word/number, tick it off on the second copy of the caller's card. You can use the second copy of the caller's card to check if a player has a winning game board during a game.

BIKE	BUDGET	CAMERA	CELL PHONE	CLEAN AIR	CLOTHING
COOKIES	COUCH	EDUCATION	FAN	FOOD	FRESH AIR
GYM	HEALTHY FOOD	HOME	JUICE	LOVE	MEDICINE
ORANGE	PETS	ROOM	RUNNING	SHELTER	SHOES
SLEEP	SUN	SUNSHINE	TABLET	TELEVISION	TOYS
TRAIN	VACATION	WATER	XBOX		

WANTS & NEEDS BINGO

FOOD	CAMERA	SHOES	TOYS
MEDICINE	CLOTHING	TELEVISION	HEALTHY FOOD
SLEEP	FREE SPACE	FRESH AIR	SUNSHINE
VACATION	TABLET	CLEAN AIR	HOME

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16. Dice game

SUBJECT
Responsible consumer
Sustainable development

TIME
40 min

NO OF PARTICIPANTS
4-24

AGE 13+

Activity Summary

This activity develops the speed of reactivity and collaboration, but also the creative thinking of the participants. The game is played in teams or pairs allowing participants to engage in collaborative problem-solving while having fun. Each team turns with the die to identify the task they have to accomplish in a time limited frame. The task can be read by the youth worker or the dice-rolling player, who choose from the available options.

Educational Objectives

Each task in the activity offers unique educational opportunities that promote practical skills, awareness of personal needs and wants, and a sense of responsibility.

1. **Financial Literacy**
Youth differentiate between needs and wants, helping them grasp the basic concept of prioritizing spending.

2. **Critical Thinking**
Youth develop critical thinking by asking why it's important to understand the difference between needs and wants, emphasizing the consequences of their choices on their financial well-being.

3. **Sustainability Awareness**
Youth reflects about the idea of how consumption choices impact the environment and the world, laying the groundwork for discussions on sustainability and responsible consumption.

Requirements

- We need a discussion about needs and desires.

Resources

- A six-sided dice
- Timer (3-minute intervals)
- Handouts printed with tasks for each face.

Notes

The tasks can be adapted according to the life and the interests expressed by young people (for example: 3 products to buy that reduce the carbon footprint)

Introduction 10-20 min

Starting a conversation with youth about **needs, wants, and sustainability awareness** requires open-ended questions that encourage them to think critically and share their perspectives. Here are some questions to initiate the conversation, you can choose from them:

1. **"What comes to mind when you hear the terms 'needs' and 'wants'?"** - This question invites them to define these concepts in their own words and provides a foundation for discussing the difference between the two.
2. **"Can you think of examples of things you need versus things you want in your daily life?"** - Encourage them to provide specific examples from their experiences, which can lead to a discussion about their choices and priorities.
3. **"Why do you think it's important to understand the difference between needs and wants?"** - This question prompts them to reflect on the significance of making conscious decisions about their consumption.
4. **"How do our choices about what we consume impact the environment and the world around us?"**- This question directly introduces the concept of sustainability and opens the door for a conversation about their awareness of environmental consequences.
5. **"What are some examples of things we consume that might have negative effects on the environment?"** - Encourage them to consider various aspects such as resources, waste, and pollution in their responses.
6. **"Do you think small changes in our consumption habits can make a difference for the planet? Explain."** - Prompt them to consider the impact of individual actions on a larger scale.
7. **"Can you think of ways you could reduce consumption in your daily life? How might these changes contribute to sustainability?"** - Encourage them to brainstorm practical steps they can take and link them to the broader concept of sustainability.

Remember, the goal is to foster meaningful dialogue and encourage critical thinking. Active listening and follow-up questions that delve deeper into their responses can help keep the conversation engaging and thought-provoking.

The experience 30 min

1. Divide the participants into teams or pairs. Each team should ideally consist of an equal number of participants.

2. The teams or pairs take turns rolling the dice. The number rolled corresponds to a specific task written in the handout. This is read loud out by you, or by a young person.

3. All teams have 3 minutes to create a list that fulfills the task's requirements. The youth worker keeps track of the time using the timer.

4. After 3 minutes, the teams present their lists. If a team's list matches the task's criteria, they earn a point for that round.

5. Scoring: If a team's list corresponds to the task requirements receive the number of points corresponding with the dice number.

6. Continuation and Progress: The game continues with each team taking turns rolling the dice. If they roll the same number they will create a new version of answers The activity ends when all task related with the faces of the dice were completed

This activity encourages participants to think on their feet, work together, and express their creativity, making it an engaging and interactive experience.

Debriefing

15 min

By guiding participants through these debriefing questions aligned with the KOLB theory, you facilitate a comprehensive reflection on their experience, encourage deeper understanding, and promote the transfer of learning to real-world situations.

1. How did you feel about this activity?
2. What surprised you the most about the items for each task?
3. Did you notice any patterns in your decision-making across the different tasks?
4. Were there any tasks that you found more challenging or easier than you initially thought? Why?
5. What connections can you draw between the tasks and your everyday life? How might these choices impact your daily routine?
6. How do these tasks relate to the concept of responsible decision-making and resource management?
7. How might your experience in this activity influence your future decisions related to budgeting, shopping, and reducing consumption?
8. Are there any changes you plan to make in your daily routines based on what you learned from this activity?
9. What role do you think young people like you can play in promoting sustainability through their consumption choices?"

Handout

VERSION 1
FOR DICE TASKS

1. List 1 dish you want to cook yourself for dinner and the total cost of the ingredients
2. Write down 2 Clothes & Accessories you need.
3. Write down 3 School Supplies you want.
4. Write down 4 things that are cheap (less than 1 euro)
5. Think of 5 things that you need that start with the letter M.
6. Write down 6 things that you can recycle.

VERSION 2
FOR DICE TASKS

1. List 1 dish you want to cook yourself for breakfast and the total cost of the ingredients
2. Write down 2 Clothes & Accessories you want.
3. Write down 3 School Supplies you need.
4. List 4 games/ school supplies that you need.
5. Find 5 things you need that start with letter S.
6. List 6 things you can reduce consumption.

VERSION 3
FOR DICE TASKS

1. List 1 dish to cook yourself for lunch and the total cost of the ingredients.
2. Find 2 Clothes & Accessories you reuse.
3. Find 3 School Supplies you reuse.
4. List 4 ingredients that cost 10 euro and you can serve a breakfast
5. List 5 places you need to visit and 5 you want to visit.
6. List 6 things you can repurpose.

TIPS FOR YOUTH WORKER

RESPONSIBLE CONSUMER

Explaining **sustainability** to youth in a relatable and engaging manner supports them to understand its importance and how their consumption choices impact it. Here's a simple and effective way to explain sustainability and its connection to consumption choices:

*"**Sustainability** is about making choices today that ensure we can continue to have what we need in the future. It's like taking care of our planet so that it can provide for us and the generations to come. Sustainability is about finding a balance between using resources wisely and protecting the environment."*

You can have a conversation about this definition: *"What are for you the most important words from this definition?"*

After you explain the concept of sustainability:
"Responsible consumption means making thoughtful choices about what we buy, use, and do. It's about understanding the impact of our choices on the environment and society. When we're responsible consumers, we think before we buy. We ask ourselves questions like, 'Do I really need this?' and 'Is there a more eco-friendly option?' We consider where products come from, how they're made, and what happens to them after we're done using them. By making conscious decisions and not wasting resources, we're being responsible consumers. It's like being a superhero for the planet by using our buying power for good."

>>> Examples:

- **Sustainability:** *"Remember when we talked about recycling and using less plastic? That's because we want to keep our Earth clean and beautiful for the future. That's what sustainability is all about!"*
- **Responsible Consumption**: *"You know how we try to use things until they're really worn out before buying new ones? That's because we want to use things wisely and not create unnecessary waste. That's being a responsible consumer!"*

Explain how their consumption choices play a role in sustainability:
"Our consumption choices, like what we buy, use, and throw away, can have a big impact on sustainability. When we use resources without thinking about the consequences, it can harm the environment. But when we make mindful choices, we can help protect the planet."

Provide relatable examples of how consumption choices impact sustainability:

- *"Imagine if we always used more water than we really needed. It could lead to water shortages in the future. By being mindful of how much water we use, we can help conserve this precious resource."*
- *"When we throw away things that can be recycled, like plastic bottles, they can end up in landfills and harm the environment. Recycling helps reduce waste and save resources."*
- *"Choosing products that are made responsibly and using them wisely, like turning off lights when not needed, can help reduce our carbon footprint. That means less pollution and a healthier planet."*

***"Here's the exciting part:** Each one of us has the power to make a difference! By making small changes in our daily lives, like using less plastic, recycling, and being mindful of what we consume, we can contribute to a more sustainable world."*

Remember to keep the explanations age-appropriate, interactive, and relatable to their everyday experiences.

17. The Financial Wheel of Life

SUBJECT
Planning
Vocabulary

TIME
50 min

NO OF PARTICIPANTS
1-16

AGE 14+

Activity Summary

In this transformative activity, youth embark on **a journey to assess and enhance their financial well-being through the creation of a Financial Wheel of Life**. By evaluating key areas such as income, debt management, budgeting, and investments, youth gain insight into their financial strengths and areas that need attention. The visual representation of their Financial Wheel stimulates them to recognize balance and potential imbalances in their financial lives. Reflective questions prompt youth to compare their current financial state to the past, identify surprises, and anticipate future changes. Through group discussions and personal reflections, youth create actionable goals that connect their financial insights to their life plans, fostering proactive financial decision-making and a deeper understanding of personal growth.

This experiential learning journey follows Kolb's* theory, guiding youth through **concrete experiences** of assessing their financial well-being, reflective observation of their Financial Wheel, abstract conceptualization of connections to their life plans, and active experimentation through setting actionable goals. This **holistic approach** ensures youth not only understand their financial strengths and challenges but also translate these insights into real-world actions. By integrating these newfound financial perspectives into their life plans, youth embark on a path toward balanced financial well-being, thoughtful decision-making, and a stronger connection between their financial goals and broader aspirations.

Educational Objectives

Overall, the educational objectives aim to support youth in their learning with a holistic understanding of their financial competences, encourage proactive financial planning, and facilitate discussions that promote knowledge-sharing and personal growth in the realm of financial well-being.

1. **Assess Financial Well-being**
   Developing the ability to assess their current financial well-being by evaluating various aspects of their financial life, such as income, debt management, budgeting, savings, investments, and retirement planning.

2. **Identify Surprises**
   By reflecting on areas where their satisfaction levels were surprising, youth become more aware of their blind spots and assumptions regarding their financial competences and well-being.

3. **Forecast Future Changes**
   Considering how different financial aspects may change over time encourages youth to think critically about the evolving nature of financial goals and circumstances as they get older.

4. **Goal Setting and Decision Making**
   The exercise prompts youth to set meaningful financial goals and make informed decisions based on their assessment, supporting them in the development of effective financial planning competences.

* https://en.wikipedia.org/wiki/Kolb%27s_experiential_learning

5 **Financial Literacy**
The activity introduces youth to key concepts in financial literacy, such as debt management, budgeting, savings, investments, and retirement planning, enhancing their understanding of these critical life competences.

6 **Self-Reflection and Self-Care**
The activity encourages youth to engage in self-reflection about their financial goals and habits, promoting a deeper understanding of their personal financial needs and the importance of self-care in financial planning.

Requirements

- Before making this activity we recommend to do either of the exercises "The vision board" or "Wheel of Life".

Resources

- Blank circular graph with spokes (10 segments) for each one
- Markers or pens
- Reflective question prompts (printed or displayed)

Notes

When discussing areas where the level is low, it is emphasized that there are periods in life where it is normal to be so, to reduce a possible or misplaced guilt feeling.

Introduction 15 min

- Introduce the purpose of the activity: self-assessment and reflection on financial well-being.
- Briefly explain the concept of the Financial Wheel of Life and its analogy to life balance assessment.

"In this reflection exercise, we will create a personalized Financial Wheel of Life, a tool that allows you to assess and visualize your satisfaction and balance in various areas of your financial well-being. By examining key aspects of your financial life, you will gain insights into where you are thriving and where there might be room for improvement. This exercise will help you reflect on your financial competences, set goals, and consider how these areas may evolve over time.

Creating your Financial Wheel of Life and reflecting on it will provide you with valuable insights into your financial well-being and the areas that might require attention. This exercise supports you to set meaningful goals and make informed decisions to increase your financial competences and overall life satisfaction."

The experience 60 min

The duration of each step can be adjusted based on the group's size, familiarity with financial concepts, and depth of discussions. Additionally, the facilitator's guidance is essential to maintain a positive and constructive atmosphere during the group discussion. This activity encourages youth to engage actively in assessing their financial well-being, reflecting on their financial habits, and considering ways to increase their financial competences and goals.

1. Assessment Categories:
Present the key financial assessment categories: Active Income, Debt Management, Planning/ Budgeting, Managing Expenses, Saving, Investments, Net Wealth, Retirement/ Insurance Plan.

Provide a brief overview of each category and its significance in financial well-being.

- **Active Income:** Consider how you make active income, explore possibilities for multiple income sources, and identify in-demand competences in the job market.
- **Debt Management:** Evaluate your knowledge of financial products (credit cards, loans, overdrafts), refinancing options, and strategies for early repayments.
- **Planning/ Budgeting:** Reflect on your use of suitable tools to plan for short and long-term financial goals and the measures you take to adjust your budget.
- **Managing Expenses:** Consider your ability to make expenses in alignment with your financial plan in a sustainable way .
- **Saving:** Reflect on your saving habits and how effectively you allocate funds for future needs.
- **Investments:** Evaluate your understanding of and engagement in investment opportunities.
- **Net Wealth:** Reflect on your overall financial worth and assets compared to your liabilities.
- **Retirement/ Insurance Plan:** Consider your preparations for retirement and the adequacy of your insurance coverage.

2. Creating Your Financial Wheel of Life:

- Distribute the blank circular graphs and markers to participants.
- Instruct youth to draw a point on each spoke that represents the level (0 to 10) in the corresponding financial category which they identify for themselves.
- Tell youth to connect the points they've drawn on each spoke to create a polygon shape.

3. Prepare for a group discussion

Display or distribute the reflective question to each one. Tell the young people to answer the questions first individually.

- How Balanced is Your Financial Wheel? Examine the shape of your polygon. Is it well-rounded or irregular? What does this indicate about the balance in your financial life?
- Observations: What did you notice as you completed your financial wheel? Were there any areas where the result surprised you?
- Impact of Changes: Consider the changes you've made since then. How have these changes impacted your financial situation and overall score?
- Anticipating Future Changes: How do you predict these areas of your financial life will change as you age? Consider the evolving job market, financial goals, and personal circumstances.

4. Group Discussion (15-20 minutes):

- Divide youth into small groups.
- In each group: share reflections and insights with each other.
- Encourage youth to learn from each other's experiences and observations.

Debriefing

15 min

To facilitate a debriefing session that connects participants' financial well-being reflection to their life plans, you can use the following debriefing questions:

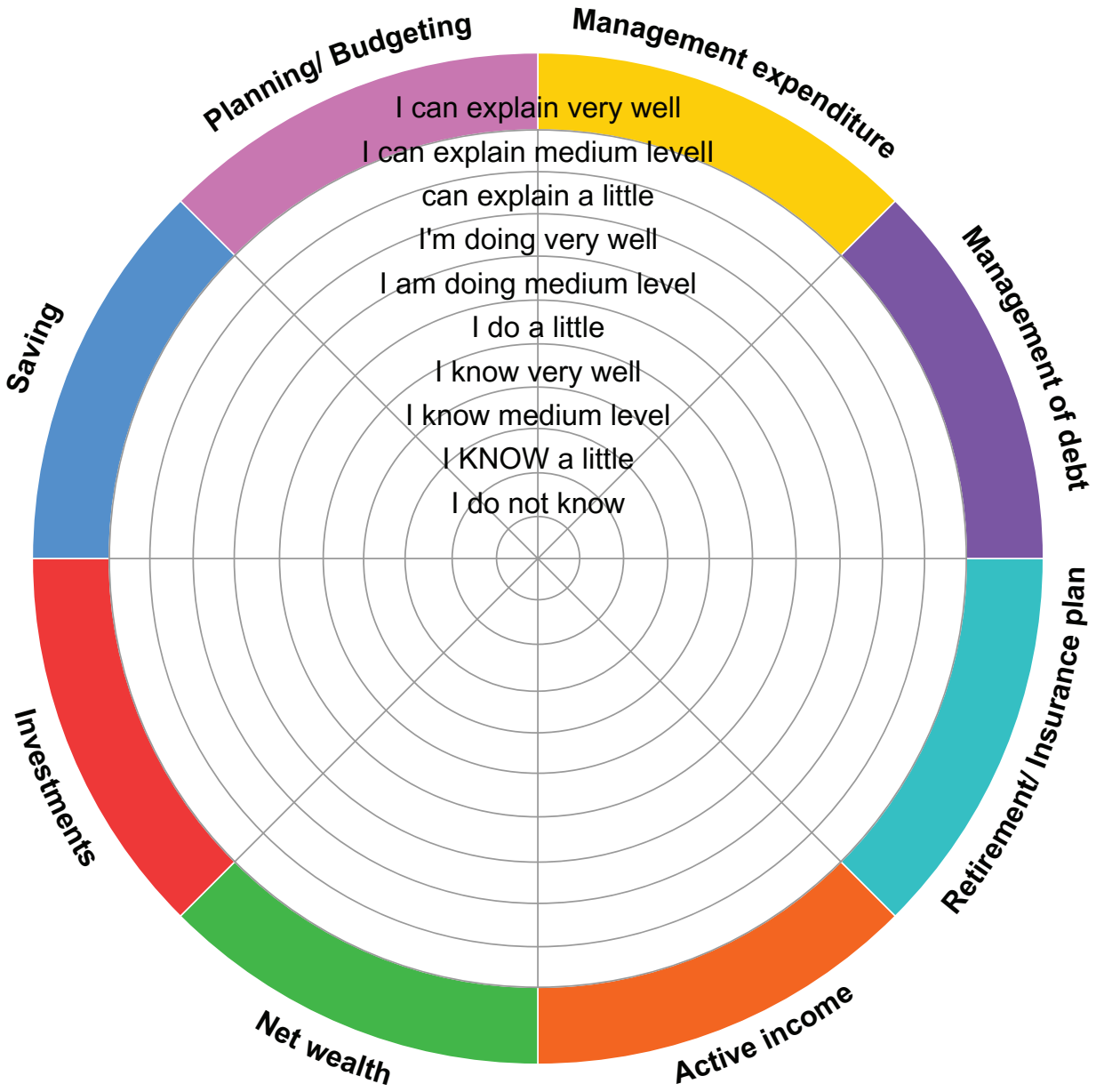
- How did you feel about this entire activity?
- What specific observations did you make while assessing your financial well-being in each category?
- How did you feel while drawing your Financial Wheel of Life? Were there any particular areas that stood out to you?
- As you examined your Financial Wheel, what patterns or trends did you notice? Are there areas where you're particularly strong or areas that might need improvement?
- Looking at the areas of your Financial Wheel that are strong, how do these align with your current life plans and future goals?
- For areas where your score is lower, how might improving these aspects positively impact your overall life plan and aspirations?

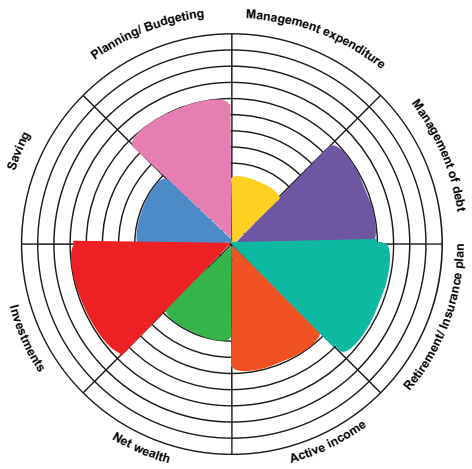
Synthesis (Connecting Insights to Personal Growth)

- In what ways has this activity deepened your understanding of your financial well-being and its connection to your life plan?
- How might you continue to use the Financial Wheel concept as a tool for ongoing self-assessment and growth in the future?
- What commitments do you wish to make to yourself based on the insights gained from this activity?
- How will you incorporate your reflections into your daily life and future financial decisions?

THE FINANCIAL WHEEL OF LIFE

How is my financial life supporting the lifestyle on the Financial Wheel of Life today and to achieve future goals? What are the changes needed to sustain a future lifestyle?





18. Time for new plans

SUBJECT
Business plan
Credit

TIME
60 min

NO OF PARTICIPANTS
12-24

AGE 14+

Activity Summary

The "Time for new plans" roleplay activity is designed to enhance youth' problem-solving, teamwork, and negotiation competences through a dynamic scenario. Divided through roles as students, parents, bank managers or school representatives, youth collaborate to devise a recovery plan for a school facing a financial crisis involving its sports field. They practice to communicate persuasively, negotiate effectively, and think strategically while considering financial concepts. The activity promotes leadership, empathy and adaptability, encouraging youth to apply real-world knowledge in a simulated context. The outcome of the bank's decision prompts reflection, fostering a comprehensive learning experience that combines financial literacy, interpersonal dynamics, and critical decision analysis.

Educational Objectives

1. **Problem-Solving Competence**
Developing a recovery plan to address a complex financial situation. Youth use critical thinking to analyze available resources and devise creative solutions to prevent the auctioning of the sports field.

2. **Communication and Presentation Competence**
Youth exercises conveying ideas clearly and persuasively. The role of negotiating representatives requires them to present their recovery plan in a nutshell and respond to questions from the bank's team.

3. **Financial Literacy**
The scenario encourages youth to consider financial concepts such as loans, interest rates, repayment terms, and the impact of financial decisions. They gain practical insights into financial management and decision-making.

4. **Strategic Thinking**
Youth assess strategically their options, evaluating the pros and cons of different recovery strategies while considering the bank's interests.

5. **Leadership and Decision-Making**
Youth in leadership roles, such as the CEO and investment manager, practice making informed decisions under pressure. They also discover the importance of considering the broader impact of their choices.

6. **Real-World Application**
The activity simulates a real-world financial challenge, providing youth with a practical context for applying theoretical knowledge, critical thinking, and problem-solving competence.

7. **Empathy and Perspective-Taking**
Youth taking on various roles gain insight into the perspectives of different stakeholders, such as the CEO, students, parents, school representatives and bankers. This encourages empathy and the ability to consider multiple viewpoints.

8. **Decision Analysis**
The bank's final decision prompts youth to reflect on the chosen recovery plan and analyze the reasons behind the decision. This contributes to understanding the evaluation process and learning from outcomes.

Requirements

- Before this activity some exercises for understanding the interest of a loan and how is calculated.

Resources

- The repayment plan
- Tickets with the name of the roles

Notes

Allow time to the group to identify with the given roles.

Introduction 15 min

- Explain the types of loans a bank can offer and under what conditions. **(use the handout Tips for youth worker - Types of Loans from Banks for Youth Learning).**
- Ask young people to come up with examples from their experience.

The experience 45 min

1: Introduction and Role Assignment

- At the start of the activity, introduce the game and its context.
- Every young person takes randomly a role paper which defines their role within the game. The available roles are: 3 bankers (including the CEO who is an ex-student of the school and the financial investment director), students, and parents.
- **Present the following situation**: *"The school is facing a financial crisis due to a loan taken by the previous principal to secure the sports field. Inability to repay the 100,000 euro loan at a 10% interest rate has led to the bank considering auctioning the sports field. The CEO, an ex-student of the school, wants to give a chance to save the sports field by involving students and parents in preparing a recovery plan."*

2: Planning and Preparation (30 minutes)(use the handout)

- The youth are divided into 4 groups (each group should have a maximum of 6 members): one student group, one parents group, one school's representatives, one bank's representatives.
- Each group works together for 30 minutes to devise a comprehensive recovery plan. The plan should utilize available resources or propose alternative options to present to the bank.
- The recovery plan should focus on convincing the bank to reconsider auctioning the sports field. It should be creative, practical, and financially feasible.

3: Selection of Representatives

- At the end of the planning phase, each group selects a maximum of 3 representatives to negotiate with the bank's team.
- These representatives will be responsible for presenting the recovery plan and responding to questions during the negotiation phase.

4: Negotiation (10 minutes per team)

- The selected representatives from each group take turns to present their recovery plan to the bank's team, which includes the CEO, investment director, and other representatives.
- Each team of negotiators has a maximum of 10 minutes to present their plan. They should emphasize the plan's strengths, feasibility, and benefits to both the school and the bank.
- The bank's team is allowed to ask questions, particularly directed towards the school viability and sustainability plan.

5: Bank's Decision

- After all groups have presented their plans, the bank's team privately discusses and evaluates the proposals.
- The bank makes a decision regarding the recovery plan it agrees with the most and believes to be the most practical.
- The bank's decision is publicly announced, and the activity concludes with a brief discussion about the negotiation process, the merits of the selected plan, and what youth have learned.

Debriefing

10 min

Remember that the debriefing process should encourage youth to think critically about their experience, connect it to broader concepts, and explore ways to apply their learning in various contexts.

According to the available time, choose more or less questions, according to their relevance for you and the young people.

- How do you feel about this activity? What were exciting moments, and which moments were less enjoyable?
- Which were the main challenges you faced while working on the recovery plan?
- How did you feel when presenting your recovery plan to the bank's team?
- What did you observe and discover about the strengths and weaknesses of your team's recovery plan?
- How did the negotiation phase impact your understanding of persuasive communication?
- Reflect on the different roles (students, parents, bankers, etc.). How did stepping into these roles affected your perspective on the financial situation?
- How did the concept of interest rates become clearer to you through this activity?
- Can you explain how loans and repayment terms work based on your experience in the activity?
- What connections can you draw between the negotiation process in the activity and real-world decision-making?
- In what ways might you approach financial decisions differently after understanding loans, interest rates, and negotiation better?
- How could the competences you developed during this activity be useful in other collaborative scenarios, not necessarily related to finance?
- Could you use similar problem-solving and negotiation strategies in situations outside of this activity? If so, how?
- How might you adapt your approach to presenting and persuading based on the feedback you received from the bank's team?

Handout

REPAYMENT PLAN

Balance Date: Today

Credit	Balance (credit +interest)	Interest Rate
100 000	110000	10%

Action plan for finding income sources to pay the loan

What	When	Total income estimated

Creditor	**Balance:** how much is still to be paid from the borrowed amount	**Rate:** how much is interest rate from the borrowed amount	**Payment:** how much is paid from the borrowed amount	Date for payment
Bank		**10%**		
TOTAL:				

In the first year the interest rate is 10.000 Euros. Next year (100.000 Euros minus the payments made in the first year) multiply by10%. You can use https://www.calculator.net/loan-calculator.html

Handout

TIPS FOR YOUTH WORKER

TYPES OF LOANS FROM BANKS FOR YOUTH LEARNING

1. Personal Loan

- **Purpose:** Funding personal needs like buying gadgets, paying for education, or planning a trip.
- **Conditions:** Typically unsecured, meaning no collateral is required. Interest rates vary based on credit history and repayment terms.
- **Youth Consideration:** Helps to cover personal expenses but requires responsible repayment to avoid debt.

2. Student Loan

- **Purpose:** Financing education-related expenses such as school taxes, books, and living costs.
- **Conditions:** Often have lower interest rates and flexible repayment options. Repayment usually begins after completing studies.
- **Youth Consideration:** Aids in pursuing higher education but requires understanding of repayment terms and budgeting post-graduation.

3. Car Loan

- **Purpose:** Buying a vehicle, usually a car or motorcycle.
- **Conditions:** The vehicle itself acts as guarantee. Monthly payments and interest rates depend on the loan term and credit history.
- **Youth Consideration**: Useful for transportation but involves understanding the total cost, including interest.

4. Home Loan (Mortgage)

- **Purpose:** Purchasing a home or property.
- **Conditions:** The property serves as guarantee. Loan terms can be long, often 15 to 30 years. Interest rates can vary.
- **Youth Consideration:** A significant investment requiring thorough understanding of terms, responsibilities, and long-term financial planning.

5. Small Business Loan

- **Purpose:** Funding a small business venture or start-up.
- **Conditions:** Requires a solid business plan. Interest rates and terms vary based on the lender and business viability.
- **Youth Consideration:** Offers entrepreneurial opportunities but demands careful business planning and responsible borrowing.

6. Credit Card

- **Purpose:** Access to credit for various purchases.
- **Conditions:** Not a traditional loan, but it allows borrowing up to a credit limit. Interest increases if the balance is not paid in full.
- **Youth Consideration:** Requires responsible use to avoid high interest and potential debt.

Key Considerations for Youth:

- **Interest Rates:** Understand that the rate determines how much extra you'll pay on top of the borrowed money.
- **Repayment Terms:** Know the schedule for making payments and the consequences of missing them.
- **Collateral:** Recognize when something valuable might be required as a guarantee for the loan.
- **Responsibilities:** Borrow responsibly, ensuring you can meet repayment obligations.
- **Budgeting:** Plan your finances to manage monthly loan payments alongside other expenses.

Remember, loans offer financial opportunities but also come with responsibilities. It's important to research, ask questions, and seek guidance from trusted sources before making borrowing decisions.

19. Get a life

SUBJECT
Plan of life
Life Style

TIME
120 min

NO OF PARTICIPANTS
12-30

AGE 16+

Activity Summary

"Get a Life" is excellent to practice together with young people the techniques of building a life plan, but also to design a lifestyle. Participants will have to think and then design a life plan individually, along with a lifestyle they can choose from the 8 proposed lifestyles. First they will choose a profession and a career, then they will look for the salary related to the profession and the career. At the end, they look for other people to build communities.

Educational Objectives Potential

1. **Exploration of Lifestyle Choices**
   - Participants explore a range of lifestyle options, from adventurous to artistic, and recognize the opportunities and challenges associated with each.
   - Participants practice making informed decisions about their preferred lifestyle based on personal interests and aspirations.

2. **Career Path Exploration**
   - Participants explore various professions and career paths that align with their chosen lifestyles, considering the education required and potential salaries.
   - Participants experience the relationship between education, career and income, contributing to informed decision-making about their future.

3. **Financial Literacy**
   - Participants learn to assess the financial aspects of their chosen lifestyles, including expenses and resources required to sustain their desired way of life.
   - Participants experience the importance of financial planning and budgeting in achieving their life goals.

4. **Vision Crafting**
   - Participants envision and articulate their ideal future, including details about their chosen lifestyle, profession, and career.
   - Participants enhance their goal-setting and communication competence by presenting their plans to the group.

5. **Adaptability and Resourcefulness**
   - Participants adapt their individual plans to fit within the context of a community, considering the balance between personal aspirations and collective well-being.
   - Participants experience the importance of adaptability and creative thinking in achieving their desired future while collaborating with others.

6. **Value of Collaboration**
   - Participants get confronted with the value of collaboration and shared resources in achieving common goals.
   - Participants experience the benefits of working together to create a more resilient and prosperous future.

7. **Personal Growth and Aspiration Alignment:**
   - Participants work on personal growth through self-reflection and envisioning their future lives.
   - Participants align their aspirations with practical steps and plans, fostering a sense of purpose and direction.

Requirements

- Set rules for emotional safety and working in groups

Resources

- The life plan
- The planned lifestyle plan

Notes

The activity can be enlarged by adding gadgets and dress up attributes when creating the communities.

Introduction 5 min

Setting the Stage
At the beginning of the activity, introduce the rules of the game and the exciting story behind it. Participants will embark on a journey to create their own life plan and choose a unique lifestyle from the eight options provided. These lifestyles range from adventurous to artistic, and each has its own set of opportunities and challenges. **(see the handout - Different Ways to Live: Lifestyle Types for You)**

The experience 70 min

Step 1: Give the handout (or project) with the 8 lifestyles

Participants start by individually choosing 1 or 2 lifestyles they want to explore in their adult life.

Step 2: Crafting Your Future

Each participant has 20 minutes to define their vision for the future using the handout “Life style”. They select a profession that resonates with them (you can provide the handout with profession examples). This is followed by exploring the potential salaries (searching online) associated with both the chosen profession, considering the level of education required for their dream job.. They'll outline their chosen lifestyle, profession and think about the expenses and resources required to sustain their desired way of life. Afterward, each participant presents their plan to the group, sharing their aspirations and thought process.

Step 3: Building Communities

Following the individual presentations, participants will come together and form communities of 5 to 10 members each. These communities will collaboratively work to enhance and refine their chosen lifestyles, identifying new sources of income, defining their lifestyle and resources they can pool together.

To ensure variety, the goal is to create at least three different communities. These newly formed groups will consider how to adapt their individual plans to fit within the context of the community while aiming for sustainable growth.

Step 4: Securing a Brighter Future

The communities get 10 minutes to brainstorm innovative ways to secure new sources of income and how their community lives. This to ensure they do well with their chosen lifestyles. Creative ideas are desired, like forming a sport club or other community-oriented initiatives.

In the plenary session that follows, each community will present their newfound income strategies, showcasing their collective problem-solving, teamwork and their lifestyles, trying to adopt new followers.

Debriefing

20 min

The below questions can be used for the debriefing session and encourages participants to reflect on their experiences, connect them to real-life situations, and consider how they can apply the lessons learned from the activity in their own lives.

- How did you feel about this activity?
- What were your initial thoughts and feelings when you were presented with the different lifestyle options?
- How did you feel when crafting your individual life plan and making choices about your profession, career, and education?
- Looking back, what factors influenced your decisions when choosing a specific lifestyle, profession, and career?
- How did your personal values and interests play a role in your choices?
- What did you learn about the connection between education, profession, career, and income while exploring the activity's concepts?
- How did the process of building communities and pooling resources challenge your understanding of teamwork and collective decision-making?
- How did working in a community setting differ from your individual planning? What benefits did collaboration bring to the table?
- How will you incorporate your reflections into your daily life and future financial decisions?

DIFFERENT WAYS TO LIVE
LIFESTYLE TYPES FOR YOU

1. Active Adventures

If you're outgoing and love being around others, this lifestyle might be your jam! The active adventures lifestyle is all about getting out there, moving your body, hanging out with friends, and doing what you're passionate about. It's not about being busy all the time – when you've got energy, you make the most of it.

2. Healthy Vibes

Sometimes people mix up healthy living with being super active. But here's the scoop: healthy vibes are all about eating nutritious stuff and avoiding the junk. When you treat your body right, you feel energetic and ready to tackle anything. Think of this as the first step towards an active lifestyle.

3. Flying Solo

Do you enjoy your own company? The solo lifestyle might be your groove. People living this way are pretty independent – they work, travel, and chow down alone. It's all about taking responsibility and staying disciplined to reach your goals. Plus, no one's watching, so you're free to be you!

4. Country Chill

Imagine life in the countryside, surrounded by nature. That's the rural lifestyle! Folks in villages do farm work and live a peaceful life away from the hustle and bustle. No glitz or glamour – just simple, content living without worrying about social status.

5. City Buzz

If the idea of fast-paced city life excites you, the urban lifestyle is your scene. City dwellers love exploring and trying new things. It can be a bit challenging, but it's also super thrilling. In the urban lifestyle, material goals take the spotlight, and people aim high to achieve them.

6. Wanderlust Ways

Ever wanted to be a nomad, moving from place to place? That's the nomadic lifestyle, inspired by ancient wanderers who roamed Central Asia with their horses. It's all about the journey and avoiding getting too attached to things. While it might not be for everyone, it's a fascinating way to live.

7. Artistic Adventure

If you're all about expressing yourself through art and music, the bohemian lifestyle is your muse. This type of living encourages travel, seeking adventures, and fulfilling your creative cravings. It's like a spiritual journey that tunes into your inner artist.

8. Digital Waves

You're probably living a big part of your life online – welcome to the digital lifestyle! It's a mixed bag; connecting with tons of people and finding countless opportunities is a plus, but there are downsides too. Finding the balance between screen time and real life is key in this digital age.

Handout

“LIFE STYLE”

NAME of the character	Age	Typology of life style
No of stars (1 star is poverty 5 stars is excellent/ luxury)		
Life style description		
Active Income source		
Investments Income sources		
Housing		
Cars/ transport		
Free time/ holiday		
Food		
Education		
Social life		
Family		

EXEMPLE:

NAME of the character Sarah Miller	Age 30	Typology of life style Active Adventures
No of stars (1 star is poverty 5 stars is excellent/ luxury)	3 stars	
Life style description	Sarah is a fitness enthusiast who thrives on an active lifestyle. She loves being outdoors, participating in sports, and helping others achieve their fitness goals as a certified fitness instructor. Her life is centered around physical activity, and she enjoys the company of friends who share her passion for an active life.	
Active Income source	Sarah's primary source of income is her job as a fitness instructor. She works at a local gym and also offers private fitness training sessions.	
Investments Income sources	Sarah has invested in a small fitness equipment rental business, which generates a modest secondary income.	
Housing	Sarah lives in a comfortable apartment in the city, which she shares with a roommate to split expenses.	
Cars/ transport	She doesn't own a car as she prefers walking and cycling to get around. Public transportation and ridesharing apps are her go-to options for longer trips.	
Free time/ holiday	Sarah enjoys spending her free time hiking, biking, and exploring new outdoor activities. She takes occasional adventure trips with friends to satisfy her adventurous spirit.	
Food	She maintains a healthy diet rich in fruits, vegetables, and lean proteins to align with her fitness lifestyle. Cooking at home helps her save money.	
Education	Sarah holds a fitness instructor certification, which required an initial investment in training and certification fees. She continues to invest in her education by attending workshops and courses to stay updated with the latest fitness trends.	
Social life	Her social life revolves around her fitness community. She participates in group fitness classes and social events organized by the gym. Sarah also enjoys occasional nights out with friends.	
Family	Sarah comes from a supportive family who encourages her active lifestyle. They live in a different city, but they keep in touch through regular visits and video calls.	

Handout

TYPES OF JOBS
RELATED WITH THE LIFESTYLE

Please note that these salary ranges are approximate and can vary based on factors such as location, experience, and the specific company or organization you work for. Additionally, some careers in these lifestyle categories may require education or training to get started.

1. Active Adventures

- Outdoor Adventure Guide: €25,000 - €50,000 per year
- Fitness Instructor: €30,000 - €60,000 per year
- Event Coordinator for Adventure Tours: €40,000 - €70,000 per year
- Rafting or Rock Climbing Instructor: €25,000 - €50,000 per year
- Ski Instructor: €30,000 - €60,000 per year

2. Healthy Vibes

- Nutritionist/Dietitian: €45,000 - €75,000 per year
- Personal Trainer: €35,000 - €60,000 per year
- Health and Wellness Coach: €40,000 - €70,000 per year
- Yoga Instructor: €30,000 - €60,000 per year
- Organic Farmer: €25,000 - €60,000 per year

3. Flying Solo

- Freelance Writer: €30,000 - €60,000 per year
- Independent Consultant: Income varies widely based on expertise
- Entrepreneur/Small Business Owner: Income varies greatly, potential for high earnings
- Virtual Assistant: €25,000 - €50,000 per year
- Blogger/Content Creator: Income varies widely, potential for high earnings

4. Country Chill

- Farmer: €25,000 - €60,000 per year
- Rural School Teacher: €30,000 - €50,000 per year
- Nature Conservationist: €40,000 - €70,000 per year
- Park Ranger: €30,000 - €60,000 per year
- Wildlife Biologist: €40,000 - €70,000 per year

5. City Buzz

- Marketing Manager: €60,000 - €120,000 per year
- Restaurant Manager: €40,000 - €70,000 per year
- Real Estate Agent: €45,000 - €100,000+ per year
- Event Planner: €40,000 - €80,000 per year
- Financial Analyst: €60,000 - €110,000 per year

6. Wanderlust Ways

- Travel Blogger/Influencer: Income varies widely, potential for high earnings
- Remote Work Consultant: €50,000 - €90,000 per year
- Tour Guide: €30,000 - €60,000 per year
- International Aid Worker: €35,000 - €70,000 per year
- Cruise Ship Crew Member: €25,000 - €50,000 per year

7. Artistic Adventure

- Graphic Designer: €40,000 - €80,000 per year
- Musician/Artist: Income varies widely, potential for high earnings
- Art Therapist: €45,000 - €75,000 per year
- Photographer: €30,000 - €70,000 per year
- Theater Performer: Income varies widely, potential for high earnings

8. Digital Waves

- Social Media Manager: €40,000 - €80,000 per year
- Web Developer: €50,000 - €100,000+ per year
- Data Analyst: €60,000 - €110,000 per year
- Content Creator (YouTube, Podcasting, etc.): Income varies widely, potential for high earnings
- Online Marketing Specialist: €45,000 - €90,000 per year

20. Find as many words

SUBJECT
Vocabulary

TIME
40 min

NO OF PARTICIPANTS
1-32

AGE 14+

Activity Summary

This activity can be used during a break or as an energizer before another longer activity. The process begins with a concrete experience that draws participants into the world of financial terminology. A word search puzzle is employed as a creative tool to familiarize individuals with 21 key financial terms and after to use them creating a story about some characters that are familiar or not with the financial terms.

Educational Objectives Potential

Overall, the activity aims to familiarize participants more with financial terminology, thereby enhancing their financial literacy.

1. **Familiarize Participants with Financial Terminology**
   Through the word search puzzle, participants become more acquainted with various financial terms used in everyday financial discussions, which is an essential step in building financial literacy.

2. **Understand the Importance of Financial Terms**
   By engaging in storytelling, participants grasp the significance of understanding financial terms for making informed decisions and navigating financial situations effectively.

3. **Recognize the Consequences of Ignorance**
   The creation of stories with both positive and negative outcomes leads to a bigger understanding of the potential risks and drawbacks of not comprehending financial terms.

4. **Apply Knowledge Creatively**
   Participants are encouraged to use their creativity to incorporate financial terms into engaging narratives, promoting active learning and critical thinking.

5. **Promote Collaborative Learning**
   By working together on the storytelling aspect, participants learn from each other's insights, broadening their understanding of financial concepts.

6. **Motivate Financial Literacy**
   Through the positive outcome story, participants are more likely to be motivated to invest time and effort in improving their financial literacy, as they witness the benefits of understanding financial terms.

Resources

- You can adjust this game to this link: https://thewordsearch.com/maker/?edit=5860648&key=BvUNblOzkg

Notes

- Young people can create their own puzzle, or create puzzle for other teams.

Introduction

5 min

Initiate a discussion about the importance of knowing financial terms and what are the risks if we do not understand them.

The experience

30 min

Phase 1: Word Search Puzzle

Engage participants in a fun and educational word search puzzle. The puzzle includes 21 financial terms placed horizontally, vertically, diagonally, and even in reverse. Encourage participants to circle each term as they find them. This step aims to familiarize them with financial terminology.

Phase 2: Storytelling - The Importance of Financial Terms

1. Creating a Story (Bad Ending)

Tell participants to collaboratively create a story using at least 10 financial terms. This story should illustrate the negative outcomes of not understanding these terms. Encourage creativity and critical thinking as they weave the terms into the narrative.

2. Sharing the Story (Bad Ending)

Invite participants to share their stories with the group. Each group member can take turns presenting their version of the story.

Phase 3: Storytelling - The Benefits of Financial Terms

1. Creating a Story (Good Ending)

Now, have participants create a new story that showcases the positive outcomes of understanding financial terms. They should again incorporate at least 10 financial terms into their narrative, but this time emphasizing the benefits and rewards of financial literacy.

2. Sharing the Story (Good Ending)

Similar to the previous step, have participants present their stories with a positive outcome. By structuring the activity in this way, participants will not only gain exposure to essential financial terms but also understand the potential risks of remaining ignorant about them. Through storytelling, they have the opportunity to explore both negative and positive scenarios, reinforcing the importance of financial literacy in a more engaging manner.

Debriefing

15 min

Use the suggested debriefing questions below. Encourage participants to reflect on their learning process, connect their experiences to real-life applications, and actively plan for future learning and application of financial terms.

- How did you feel about this activity?
- How did you feel when you encountered unfamiliar financial terms?
- After completing the activity, what aspects of financial terms and their importance did you find most intriguing?
- Were there any moments during the storytelling when you realized the significance of understanding financial terms in real life?
- How did the positive and negative outcome stories impact your perception of financial literacy?
- What broader insights did you gain about financial literacy and its role in decision-making?
- Are there specific steps you intend to take to improve your financial literacy and better understand financial terminology?
- Can you think of scenarios where you might encounter these terms, and how would your newfound understanding impact your decisions?
- Looking back on the entire activity, what were the key takeaways for you in terms of financial literacy and understanding financial terms?
- How has this experience influenced your attitude towards learning about financial concepts?
- What steps can you take moving forward to continue developing your financial knowledge and making informed financial decisions?

FINANCIAL PUZZLE

L	D	E	R	U	T	U	F	T	B	E	D	N	B
I	N	A	E	M	O	C	N	I	E	B	R	N	O
M	G	E	M	C	C	O	M	P	O	U	N	D	N
I	S	N	I	R	E	I	N	E	E	D	S	L	D
T	A	C	N	E	E	L	N	A	E	G	S	T	S
E	V	P	V	D	H	T	Y	T	F	E	N	N	S
D	I	L	E	I	E	M	T	T	E	T	I	H	S
B	N	A	S	T	S	O	O	R	S	R	O	E	R
E	G	N	T	W	S	N	T	N	O	P	E	L	T
L	O	N	M	A	A	E	N	N	P	H	T	S	N
I	N	I	E	N	K	Y	E	I	G	U	S	M	T
E	N	N	N	T	N	G	N	N	O	L	I	F	E
F	N	G	T	S	A	G	O	F	A	L	P	N	N
S	O	I	S	G	B	N	E	U	L	E	M	T	O

DEBT
COMPOUND
STYLE
WANTS
CREDIT
SHOPPING
SAVING
BUDGET
LIFE
INVESTMENTS
LIMITED BELIEFS
INCOME
SHORT TERM
INTEREST
BANK
PLANNING
GOAL
FUTURE
MONEY
BONDS
NEEDS

Play this puzzle online at https://thewordsearch.com/puzzle/5860648/financial/

21. Detective work

SUBJECT
Credit card
Vocabulary

TIME
40 min

NO OF PARTICIPANTS
1-18

AGE 16+

Activity Summary

The activity is designed to enhance **financial literacy** among youth through an engaging and interactive learning experience. The activity guides participants through stages of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Participants begin with a discussion about their familiarity with bank statements and credit cards, leading to small group analysis of a provided credit card statement. In their groups, participants decipher the statement's components, calculate values like Annual Percentage Rate (APR) and credit line, and respond to specific questions. Through collaborative discussions and peer-sharing, participants deepen their understanding of financial concepts and their practical applications. The activity concludes with a reflective dialogue, where participants articulate their insights and recognize the significance of understanding credit card statements for informed financial decision-making.

Objectives

The activity aims to provide a holistic learning experience that combines conceptual understanding, practical application, critical thinking, collaboration, and self-reflection within the context of financial literacy and credit card management.

1 Knowledge Acquisition

- Participants gain knowledge about the components of a credit card statement, including terms like APR, new balance, transactions, and credit line.
- Participants explore how credit cards function and their importance in personal finance.

2 Critical Thinking and Analysis

- Participants analyze a sample credit card statement to answer specific questions, fostering critical thinking and attention to detail.
- Participants are encouraged to interpret and make sense of financial information presented in a real-world context.

3 Application of Concepts

- Participants practice their understanding of financial concepts by calculating and interpreting the Annual Percentage Rate (APR), finance charges, credit line, and available credit.
- Participants connect theoretical knowledge to practical scenarios, enhancing their ability to use financial information in real-life situations.

4 Financial Literacy Enhancement

- Participants develop a basic understanding of reading and interpreting financial documents, which is essential for making informed financial decisions.
- Participants gain familiarity with terms commonly found in credit card statements, preparing them for future financial responsibilities.

Requirements

- access to internet to search for terminology

Resources

- Handout for each group with the statement and questions

Introduction

10 min

Start by inviting the young people to share their experiences with bank statements and credit cards. Ask questions like:

- Have you ever seen a bank statement before?
- Do you know how a credit card works?

Encourage participants to share their thoughts and experiences related to bank statements and credit cards. This sets the stage for the new learning experience.

The experience

30 min

1. Organize the participants into small groups of three. This group format encourages collaboration and discussion.
2. Distribute a sample credit card statement to each group (handout). Briefly explain the key components of a credit card statement, such as the APR, new balance, transactions, and more.
3. The small groups analyze the provided credit card statement and answer the questions listed at the end of this activity description. This encourages critical thinking and applying their understanding of the concepts.
4. As the groups work through the questions, encourage them to discuss their reasoning, share their interpretations, and support their answers with additional explanations if needed and desired.
5. After the groups have discussed and answered the questions, bring the whole group back together for a debriefing session.
6. Invite each group to share their findings and responses. Encourage them to explain their reasoning behind their answers.
7. Facilitate a group discussion where participants can compare and exchange their interpretations, learn from different perspectives, and clarify any misconceptions.

Debriefing

15 min

Engage the participants in a reflective discussion about what they have learned during the activity. Ask questions like:

- How did you feel about this activity?
- Did you find the credit card statement challenging to understand?
- What aspects of the statement were easier to grasp, and which were more difficult?
- How do you think understanding credit card statements can be useful in real life?
- What do you take from this activity as the most valuable learning aspect?

Handout

CREDIT CARD STATEMENT

SEND PAYMENT TO Box 1234
Roma, Italy

CREDIT LINE	CREDIT AVAILABLE	NEW BALANCE	ACCOUNT NUMBER	NAME	STATEMENT DUE	PAYMENT DUE DATE
€1200.00	€1074.76	€125.24	4125-239-412	John Doe	2/13/19	3/09/19

REFERENCE	SOLD POSTED	ACTIVITY SINCE LAST STATEMENT	AMOUNT
463GE7382	1/25	PAYMENT	-168.80
32F349ER3	1/12	RECORD RECYCLER ANYTOWN,	14.83
89102DIS2	1/15	BEEFARAMA REST ANYTOWN,	30.55
NX34FJD32	1/13	GREAT ESCAPES BIG CITY,	27.50
84RT3292A	1/15	DINO-GEL GASOLINE ANYTOWN,	12.26
973DWS321	1/18	SHIRTS 'N SUCH TINYVILLE,	40.10

Previous balance	(+)	Current Amount Due	125.24
Purchases	168.80		
Cash Advances	(+)	Amount Past Due	
	125.24	Amount Over Credit Line	20.00
Payments	(+)		
Credits	(-)	Minimum Payment Due	
FINANCE CHARGES	168.80 (-)		
Late Charges	(+)		
NEW BALANCE	(+)		
	(=) 125.24		

FINANCE CHARGE SUMMARY	PURCHASES	ADVANCES
Periodic Rate	1.65%	0.54%
Annual Percentage Rate	19.80%	6.48%

For Customer Service, Call: 1-800-xxx-xxxx
For Lost of Stolen Card, Call: 1-800-xxx-xxxx
24-Hour Telephone Numbers

Please make a check or money order payable to Your First Bank. Include account number on front.

Use the credit card statement to answer these questions:

1. On which date is the statement generated? A: 2/13/19
2. What is the Annual Percentage Rate (APR) indicated? A: Purchases 19.80% APR, Advances 6.48% APR
3. What is the corresponding rate for each billing period? A: Purchases 1.65% APR, Advances 0.54% APR
4. What is the new balance? A: 125.24
5. What was the balance carried forward from the previous period? A: 0
6. How many transactions incurred charges within this billing cycle?
7. Throughout this billing cycle, how many credits and payments were processed?
8. Were there any penalties for overdue payments? If applicable, what amount do these penalties entail?
9. What is the overall credit line amount? A: 1,200
10. How much credit remains available at present?
11. During the ongoing billing period, what is the cumulative expense total?
12. Has a finance charge been applied for this billing cycle? In such case, what value does this charge hold?
13. Could you provide the account number stated on the document?
14. To what address should the payment be directed?

22. Stars worth

SUBJECT
Budget
Net worth
Vocabulary

TIME
90 min

NO OF PARTICIPANTS
2-18

AGE 14+

Activity Summary

This activity is designed to foster a clear understanding of net worth as the difference between assets and liabilities. Participants collaboratively create lists of admired individuals and explore their financial aspects. Through research and discussion, they identify sources of income, types of assets, and liabilities contributing to net worth. This experiential process encourages critical thinking about personal finance, cultivates financial awareness, and empowers participants to apply their insights for better financial decision-making and future planning. Ultimately, the activity equips participants with the tools to navigate their financial journeys with greater understanding and control.

Objectives

The educational objectives for the Stars Worth activity are designed to ensure that participants gain a comprehensive understanding of the concept of net worth, its significance in personal finance, and how it can be practically applied to their lives.

1. **Conceptual Understanding**
   - Participants grasp the fundamental concept of net worth as the difference between assets and liabilities.
   - Participants explore the relationship between assets, liabilities, and net worth.

2. **Financial Awareness**
   Participants become more familiar with various types of assets and liabilities that contribute to or detract from net worth.

3. **Critical Thinking**
   Participants analyze and evaluate the financial decisions made by admired individuals and their impact on net worth.

4. **Application of Knowledge**
   Participants apply their understanding of net worth by calculating the net worth of chosen role models using real-life data.

5. **Personal Financial Empowerment**
   Participants understand the role of net worth in personal financial planning and decision-making.

6. **Long-Term Perspective**
   Participants reflect on how their current financial behaviors can impact their net worth in the future.

7. **Informed Decision-Making**
   Participants practice making informed financial decisions based on a deeper understanding of how assets, liabilities, and net worth interplay.

Requirements

- Explore beforehand what 'net worth' means.

Notes

It is recommended to promote a mix of models from the world of art, politics, education, etc

Resources

- Access to the internet for research
- Whiteboard and markers
- Flipchart paper and markers
- Printed copies of the provided content

Introduction 15 min

1. Start with a brief discussion about financial well-being and the importance of understanding one's financial situation.
2. Introduce the concept of net worth using the provided content. Explain that net worth is a key indicator of financial health.
3. Discuss the benefits of measuring net worth compared to focusing solely on income.
4. Engage the group in a conversation about the sources of income and types of assets that can contribute to a person's net worth.
5. Discuss the various liabilities that individuals might have and how they can affect net worth.

The experience 60 min

1. Form small groups of 3 to 6 participants..
2. Tell the groups to create a list of people they admire, for one reason or another. These can be celebrities, entrepreneurs, community leaders, etc.
3. From this list, they choose 1 person and complete the handout regarding their net worth by searching on the internet for data about their assets and liabilities.

Group Discussion and Conclusion

1. Have each group present their chosen individual, the assets, liabilities, and estimated net worth.
2. Invite the groups to share the challenges faced during the research process and the insights gained.
3. Facilitate a conversation about the lessons learned, including the significance of financial awareness and planning for the future.
4. Have participants share how they might apply this knowledge to their own lives and make positive changes in their financial behaviors.

Debriefing 15 min

Debriefing after the youth activity is essential for solidifying the learning experience and allowing participants to reflect on their insights. Below suggested questions. Use more or less questions according to the time available and the interest of the group.

- How did you feel during this activity?
- What was the most interesting or challenging part of creating the lists of admired individuals and their financial aspects?
- How did you feel when you were researching and discussing the assets and liabilities of your chosen role model?

- Did you notice any patterns or commonalities among the sources of income? What about their liabilities?
- How did the concept of net worth become more clear to you as you analyzed the assets and liabilities of your chosen role model?
- Based on your research, what did you learn about the factors that contribute to a person's net worth?
- How do you think managing assets and liabilities affects an individual's overall financial stability?
- Were there any surprises or unexpected findings while calculating the net worth of your chosen person?
- What competences did you develop during this activity that you believe could be valuable for your personal financial planning?
- How can the concept of net worth be useful in your everyday life?
- What steps might you take to improve your own financial stability and increase your net worth over time?
- What aspects of your financial behavior or mindset do you think should change based on what you've learned from this activity?
- Can you envision scenarios in which you might apply these insights to make better financial decisions in the future?
- How has this activity influenced your understanding of financial well-being and the significance of net worth?
- What aspects of the activity were most meaningful in exploring the concept of net worth and its importance?
- Share one insight or lesson that your group collectively gained from this activity.
- Did anyone in your group have a unique perspective or experience that enhanced the learning process?

Encourage participants to share openly and listen to each other's perspectives. These debriefing questions can guide a meaningful discussion which support participants to internalize the concepts learned during the activity and consider how they can apply this knowledge to their personal financial situations.

Handout

NET WORTH

ASSETS

CASH	VALUE
CASH ON HAND	2.000
CHECKING ACCOUNTS	2.500
SAVINGS ACCOUNTS	4.000
MONEY MARKET ACCOUNTS	3.300
CERTIFICATES OF DEPOSIT	14.000
CASH VALUE OF LIFE INSURANCE	24.500
OTHER CASH	
SUBTOTAL	50.300

PERSONAL	VALUE
PRINCIPAL RESIDENCE	233.000
SECOND RESIDENCE	
COLLECTIBLES	
AUTOMOBILES	32.000
HOME FURNISHINGS	10.000
OTHER ASSETS 1	1.500
OTHER ASSETS 2	
SUBTOTAL	276.500

INVESTMENTS	VALUE
STOCKS	15.000
BONDS	
MUTUAL FUND INVESTMENTS	
OTHER INVESTMENTS 2	
SUBTOTAL	15.000

RETIREMENT	VALUE
PENSION	46.000
OTHER RETIREMENT	
SUBTOTAL	46.000

TOTAL ASSETS

LIABILITIES

LIABILITIES	OWE
CREDIT CARDS	1.200
CHARGE ACCOUNTS	3.000
STUDENT LOANS	17.500
AUTO LOANS	
HOME MORTGAGES	
HOME EQUITY LOANS	
CREDIT 1	
SCHOOL CREDIT	
TOTAL LIABILITIES	21.700

TOTAL ASSETS - TOTAL LIABILITIES = NET WORTH		

Handout

TIPS FOR YOUTH WORKER

UNDERSTANDING NET WORTH

Net worth is a powerful concept which supports you taking more control of your financial future. Think of it as a snapshot of your financial health – it's a way to measure how much you're worth financially. Here's a simple breakdown:

Net Worth = Assets - Liabilities

ASSETS

These are things you own that have value. They can be your savings, investments, property, cars, or even valuable items you own. Assets add to your net worth.

LIABILITIES

These are your financial obligations or debts. This could include student loans, credit card debt, or any money you owe to others. Liabilities subtract from your net worth.

So, when you subtract your liabilities from your assets, you get your net worth. It's like figuring out how much money you'd have left if you sold everything you own and paid off all your debts.

Why Does Net Worth Matter?

Your net worth gives you a clearer picture of your financial stability than just looking at how much money you earn. It shows how well you're managing your money over time. If your assets are bigger than your liabilities, you have a positive net worth, which is a good sign. If your liabilities are higher, your net worth could be negative, indicating that you might need to work on reducing debts and increasing savings.

Learning about net worth is like building a strong foundation for your financial future. It aids in understanding where you stand financially and guides you in making smart decisions about saving, investing, and spending.

As you grow and earn more, your net worth can increase. By managing your assets and keeping your liabilities in check, you'll be on a path to better financial well-being.

23. Job Market Mix-Up

SUBJECT
Income
Jobs
Vocabulary

TIME
30 min

NO OF PARTICIPANTS
12-28

AGE 14+

Activity Summary

The "Job Market Mix-Up" activity is a dynamic and engaging experience designed to cultivate financial literacy through a playful exploration of career choices and income dynamics. Through a game format, young people gain insights into diverse industries, educational pathways, and salary variations by embodying different job roles and quickly adapting to changing market criteria. This interactive approach promotes an easier understanding of the relationship between education, career decisions, and income potential, while also practising competences such as critical thinking, communication and collaborative decision-making. By actively participating in the gamified exercise and subsequent debriefing, participants explore the job market, make informed educational choices, and pursue financial stability.

Educative Objectives

Overall, the educational objectives of this youth activity are to equip participants with knowledge and practical insights into the world of jobs, income, and career decision-making, while also fostering important life competences such as critical thinking, communication, and financial planning.

1. **Understanding Job Diversity**
   Participants gain a better understanding of the wide range of job opportunities available in different industries and sectors, promoting awareness of the diversity of careers.

2. **Exploring Education-Income Connection**
   By associating different levels of education with various job cards, participants explore how education can influence earning potential and career options.

3. **Recognizing Income Variation**
   Participants observe the range of salaries associated with different jobs, highlighting that income can vary significantly depending on the industry, competence-set, and level of responsibility.

4. **Grasping Job Market Dynamics**
   Through the game's mechanics, participants experience the dynamic nature of the job market. They'll get confronted with the fact that certain industries may have higher demand for professionals, influencing salaries and job availability.

5. **Promoting Career Decision-Making**
   Participants are encouraged to think critically about their own career aspirations and how different factors, including education and industry choice, can impact their long-term financial well-being.

6. **Introducing Financial Planning**
   By discussing salaries and income potential in the context of jobs, participants get introduced to the concept of financial planning and the importance of aligning career choices with financial goals.

7. **Strengthening Critical Thinking**
   Participants critically evaluate the various job cards, considering factors such as industry, education, and salary.

Requirements

- Choose a suitable indoor or outdoor space with enough room for participants to move around and switch chairs easily.

Resources

- Chairs (one less than the number of players)
- Index cards or small pieces of paper with job titles written on them
- A timer or smartphone with a timer function
- A list of discussion questions related to financial literacy and employment

Notes

- Monitor the exercise to ensure that all participants are actively engaged and have an opportunity to participate in the discussions.
- Design diverse and thought-provoking criteria to challenge participants' assumptions and encourage deeper thinking about career choices.

Introduction 15 min

1. Prepare the job cards:
2. Arrange the chairs: Place the chairs in a circle, with one less chair than the number of players. This empty chair will be the "salad bowl."

The experience 60 min

1. Ask the players to sit down, except for one player.
2. Shuffle the job cards and distribute one card to each player. Players should keep their job titles secret.
3. Explain the rules: In this game, the 1 player standing will call out specific criteria related to jobs. Players holding job cards that meet that criteria will need to quickly find a new chair. The player left standing without a chair will be the one to call out the next criteria. As a facilitator, give a few possible examples of criteria.
4. Start the game: begin by calling out a specific criteria related to jobs. For example:

- "Anyone working in the medical field, switch chairs!"
- "Anyone with a job that requires a college degree, switch chairs!"
- "Jobs that pay an annual salary of over 50.000€, switch chairs!"
- "Jobs in the arts and creative industry, switch chairs!"
- "Jobs Fair, switch chairs!" – everybody will switch the chairs
- "Jobs that works directly with customers"

5. Players holding job cards that match the criteria must quickly find a new chair, while the player who called out the criteria also tries to find a chair.
6. Continue playing with different criteria for a set amount of time (e.g., 1-2 minutes per round) or until you feel the players have grasped the concept.

Debriefing 15 min

1. How did you feel about this activity?
2. If so, what did you learn from this game about different types of jobs and their income potential?
2. How did you decide which chair to move to when a criteria was called out?
3. How does the job market affect your career choices and income potential?
4. What are some factors that can influence your earning potential in a job?
5. How can you prepare for the job market to maximize your financial stability and achieve your financial goals?

Handout

JOBS CARDS

Feel free to adjust the salary ranges and job details to match the specific context and currency of the European country you are focusing on.

1. Software Developer

- Industry: Information Technology
- Education: Bachelor's Degree in Computer Science or related field
- Salary Range: €40,000 - €60,000 per year

2. Nurse

- Industry: Healthcare
- Education: Registered Nurse qualification
- Salary Range: €30,000 - €45,000 per year

3. Marketing Manager

- Industry: Marketing and Advertising
- Education: Bachelor's Degree in Marketing or Business
- Salary Range: €45,000 - €70,000 per year

4. Electrician

- Industry: Construction and Trades
- Education: Vocational Training or Apprenticeship
- Salary Range: €25,000 - €40,000 per year

5. Teacher

- Industry: Education
- Education: Bachelor's Degree in Education or related field
- Salary Range: €30,000 - €50,000 per year

6. Financial Analyst

- Industry: Finance
- Education: Bachelor's Degree in Finance or Economics
- Salary Range: €45,000 - €65,000 per year

7. Chef

- Industry: Culinary Arts
- Education: Culinary School or Apprenticeship
- Salary Range: €25,000 - €40,000 per year

8. Pharmacist

- Industry: Pharmacy
- Education: Pharmacy Degree
- Salary Range: €40,000 - €60,000 per year

9. Sales Representative

- Industry: Sales and Business Development
- Education: High School Diploma or equivalent
- Salary Range: €25,000 - €45,000 per year

10. Architect

- Industry: Architecture and Design
- Education: Master's Degree in Architecture
- Salary Range: €45,000 - €70,000 per year

24. Financial Problem Solvers Challenge

SUBJECT
Vocabulary credit

TIME
40 min

NO OF PARTICIPANTS
2-32

AGE 16+

Activity Summary

This Financial Problem Solvers Challenge not only encourages teamwork and problem-solving but also enhances financial literacy, making it a valuable activity for youth. In this activity, youth are divided into small teams and presented with a set of cards containing various financial problems. Working collaboratively, teams must quickly analyze and solve these problems, applying concepts such as budgeting, saving, and decision-making. By participating in this challenge, individuals develop practical financial competences, practice making informed decisions, and gain confidence in their ability to tackle real-life financial scenarios.

Objectives

1. **Financial Literacy**
The primary objective is to enhance participants' understanding of financial concepts and situations. By engaging with various financial problems, youth can develop a deeper knowledge of budgeting, saving, investing, and other essential financial competences.

2. **Problem-Solving Skills**
Through the activity, youth are encouraged to analyze and solve complex financial scenarios. This promotes critical thinking, logical reasoning, and the ability to devise effective solutions, competences that are valuable in both financial and everyday life situations.

3. **Competition and Motivation**
The competitive aspect of the activity adds motivation for youth to engage actively and put their best effort into solving the financial problems. Healthy competition can encourage youth to be involved more eagerly.

4. **Financial Decision-Making**
Youth practice making informed financial decisions by considering different options and evaluating their potential outcomes. This encourages them to make better financial choices in their personal lives.

5. **Understanding Consequences**
Youth grasp the consequences of various financial choices and how they impact overall financial well-being. This understanding encourages responsible financial behaviors.

Requirements

- Remember (eventually practice beforehand) how to calculate and work with percentages.
- As youth worker it is important to know information about the credit system.

Resources

- computers
- problem cards

Notes

After each problem, the young people explore if they understood all the tackled concepts.

Introduction 15 min

Initiate a short discussion about loans: what are they, where you can get credit, under what conditions, etc.

The experience 30 min

1. Group Formation: Begin by dividing the youth into small teams (3 to 6 members each). If possible, ensure that each team has a mix of competences and personalities to encourage collaboration and diverse problem-solving approaches.

2. Materials Preparation: Prepare 3 sets of cards, each containing a different financial problem or scenario. These scenarios should range in complexity to challenge youth of varying competence levels.

3. Explanation: Gather all the teams together and explain the rules and objectives of the activity. Emphasize that the goal is to solve the financial problems on the cards as quickly and accurately as possible.

4. Card Distribution: Distribute the prepared cards, ensuring that each team receives an equal number of cards. Make sure everyone understands that they must work together in their team to find the solutions.

5. Problem-Solving Time: Set a time limit for each round, depending on the complexity of the problems and the math level of youth. Teams should discuss and strategize on how to solve their assigned financial problems within this time frame.

6. Answer Submission: After the designated time, each team submits their answers, preferably in a written format to avoid confusion.

7. Scoring: Review the submitted answers, and award points to teams based on the correctness and accuracy of their solutions. Teams that provide the correct answer in the shortest amount of time should receive bonus points.

8. Discussion and Learning: After each round, discuss the solutions as a group. Encourage teams to share their thought processes and approaches to solving the financial problems. Highlight key financial concepts and lessons learned.

9. Repeat Rounds: Repeat the process with new sets of cards or different financial scenarios, allowing teams to accumulate points.

10. Winning Team: At the end of the activity, calculate the total points and declare the team with the highest score as the winner. Eventually you can provide small prizes or recognition to the winning team to make it more rewarding.

Debriefing 15 min

- How did you feel when you were presented with the debt problems during the competition?
- Can you recall any specific challenges you faced while solving the debt problems? How did you respond to these challenges?
- How did your team collaborate during the competition? Were there any moments when you needed to adjust your approach based on the problems you encountered?
- What key financial concepts did you find most relevant when approaching the debt problems? (e.g., interest rates, repayment strategies, budgeting)
- How did the competition reinforce or challenge your understanding of debt management concepts? Were there any "aha" moments where theory connected with practical application?
- If you were to approach a similar debt problem in the future, what specific strategies or methods would you implement based on your experience in the competition?
- How has participating in this competition influenced your perspective on the importance of managing debt effectively in real-life scenarios?
- What were some valuable insights or takeaways you gained from participating in the debt problem-solving competition?
- How did the competitive environment impact your problem-solving process and decision-making?
- In what ways did your team's collaboration contribute to the effectiveness of your solutions?
- What were some of the challenges you faced in communicating and explaining your solutions to the judges?

PROBLEM CARDS SOLUTIONS - SEE NEXT PAGE -

Category 1 - Answer: 30 points
B. the bank

Category 1 - Answer: 40 points
C. both answers above

Category 1 - Answer: 50 points
B. yes

Category 2 - Answer: 10 points
A. true

Category 2 - Answer: 20 points
A. It is a good decision, because it has a lower interest rate than on credit cards.

Category 2 - Answer: 30 points
B. 1,020 euro

Category 2 - Answer: 40 points
B. 2,000 euros, plus the interest for the 3 days

Category 2 - Answer: 50 points
B. The bank will not grant him the overdraft, because he already reaches the maximum indebtedness.

Handout

PROBLEM CARDS

CATEGORY 1 **Answer: 30 points**

Borrow 1,000 euros for 1 year from a bank, with 10% per year and 1,000 euros for 1 year from the pawn shop, with 0.8% per day. Which of the two loans is the interest paid at the end lower, so is the loan more advantageous?

A. the one from the pawn house
B. the bank
C. both are the same

CATEGORY 1 **Answer: 40 points**

You took a 100,000 euro 10-year mortgage with a variable interest rate of 10%. If in the first year the interest rate increases by 2%, then:

A. interest paid by the end of the 10 years will increase by approximately 25%
B. the monthly amount paid will increase by at least eur 100
C. both answers above

CATEGORY 1 **Answer: 50 points**

Emil makes a shopping card with a ceiling of 3,500 euros. Does the debt of Emil increase?

A. no
B. yes

CATEGORY 2 **Answer: 10 points**

Dorina has a credit card with a limit of 1,500 euros. The activity report is calculated between 1 of the month and 1 of the following month (ex: 1 January - 1 February) and benefits from a grace period of maximum 50 days. She made two shopping at the store on January 1, worth 400 euros each. If Dorina reimburses 500 euros spent in January until February 20 (the last day of payment), then she owes interest for the unreimbursed amount of 300 euros.

A. true
B. false

CATEGORY 2 **Answer: 20 points**

Maria has 6 credit cards with a total debt of 6,000 euros. Refinancing loans through a personal loan:

A. It is a good decision, because it has a lower interest rate than on credit cards
B. This is a bad decision, because there is no interest on cards
C. It is not possible, banks do not make such refinancing

CATEGORY 2 **Answer: 30 points**

Maria used 1,000 euros of overdraft and does not refund the amount at the end of the month. The interest due is 20 euros. How much do you owe Maria now?

A. 1,000 euro
B. 1,020 euro
C. Nothing, the money given through the account discovery has no interest

CATEGORY 2 **Answer: 40 points**

Simona used 2,000 euros from her account to buy a TV. After 3 days of purchase, she owes:

A. 2,000 euros, because it has a grace period of one month
B. 2,000 euros, plus the interest for the 3 days
C. 2,000 euro.

CATEGORY 2 **Answer: 50 points**

Matthew wants to call overdraft. It has an income of 7,000 euros per month and a debt ratio of 40%.

A. The bank will grant it an overdraft of 42,000 euros, corresponding to 6 months of income
B. The bank will not grant him the overdraft, because he already reaches the maximum indebtedness
C. The bank will only grant him overdraft if he is a loyal customer.

Handout

TIPS FOR YOUTH WORKER

UNDERSTANDING LOANS: A SHORT YOUTH GUIDE

In the journey of financial education, youth are introduced to the fundamentals of loans, a crucial aspect of personal finance. This learning module dives into the world of loans, providing insights into where credit can be obtained, the conditions associated with loans, and the criteria that determine loan eligibility.

1. SOURCES OF CREDIT

Youth discover the various sources from which credit can be obtained. This includes traditional financial institutions like banks and credit unions, which offer personal loans, student loans, and credit cards. Online lending platforms have also emerged as accessible sources of credit, offering convenience but often with varying interest rates and terms.

2. LOAN CONDITIONS

Exploring loan conditions, youth learn about interest rates, which determine the cost of borrowing, and how they can vary based on factors like credit history. Additionally, understanding loan terms, including the repayment period and any associated fees, equips youth with the knowledge needed to make informed borrowing decisions.

3. LOAN ELIGIBILITY CRITERIA

Learning about the criteria for obtaining a loan, youth gain insight into the factors that lenders consider when evaluating an applicant's creditworthiness. These include a stable income, credit score, employment history, and debt-to-income ratio. By grasping these criteria, youth are empowered to build a strong financial foundation to increase their chances of qualifying for loans when needed.

4. RESPONSIBLE BORROWING

Emphasizing responsible borrowing, youth are encouraged to assess their financial needs before taking on debt. They learn the importance of borrowing only what can be comfortably repaid and how loans can impact their overall financial health. Knowledge of loan terms and conditions helps them avoid pitfalls and make informed choices.

5. CREDIT BUILDING

Exploring the relationship between loans and credit building, youth understand that responsibly managing loans can positively impact their credit history. This insight encourages them to establish a healthy credit profile by making timely payments and managing debt effectively.

In conclusion, this comprehensive short guide supports youth with essential knowledge about loans, enabling them to more easily and wisely navigate the world of credit. By learning about sources of credit, loan conditions, eligibility criteria, and responsible borrowing practices, young individuals practice making informed financial decisions that contribute to their long-term financial well-being.

25. Weekend Getaway Adventure

SUBJECT
Budgeting
Saving
Planning
Expenses

TIME
120 min

NO OF PARTICIPANTS
8-20

AGE 12+

Activity Summary

The activity is designed to promote essential budgeting competences while embarking on a simulated group trip. Young people assume the roles of friends planning a weekend getaway with a limited budget of €300 each, tasked with making decisions on accommodations, transportation, food, and activities. Throughout the adventure, young people encounter scenarios that challenge their decision-making, negotiation, and adaptability abilities, all while striving to maintain their budget. This dynamic activity focuses on practical financial management competences but also fosters teamwork, critical thinking, and reflection on the complexities of real-world budgeting, ensuring that they emerge with valuable insights applicable to their personal and professional lives.

Objectives

By participating in the "Weekend Getaway Adventure" activity, young people develop and enhance their budgeting competences through experiential learning, while also gaining a deeper understanding of decision-making, negotiation, and adaptability in a real-world context. Specifically, young people will:

1. **Practice Budgeting**
   Engage in hands-on budget planning, allocation, and management to effectively allocate limited financial resources across various aspects of the weekend getaway.

2. **Apply Decision-Making**
   Make informed decisions about accommodations, transportation, food, and activities while considering personal preferences, group dynamics, and financial limitations.

3. **Enhance Critical Thinking**
   Analyze costs, benefits, and trade-offs associated with different choices, fostering critical thinking required for effective financial planning.

4. **Cultivate Adaptability**
   Encounter unexpected challenges and situations that require on-the-spot adjustments to the budget and plans, promoting adaptability and problem-solving.

5. **Collaborate and Communicate**
   Work as a team to collaboratively plan and budget, sharing ideas, making compromises, and collectively strategizing for the best use of resources.

6. **Reflect on Learning**
   Reflect on the budgeting process, decision outcomes, challenges faced, and lessons learned, facilitating self-awareness and continuous improvement in financial management.

7. **Apply Practical Knowledge**
   Transfer of acquired budgeting insights to real-life scenarios, enable young people better to make informed financial decisions beyond the activity.

Requirements

- Some budgeting exercises practiced before this activity are beneficial.

Notes

Print multiple handout for marketplace

Resources

- Play money (or printed currency)
- Various price tags (for items and services)
- Blank budgeting worksheets
- Scenarios and challenges (printed or digital)

Introduction

5 min

"Welcome, adventurers, to the '**Weekend Getaway Adventure**'! Imagine stepping into a world of excitement, where you and your friends will embark on a journey of budgeting, decision-making, and unforgettable experiences. Get ready to channel your inner explorers and financial strategists as you plan a memorable weekend escape together.

In this activity, you will become a tight-knit group of friends - Alex, Jamie, Morgan, and Taylor - eager to create lasting memories on a limited budget.

Your goal is simple yet challenging: craft a weekend filled with accommodations, transportation, food, and activities, all while staying within the confines of a 300 euro budget per person. It's not just about having fun; it's about making strategic choices, negotiating smartly, and adapting to unexpected twists that might come your way.

Throughout this adventure, you'll encounter decisions that mirror real-life situations—where every euro counts, and compromising might be needed. So, gather your enthusiasm, your critical thinking, and your sense of adventure as you dive into this immersive experience.

Are you ready to embrace the 'Weekend Getaway Adventure'? Let's set off on a journey of discovery, challenges, and growth, where your choices will shape the course of an unforgettable weekend!"

The experience

45 min

Step 1:

1. Marketplace Setup: Create a mini marketplace with different stations representing various items or services (e.g., accommodations, transportation, food, entertainment). Each station should have items or services with different price tags.

2. Exploration: Tell young people to explore the marketplace individually or in small groups. They can move around, check prices, and gather information about their options.

3. Individual Budget Planning: Provide young people with blank budgeting worksheets. Encourage them to reflect on their preferences, needs, and the prices they've observed. They should plan a budget that covers all aspects of their chosen scenario.

4. Group planning: Divide the large group in groups of 4. They share their budget and create a weekend plan together with the budget. They can pick one trade off for each of the services (accommodations, transportation, food, entertainment). They decide if they will keep it or not.

Step 2:

1. Group Discussion: Bring the young people together for a group discussion. Ask them to share their budgeting plans, their reasoning behind the choices they made, and any challenges they encountered during the planning process.

2. Facilitator Input: Provide some insights into effective budgeting strategies, such as prioritizing needs over wants, setting aside emergency funds, and considering long-term financial goals.

Step 3:

1. Challenges and Negotiations: Introduce 1-2 unexpected scenarios and challenges that young people might face during their adventure. For instance, their transportation budget might increase due to unforeseen circumstances, or they might find a great deal on accommodations. This will require them to adapt their budgets accordingly. (Each team can draw a ticket out of challenges or negotiations for themselves, so the experience will be unique for each team).

2. Role-Playing: Engage young people in role-playing situations where they have to negotiate prices, make trade-offs, or find creative solutions to stay within their budget constraints.

Step 4 - Closing:

1. Group Reflection: After the activity, gather the young people for a final discussion. Ask them to share how their budgeting plans evolved during the challenges, what they learned about decision-making under financial constraints, and how they can apply this in real-life situations.

Debriefing

15 min

Below you find a list of questions we suggest to use in the debriefing of this activity. According to the time available, your particular educational focus and the interest of the group, make a selection of the questions below.

1. How did you feel about the budgeting activity? What aspects were particularly enjoyable or challenging for you?
2. Did your group achieve its intended goals for the weekend? What are reasons for that?
3. How did you approach budgeting for accommodations, transportation, food, and activities? What factors influenced your decisions?
4. Were there any trade-offs you had to make while budgeting? How did you prioritize between the different expenses?
5. Reflect on a decision you made that had unexpected consequences on your budget. How did you handle the situation?
6. How did your group work together to plan the weekend getaway? Did everyone's preferences and opinions get considered?
7. Were there any disagreements within the group? How were they resolved, and what did you learn from those instances?
8. Describe a negotiation situation you encountered during the activity. How did you approach the negotiation, and what was the outcome?
9. How did you adapt your plans when unexpected challenges arose? How important is adaptability in real-life financial situations?
10. How do you think the different competences you practiced during this activity can be applied to your personal life outside of this scenario?
11. What lessons from this activity can you take with you when it comes to making financial decisions in the future?
12. What were the most valuable lessons you learned about budgeting and financial decision-making from this activity?
13. How did this activity change your perspective on the importance of budgeting and managing finances responsibly?
14. Is there anything you would do differently if you were to do this activity again? What improvements or adjustments would you suggest?
15. How can you continue to develop your budgeting competences and apply the lessons learned from this activity in your everyday life?

Handout

MARKETPLACE

(Print multiple handouts)

ACCOMMODATIONS:

1. Luxury Hotel Stay - €200 per night
2. Boutique Hostel - €40 per night
3. Airbnb Rental - €100 per night
4. Camping Site - €15 per night
5. Bed and Breakfast - €80 per night

TRANSPORTATION:

6. Rental Car for the Weekend - €150
7. Public Transportation Pass - €30
8. Bike Rentals - €20
9. Uber/Lyft Credits - €50
10. Gasoline for Personal Vehicle - €40

FOOD:

11. Fancy Dinner at a Restaurant - €50
12. Street Food Festival - €10
13. Self-Catering Groceries for the Weekend - €60
14. Cafeteria Meals - €20
15. Gourmet Picnic - €30

ACTIVITIES:

16. Theme Park Admission - €75
17. Museum Tickets - €15
18. Movie Night - €12
19. Concert Tickets - €50
20. Outdoor Adventure Day Tour - €100
21. Souvenir Shopping - €50
22. Spa and Wellness Treatment - €80
23. Photography Workshop - €30
24. Karaoke Night - €10
25. Boat Tour - €40

Handout

TRADE OFF MARKETPLACE WHEN GROUP PLANNING

(Print more copies)

ACCOMMODATIONS:

1. Accommodation Upgrade: A luxurious beachfront cabin becomes available at a cost of €50 more per night.
2. Roommate Shuffle: Due to a booking error, two of you need to share a room, saving €20 each.
3. Hidden Gem: Discover a charming bed and breakfast with great reviews and a lower price of €70 per night.
4. Beach Camping: Opt for a unique camping experience on the beach for €10 per person.
5. Overbooked Hotel: The hotel you booked has overbooked, and you're offered a discount to stay at a nearby hotel for €20 less.

TRANSPORTATION:

6. Group Discount: Negotiate a group discount for a minivan rental, saving €40.
7. Hitchhiking Adventure: Encounter a friendly local who offers a ride for free.
8. Public Transportation Pass: Purchase a weekend pass for €15 that covers all public transportation.
9. Ride Share Bonanza: Secure a promo code for ride shares, reducing transportation costs by €25.
10. Bike Rentals Special: The bike rental shop offers a 2-for-1 deal, saving €30 for the group.

FOOD:

11. Food Festival Discovery: Stumble upon a food festival with affordable and delicious options.
12. Beach Picnic: Opt for a picnic on the beach, saving €15 on lunch.
13. Cooking Challenge: Cook meals together using local ingredients, saving €40.
14. Culinary Tour: Embark on a self-guided culinary tour with discounted tasting menus, saving €25.
15. Upscale Dining: Treat yourselves to a fine dining experience, spending €60 on a lavish dinner.

ACTIVITIES:

16. Free Outdoor Concert: Discover a free beachside concert happening during your stay.
17. Museum Discount: Find discounted tickets for a local art museum, saving €10 per person.
18. Thrifty Water Sports: Choose budget-friendly water sports like kayaking, spending €25 each.
19. Guided Tour Deal: Bargain for a guided town tour at half the usual price, saving €30.
20. DIY Adventure: Opt for a self-guided hike and explore a scenic trail at no cost.

WEEKEND GETAWAY ADVENTURE
BUDGETING & PLANNING WORKSHEET

Fill in the blanks with the actual costs you decide on for accommodations, transportation, food, activities, and any unexpected challenges. This worksheet will support you to keep track of your spending and ensure they stay within your budget throughout the weekend getaway adventure together.

Name:

Total Budget: €300

ACCOMMODATION:

Accommodation Option:

Cost per Night: €
Number of Nights:
Total Accommodation Cost: €

FOOD:

Meal/ Restaurant	Cost
Breakfast:	€
Lunch:	€
Dinner:	€
Snacks:	€
Total Food Costs:	€

UNEXPECTED CHALLENGES

Challenge/ Expense	Cost
Challenge 1:	€
Challenge 2:	€
Challenge 3:	€
Total Challenge Costs:	€

TRANSPORTATION:

Transportation Option:

Cost: €

ACTIVITIES:

Activity/Experience	Cost
Activity 1:	€
Activity 2:	€
Activity 3:	€
Total Activity Costs:	€

TOTAL EXPENSES:

Total Accommodation:	€
Total Transportation:	€
Total Food:	€
Total Activities:	€
Total Challenges:	€
Total Expenses:	€
Remaining Budget:	€

CHALLENGES AND NEGOTIATION

CHALLENGES:

1. Allergic Reaction: One person has an allergic reaction and needs medication, costing €10.
2. Missed Bus: Miss a bus connection and need to rebook transportation, spending €15.
3. Toll Road Surprise: Encounter an unexpected toll road on the way, costing €5.
4. Emergency Repairs: A bike gets a flat tire and requires repair, spending €8.
5. Late Arrival Fee: Check-in at accommodations after hours and incur a late arrival fee, costing €10.
6. Lost Phone: Someone's phone is lost and needs to be replaced, costing €100.
7. Heavy Rain Day: Encounter a day of heavy rain that affects outdoor activities, leading to additional indoor expenses of €25.
8. Language Barrier: Encounter a situation where a language barrier causes confusion and unexpected expenses of €20.
9. Misread Activity Schedule: Misinterpret an activity schedule, leading to missed opportunities and an unexpected cost of €30.
10. Car Trouble: The rental car breaks down, leading to towing and repair costs of €50.
11. Unexpected Rain: Buy umbrellas for the group due to unexpected rain, spending €15.
12. Lost Wallet: One of you loses a wallet and needs to replace essentials for €30.
13. Sunset Yoga: Participate in a low-cost sunset yoga session on the beach, spending €10 each.
14. Beach Bonfire: Organize a beach bonfire gathering, contributing €5 each for firewood.

NEGOTIATIONS:

1. Local Artisan Market: Bargain with artisans for souvenirs, saving €15 on purchases.
2. Beach Activity Bundle: Negotiate a discounted package deal for water sports and beach equipment, saving €35.
3. Room Upgrade: Successfully negotiate a room upgrade for the entire group, saving €25.
4. Meal Discount: Request a discount at a local restaurant for a large group reservation, saving €40.
5. Activity Package Deal: Negotiate a lower price for a bundle of activities, saving €50.
6. Vendor Package Deal: Negotiate a package deal with vendors at a local market, saving a total of €40 on purchases.
7. Shared Transportation: Successfully negotiate a shared transportation deal with other tourists, saving €15 each.
8. Group Activity Discount: Bargain for a discount on a group activity like a boat tour, saving €25.
9. Extended Check-Out Time: Negotiate a later check-out time at the accommodations without additional charges.
10. Room Preference: Negotiate with the hotel to get a room with a better view without increasing the cost.

26. Financial Decision Stories

SUBJECT
Expenditure
Needs and desires
Financial literacy

TIME
60 min

NO OF PARTICIPANTS
6-18

AGE 13+

Activity Summary

This activity is based upon stories of the personage Nasreddin Hodja and invites into in a thought-provoking journey through humor-infused folktales. Youth delve into the world of Nasreddin Hodja, uncovering financial wisdom within his unconventional approaches. By analyzing key lessons embedded in the stories, youth gain insights into risk management, ethical considerations, and creative problem-solving in financial decision-making. Through group discussions, youth reflect on the role of humor in conveying deeper messages about finances and share their interpretations, ultimately applying the lessons to real-life scenarios. This cross-cultural exploration encourages youth to reevaluate their own financial perspectives and embrace innovative strategies, fostering a holistic approach to financial literacy.

Educational Objectives

1. **Identify Key Financial Lessons**
   Recognize and articulate the main financial lessons embedded within Nasreddin Hodja stories.

2. **Analyze Humor and Insight**
   Evaluate how humor is used in folktales to convey deeper insights about financial decision-making and human behavior.

3. **Apply Lessons to Real-Life Situations**
   Apply the lessons learned from the stories to real-life financial situations, demonstrating an understanding of their relevance and practicality.

4. **Demonstrate Ethical Consideration**
   Assess the ethical implications of various financial choices and actions portrayed in the stories, as well as in their own lives.

5. **Promote Creative Problem-Solving**
   Utilize creative thinking and problem-solving, inspired by Nasreddin Hodja's unconventional approaches, to address financial challenges.

6. **Reflect on Personal Financial Experiences**
   Reflect on their own financial experiences and decisions, drawing connections between the stories and their personal situations.

7. **Apply Cross-Cultural Learning**
   Recognize the value of cross-cultural stories in promoting financial education and decision-making, appreciating different perspectives.

Requirements

- Familiarize yourself with the chosen stories and their financial lessons to guide discussions effectively. Prepare discussion questions and prompts to facilitate meaningful conversations.

Resources

- Printed or digital copies of Nasreddin Hodja stories (you can choose from the ones mentioned earlier or find others)
- Notebooks or paper for youth
- Pens
- A comfortable and quiet space for group discussion

Notes

Be mindful of the cultural diversity among the participants. Nasreddin Hodja stories come from various cultural backgrounds, so ensure that the stories selected are relatable and respectful to the participants' cultural context and sensitivities.

Introduction 5 min

Welcome youth and introduce the purpose of the activity: to explore financial lessons through humorous folktales about Nasreddin Hodja. Nasreddin Hodja was a Turkish satirical sufi (=a person wearing simple wool cloths) who lived in Akshehir (a city in Turkey) in the 13th or 14th century. He is a symbol of Turkish humor, and his stories have passed from one generation to the next. A Nasreddin story usually has a subtle humour and a pedagogic nature. Nasreddin Hodja stories often focus on humor and life lessons, they can also be interpreted in ways that empower financial education.

The experience 30 min

Small Group Discussion (15-20 minutes):

- Divide youth into small groups (3-5 people per group).
- Each group receives 2 short stories

*Encourage youth to share their reflections and discuss the key lessons they identified in the stories within their small groups. Below questions can support this sharing.

- Can you identify the key lessons about financial decisions that the story conveys?
- How was humor used in the story to convey insights about choices?
- Do you think humor is an effective way to communicate serious subjects like finances? Why or why not?
- Were you surprised by Nasreddin Hodja's actions or decisions in the story? Why or why not?
- What do you think motivated his unconventional approach?
- Do you think the cultural context of the story influenced the characters' actions and decisions? How?
- Can you think of a real-life situation where the lessons from the story could be applied to make a better financial decision?
- How might you use creative thinking and humor in your approach?

These questions are designed to promote thoughtful discussions within small groups, to delve into the nuances of the stories, extract valuable insights, and relate them to the own financial understanding and decision-making processes.

Group Sharing (10 minutes):

- Bring the youth back together as a larger group.
- Invite each small group to share their main takeaways and insights from their discussions. Take notes on a whiteboard or digital platform for everyone to see.

Wrap-Up (5 minutes):

- Summarize the key takeaways from the discussion.

Debriefing

15 min

Below questions can be used to organise a debriefing. Choose a number of questions fitting the time available, the interest of the group and the educational finality you wish to highlight by using this activity.

- How did you feel about this activity?
- How do these lessons apply to real-life situations and decision-making, especially in the context of financial matters?
- How does storytelling, as exemplified by Nasreddin Hodja tales, contribute to understand complex ideas and lessons?
- Can effective storytelling influence how we understand and approach financial education?
- How can you apply the lessons from these stories to your everyday financial decisions or long-term financial planning?
- Can you identify situations where the principles from these stories might help you make better financial choices?
- What aspects of these stories intrigued you the most? How might you explore these aspects further to enhance your financial literacy and decision-making skills?
- How can the humor and wisdom of Nasreddin Hodja stories inspire continuous learning and growth in various aspects of life?

Handout

NASREDDIN HODJA STORIES

1. Nasreddin Hodja's Lost Coin

One day, Nasreddin Hodja was searching for something outside his house. A passerby asked, *"What are you looking for, Hodja?"* He replied, *"I lost a gold coin."* The passerby joined him in searching, but after a while, he asked, *"Where exactly did you lose the coin?"* Hodja pointed to a distant spot. Confused, the passerby questioned, *"Why are you searching here then?"* Hodja smiled and said, *"Because there's more light here."*

The essence: This story highlights the importance of proper financial planning and prioritization. Just like Hodja's misplaced focus, people often waste time and effort on small financial matters instead of focusing on the bigger picture, like saving, investing, and making informed financial decisions.

2. Nasreddin Hodja's Borrowed Pot

Nasreddin Hodja borrowed a pot from his neighbor. When he returned it, he put a smaller pot inside it. The neighbor asked why he had done that. Hodja explained, *"When I borrowed the pot, it was new and bigger. But over time, it seems to have shrunk. So, I returned it with a smaller pot to match its current size."*

The essence: This story emphasizes the concept of inflation and its impact on purchasing power. Hodja's clever response underscores the fact that money's value can erode over time, which encourages financial literacy and the need to invest wisely to beat inflation.

3. Nasreddin Hodja and the Donkey Trade

Hodja decided to trade his old donkey for a new one. He took his old donkey and a sack of hay to the market. People laughed at him, saying he was a fool for carrying hay but not riding the donkey. On his way back from the market, Hodja rode the new donkey while carrying the sack of hay. When questioned, he responded, *"I'm training the new donkey to carry loads, not to eat!"*

The essence: This story highlights the importance of understanding market trends and making informed investment decisions. Hodja's approach demonstrates the need to consider not only immediate gains but also long-term benefits when it comes to financial choices.

4. Nasreddin Hodja's Counting Lesson

One day, Nasreddin Hodja was sitting in the market, counting his coins out loud. A passerby asked, *"Why are you counting your money so loudly?"* Hodja replied, *"I want everyone to know that I am not afraid of being poor."* The passerby chuckled and walked away.

The essence: This story highlights the importance of financial transparency and not letting societal perceptions dictate your financial decisions. It also subtly encourages discussing money matters openly to gain insights and knowledge from others.

5. Nasreddin Hodja and the Hidden Treasure

Hodja found a treasure map and began digging in his garden according to its instructions. He dug deep holes all over the garden but found no treasure. When asked why he was digging, he said, *"Even if I didn't find any treasure, at least my garden got aerated and plowed for free!"*

The essence: This story teaches that not all financial endeavors lead to success, but the process can still bring unexpected benefits. It highlights the importance of considering both potential gains and losses when making financial decisions.

6. Nasreddin Hodja's Two Marketplaces

Hodja went to two different marketplaces, each selling a specific kind of item. In one marketplace, he sold eggs, and in the other, he sold chicken feed. When asked why he didn't sell eggs at both places, he replied, *"If I sold eggs in the chicken feed market, people would break them. If I sold chicken feed in the egg market, people would hatch them. This way, I avoid both problems."*

The essence: This story illustrates the concept of market segmentation and specialization. It teaches that focusing on your strengths and finding the right market for your products or services can lead to better financial outcomes.

7. Nasreddin Hodja and the Beggar's Advice

A beggar once advised Hodja to always keep his money in a bag tied around his neck. Hodja followed the advice, but the bag was heavy and uncomfortable. When asked why he kept the bag despite the discomfort, Hodja replied, *"The discomfort of the bag reminds me of the weight of my responsibility towards my money."*

The essence: This story emphasizes the importance of being mindful of one's financial responsibilities and not taking financial security for granted. It encourages individuals to actively manage their finances, even if it means enduring some discomfort.

8. Nasreddin Hodja and the Rich Man's Debt

A rich man owed Hodja money but was reluctant to repay. One day, Hodja climbed onto the rich man's roof and began loudly praying for his money back. The rich man, embarrassed by the scene, paid Hodja immediately. When asked why he resorted to such an unconventional approach, Hodja said, *"I thought if he's rich, he must be close to God, and God would listen to him."*

The essence: This story humorously highlights the power of negotiation and using unconventional tactics to secure owed payments. It teaches the importance of standing up for your financial rights and not hesitating to take action.

27. Interest Rate Challenge

SUBJECT
Debts
Calculus
Credit

TIME
120 min

NO OF PARTICIPANTS
4-25

AGE 14+

Activity Summary

This activity is designed to introduce young people to the concept of interest rates and their significance in financial decision-making. Through a card-sorting game, participants work in teams or pairs to arrange interest rates in ascending order, considering different compounding periods. This collaborative exercise encourages critical thinking and communication. A group discussion follows, emphasizing the importance of understanding interest rates and their impact on financial transactions. The activity concludes with a reflection on how this knowledge can be applied to personal financial goals and a call to promote ongoing financial literacy. Ultimately, this engaging activity equips participants with essential financial literacy elements and encourages them to make more informed financial choices in the future.

Educational Objectives

1. **Understanding Interest Rates**
The primary objective of the activity is to facilitate young people's understanding of interest rates, including different types (daily, weekly, monthly, quarterly, semi-annual, annual) and their significance in financial transactions.

2. **Collaborative Learning**
Encourage teamwork and collaboration by dividing participants into teams or pairs. This promotes learning from and with each other and to develop problem-solving together.

3. **Critical Thinking**
Through the card sorting exercise, participants are encouraged to think critically about interest rates, compounding periods, and how they affect the overall financial picture.

4. **Comparative Analysis**
Emphasize the importance of comparing interest rates across the same time frames to make more informed financial choices. This objective promotes financial literacy and prudent decision-making.

5. **Two-Party Understanding**
Understanding that credit transactions involve two parties, one lending and earning interest and the other borrowing and paying interest. This promotes a holistic understanding of financial transactions.

6. **Personal Financial Goals**
Encourage participants to reflect on their newfound knowledge and set personal financial goals, and to apply what they've learned to their own financial planning.

7. **Financial Literacy Promotion**
Lastly, the activity aims to promote financial literacy among young people and inspire them to continue exploring and learning about financial topics.

Requirements

- The youth worker should have a solid understanding of financial concepts, including interest rates, compounding periods, and their practical implications.

Resources

- 6 Sets of cards with different interest rates
- Flipchart paper (or similar) and markers
- Calculators (optional)

Notes

While explaining concepts and conducting discussions, use relatable, real-life examples to illustrate the practical application of interest rates. This supports participants to better understand how the knowledge gained from the activity can be directly applied to their personal financial decisions. For instance, discuss scenarios like saving for a big purchase, taking out a loan for education, or investing in a small business to make the content more relevant and engaging.

Introduction 15 min

Gather the group of young people and introduce them to the concept of interest rates. Explain that they will be participating in a fun game to learn how interest rates work and how they can affect financial decisions.

The experience 45 min

Explaining the Game Rules (10 minutes)

1 Divide the group into smaller teams (max 5 members) or pairs, depending on the size of the group.
2. Distribute the sets of cards with different interest rates to each team or pair.
3. Provide a brief overview of the different types of interest rates (daily, weekly, monthly, quarterly, semi-annual, annual) and how they relate to borrowing and lending money.
Arrange in Ascending Order (20 minutes)
4. Tell each team or pair to arrange their cards in ascending order based on the interest rates, from the lowest to the highest. Encourage them to discuss and collaborate on this task.
5. Emphasize that they should consider the compounding period mentioned after the interest rate (e.g., per day, per week, per year) as it affects the overall interest calculation.

Group Discussion (15 minutes)

6. Once all teams or pairs have arranged their cards, gather the participants for a group discussion.
7. Ask each team or pair to explain their ordering and share their reasoning with the group.
8. Discuss the importance of understanding interest rates and how different compounding periods can impact the total amount paid or earned.
- Highlight that interest rates can significantly impact financial decisions.
- Emphasize that it's crucial to compare interest rates across the same timeframes for accurate comparisons.
- During the debrief, use the following expressions to reinforce understanding:
  - 1% per day means that for every 100 borrowed, you pay 1 per day.
  - 1% per week means that for every 100 borrowed, you pay 1 per week.
  - 1% per month means that for every 100 borrowed, you pay 1 per month.
  - 1% per year means that for every 100 borrowed, you pay 1 per year.

- Another important idea: in a credit transaction, there are always two parties (individuals or entities or a combination) - one who provides the credit and earns interest (receives rent for the borrowed money), and one who receives the credit and pays for what they haven't earned yet, i.e., pays interest/pays rent for the borrowed money.

Reflection and Future Planning (10 minutes)

9. Have each participant reflect on what they've learned and how it can be applied to their own financial decisions in the future. Encourage them to set personal financial goals based on this newfound knowledge.
10. Start the debriefing with the entire group.

Debriefing and Real-Life Application

15 min

Find below different questions we suggest to use for the debriefing. Choose the number and type of questions according to the time available and the interest/engagement of the group.

- How did you feel about this activity?
- What were the key moments or challenges you encountered while arranging the interest rates in ascending order?
- How did your team's approach to organizing the interest rates change as you discussed and collaborated with your peers?
- During the group discussion, did you notice any interesting insights or perspectives shared by other teams? How did this influence your understanding of interest rates?
- What broader financial principles did you discover while working on this activity, especially regarding interest rates and compounding periods?
- How do different compounding periods (daily, weekly, monthly, etc.) affect the total interest paid or earned in a financial transaction? How would you explain this concept in your own words?
- Can you recall a real-life situation where understanding interest rates could be beneficial? How might this knowledge have helped in that situation?
- How do you envision applying your newfound knowledge about interest rates in your personal financial decisions or future financial goals?
- Can you identify specific steps or actions you plan to take to ensure that you make more informed financial choices in the future based on what you've learned today?

Handout

CARDS

1% of 100 per day
2% of 100 per day

1% of 100 per week
2% of 100 per week
7% of 100 per week

1% of 100 per month
2% of 100 per month
7% of 100 per month
30% of 100 per month

1% of 100 per quarter
2% of 100 per quarter
3% of 100 per quarter

1% of 100 per year
2% of 100 per year
12% of 100 per year
55% of 100 per year
366% of 100 per year

Handout

TIPS FOR YOUTH WORKER

THE ELEMENTS OF A LOAN

The elements of a loan are:

1. BORROWED AMOUNT OR PRINCIPAL
2. INTEREST RATE
3. PERIOD OF TIME

Interest is the rent we pay for using the money we borrowed for a specific period. It's like staying in a hotel: when we rent a room for a day, we pay a daily fee (rent); if we rent 10 rooms, we pay 10 fees (nights of accommodation). The room is equivalent to the borrowed amount.

How is interest calculated for the respective period?
Interest = borrowed amount x interest rate

Let's calculate for 100 euros with an interest rate of 1% for one day:
Interest is 100 x 1% = 100 x 1 / 100 = 100 / 100 = 1
You pay 1 to use 100 for one day.

Calculate:

- 100 euros with an interest rate of 1% for one day
- 100 euros with an interest rate of 1% for one week
- 100 euros with an interest rate of 1% for one month
- 100 euros with an interest rate of 1% for one year

How many days are in a year? 365 (the financial year is considered to be 12 months of 30 days each, totaling 360 days – be careful about how the interest is calculated in the credit contract!)
How many weeks are in a year? 52 weeks
How many months are in a year? 12 months

How much should someone pay to keep 100 euros for 1 year if they pay an interest rate of:

- 1% for one day – 1 euro per day x 365 days/year = 365 euros
- 1% for one week – 1 euro per week x 52 weeks/year = 52 euros
- 1% for one month – 1 euro per month x 12 months/year = 12 euros
- 1% for one year – 1 euro

1% of 100 per month
This means that you are calculating 1% (1/100) of the value 100, and this calculation is done on a monthly basis. In this case, 1% of 100 would be 1. So, "1% of 100 per month" means that every month, you have 1% of 100, which is 1, as an amount or a change.

28. Crypto Investments: Youth's Choice

SUBJECT
Invest
Risk

TIME
90 min

NO OF PARTICIPANTS
4-25

AGE 14+

Activity Summary

In this interactive activity, youth steps into the shoes of a recent graduate student who has earned 500 Wallet Money for contributing to an event. They will explore different investment strategies in the world of cryptocurrencies to understand how to increase the income investing in cryptocurrencies to generate passive earnings. This game encourages youth to explore different investment strategies and see how they translate into real-world results.

Educational Objectives

1. **Understanding Investment Choices**
Participantsgain a better understanding of various investment options, including part-time work, crypto Wallet Money investments, and a combination of both. They practice to evaluate and choose between these options based on their financial goals and risk tolerance.

2. **Risk Management**
Through the dice roll element in the exercise, participants explore risk management in investment decisions. They experience that all investments carry some level of risk and that diversification and thoughtful decision-making can limit risks.

3. **Budgeting and Financial Planning**
Players will manage their Wallet Money throughout the game, making choices about spending, investing, and saving. This promotes budgeting and financial planning as they balance their income and expenses.

4. **Passive Income and Investments**
The exercise introduces the concept of passive income through crypto investments. Participants practice how investments can generate income over time and the importance of patience and strategy in building wealth.

5. **Life Events and Financial Impact**
The "Life Events" cards in the game simulate real-life events that can affect one's financial situation. Participants experience how unexpected events can impact their financial stability and the importance of having an emergency fund or financial resilience.

6. **Reflection and Decision-Making**
The exercise encourages reflective thinking as players make choices and experience the consequences of those choices. Participants will learn the value of self-reflection in making informed financial decisions.

7. **Comparative Analysis**
At the end of the activity, participants compare their strategies and results with those of other players. This promotes critical thinking and the ability to assess the effectiveness of different financial strategies.

8. **Application of Financial Concepts**
The exercise requires participants to apply financial concepts such as income, expenses, savings, investments, and risk management in a practical context. This hands-on experience reinforces their understanding of these concepts.

Requirements

- Familiarity with crypto investments and the associated risks and benefits.
- Ability to explain financial concepts in a clear and understandable manner to youth participants.
- Facilitation skills is required to guide participants through the activity rules, rounds, and decision-making processes.

Notes

Tell the players that the activity involves a balance between risk and reward.

Rolling the dice which introduces an element of chance, strategic decisions about when to invest, how much to invest, and when to work part-time can significantly influence the outcome.

Resources

- Game Handout
- Dice
- Wallet Money
- Life Events Cards
- Game Board (Optional)
- Writing Instruments
- Score Sheets (Optional): Provide each player with a score sheet or a piece of paper where they can record their choices, investments, and the results of each round.
- Banker's Notebook (Optional): The Banker should have a notebook or spreadsheet to keep track of the players' balances, investments, and the results of each round.
- Table and Chairs

Introduction

15 min

Welcome to "Crypto Investments: Youth's Choice," a dynamic and educational game that will test your financial decision-making and introduce you to the exciting world of cryptocurrency investments. In this activity, you'll step into the shoes of a student or young graduate looking to grow your income and explore the possibilities of passive earnings through crypto investments.

The goal is to make wise investment choices, manage risk, and maximize your profits over the course of six months (six rounds). You'll have to decide when to work part-time, how much to invest in cryptocurrencies, and navigate unexpected life events that can impact your financial journey.

Before we begin, let's familiarize ourselves with the key components of the game:

- Wallet Money (฿): This represents the money you'll use in the 'game', including your initial 500 ฿.
- Dice: A standard six-sided dice will determine the outcomes of your cryptocurrency investments.
- Life Events Cards: These cards introduce unexpected events that can either boost or challenge your financial situation. You'll draw one in rounds 2, 3, 4, or 5.

Your success in this game depends on your ability to balance risk and reward, make strategic choices, and adapt to unexpected events. The player with the highest profit at the end of six rounds wins.

Remember that this game is not just about having fun; it's a valuable learning experience. You'll gain insights into financial decision-making, cryptocurrency investments, and risk management.

The experience

60 min

Now, let's dive into the game's mechanics:

How to Play:

1. At the beginning of the game, each player receives 500 Wallet Money units for their work at the event. One player is designated as the Banker, who will assist in managing the money and calculating results.
2. The game unfolds in 6 rounds, equivalent to 6 months. The Banker and players keep track of the rounds.
3. At the start of each round, each player has three options:
   a. Choose to work in a part-time job and automatically receive 500 Wallet Money units as a monthly salary. This option involves no risk and does not require dice rolling.
   b. Choose to invest a portion of the available funds in cryptocurrencies. Then, roll a dice to determine whether you gain or lose money based on the result.
   c. Opt for both working in a part-time job and investing in cryptocurrencies simultaneously.

First, receive the 500 Wallet Money unit salary, then invest and roll the dice for your investment.

4. At the end of each round, the Banker verifies calculations and pays or collects the amount won or lost by each player.
5. In rounds 2, 3, 4, or 5, each player must draw a card from the "Life Events" category provided by the Banker. These cards may contain events that affect the budget and choices of the players.
6. If a player has not drawn a card from the "Life Events" category by round 5, they are required to do so in round 5.
7. At the conclusion of round 6, players compare their strategies and outcomes.
8. The game can be replayed with another player taking on the role of the Banker.

Debriefing and Real-Life Application

15 min

Find below a set of questions, highlighting different topics and themes of the activity. Choose the number of questions according to the available time, the interest of the young people and your educational set objectives for this activity.

- How did you feel about this activity?

1. Reflect on Your Strategy:

- What strategy did you adopt during the game, and why?
- Did your strategy change over the six rounds? If so, what influenced those changes?
- How did you balance the decision to work part-time with your cryptocurrency investments?

2. Risk and Decision-Making:

- How did you approach risk in the game? Did you take conservative or more aggressive risks with your investments?
- Did the outcomes of the dice rolls affect your decisions and risk tolerance?

3. Life Events Impact:

- How did the "Life Events" cards influence your financial situation? Can you recall specific events that had a significant impact?
- Did you adapt your strategy in response to the "Life Events" cards? If so, how?

4. Financial Lessons:

- What financial lessons or insights did you gain from playing the game?
- How do you think the game's simulation compares to real-world financial decision-making and investments?

5. Collaboration and Discussion:

- Did you collaborate or discuss strategies with other players? How did these interactions affect your decisions?
- Were there any instances where you negotiated or collaborated with others for mutual benefit?

6. Results and Outcomes:

- What was your final profit or loss at the end of the game? How did your outcome compare to your initial expectations?
- Looking back, do you think you made optimal choices, or would you have done things differently?

7. Transferable competences:

- How do you think the competences you practiced during the game, such as risk assessment and decision-making, can be applied in real-life financial situations?
- In what ways might you apply these lessons to your personal financial planning or investment decisions?

8. Enjoyment and Learning:

- Did you enjoy playing the game? Why or why not?
- What aspects of the game do you think were particularly effective in facilitating learning and engagement?

9. Takeaways:

- What are the key takeaways from this game that you will carry with you in your understanding of investments and financial decision-making?
- Is there anything specific you would like to learn more about or explore further in the realm of finance and investments?
- If you were to play the game again, would you employ a different strategy? What changes would you make based on what you've learned?

Handout

CARDS: LIFE EVENTS

Financial Opportunities:

1. Stock Market Success: Your stock investments have performed exceptionally well, adding 400 Wallet Money to your account.
2. Found a Gig: You discovered a gig or freelance project, earning an extra 250 Wallet Money for your skills.
3. Online Business Profits: Your online business or e-commerce venture has generated a profit, adding 300 Wallet Money.
4. Part-time Job Bonus: Your part-time job rewarded you with a one-time bonus of 150 Wallet Money for outstanding performance.
5. Financial Mentorship: You received guidance from a financial mentor, resulting in an extra 100 Wallet Money as a reward.

Education and Learning:

1. Scholarship Renewal: Your scholarship has been renewed, granting you 200 Wallet Money for your excellent academic performance.
2. Investment Course: You completed an advanced investment course, gaining 150 Wallet Money for your increased financial knowledge.
3**. Coding Competences:** Your coding competences improved, and you earned 100 Wallet Money for completing a coding project.
4. Smart Investment: You made a wise cryptoWallet Money investment, gaining 250 Wallet Money from your initial capital.
5. Career Networking: Networking led to a job offer with a higher salary, adding 350 Wallet Money per month to your income.

Personal Achievements:

1. Fitness Challenge: You successfully completed a fitness challenge, receiving 50 Wallet Money for achieving your health goals.
2. Book Publication: Your self-published book became a hit, earning you 300 Wallet Money in royalties.
3. Volunteer Work: Your volunteer work earned recognition, and you received a one-time reward of 100 Wallet Money.
4. Startup Success: Your startup venture took off, bringing in an extra 400 Wallet Money as a profit.
5. Travel Savings: You managed to save money efficiently for a dream trip, adding 200 Wallet Money to your travel fund.

Financial Challenges:

1. Car Repair: Your car broke down, resulting in an unexpected expense of 300 Wallet Money for repairs.
2. Credit Card Debt: You overspent on your credit card, accumulating a debt of 250 Wallet Money that needs to be paid off.
3. Reduced Work Hours: Your part-time job reduced your hours, causing a loss of 150 Wallet Money per month.
4. Investment Loss: A risky investment went sour, causing a loss of 200 Wallet Money from your initial capital.
5. Unplanned Taxes: Unexpected taxes are due, reducing your wallet by 350 Wallet Money.

Education and Learning:

1. Failed Exam: You failed an important exam, leading to a financial setback of 100 Wallet Money for a retake.
2. Education Costs: Your tuition fees increased, resulting in an additional expense of 400 Wallet Money.
3. Stolen Laptop: Your laptop was stolen, causing a loss of 250 Wallet Money for a replacement.
4. Online Scam: You fell victim to an online scam, losing 300 Wallet Money.
5. Canceled Scholarship: Your scholarship was canceled due to academic performance issues, resulting in a loss of 200 Wallet Money.

Personal Setbacks:

1. Healthcare Expenses: Medical bills for an unexpected illness or injury cost you 350 Wallet Money.
2. Home Repairs: Unexpected home repairs depleted your wallet by 200 Wallet Money.
3. Legal Troubles: You encountered legal issues, resulting in a legal fee expense of 250 Wallet Money.
4. Job Layoff: You lost your part-time job due to company downsizing, resulting in a loss of 300 Wallet Money per month.
5. Natural Disaster: Your area experienced a natural disaster, leading to repair and recovery expenses of 400 Wallet Money.

Handout

DICE

ROLL A 1:

Lose All Money Invested
If you roll a 1, you've encountered a significant loss in your crypto investments, and you lose all the money you had invested in this round.

ROLL A 2:

Double the Money Invested
Rolling a 2 represents a fortunate turn of events, and you double the amount of money you had invested in cryptocurrencies for this round.

ROLL A 3:

No Change in Investment
Rolling a 3 indicates that your crypto investments neither gained nor lost value; your investment remains unchanged.

ROLL A 4:

Gain 50% More
Rolling a 4 means that your crypto investments have produced a 50% profit. You receive 50% more money than you had invested in this round.

ROLL A 5:

Moderate Loss
If you roll a 5, you've experienced a 50% loss in your crypto investments.

ROLL A 6:

Small Gain
Rolling a 6 signifies a 20% loss in your crypto investments. You lose a small portion of the money you had invested in this round.

29. How to drink Coke without paying it

SUBJECT
Invest Stocks

TIME
90 min

NO OF PARTICIPANTS
4-12

AGE 14+

Activity Summary

This activity integrates financial literacy into daily decision-making. Starting with a practical demonstration using the Coca-Cola example, youth practice how to calculate costs, explore stock market opportunities, and develop dividend strategies to cover their everyday expenses. Dividing into two groups, they then apply these principles to consumer products like toothpaste (e.g. from Johnson & Johnson) and mobile phone services (e.g. from Vodafone). To add an extra layer of complexity, youth can explore alternative investment options such as bank deposits and state bonds. Additionally, they can investigate regional price variations to understand how financial decisions can be influenced by geographic factors. This holistic approach empowers young individuals to make better informed financial choices and recognize the importance of financial planning in their lives.

Educational Objectives

1. **Understanding Daily Financial Decisions**
Youth grasp the significance of everyday financial choices and how these decisions can impact their overall financial well-being.

2. **Cost Analysis**
Youth practice how to calculate and analyze their annual expenses for specific products or services, fostering a practical approach to budgeting.

3. **Stock Market Awareness**
Youth gain a basic understanding of how the stock market operates, including concepts like stock prices, dividends, and investment opportunities.

4. **Dividend Strategy**
Youth explore the concept of using dividends from investments to offset expenses, showing them how to realize the potential for passive income.

5. **Alternative Investment Consideration**
Youth are introduced to alternative investment options, such as bank deposits and bonds, and how these choices can impact their financial goals.

6. **Regional Price Comparison**
Youth explore the importance of considering regional price variations and cost-of-living differences when making financial decisions.

7. **Critical Thinking:**
Youth engage in critical thinking by evaluating different financial strategies and making informed choices based on their analysis.

8. **Presentation Competence**
Through group presentations, youth develop and enhance their presentation competence, including communication, teamwork, and the ability to convey complex financial information in a clear and understandable manner.

Requirements

- Ensure that participants have access to reliable financial information resources such as stock market data, dividend yields, and current exchange rates. This information is essential for conducting cost analyses and developing dividend strategies.

Resources

- Writing materials (pens, paper, notebooks).
- Calculators for financial calculations
- Internet access to research and access financial data online.
- Devices (laptops, tablets, smartphones) if needed for online research and presentation preparation.
- Presentation software (e.g. powerpoint) for creating slides if required

Notes

When dividing participants into groups, consider factors like their familiarity with finance concepts and their comfort with technology. Try to create balanced groups in terms of competences.

Introduction 5 min

Welcome to this immersive learning experience that merges finance with real-life consumer decisions. Our journey will start with a practical demonstration using the Coca-Cola example. We'll then divide into two groups, each exploring a different consumer product context: toothpaste produced by Johnson & Johnson and mobile phone services offered by Vodafone.

The experience 50 min

Step 1 Providing Example

1. Coca-Cola Cost Calculation:
   - Miguel, living in Spain, drinks a 33 cl Coca-Cola daily.
   - He learns that one bottle costs 0,85 euro/dose.
   - Using the exchange rate (1 euro = $ 1.0828), the cost becomes approximately 0,92 dollars.
   - Source: Google currency converter and retail websites.

2. Exploring the Stock Market:
   - Miguel discovers that Coca-Cola shares are traded on the New York Stock Exchange (NYSE).
   - He learns that stock prices can appreciate over time.
   - Source: NYSE website and financial news platforms.

3. Cost Analysis and Dividend Strategy:
   - Miguel calculates his annual Coca-Cola expense: 365 days x 0,92 dollars/dose = $335,80.
   - He considers using dividends from Coca-Cola shares to cover this cost.
   - Dividend per share is $1,84.
   - He calculates that he'd need around 183 shares at $60,56, totaling $11.082,48.
   - Source: Coca-Cola investor relations and financial news platforms.

4. Putting the Plan into Action:
   - Miguel researches how to buy stocks and chooses a suitable broker.
   - He opens an account and invests in 183 Coca-Cola shares.
   - He aims to secure his Coca-Cola supply through dividends over time.
   - Source: Broker platforms, investment guides.

Step 2 Application to Other Scenarios:

Now, let's apply the same financial principles to other scenarios (Application to Other Scenarios: Johnson & Johnson's Toothpaste or PepsiCo for drinks or Vodafone Mobile Services for mobile services or Exxon for gas.)

Group 1: Johnson & Johnson's Toothpaste

1. Cost Analysis and Dividend Strategy:
   - Youth calculate their annual toothpaste expense.
   - Explore Johnson & Johnson's stock performance and dividend yield.
   - Consider investing in shares to cover hygiene costs.
   - Source: Johnson & Johnson investor relations, financial news.

Links for shares Symbol JNJ: https://finance.yahoo.com/quote/JNJ?p=JNJ&.tsrc=fin-srch

Group 2: Vodafone Mobile Services

1. Cost Analysis and Dividend Strategy:
   - Youth calculate their annual mobile service expense.
   - Analyze Vodafone's stock potential and dividend yield.
   - Explore investment opportunities to offset phone service costs.
   - Source: Vodafone investor relations, financial news.

Step 3 Group Presentation:

1. Preparation: Give each group some time to prepare their presentation. They should summarize their cost analysis, dividend strategies, and any alternative investment options they explored.

2. Presentation Content: Each group should cover the following in their presentation:
   - Annual expense calculation for the chosen product or service.
   - Insights on the performance and potential of the relevant company's stocks.
   - Discussion of their dividend strategy and how it could offset their expenses.
   - If applicable, share the results of the alternative investment analysis (e.g., bank deposit or bonds).

3. Visuals: Encourage groups to use visuals like charts, graphs, and slides to make their presentations more engaging and informative.

4. Q&A Session: After each presentation, allow the audience to ask questions. This will promote discussion and critical thinking.

5. Feedback and Discussion: After all groups have presented, facilitate a discussion where youth can compare and contrast the different strategies and findings. Encourage them to think about the pros and cons of each approach.

Debriefing and Real-Life Application

15 min

Find below the questions we suggest for the debriefing of this activity. Select the number of questions according to the time available, the interest of the group and the educational focus you defined with this activity.

0. How did you feel about this activity?
1. What specific financial decisions did you make during the activity?
2. How did you feel when you calculated your annual expenses for the chosen product or service?
3. Were there any surprises or challenges you encountered while exploring the financial aspects of your chosen scenario?
4. What did you learn about the relationship between your daily choices and their financial implications?

5. How did your understanding of the stock market and investment strategies evolve throughout the activity?
6. Did you notice any patterns or trends when analyzing the financial data and calculations?
7. What general financial principles or concepts did you apply during the activity?
8. How do you think investing in stocks or alternative financial instruments can impact your financial stability and long-term planning?
9. Can you identify any key takeaways about financial decision-making that you can apply to your personal life?
10. How might you incorporate what you've learned today into your future financial choices?
11. Would you consider exploring stock market investments to offset your expenses, or do you prefer other financial strategies?
12. What steps can you take to further develop your financial literacy and decision-making competences?

Added level

1. Alternative Investment Options:

What if, instead of buying shares, you make a 1-year deposit in the bank with a 5% per annum (p.a.) interest rate or buy bonds issued by your state with a 6% p.a. interest rate? Calculate how much money you need to lend to the bank or invest in bonds to pay for your drink, toothpaste, or mobile phone services.

2. Regional Price Comparison:

Does Coca-Cola cost the same in Romania as in Portugal or Spain? Or, to rephrase, does it cost the same to retire in these 3 EU countries? Encourage youth to research and compare prices, exchange rates, and cost of living factors in these countries.

Resources:

Links for shares:
Coca-Cola
Symbol KO
https://finance.yahoo.com/quote/KO?p=KO&.tsrc=fin-srch

Johnson&Johnson
Symbol JNJ
https://finance.yahoo.com/quote/JNJ?p=JNJ&.tsrc=fin-srch

PepsiCo
Symbol PEP
https://finance.yahoo.com/quote/PEP?p=PEP&.tsrc=fin-srch

Exxon Mobil Corporation
Symbol XOM
https://finance.yahoo.com/quote/XOM?p=XOM&.tsrc=fin-srch

Handout

INVESTMENTS TERMS DEFINITION

SHARES:

Imagine you're a co-owner of a big pizza. The pizza is the company, and when you buy a "share" of that pizza, you become a part-owner of the company. So, if the company does well, the pizza gets bigger and your share becomes more valuable.

If the company makes more money, your share of the pizza becomes worth more money too. You can also sell your share to someone else if they want to be a part-owner of the company too.

DIVIDEND:

Think of dividends like getting a slice of the profits from that big pizza company you own a share of. When the company makes money, they might decide to share some of those profits with the people who own shares (remember, you're one of them!). So, they give you a little piece of the money they made, like a tasty slice of pizza. It's their way of saying "thanks for being part of our company!" You can use that money for whatever you like – maybe to buy more pizza shares or anything else you want.

MARKET CAPITALIZATION:

Imagine you're looking at a big box of building blocks. Each block represents a piece of a company. The company's "market capitalization" is like adding up the value of all those building blocks. It helps you see how big or small the company is compared to others. If a company has a lot of valuable blocks, its market capitalization is high. If it has fewer valuable blocks, it's lower. It's like saying, "How big is this company in the world of businesses?"

BROKER:

Think of a broker as your personal shopping helper in the world of investments. Imagine you want to buy something special, like a toy or a collectible card, but you're not sure where to find it. A broker is like the expert friend who knows all the best places to look and helps you buy what you want.

In the investment world, a broker helps you buy and sell things like stocks (pieces of companies) or other investments. They're like the bridge between you and the stock market, making sure you get what you're looking for.

30. Financial Folly: Cents or Nonsense

SUBJECT
Financial terminology
Decision

TIME
45 min

NO OF PARTICIPANTS
2-12

AGE 13+

Activity Summary

"Financial Folly: Cents or Nonsense" is a hilarious yet educational card game that transforms the often intimidating world of finance into an uproarious adventure. In this game, players fill in the blanks of financial 'incomplete sentences' with answers, leading to unpredictable and side-splitting outcomes. With 27 black 'incomplete sentence' cards and 69 white answer cards, "Financial Folly" offers endless combinations that will have you laughing while exploring essential financial concepts and decision-making. Whether you're a seasoned financial expert or a novice just dipping your toes into the world of money management, "Financial Folly" is the perfect non-formal activity to entertain, educate, and spark conversations about financial literacy among friends and family. Get ready for a fun-filled journey through the world of finance like you've never experienced before!

Educational Objectives

1. **Financial Terminology**
Players become familiar with financial terms and concepts through exposure to question cards and their associated answers. This exposure supports building a foundation of financial vocabulary.

2. **Financial Decision-Making**
The decision cards in the game present players with various financial choices and consequences. This encourages critical thinking and players practice making financial decisions in a risk-free environment.

3. **Dealing with Financial Challenges**
Some cards in the game may introduce financial challenges or unexpected expenses. Players explore how to navigate these situations and make choices that align with their financial goals.

4. **Consumer Awareness**
The game includes cards related to consumer choices, encouraging players to become more discerning consumers who make better informed decisions about their purchases.

5. **Financial Literacy Awareness**
By engaging with financial questions and scenarios, players become more aware of the importance of financial literacy and its role in making sound financial choices.

Resources

- Black 'incomplete sentence'
- Cards: Sentences with blanks.
- White Answer Cards: Phrases or words.
- Dice: One six-sided die for determining the judging criteria.

Introduction

5 min

Welcome to "Cents or Nonsense," the card game that combines humor and financial wisdom to make learning about money management fun and entertaining! In this game, you'll embark on a journey through a world of bizarre financial scenarios, outrageous investments, and laugh-out-loud decisions.

"Cents or Nonsense" challenges you and your friends to fill in the blanks of bizarre financial incomplete sentences with even more bizarre answers. It's a game that will have you laughing, pondering, and maybe even learning a thing or two about personal finance along the way.

Whether you're a financial guru or just getting started on your financial journey, "Cents or Nonsense" is for everyone. It's a non-formal way to explore the world of finance, make wild financial choices, and discover the importance of good financial decision-making.

So, grab your cards, and get ready to embark on a financial adventure like no other. Let's play "Financial Folly:Cents or Nonsense" and turn financial wisdom into financial hilarity!

The experience

50 min

1. Shuffle the black ‘incomplete sentence’ cards and place them face down in a stack.

2. Shuffle the white answer cards and deal a hand of 5-7 cards to each player.

3. Determine a starting player.

4. Players take turns being the "Judge" for each round. The Judge's role rotates clockwise after each round.

5. At the beginning of each round, the Judge rolls the dice.
   - If the result is an even number (2, 4, 6), the Judge will judge the funniest combination.
   - If the result is an odd number (1, 3, 5), the Judge will choose the answer that provides the most accurate or interesting financial lesson.

6. The Judge draws a black ‘incomplete sentence’ card and reads it aloud to the group.

7. All other players choose one or more white answer cards from their hand to fill in the blanks or create the funniest or most educational response to the ‘incomplete sentence’.

8. Players give their chosen white cards face down to the Judge.

9. The Judge shuffles the answer cards to keep them anonymous and then reveals them to the group.

10. The Judge selects the winning answer card based on the predetermined criteria (funniest or most educational) for that round.

11. The player who submitted the chosen answer card wins the round and receives 1 point. If it's an educational round, the winner also receives a bonus reward for contributing a valuable financial lesson.

12. Players take turns being the Judge, and the game continues until a previously agreed upon point goal or number of rounds is reached.

Winning the Game:
Players can decide on a predetermined point goal (e.g., the first player to reach 10 points wins) or a set number of rounds. The player with the most points at the end of the game or after the specified number of rounds is the winner.

Debriefing and Real-Life Application

15 min

1. What did you enjoy most about playing "Financial Folly: Cents or Nonsense" ?
2. During the "Financial Lesson Rounds," what did you learn or find interesting about the financial lessons shared by other players?
3. Were there any financial concepts or terms that you encountered during the game that you'd like to learn more about in real life?
4. Did the game made you think differently about financial decision-making or budgeting in any way?
5. In your opinion, what makes a financial lesson or tip particularly memorable or effective?
6. Did you find it challenging to balance humor with educational content in your responses?
7. How might you apply some of the financial lessons or tips you encountered in the game to your own financial decision-making?
8. Do you think games like "Financial Folly: Cents or Nonsense" can be an effective tool for teaching financial literacy? What arguments can you think of which are ‘pro’ and which are ‘against’?
9. What other financial topics or concepts would you like to see included in a game like this in the future?

27 BLACK 'INCOMPLETE SENTENCE' CARDS

- My financial advisor suggested I invest in _____, but it turned out to be a total scam.
- I tried to save money, but then I spent it all on _____
- Instead of buying a new car, I decided to invest in _____
- The best way to describe my credit score is like _____
- My investment portfolio is so diverse; it even includes _____
- I knew I was in financial trouble when I received a bill for _____
- I've got 99 problems, and _____ is one of them
- When I found out the price of _____, I nearly had a heart attack.
- My emergency fund is for emergencies, but I used it to buy _____
- I thought I was frugal until I started spending money on _____
- My financial strategy is like trying to juggle _____
- If my bank account could talk, it would say _____
- I invest in stocks because I heard they're as stable as _____
- The secret to financial success is _____, according to my financial guru.
- I can't believe I spent my entire tax refund on _____
- My retirement plan is so conservative; it includes a lot of _____
- My side hustle is selling _____ on the black market.
- The interest rate on my student loans is higher than the chance of me winning _____
- I thought I was making a wise investment, but it turned out to be _____
- My financial goals are as achievable as _____
- I accidentally invested all my savings in _____, and now I'm bankrupt.
- My financial strategy includes a secret stash of _____
- I got a job offer that pays in _____, and I'm seriously considering it.
- The best way to describe my financial future is like _____
- My budgeting skills are so bad; I once spent my entire paycheck on _____
- The worst investment advice I ever received was to put my money into _____
- My financial advisor said I should diversify, so I invested in _____

69 WHITE ANSWER CARDS

1. a lifetime supply of avocado toast
2. a credit card with a unicorn on it
3. Bitcoin and Teddy Bear
4. a budget that's more of a wish list
5. paying for dinner with coins found in your pocket
6. financial advice from a fortune cookie
7. investing in a haunted house
8. a 0% interest rate on a loan from a genie
9. winning the lottery and losing the ticket
10. getting a loan from the Bank of Mom and Dad
11. a shoebox full of receipts
12. a Real Estate Loan on a cardboard box
13. bargain-hunting in the lost and found
14. a stock market rollercoaster
15. a Ponzi scheme with a great marketing team (*A Ponzi scheme is a fraudulent investment scam that promises high returns to early investors, which are paid using the capital of new investors, rather than legitimate profits, leading to an inevitable collapse when there are not enough new investors to sustain the payouts.)
16. a credit score lower than a limbo champion
17. a tax refund spent on novelty socks
18. a retirement plan with a winning lottery ticket as the centerpiece
19. a financial statement written in crayon
20. a rainy day fund that's underwater
21. a get-rich-quick scheme involving cryptocurrency and farm animals
22. a savings account with spiderwebs
23. a credit card bill as long as a novel
24. budget that hemorrhages money uncontrollably.
25. a stock market crash on my birthday
26. a debt collector as my pen pal
27. a financial seminar with a clown as the keynote speaker
28. a financial windfall spent on inflatable furniture
29. a credit card with a permanent 'declined' status
30. a loan from the Tooth Fairy
31. a tax audit during a zombie apocalypse
32. a retirement plan that's just a dream journal
33. a checkbook filled with IOUs
34. a money saving pig-bank with no bottom
35. a budget spreadsheet with more tabs than my browser
36. a stock portfolio consisting solely of Monopoly money

37. a financial strategy relying on the guidance of a fairy godmother.
38. a coupon collection as thick as a phonebook
39. a budget that's more holes than cheese
40. a credit score that becomes a topic of humor during social gatherings.
41. a stock market surge during a power outage
42. a debt repayment plan involving a treasure map
43. a financial crisis caused by too many impulse shopping
44. a tax return filed with finger paintings
45. a retirement plan relying on winning the lottery twice
46. a financial advisor who communicates exclusively in emojis
47. a checkbook that speaks only in riddles
48. a piggy bank that moonlights as a snack jar
49. a budget with a huge special section for discretionary spending
50. a stock market crash caused by a cat walking on a keyboard
51. collectible action figures of famous economists
52. crypto coins named after animals
53. a pyramid scheme that promised lots of money
54. buying stock in a company I've never heard of
55. a 'get rich quick' seminar
56. a retirement plan that involves winning the lottery
57. a budget that includes a line item for 'impulse buys'
58. negotiating my rent using interpretive dance
59. a jar labeled 'Emergency Fund' with only pennies inside
60. an investment portfolio that's 90% a company for heating machines in the dessert
61. a credit score so low it's a world record
62. financial advice from the Oracle
63. a side gig as a professional dog walker
64. a student loan that will outlive me
65. a 30-year mortgage on a treehouse
66. a retirement plan based on winning the lottery
67. an ATM that gives Monopoly money
68. paying for groceries with a bag of small coins
69. a financial plan that involves asking Grandma for help

About the manual

This manual is a comprehensive overview of the 30 nonformal financila activities For additional back ground reading, we refer to the WallET project www.wall-et.eu.

The Manual is complementary to the 'WallET Escape Storygame' and the 'VIRTU-A-LIFE board game". It was developed by the international consortium and further fine-tuned throughout multiple test rounds with young people, educators and other stakeholders.

THE INTERNATIONAL PARTNERSHIP

REAL LIFE EDUCATION ASSOCIATION (AEVR) Romania

AEVR stands as a pivotal and dynamic NGO in Romania, focusing on financial and entrepreneurship education for individuals aspiring to cultivate a healthier rapport with money and lead lives of prosperity and significance. Our strategic vision centers on forging innovative paths within financial education and investments. Our aim is twofold: not just generating financial returns, but also cultivating returns on invested time and human capital. By fostering sustainable thinking, we empower individuals to envision their financial futures with longevity in mind.

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PRODUÇÕES FIXE UNIPESSOAL LDA Portugal

Produções Fixe is a small dynamic enterprise with social responsibility, created in September 2010. Located in Vila da Marmeleira in Portugal, they engage local communities and educators through educational projects and training. Long standing expertise in the development, design and production of non formal educational tools.

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