

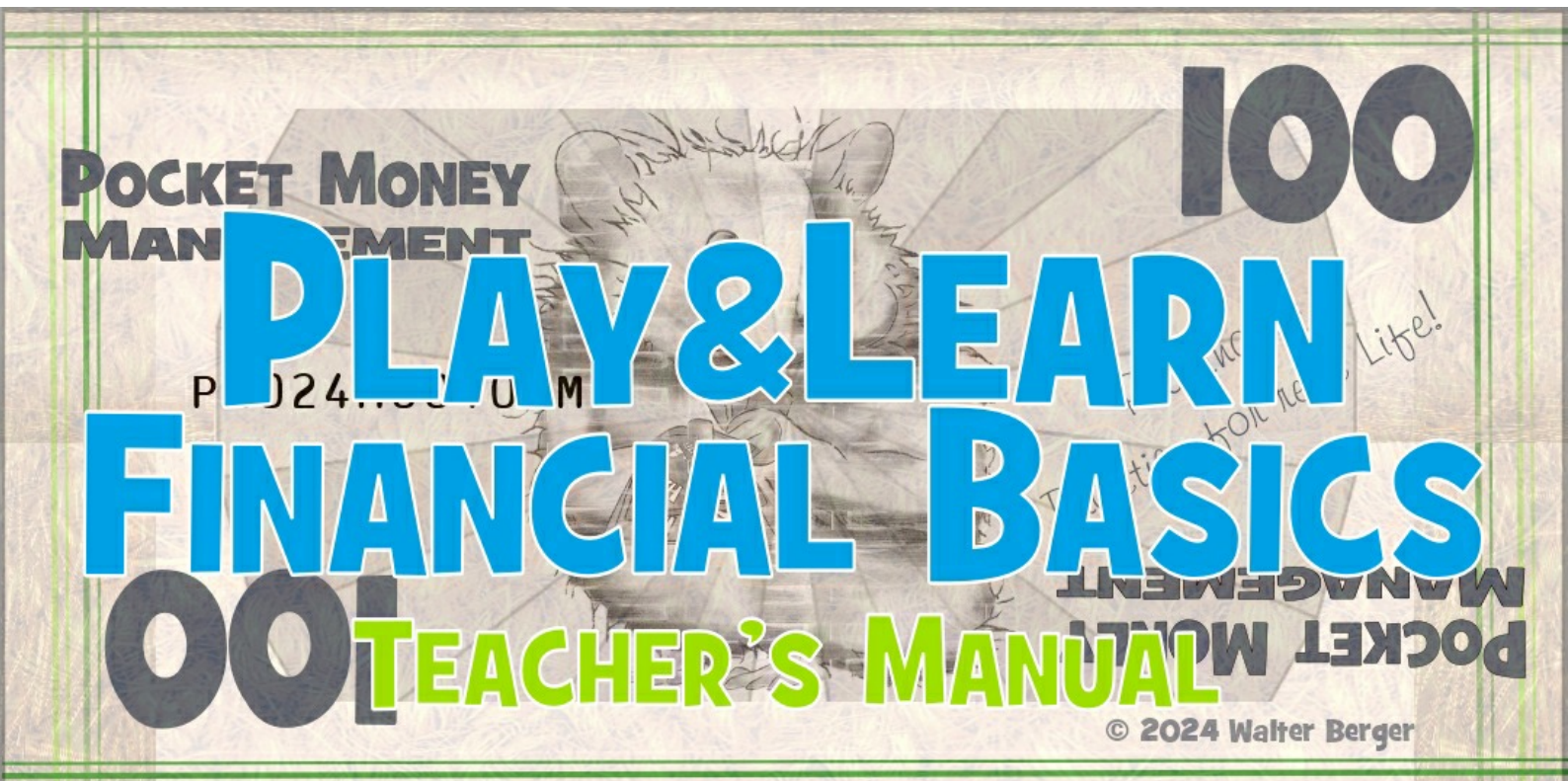


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# PLAY & LEARN FINANCIAL BASICS

Teachers Manual on  
How to conduct a Workshop in the Classroom





# Play&Learn Financial Basics

## Teachers Manual on How to conduct a Workshop in the Classroom

### **Brief overview:**

*Topic:* Play&Learn Financial Basics

*Duration:* 90 minutes (2 teaching hours, Germany)

### **About:**

*How to conduct a Workshop for Financial Basics in the class,  
while using the board game Pocket Money Management*

### **Creating a Learning Environment and Real Life Scenarios while playing**

- √ *To experience and master everyday financial challenges*
- √ *To try economic decisions and possible effects*
- √ *To have fun, because Playing=practice for everyday life*

**and promote and encourage Competencies and Skills** such as

- √ *Realistic assessment of the financial situation*
- √ *Making sensible and effective financial decisions*
- √ *Reducing debt and keep it low*
- √ *Saving and building up reserves*
- √ *Learning with fun*
- √ *talking and listening to each other, respecting each other*

### **Keywords:**

Basic financial education, private household, economic education, financial literacy, consumer education, planning and decision-making skills, social competence, job market, gross net income, compound interest

Walter Berger - Taschengeld Management  
Florianiplatz 16, 83435 Bad Reichenhall - Germany  
[www.taschengeld-management.de](http://www.taschengeld-management.de)

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# Play&Learn Financial Basics

## Teachers Manual on How to conduct a Workshop in School

### About Play&Learn Financial Basics - Making everyday life skills tangible

*If you want to learn to swim, you don't need to read a book, do you? A few short verbal instructions and a clear demonstration are enough to start with the first swimming movements; then you simply practice and improve under supervision, gain experience and develop self-confidence; first in shallow water, later in a lake or even in the sea.*

When we speak about basic financial education and the sensible handling of private finances, the mere provision of information is of little use. Necessary skills arise and develop through a real-life oriented application of what has been learned, through experiencing and reflecting on what works and what doesn't, through an overview and assessment of a possible development, simply through trying things out and being allowed to make mistakes.

This teaching material could help to set real-life-oriented and motivating framework conditions. They are created to demonstrate financial requirements of a private household, to make them tangible, to develop solutions in the group, to strengthen essential problem-solving and communication skills, to try out real-life situations in the game without using real money.

Basic financial education in school is crucial for a self-determined and sustainable lifestyle in life and should be relevant to everyday life.

*Play+Learn Financial Basics in school*, this is the way and the goal for this workshop and for the teaching material provided.

### How to work with this teaching material

The learning material for the workshop Play&Learn Financial Basics consist of a booklet for the teacher (pdf), a workbook for the learners (pdf) and the board game Pocket Money Management. We hope that you will also find the tried and tested learning concept helpful when conducting a vivid and practical workshop (90 min) and that you will find many useful suggestions.

A *table of content*, which is linked to the individual chapters (PDF), has been created for orientation and quick access.

A detailed *lesson plan* is suggested for the individual teaching sequences. Content and work suggestions are assigned to the classic teaching phases and suggestions for methodical implementation are given. Please note: The recommended schedule is based on 90 minutes (2 school hours in Germany). If you need to plan 60 minutes for each lesson or change the topic afterwards, you can adjust the time frame or split the workshop into two parts; in this case it is helpful to present the two parts close to each other.

The workbook explains the financial status and important definitions as well as the game and individual event cards with their options for action. If the topics of expenditure, income and budget are dealt with in separate workshops, the relationships in the game can be illustrated here.

Practical tips for preparation and follow-up as well as an evaluation questionnaire are intended to support sustainable knowledge transfer and enable quality assurance.

# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

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# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Introduction

### The Aim of Financial Literacy in School - *in Concrete Terms*

The objectives and high ideal of basic financial literacy education in school are to be able to manage private finances in a self-determined, competent, sensible and sustainable manner.

For a sustainable basic financial education that qualifies students for everyday life, it is not enough to simply impart information and grade repetition.

Necessary knowledge and skills are imparted and promoted through instruction and experience, by confronting everyday economic situations and allowing them to be solved, by demonstrating how things can be done and what should be avoided, and through a realistic reference to the learner's situation.

The following didactic considerations are given special attention in this learning material:

- Simulation and learning environment of a private single household, to experience and solve typical financial requirements and challenges
- Teaching focus on meaningful, solution-oriented behavior - help to do it yourself; setting goals, show a direction to start, support and encourage the groups learning and communication process!
- Teacher shares their own private learning experiences and challenges, perhaps also mistakes that have been made, speaking about real life honestly and optimistically; there is no perfection, only solutions that makes sense in the moment
- A climate of trust and respect in the class, especially when it comes to money matters in the family - open, curious, listening, trying to understand - not know-it-all, superior, judgmental or ignoring

### Everyday Competencies and Skills - *Learning for Life*

The game workshop creates a learning environment in which students acquire essential basic knowledge for the demands of later economic life. The game scenario of a private household makes economic requirements clear and confronts them with everyday financial issues and problems. Learners can try out economic decisions and examine solutions for their efficiency and usefulness. Some of the skills relevant to everyday life are:

- Realistically assess the current economic situation
- Recognize possible financial developments and make sensible decisions
- Reduce debt and keep it low
- Saving and building up reserves
- Learning and listening with fun, talking to each other, respecting each other



# Play&Learn Financial Basics

## Teachers Manual on How to conduct a Workshop in School

### Age-appropriate Learning - Using sensitivities, increasing learning success

The learning context and the tasks on the topic of spending also take into account the sensitivities of the development phase of the learners (12-18 years, puberty/adolescence). In this way, the willingness and openness of students to acquire relevant skills for basic financial education can be utilized in a supportive manner. These sensitivities include\*:

- Freedom and order
- Self-organization and self-government
- Economic independence
- Learning from experience
- Finding your way in the adult world
- Having their own opinion
- Interest in society

\* Source: Schäfer, Erziehung und Bildung von Kindern und jungen Menschen im Alter von 1 bis 18 Jahren nach Prinzipien der Montessori-Pädagogik, 2009

### Acting sustainably - we create our future today

The term sustainability is used quite inflationary. However, on closer inspection of what is said or written, it appears to be merely a substitute for security. For our learning context of basic financial education, the following definitions should make it easier to differentiate and classify\*:

- 'long-lasting effect'
- 'Principle according to which no more may be felled than can grow back' (forestry)
- 'No more may be consumed than can grow back [or] regenerate [and] be made available again in the future'

\* Source: Wikipedia, 8.2.2022

The teaching material and the real-life learning context for basic financial education are intended to raise awareness of sensible, efficient but also sustainable economic activity and teach the necessary skills, such as

- *Conscious, self-determined purchasing and investment decisions*
- *Expenditure does not exceed income*
- *Understanding the need and active willingness to save and build up reserves*
- *Avoiding debt and the resulting expenditure through installment obligations*
- *'Don't live beyond your means' and know these objectively and up to date*

# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## 90 minutes - *What can be achieved?*

No learning concept, no matter how sophisticated, can produce smart financial experts in 90 minutes and this is not our objective here either.

In 90 minutes, with openness, constructive communication and a lot of fun, typical economic requirements and problems of a private household are brought to life in a game, ways are shown to get an up-to-date overview, to assess events and situations and their significance for one's own life. Practicable approaches for finding solutions are taught and awareness is raised for asking the right relevant questions.

Financial Literacy education is a lifelong learning process for meaningful, hopefully appropriate economic activity and behavior.

Yours, Walter Berger - Taschengeld Management

## NOTES



# Play&Learn Financial Basics

## Teachers Manual on How to conduct a Workshop in School

### Preparation

The workshop on the subject of Play&Learn Financial Basics is scheduled to last 90 minutes (2 school hours) and is carried out in groups of 4 students.

*Please note:* The recommended schedule for each sequence of the workshop is based on 90 minutes (2 school hours in Germany). If you normally need to plan 60 minutes for each school lesson or change the topic after each school lesson, you can adjust the time frame or split the workshop into two parts; in this case it is helpful to present the two parts close to each other.

#### ***Preliminary introduction/briefing in the classroom:***

It can be helpful to announce the planned workshop on the topic Play&Learn Financial Basics in advance and briefly outline the content and procedure. A simple presentation of income, expenditure, assets and debts on the blackboard is a good way of introducing the topic. If the teacher succeeds in creating a link to the current situation of the learners, this can increase attention and promote positive expectations. Key questions can be:

*What do we want to achieve or how can the workshop help us?*

#### ***Recommendations:***

The teacher should have played the game Pocket Money Management a few times beforehand to gain confidence and to be able to answer questions about the game quickly during the workshop. Where possible, a neutral room should be used. The new environment motivates and releases energy and creativity. The distractions of the familiar classroom are reduced.

#### ***Room/Equipment:***

- Groups of 4 people, 2 tables where they can write and play comfortably
- Blackboard, chalk (white, colored), sponge
- Writing utensils and calculator for the learners
- 1 board game Pocket Money Management / each group
- a workbook and an evaluation sheet for each student

#### ***Composition of the groups:***

The composition of the groups should be determined by the teacher; e.g. good students with weaker students, in terms of grades or language skills. In this way, the different members of the class could get to know each other better, listen to each other, learn from each other and grow together. Perhaps the tension for the workshop is also increased and maybe the whispering noise level is reduced due to 'what I really wanted to tell you'.

#### ***Timing:***

90 minutes are quickly over, unfortunately often when we find something fascinating or a discussion becomes exciting. Note: Schedule enough time for a short summary. Record open questions, clarify them in the next lesson and review the context.

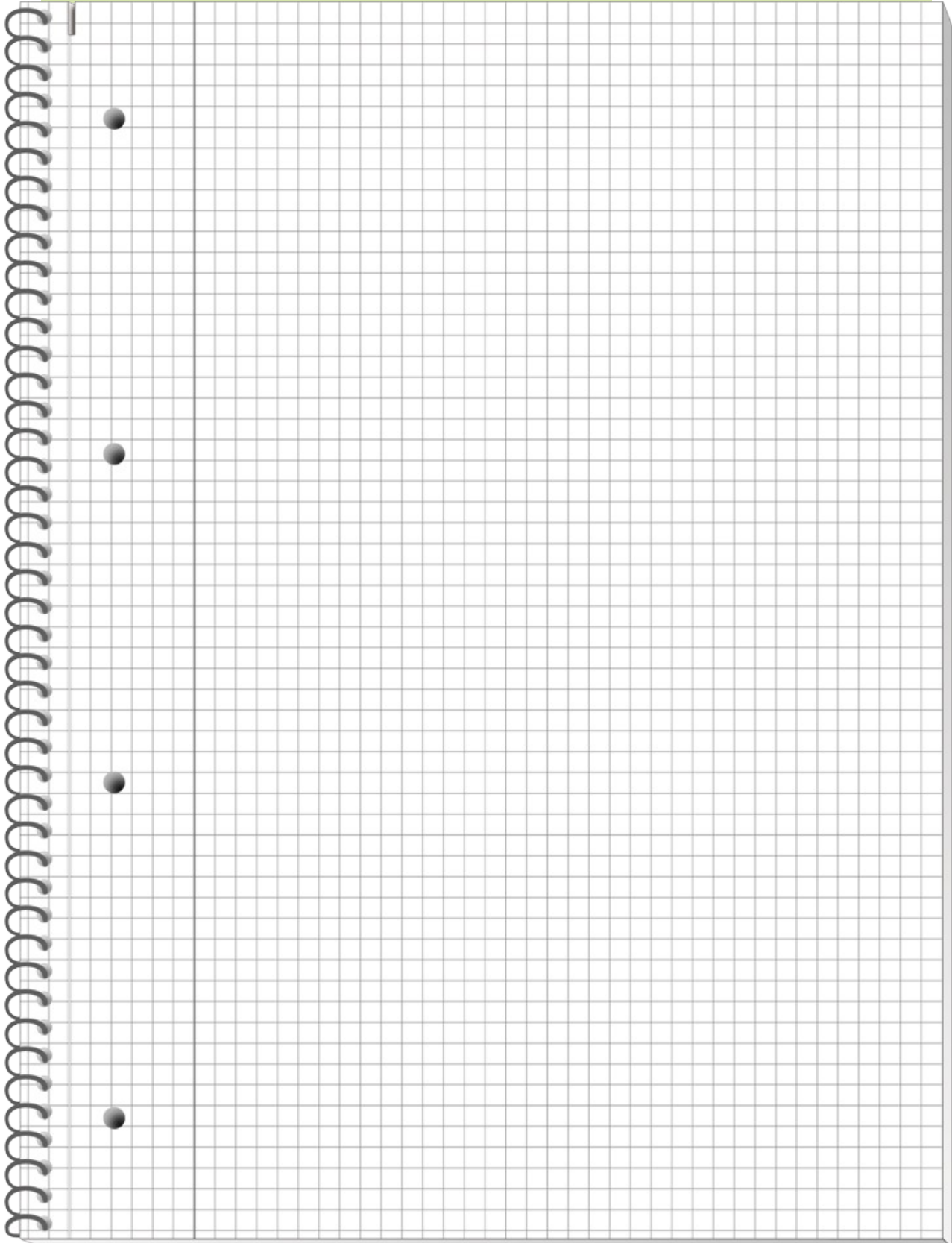


# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

Preparation

NOTES



# Play&Learn Financial Basics

## Teachers Manual on How to conduct a Workshop in School

### Play&Learn Financial Basics

#### Possible sequence for the workshop

Teaching Objectives		Students experience and master typical financial requirements and challenges of everyday life in a private household, reduce debt, save and build up reserves, try out financial decisions and possible economic effects, keep an up-to-date overview of their finances and learn while having fun.		
Time	Phase	Contents	Methods/ Material	Hints/ Notes
10'	Getting started	<p>The teacher introduces into the workshop; income, expenditure, assets and debts are displayed and categorized on the blackboard.</p> <p>The teacher plays 1-2 trial rounds together with 3 students and explains to the whole class how to fill in the financial status and the meaning and options to act for different event cards drawn.</p>	<p>Class discussion, playing in groups</p> <ul style="list-style-type: none"> <li>- Table for 4 students</li> <li>- possibly new group formation</li> <li>- one player takes on the role of the banker</li> <li>- one board game of Pocket Money Management per group</li> <li>- each player receives: \$ 3,000; 1 game cone; pencil; blank financial status (fill in numbers according to the rules of the game)</li> <li>- good eraser/rubber per group</li> </ul>	<p>1-2 trial rounds with the teacher and 3 students to explain step by step how to play to make it easier for the whole class to get started!</p> <p>The students recognize the same structure of financial status presented on the board (income, expenses, assets and debts) and in the financial status of each player in the game.</p>
70'	<p>Playing financial requirements and challenges in a private household</p> <p><i>Playing = Real Life Practice!</i></p>	<p><i>Master everyday financial challenges in the game!</i></p> <p>The learners - draw event cards; make economic decisions without using their own money;</p> <ul style="list-style-type: none"> <li>- have to plan available time for a part-time job;</li> <li>- keep their financial status up to date;</li> <li>- calculate, erase, write, try it out, experiment.</li> </ul> <p><i>There are no mistakes, only results!</i></p>	<p><i>Event cards:</i></p> <ul style="list-style-type: none"> <li>- "Costs of daily life" must be taken, they only affect the player or everyone! He/she can pay cash or take out a loan, expenses increase</li> <li>- "Business idea, real estate, part-time job, securities" cards can be taken; opportunities to earn and invest money</li> <li>- "Wage increase, paying off a loan, gift from grandma"</li> </ul> <p>Fortunate events have a positive effect on finances</p>	<p>The teacher supports the players during the game and clarifies questions about the meaning of event cards and the procedure for entering them in the financial status.</p> <p>If the same questions accumulate, the teacher should temporarily interrupt the game to explain the situation to the whole class.</p>
10'	Deepening/ Summary	<p>Clarification of open questions; filling out the evaluation sheet; asking for the learners' impressions; putting away the games; outlook for repetition</p>	<ul style="list-style-type: none"> <li>- Lesson Talk</li> <li>- evaluation sheet for the students</li> </ul>	<p>Some learners will be quite busy, calculating, counting, erasing, writing; others will lose interest and need to be motivated and carried along.</p> <p>Get to the end on time!</p>

# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Financial Competencies and Skills for Everyday Life

- ✓ Ability to gain an overview of the current financial situation
- ✓ Recognize the real economic situation and act appropriately
- ✓ Ability to reduce debt and build up reserves
- ✓ Ability to make economically sensible decisions and realistically assess their effects
- ✓ Social skills to listen to, respect and learn from each other
- ✓ Ability to recognize the strategies of other players and grow accordingly
- ✓ The experience that learning can and should be fun!

## Goal of the game Pocket Money Management

**The player who is the first to**

- 1. reduce his debts and**
- 2. saves up reserves amounting to 6 times their monthly expenses**

## Play&Learn - *Playing is Practice for Everyday Life!*

*In the game, everyone is equal. There are no mistakes, only results! Playing together creates space for talking, listening, respect and for letting go of emotions and having fun together.*

The board game Pocket Money Management was developed as an age-appropriate and real-life-oriented learning aid for conducting game workshops on basic financial education in the class. In the game, learners can realistically experience everyday financial life with its typical financial problems and economic issues.

All players start with the same economic situation, i.e. income, expenses, assets and debts are the same. The aim and the winner is the player who first reduces his debts and saves up reserves equal to 6 times his monthly expenses. During the game, the event cards drawn should be read out loud.

*“The basis is therefore not to think about how to teach or influence the child educationally, but how to create an environment that is conducive to its development and then allow it to develop freely in this environment.”*

*Maria Montessori*



# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Definitions to know! - Keep an overview about essentials!

**A budget is a list of planned income and expenditure in a specific period.**

*Guiding question: What income and expenditure (amount/type) are planned?*

**A financial status is a comparison of current income, expenditure, assets and debts!**

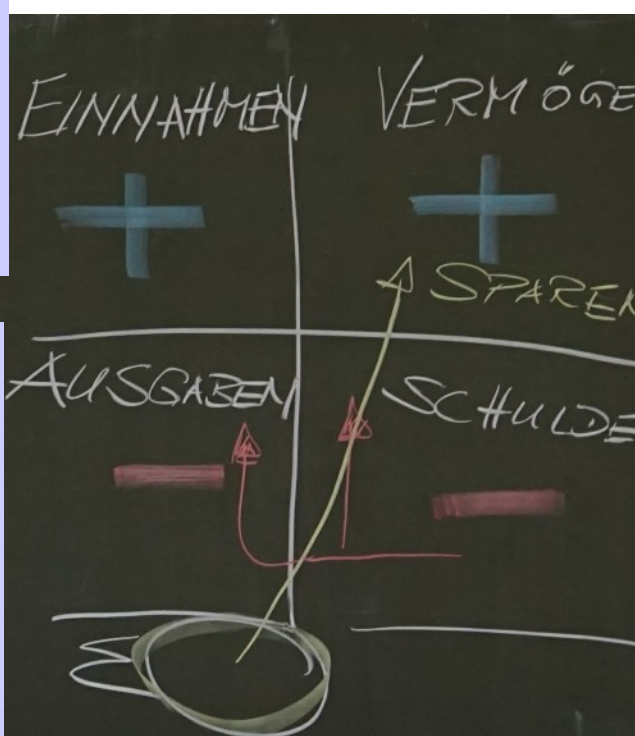
*Guiding question: What is my current liquidity and asset situation?*

**Income are all payments that you receive, i.e. that are paid to you.**

These can, for example, be regular monthly payments (salary, child benefit) or irregular (vacation pay).

**Expenses are all payments that you make, i.e. are paid by you.**

These can be regular monthly payments (rent), irregular payments (coffee, cinema) or one-off payments (repairs).



**Private assets include all your property;**

e.g. financial assets (cash, shares) and tangible assets (real estate and household effects). Valuing household goods is difficult; think of your favorite pair of jeans, how much are they worth to others?

**Debt is created when you buy something for which you currently have no money and/or prefer to take out a loan.**

- Loans often have high interest rates and therefore have to be repaid at great expense.
- Repaying debts can significantly increase your monthly expenses.

**Monthly available** shows whether and how much of the monthly income remains after all expenses have been paid.

**Net assets** show whether the net assets (assets minus liabilities) are positive or negative. If the debts exceed the assets, you are over indebted!

# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Introduction and trial rounds

### So, let the game begin!

*What is it all about? How does the game work?* After the teacher has presented and classified the objectives of the workshop as well as income, expenditure, assets and debts on the board, they start with a trial round to make it easier for all learners to get started with the game.

*There are no mistakes, only results and these are paid for with play money!*

### Preparations for the game

Each player receives a blank financial status. The teacher explains and shows where which numbers (according to the rules of the game) are to be entered; ask who wants to take on the important task of a banker; each player receives \$ 3,000 from the banker and chooses a color for their game cone. Roll the dice and the player with the highest number (2 dice) begins.

### Explain the playing fields

The teacher explains the meaning of the playing fields and their colors: If you land on a green, yellow or red square by rolling the dice, you must draw an event card. If you land on a blue square or go over it, you receive your income and must use it to pay your monthly expenses.

### 1-2 trial rounds

A trial round with the class can make it much easier to start playing independently in each group! Especially at the beginning, it is important to explain slowly and in detail, repeat and ask questions, especially when a big question mark is visible on the faces or the attention of students is waning. Each event card drawn is read out loud. The teacher explains the meaning and what needs to be done now. *It is ideal to create a relaxed atmosphere and not to take funny comments too seriously! Playing means having fun!*

### Playing Pocket Money Management in individual groups and overcoming financial challenges

After the trial round, the individual groups start the game. During the game, the teacher goes from table to table, answering questions about the meaning of event cards or which entries are necessary in the financial status. If there are a lot of questions about individual event cards, the game should be briefly interrupted for everyone to explain and clarify the context.

*Mastering financial challenges playfully*



# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Introduction and trial rounds

### The game unfolds dynamically

Once the learners have understood how the game works, the game workshop, i.e. the activities and the volume, takes on a dynamic of its own. Some become very busy, erasing, calculating, writing, demanding the dice from their fellow players, counting their money or claiming an outstanding payment from the banker. Others lose attention, have private conversations, occupy themselves with something else, perhaps because they have not understood something, are stuck somewhere, do not feel involved. The teacher should observe this and motivate and support them.

### Adhere to the usual hourly rhythm

The attention level in the class can drop significantly shortly before the end of the lesson; Perhaps because some students are already thinking about the bus or friends they will meet. Important learning content, summarizing explanations and filling out the evaluation form should be done well before the end of the game workshop. Any unanswered questions should be written down and promptly clarified and discussed.

## Introduction and trial rounds

## NOTES



# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Introduction and trial rounds

At the start of the game each player receives:

- \$ 3,000 cash,
- 1 game cone,
- 1 pencil and
- 1 blank financial status;

The following values are to be entered there:

Salary	\$ 2.000	Cash	\$ 3.000
Rent/costs	\$ 600	Car loan	\$ 3.200
Everyday cost	\$ 600	Consum Cred.	\$ 2.700
Car paym.	\$ 250	Credit Cards	\$ 2.100
Consum Cred.	\$ 200		
Cred. Cards	\$ 140		

If you land on a **red**, **yellow** or **green** field after rolling the dice, you must draw an event card and master the economic challenge.

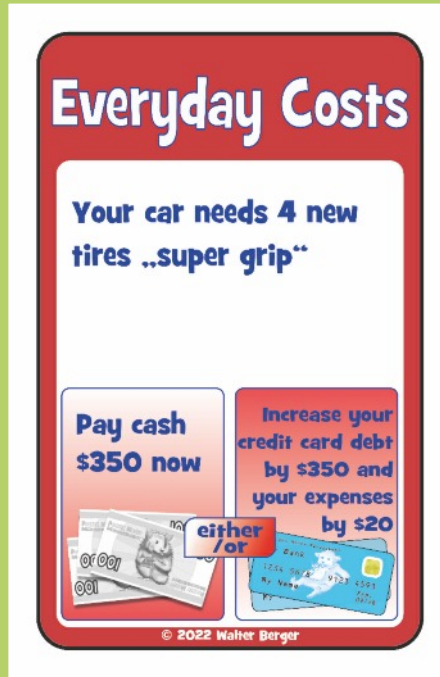
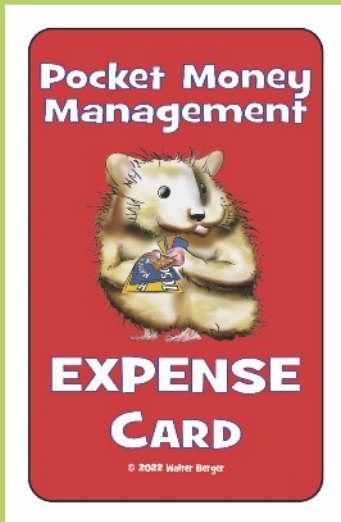
If you land on a **blue** field or go over it, you receive the income minus the expenses from the financial status.



# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Event cards - *Everyday Costs*



Player must draw an expense card!

Only affects this player!

Pay cash or increase debt

Income/month		ASSET PLAN		Assets	
Income/wage	2.000	1. Cash = 6 x monthly expenses saved AND 2. All debts paid off			
Additional job					
Real estate					
Business					
Shares					
Total Income/month	\$ 2.000				
Expenses/month		You have <u>  </u> KIDS		Debts	
Rent including costs	600	You will receive <b>\$500 BONUS</b> if <input type="checkbox"/> Monthly available > \$500 <input type="checkbox"/> Net assets > \$500 <input type="checkbox"/> Debt paid off (no mortgages) <input type="checkbox"/> Cash > 6 x monthly expenses		Mortgage	
Everyday costs	600			Car loan	
Mortgage	250			Consumer credit	
Car payment	200			Credit cards	
Consumer credit payment				Total Debts	
Other expenses				Assets - Debts (net)	
Child support					
Total Expenses/month	\$ 1.790				
Monthly available	\$ 210				

**Pay Cash**  
 - pay \$ 350 to the bank  
 - cash reserves will decrease

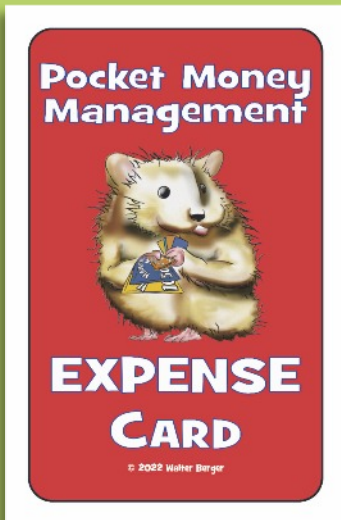
**Taking a Loan**  
 - debts increase by \$ 350  
 - expenses increase by \$ 10/month



# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Event cards - Everyday Costs



Player must draw a expense card!

Only affects this player!

Pay cash or increase debt

Income/month		ASSET PLAN		Assets	
Income/wage	2.000	1. Cash = 6 x monthly expenses saved AND 2. All debts paid off			
Additional job					
Real estate		<b>TIME ACCOUNT</b> 	Real estate	Type	Value \$
Business			Business		
Shares			Shares	name shares price	
Total Income/month	\$ 2.000		Cash		3.000
Expenses/month		You have <u>  </u> KIDS You will receive <b>\$500 BONUS</b> if <input type="checkbox"/> Monthly available > \$500 <input type="checkbox"/> Net assets > \$500 <input type="checkbox"/> Debt paid off (no mortgages) <input type="checkbox"/> Cash > 6 x monthly expenses	Total Assets		\$ 3.000
Rent including costs	600		<b>Debts</b>		
Everyday costs	600		Mortgage	Interest %	Amount \$
Mortgage	250		Car loan	9,5 %	3.200
Car payment	200		Consumer credit	12,5 %	2.700
Consumer credit payment			Credit cards	16,8 %	2.100
Other expenses		Total Debts		\$ 8.000	
Child support		Assets - Debts (net)		\$ - 5.000	
Total Expenses/month	\$ 1.790				
Monthly available	\$ 210				

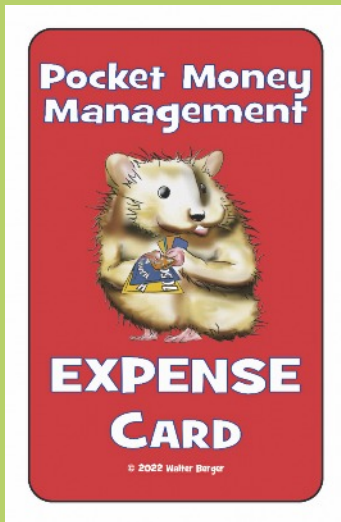
**Pay Cash**  
 - pay \$ 800 to the bank  
 - cash reserves will decrease

**Taking a Loan**  
 - debts increase by \$ 800  
 - expenses increase by \$ 40/month

# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Event cards - *Everyday Costs*



### Everyday Costs

Increased energy costs.  
Your monthly heating bill has gone up significantly!

All players increase their expenses by \$40.

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Player must draw an expense card!

Affects all players!

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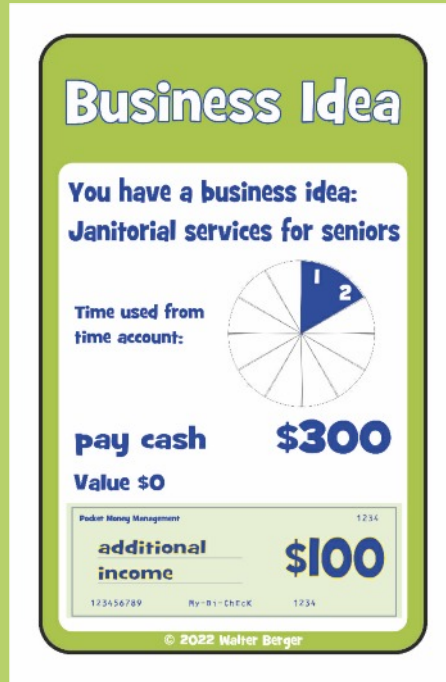
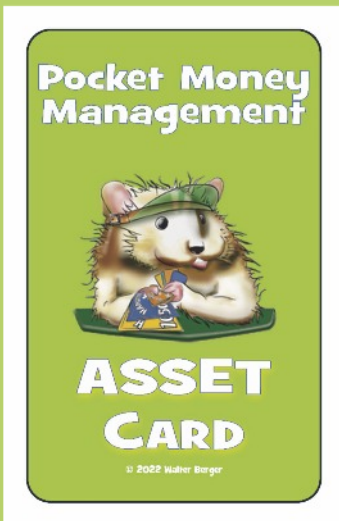
Monthly expenses of all players increase by \$ 40 per month



# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Event cards - Business Idea



Player can draw a asset card!

Only affects this player!

If you start the business  
 - pay \$ 350 to the bank  
 - cash reserves will decrease  
 - You will have \$ 100 more income per month

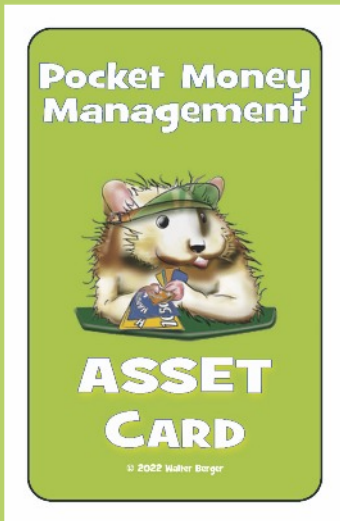
Income/month		ASSET PLAN		Assets	
Income/wage	2.000	1. Cash = 6 x monthly expenses saved AND 2. All debts paid off		Real estate	Type _____ Value \$ _____
Additional job	_____			Business	name shares price _____
Real estate	_____	<b>TIME ACCOUNT</b> You have <u>      </u> KIDS You will receive <b>\$500 BONUS</b> if <input type="checkbox"/> Monthly available > \$500 <input type="checkbox"/> Net assets > \$500 <input type="checkbox"/> Debt paid off (no mortgages) <input type="checkbox"/> Cash > 6 x monthly expenses		Shares	_____
Business	_____			Cash	3.000
Shares	_____	<b>POCKET MONEY MANAGEMENT</b> ©2022 WALTER BERGER		Total Assets	\$ 3.000
Total Income/month	\$ 2.000			<b>Debts</b>	
<b>Expenses/month</b>				Mortgage	Interest % _____ Amount \$ _____
Rent including costs	600			Car loan	9,5 % 3.200
Everyday costs	600			Consumer credit	12,5 % 2.700
Mortgage	250			Credit cards	16,8 % 2.100
Car payment	200			Total Debts	\$ 8.000
Consumer credit payment	_____			<b>Assets - Debts (net)</b>	
Other expenses	_____			\$ - 5.000	
Child support	_____				
Total Expenses/month	\$ 1.790				
Monthly available	\$ 210				

**Time Account**  
 - If there is still time available, you can enter 2 hours!  
 - A less attractive job can be changed!

# Play&Learn Financial Basics

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## Event cards - Additional Job



Player can draw a asset card!

Only affects this player!

If you take this job - your monthly income increases by \$ 300

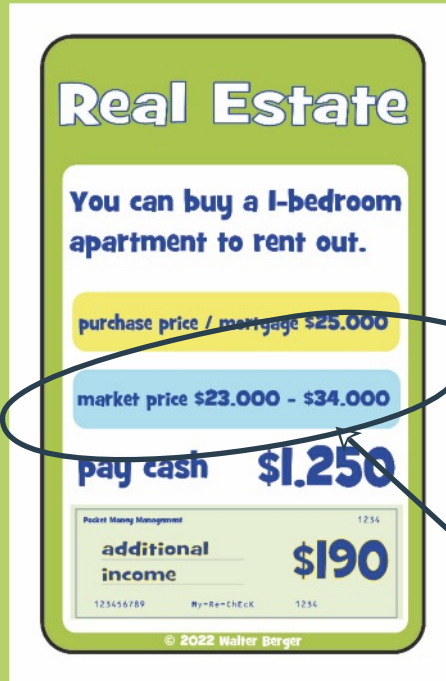
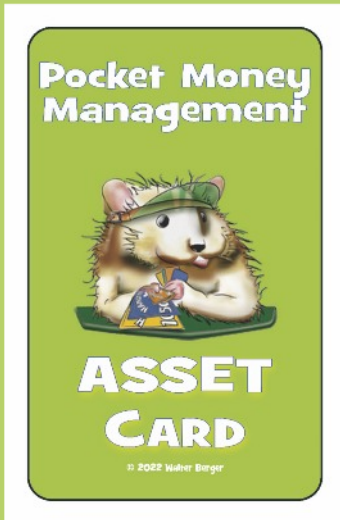
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Rent including costs	600			Car loan	9,5 % 3.200
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Other expenses	_____				
Child support	_____				
<b>Total Expenses/month</b>	<b>\$ 1.790</b>				
<b>Monthly available</b>	<b>\$ 210</b>				

**Time Account**  
 - If there is still time available, you can enter 4 hours!  
 - A less attractive job can be changed!

# Play&Learn Financial Basics

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## Event cards - Real Estate



Player can draw a asset card!

This player can buy!

The market price for a comparable apartment is between \$ 23,000 and \$ 34,000

Income/month	
Income/wage	2.000
Additional job	
Real estate	
Business	
Shares	
<b>Total Income/month</b>	<b>\$ 2.000</b>

Expenses/month	
Rent including costs	600
Everyday costs	600
Mortgage	250
Car payment	200
Consumer credit payment	
Other expenses	
Child support	
<b>Total Expenses/month</b>	<b>\$ 1.790</b>
<b>Monthly available</b>	<b>\$ 210</b>

### ASSET PLAN

1. Cash = 6 x monthly expenses saved  
AND 2. All debts paid off

### TIME ACCOUNT

You have    KIDS

You will receive **\$500 BONUS** if

- Monthly available > \$500
- Net assets > \$500
- Debt paid off (no mortgages)
- Cash > 6 x monthly expenses

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Assets		
	Type	Value \$
Real estate		
Business		
Shares	name shares price	
Cash		3.000
<b>Total Assets</b>		<b>\$ 3.000</b>

Debts		
	Interest %	Amount \$
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Car loan	9,5 %	3.200
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<b>Total Debts</b>		<b>\$ 8.000</b>
<b>Assets - Debts (net)</b>		<b>\$ -5.000</b>

If you buy the apartment:

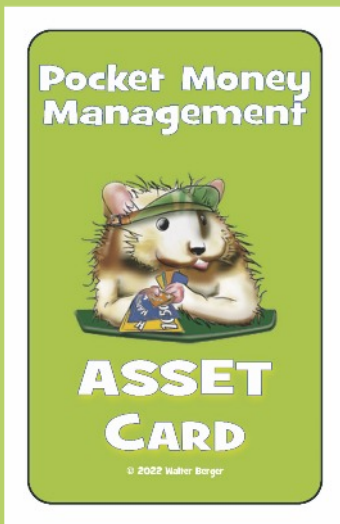
- your Assets and your Debts will increase by \$ 25.000
- your monthly income increases by \$ 190
- \$ 1.250 have to be paid to the bank



# Play&Learn Financial Basics

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## Event cards - Shares



Player can draw a asset card!

This player can buy - others can sell!

Good price to buy?  
On the chart you can see the lowest and highest price from the past - you can also see the current price (today: 10 €)!

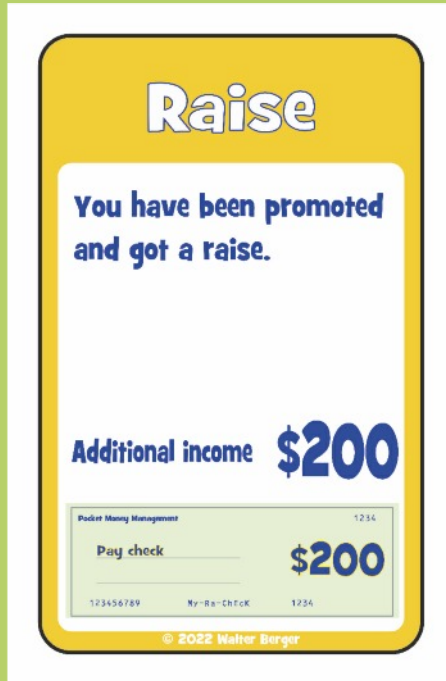
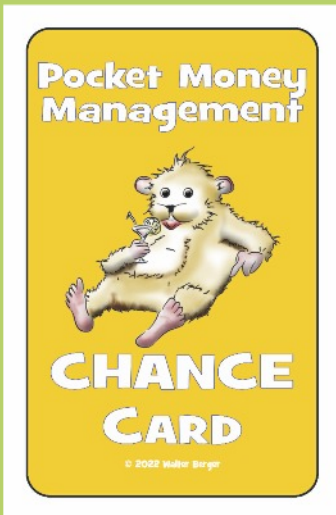
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You can buy as many funds as you like. Others can sell at this price.  
Pay the value / purchase price to the bank.  
You also need to adjust the cash and asset values!

# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Event cards - Raise



Player can draw a chance card!

Only affects this player!

Your monthly income will increase by \$ 200!

<b>Income/month</b> Income/wage <u>2.000</u> Additional job _____ Real estate _____ Business _____ Shares _____ <b>Total Income/month</b> <b>\$ 2.000</b>		<b>ASSET PLAN</b> Cash = 6 x monthly expenses saved AND 2. All debts paid off <b>GOAL</b>		<b>Assets</b> <table border="1"> <thead> <tr> <th>Type</th> <th>Value \$</th> </tr> </thead> <tbody> <tr> <td>Real estate</td> <td>_____</td> </tr> <tr> <td>Business</td> <td>_____</td> </tr> <tr> <td>Shares</td> <td>_____</td> </tr> <tr> <td>Cash</td> <td><u>3.000</u></td> </tr> <tr> <td><b>Total Assets</b></td> <td><b>\$ 3.000</b></td> </tr> </tbody> </table>		Type	Value \$	Real estate	_____	Business	_____	Shares	_____	Cash	<u>3.000</u>	<b>Total Assets</b>	<b>\$ 3.000</b>									
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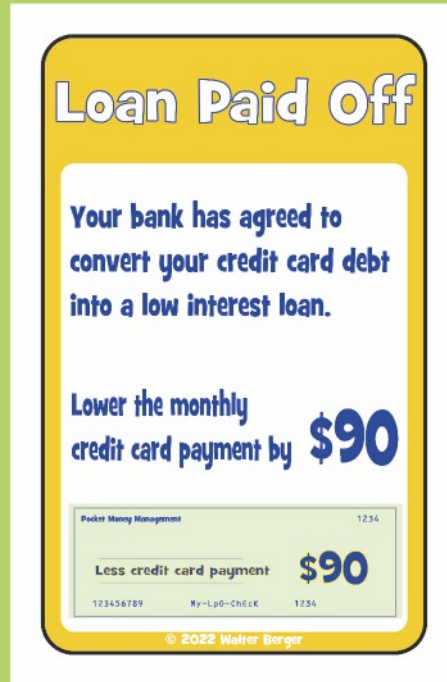
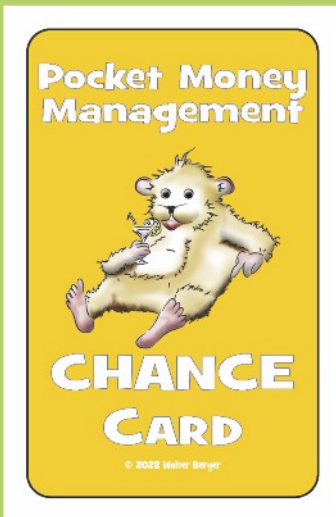
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# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

## Event cards - Loan paid off



Player can draw a asset card!

Affects only this player!

Income/month		ASSET PLAN		Assets																			
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Good news from your bank!

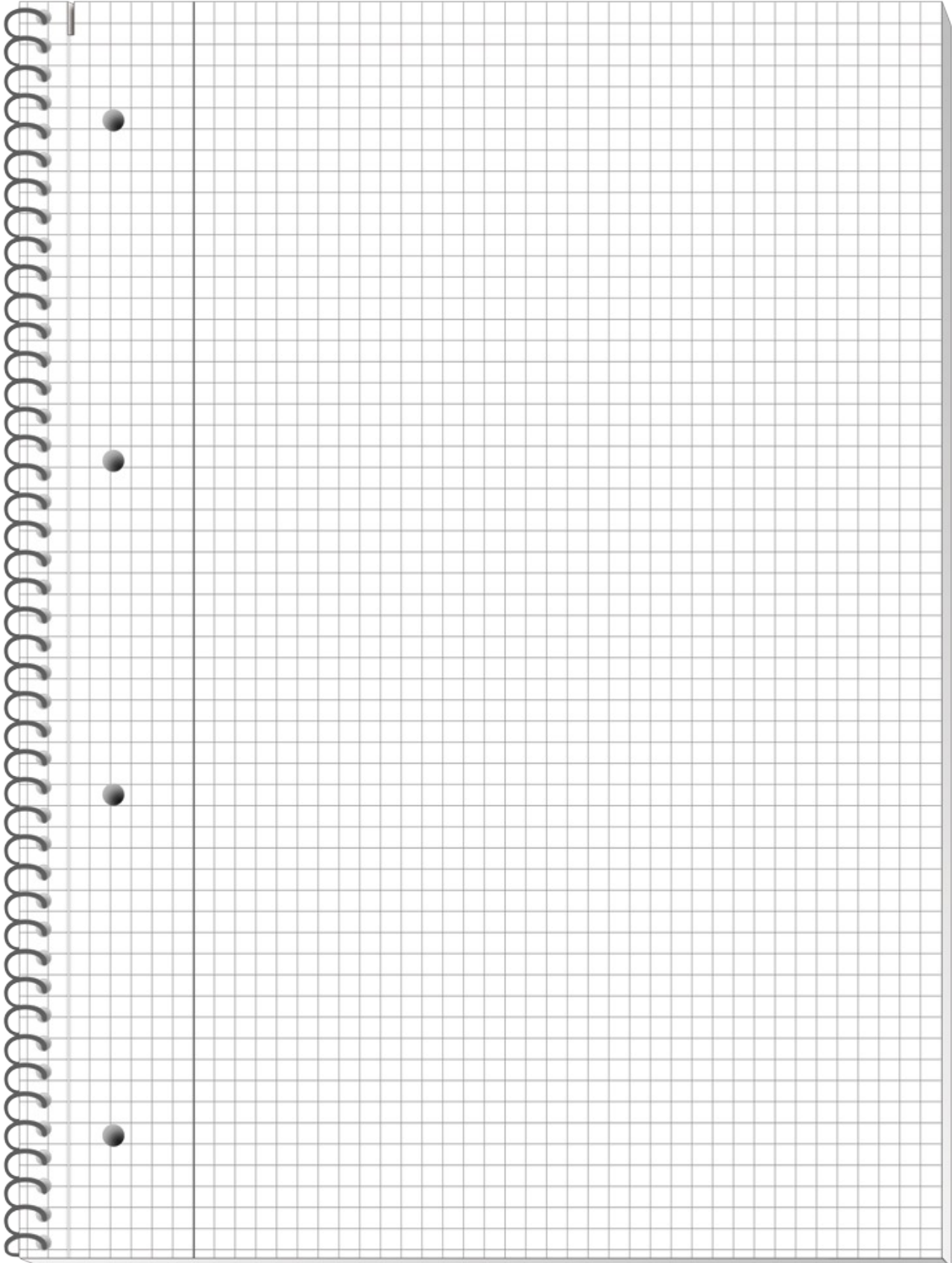
- You can reduce your monthly credit card payments by \$ 90
- monthly available amount will also increase by \$ 90

# Play&Learn Financial Basics

Teachers Manual on How to conduct a Workshop in School

Event cards

NOTES



# Play&Learn Financial Basics

## Teachers Manual on How to conduct a Workshop in School

### Follow up

Even with good preparation, working through and explaining all the important points and seemingly achieving predetermined goals, some questions will still remain unanswered or various contexts will not have been fully understood by all students.

Timely repetition and clarification of open questions are of particular value, as the learning objectives should be understood in the long term and learners should internalize economic skills that are relevant to everyday life. It is all too easy to get caught up in the daily routine of school and what has just been learned and understood is lost again.

It makes sense if there is not too much time between the workshop and the repetition or clarification of questions. A memorable concept here is the “72-hour rule”. According to this rule, new information and learning content should be repeated and deepened within 72 hours in order to be understood and internalized in the long term.

Repetition and integration into an overarching learning context (expenses, income, saving, advertisement, consumption, budget and financial options, etc.) offers another good opportunity to deepen the learning content in a more comprehensive way.

The presented content and didactic design of the workshop lesson is intended as a suggestion and should support the teacher. It becomes concrete, vivid and interesting through the consideration and inclusion of the current situation of the students in the class.

It would be wonderful if there could be an exchange of experiences across schools regarding the content and best practice examples. The following evaluation form can serve as a basis for this.



# Play&Learn Financial Basics

## Teachers Manual on How to conduct a Workshop in School

### Evaluation

After the workshop all students will receive an anonymous evaluation form. The evaluation should provide information on whether the objectives were achieved and what should be taken into account in subsequent events. It is important to be serious with the answers when marking and completing the form.

#### Evaluation Questionnaire

##### *Play&Learn Financial Basics*

#### Your Rating

- |  |  |
|--|--|
| 1. My expectations for the workshop were met.                                |  |
| 2. The topic is important for now and my ,later' life.                       |  |
| 3. The workshop encouraged me to discuss expenses and income with my family. |  |
| 4. A budget for a private household provides a quite good overview.          |  |
| 5. An up-to-date overview of income and expenditure is important.            |  |
| 6. Financial challenges in the game are comparable to real life situations.  |  |
| 7. My questions and objections were answered.                                |  |
| 8. The workshop was interesting and fun.                                     |  |
| 9. Debt can cause high monthly expenses and can be difficult to repay.       |  |
| 10. Saving and building up liquidity reserves are important.                 |  |
| 11. Important to me would be:  |  |

