https://docs.google.com/drawings/u/0/d/siYadbuzSKreBt9SMaGf_qg/image?w=223&h=59&rev=1&ac=1&parent=1LB3xJ3twipZoSBFrEB5dPELu0w1gPsAd

*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**  Diósdi Eötvös József Primary School | **Duration of the DU**  **Months** | **Subjects:**   * Maths * English * ICT |
| **Classes:**  8.a-b  7.a-c-e | **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**     1. *to manage savings, learn about financing and investments to ensure one’s own future*   It is important to clarify that students and teachers could work via the Internet (using [www.zoom.us](http://www.zoom.us)) as there was lockdown due to the Covid-19 pandemic. All the lessons had to be planned for online work as people could not have the possibility to meet or to visit places.  **Duration****in hours:** *2 hours*  Description of the activities  Introductory part: Let’s imagine you gain one million forints. Students think about the investment possibilities of this amount of cash. They collect ideas by brainstorming. (Some may put the money in bank, others may invest, or buy lottery tickets to get some extra profit.)  Students have the chance to watch an episode of the TV-show „My first million” , in which famous businesspeople talk about their companies, ideas and stories. Rich people are asked about their first million forints of profit and their future plans in business. In this episode some biscuit-makers („Majomkenyér”) are invited to introduce themselves and their products.  <https://rtl.hu/rtl2/azelsomilliom/az-elso-milliom-majomkenyer-salgo-andrea-kovacs-andrea>  Students have to come up with three questions that they would ask from the owners. (e.g.: What was your worst idea about the product?)  One of the three owners is going to take part at a Zoom lesson and is going to talk about the company and answers all questions.  As a follow up exercise, students can discuss the following points:  -How easy is it to come up with a good idea?  -How can we start a business without any economical knowledge?  - What is a business plan and what is it used for?  -Do you need to have further ideas if you have a prosperous company?  -What can we do with the profit?  - What are the dangers/ risks of investments? | Test and evaluation results |
| **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+3 hours*  Description of the activities  The topic is divided into two main parts: The first part is a theoretical part, in which students learn about the Stock Exchange. They learn about the Hungarian Stock Exchange (BÉT-Budapesti Érték Tőzsde), about its history, its organization and about the work they proceed there.  It may cause problems to understand the key concept of the Stock Exchange as our students aren’t old enough. The most important vocabulary is going to be explained. The second part is a game part: Its base is an online Hungarian Stock Exchange game for secondary school students, but obviously it has to be simplified a bit to match the age of our students. The key concept of the game: All the classes get the same amount of money which needs to be invested somehow. Some students are assigned as brokers-they can keep in touch with the sharers of the market. The classes have to make money in a changeable market and the class with the highest profit rate is the winner.  <https://www.bet.hu/Rolunk/penzugyi-edukacio/reszvenyfutam/reszvenyfutam-2019-osz/letoltheto-anyagok> | Test and evaluation results |
| **Sub-goal**  c**)** *to know the most relevant financial instruments, and how young people can orient themselves in this panorama to create a business*  **Duration in hours: 1 hour**  Description of the activity  After talking about the market and investments (sub-goal A), students are asked to think about investments.  A revenue officer takes part at a Zoom lesson and have a discussion on the following topics: What markets are worth investing in? What opportunities do private people/firms/ states have? Which financial instruments are risky?  Grouping investors and investments.  What methods do parents follow to get some extra profit? What instruments are good for people with less money?  Who can take risks and who should go for a safer opportunity?  Introducing the model of risk-appetite.  <https://www.mnb.hu/archivum/Felugyelet/root/fooldal/fogyasztoknak/befektetesek/befektetes_elott> | Test and evaluation results |
| **Sub-goal**  *d) to know the new virtual currencies and reflect on the possibility in the future without cash*  **Duration in hours: 1 hour**  Description of the activities  As an introductory phase students collect different types of currencies the know. They revise other forms of payments, for e.g. money transfer, cheque. We try to order these forms of payments according to their frequency/ advantages. New forms of virtual currencies are introduced. Later students are asked to form groups. Each group has to find information about one of the virtual currencies or so called cryptocurrencies. (e.g. Bitcoin, coupons,). After getting enough information via the Internet, the groups discuss their virtual currency with its advantages and disadvantages. The class has to find and agree on the best solution for their future.  <https://alternativgazdasag.wikia.org/wiki/Virtu%C3%A1lis_p%C3%A9nz> |  |
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|  | **Sub-goal**     * *note down the specialistic vocabulary*   Students need to learn special vocabulary based on the following words:  bankrupt  bankruptcy  bonds  broker  invest  investment  profit  risk  risk-appetite  securities  share  stock  Stock Exchange  yield |  |