

*Financial and Entrepreneurial Skills for an Active Citizenship*

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| **FOURTH DIDACTIC UNIT**  (to present and discuss at the teachers workshop during the meeting in Croatia)  **“***Investing Money to ensure one’s own future*” | | |
| **SCHOOL** (name) | **Duration of the DU**  **Months** | **Subjects:**   * Economic Business * Maths * Law * English/French * ICT * Italian L1 |
| **Classes:**  **8, IIg,Ig** | **MARCH-MAY 2020** |
| **Goal of the whole DU**  **TOPIC**  *Investing Money to ensure one’s own future* | **Subtopics**   1. *to manage savings, learn about financing and investments to ensure one’s own future* 2. *to reflect on the risks of individual and socio-economic correlated choices* 3. *to know the Stock Exchange and the financial market (to understand the work of the SE for investing in bonds and shares with or without brokers)* 4. *to know the new virtual currencies and reflect on the possibility in the future without cash* | |
| **Description of the activities** | **Sub-goal**  *a)to manage savings, learn about financing and investments to ensure one’s own future*  **Task 1: Group work and discussion. (age 14-15 years old)**  Students were subdivided into groups 3-4 to discover how to manage savings and learn more about financing and investments. To diversify the regular lesson and make it more effective we used the Economics classroom. Its an online space were students are able to find accumulated knowledge and good practices of specialists. We did the task in two steps. 1. Students wached video lessons they found in economics classroom about savings and ways of investment. Then in groups they did a discussion on what they have seen and had to summarise by giving some tips or advises. In the second step groups of students did frontal presentation of what they had seen and understood.  [**https://blog.swedbank.lt/finansu-laboratorija/ekonomikos-klase**](https://blog.swedbank.lt/finansu-laboratorija/ekonomikos-klase)  [**https://blog.swedbank.lt/finansu-laboratorija/moksleiviu-ekonomikos-konferencija-2019-marciulaitis**](https://blog.swedbank.lt/finansu-laboratorija/moksleiviu-ekonomikos-konferencija-2019-marciulaitis)  **Duration****in hours:**  *2h* | Test and evaluation results  Students were evalutated with marks for their presentations. |
| **Sub-goal**  *b)to reflect on the risks of individual and socio-economic correlated choices*  **Duration in hours***: 2 hours*  Description of the activities  **Task 2. Video clip “The Wall Street crash”**  The aim of this task is to give students knowledge about Great Depression (What is it? How did it happen?) at the same time to introduce them the risks of investing in stocks and shares and risks of borrowing.  Before watching the culture clip students discuss why people save money? Where do they keep it? Later they move on watching the video clip and do the comprehension tasks, which are followed by feedback and discussion. Discussion is organised in groups, each group has to decide on the question: would you invest your money in stocks and shares? Why/ why not?  <https://www.youtube.com/watch?v=Cp3T5F4HD9A&ab_channel=KarinaYesica>  Tasks are given separately. | Test and evaluation results  Students are evaluted with marks of how well they understood the video clip and did comprehension tasks. |
| **Sub-goal**  *c)to know the Stock Exchange and the financial market (to understand the work of the SE for investing in bonds and shares with or without brokers)*    **Duration in hours:1 hour**  Description of the activity*to know the Stock Exchange and the financial market (to understand the work of the SE for investing in bonds and shares with or without brokers)*  **Task 3. Getting to know a New York Stock Exchange.**  The aim of the activity is to introduce students what is a Stock Exchange and to learn about it basic information.  On this basis students are given a text “Wall Street” and an illustration before it. For warming - up in groups they describe the picture: What is happening? What their jobs are like? Later they analyse the text, fill it with necessary information and make discussion in groups according to given questions:   1. What two meanings are there for Wall Street? 2. Was the Stock Exchange doing better before or after 1929? 3. What happenned to the Stock Exchange on 24 October 1929?   The text with tasks are given separately.  **Task 4. Group work: buying shares in a company.** (14-15 years) Duration: 1 hour  Students work in groups (3-4 students). The teacher gives each group a worksheet with situation: “ You have some money and you would like to buy shares in a company. Look at descriptions of 3 new companies below. Talk about which company you think will be the most/ least successful and why? Then agree on a company that you would like to buy shares in.”Students make there choices and express their opinions frontaly.Worksheet is added (extension task 8) | Test and evaluation results  Students get a kahoot test to check their knowledge. |
| **Sub-goal**  *e) to know the new virtual currencies and reflect on the possibility in the future without cash*  **Duration in hours: 2 hours**  Description of the activities  **Task 5. Presentations – virtual currency.** (16-18 years old)  Students are given the topic “Virtual currency”. Firstly they subdivide into groups and search for information on the net about what kind of currency is that, what are the most popular virtual currency, how does it work, possibility if it change the cash in the future. They make ppt presentations and present and explain what they have found to the class. In this way they learn about the topic and share different information. | Students get marks for their presentations. |
|  | **Sub-goal**  Shares, bond, stock exchange, currency, broker, invest |  |