

4º DIDACTIC UNIT <i>“Investing Money to ensure one’s own future”</i>			
IES Severo Ochoa Spain	Duration of the DU: September 2020-June 2021	Classes: - 2º ESO - 3º ESO - 4º ESO - 2º FPB	Subjects: Economic Bussines, Literacy, Music, Maths and English
Goals of the whole DU	a) To manage savings, learn about financing and investments to ensure one’s own future. b) To reflect on the risks of individual and socio-economic correlated choices 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). d) To know the new virtual currencies and reflect on the possibility in the future without cash.		
COVID SITUACIÓN	<i>These activities have been proposed to be worked on at the school. However, due to the circumstances caused by COVID-19, they may be carried out virtually, through the classroom platform and all the google applications (Meet, Jamboard, etc.) with which our students are working.</i> <i>Similarly, the workshops with proposed specialists will be held in person or virtually way.</i>		
Description of the activities	<p>INTRODUCTION</p> <p>Duration in hours: 2 hours</p> <p>ACTIVITY 0: “Money and Banks”</p> <ul style="list-style-type: none"> - Introduction-detection of previous ideas. <p>In small researching groups, through the Internet, about the movie "Concursante", that shows an acid satire of today's society. Martín Circo Martín, the lucky winner of the largest competition in television history, receives a prize valued at three million euros. However 'A stroke of luck ... could ruin your life'.</p> <ul style="list-style-type: none"> - Viewing a fragment of the film 'Contestant', which deals with money and banks. - Debate to reflect on: <ul style="list-style-type: none"> • What payment methods have been used throughout history? • What are the functions of banks? • Do you agree with the video? Why? • Make a reflection on the video. 		
	<p>SUB-GOAL 1 & 2</p> <ul style="list-style-type: none"> - To manage savings, learn about financing and investments to ensure one’s own future. - To reflect on the risks of individual and socio-economic correlated choices. <p>PART 1: To manage savings</p> <p>ACTIVITY 1: Knowing the savings</p> <p>Duration in hours / minutes: 45 minutes</p> <ul style="list-style-type: none"> - Braimstorming: What is saving? - Alphabet soup: We will divide the group into 4 teams game: <ul style="list-style-type: none"> • Group 1 - Expected future events • Group 2 - Unexpected future events • Group 3 - Optional expenses • Group 4 - Accumulation of assets 		

Each team will do an alphabet soup of savings. The challenge is that each team must find the 22 words that are REASONS TO SAVE in 5 minutes. Later the students will answer some questions and we will reflect on the different reasons that exist to save and that can be classified into the four groups.

ACTIVITY 2: Financial goals

Duration in hours / minutes: 45 minutes

Group game: earn to identify your financial goals which helps you feel motivated to save and take better control of it.

We will divide the class into three groups, who will choose a goal card (short, medium and long term) to achieve. Once each group has its goals, the challenge will consist of get some pieces necessary to build the figures described, with the number of pieces indicated in your goals.

We will reflect with the group on the importance of set savings goals to achieve the things we want to achieve, just as they have been doing with the game.

ACTIVITY 3: Savings benefits

Duration in hours / minutes: 45 minutes

Through an activity called "the line of life" we will analyze the main benefits that we get by saving.

We will make on a blackboard a line called LINE OF LIFE and we will go asking the group What are the stages we go through in life? Make a note of birth first and we will complete the other stages with the participants (childhood, adolescence, youth, adulthood and, finally, old age). Once we have the complete life line we will paste the illustrations that you prepare of each of these stages to give it a greater sense of understanding, and we will ask: At what stage of life can saving be very useful? Once they have answered, discuss with the group the answers obtained by describing and highlighting the benefits of saving throughout our lives.

ACTIVITY 4: Places and ways to save

Duration in hours / minutes: 45 minutes

Part A: ways to save

Debate where they will analyze the advantages and disadvantages of the different ways they know to save. We will ask the group the following question:

- Do you think that saving is only in money? Why?
- What other ways of saving do you know?

Based on their answers, we will explain that there are 3 forms of saving: in kind, in cash and other types of savings.

Part B: Places to save

We will ask the following question to the whole group:

- What are the most common places where people can save on this city / community?
- We will write down the answers on individual cards so that you can later organize in a box.

Later we will present the table "savings spaces" to organize the ideas worked on and we will explain each of the spaces described in it under the following concepts: formal and informal. From the explanation of each box, we will order with the group the cards made in the corresponding boxes.

ACTIVITY 5: Generating saving habits

Duration in hours / minutes: 45 minutes

During this activity we will review the key aspects that should be incorporated into a practice everyday savings. We will form pairs or trios and we will give them a file of either "THE MYTH SAYS ..." or "THE REAL IS THAT ..."

Each of the groups has in their hands either a myth about saving or the realities of saving; each group must find its complement, that is, a "MYTH" must find a "REALITY".

Once the pairs have met, they will meet as a group and analyze their cards based on the following two questions:

- What do you think about that kind of myth?
- How could we put this reality about saving into practice?

Later, each group will present their conclusions.

ACTIVITY 6: GLOSSARY

Duration in hours / minutes: 15 minutes

During the activity the new or unknown financial/economic terms must be clarified and defined: Savings, give up, unforeseen, emergencies, future expenses, property and health.

The glossary has been written with these terms whose definition is in Spanish and in English.

PART 2: The debts

ACTIVITY 7: Knowing the savings

Duration in hours / minutes: 30 minutes

- Brainstorming to detect students' previous ideas:
- What are the advantages and disadvantages of getting into debt?
- What are the main costs of having debt?
- What is the risk of having a lot of debt?
- What are the differences between variable and fixed interest?

ACTIVITY 8: What debts to choose? The mortgage dilemma...

Duration in hours / minutes: 45 minutes

Students will carry out in groups of 4 practical exercises on the cost of debts (TIN - nominal interest rate and APR - equivalent annual rate), the types of loans and the debts they can assume. Students will carry out in groups of 4 practical exercises on the cost of debts (TIN - nominal interest rate and APR - equivalent annual rate), the types of loans and the debts they can assume. Later they will present their choices and conclusions to their colleagues.

ACTIVITY 9: Calculate the mortgage debt to pay

Duration in hours / minutes: 45 minutes

In pairs of 2, students calculate the APR with the Bank of Spain simulator and will answer the following questions:

- What APR does each loan offer? So which one do we choose?
- Taking into account their situation, what maximum quota do you recommend paying Isa and Pablo?
- Knowing the maximum fee that they can assume, how many years must they sign for a refund? What would the fee be if they signed for 5 more years? And 5 years less?
- What is the amount they will finally return (including interest)? What would it have been if they signed 5 years less? And 5 more years?

Later they will present their choices and conclusions to their colleagues.

ACTIVITY 10: GLOSSARY

Duration in hours / minutes: 30 minutes

During the activity the new or unknown financial/economic terms must be clarified and defined: Cost, principal, commissions, interest, nominal interest (TIN), fixed nominal interest, variable nominal interest, equivalent annual rate (APR), repayment period, personal loans, mortgage loans, consumption, credit cards, debit cards, overdraft in account, credit, list of defaulters.

The glossary has been written with these terms whose definition is in Spanish and in English.

PART 3: Savings and investment

ACTIVITY 11: Savings, investment and the gummy test

Duration in hours / minutes: 45 minutes

Video display: we are going to see how important it is to save and invest for a person and, therefore, for a country. After all, not eating the jelly bean means saving and investing. In time, the payoff comes. Another jelly bean.

Large group discussion:

- Do you know what it means to invest your savings?
- When I leave my money in the bank in a checking account, am I investing?
- Do you think you are a person who will like to invest in the future? Explain why.
- If I told you that you had to choose between 50 euros today or 60 next month, what would you choose?

ACTIVITY 12: Choose where to store your savings

Duration in hours / minutes: 45 minutes

To carry out this activity it is important that the students have asked in each what types of products they have contracted.

We will explain the main savings banking products through the visualization of a video.

Later we will carry out a common analysis on banking products, based on the information that the students have brought from home.

ACTIVITY 13: Investment products and the investor profile

Duration in hours / minutes: 45 minutes

We will ask the students to bring 3 brochures with three different investment products. We will read them in class and, based on the concerns that students have, we will explain the characteristics of the investment (profitability, security and interest).

ACTIVITY 14: Where would you invest your money?

Duration in hours / minutes: 45 minutes

Continuing with activity 10, we will divide the class into three groups, depending on the investor profile they present and we will ask them to analyze the products according to their profile. A spokesperson from each group will present their conclusions to the rest of the class.

ACTIVITY 15: Calculate the profitability of your investments

Duration in hours / minutes: 45 minutes

Students will carry out a practical theoretical activity on calculating returns, make decisions and understand the importance of diversifying investments.

ACTIVITY 16: Monopoly tournament

Duration in hours / minutes: 2-3 hours

We will hold a monopoly tournament between the different courses participating in the project.

ACTIVITY 17: GLOSSARY

Duration in hours / minutes: 30 minutes

During the activity, the new or unknown financial/economic terms must be clarified and defined: Savings, investment, profitability, liquidity, security, risk, savings deposit, demand deposit, fixed-term deposit (IPF), fixed income securities, variable income securities, investment funds, pension funds.

The glossary has been written with these terms whose definition is in Spanish and in English.

PART 4: Insurance

ACTIVITY 18: Erin Brockovich movie viewing

Duration in hours / minutes: 5 hours (4 sessions)

From the plot of this film, it is possible to extract many interesting topics for reflection and debate with the students in class (Social Security, public or private health system, insurance contracts, work-life balance and family, roles within the couple, business responsibility, opposing lifestyles...).

We will carry out 3 activities from the visualization:

- Questionnaire about the film.
- Class discussion on job search (dealt with in the 3rd DU), reconciliation of personal and professional life, insurance and corporate social responsibility and business ethics.
- Research work on insurance.

ACTIVITY 19: Mapfre foundation insurance workshop

Duration in hours / minutes: 1.30 hour

ACTIVITY 20: Recommend which insurance to choose

Duration in hours / minutes: 45 minutes

After what we learned in the insurance workshop, we will propose to our students, in groups of 4, to recommend which insurance to take out in certain situations. Also, they have to identify the insurer, the insured, the policyholder, the beneficiary. Later they will present the conclusions.

ACTIVITY 21: Rastreator: the insurance comparator

Duration in hours / minutes: 45 minutes

Let's go to rastreator.com, a page that allows us to compare all types of insurance so that we can choose the one that does not convince the most.

1. Choose 3 categories that interest you and enter some data (they can be real from your family or imaginary). Rastreator will send you insurance information on different companies to your email.
2. Write down the prices between the most expensive and cheapest insurance
3. What has caught your attention in the entire insurance search process?

ACTIVITY 22: GLOSSARY

Duration in hours / minutes: 15 minutes

During the activity, the new or unknown financial/economic terms must be clarified and defined: Insurance, insurer, policyholder, insured, beneficiary, insurance policy, insurance premium.

The glossary has been written with these terms whose definition is in Spanish and in English.

PART 5: Pensions

ACTIVITY 23: Are we preparing for the future?

Duration in hours / minutes: 30 minutes

Once you've considered the importance of budgeting (2nd DU) and the need to save, it's important to plan for the long term. Braimstorming:

- Do you think that your parents will have a retirement pension? And you?
- At what age do you think you can retire?

ACTIVITY 24: Mapfre foundation insurance workshop

Duration in hours / minutes: 1 hour.

Board game Playpensión Mapfre foundation

ACTIVITY 25: Analysis and debate, in large group, a graph and news about pensions.

Duration in hours / minutes: 30 minutes

ACTIVITY 26: GLOSSARY

Duration in hours / minutes: 15 minutes

During the activity, the new or unknown financial/economic terms must be clarified and defined: Retiree, pension plan, future, long-term planning.

The glossary has been written with these terms whose definition is in Spanish and in English.

SUB-GOAL 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)**

This objective was worked on in the 3rd Unit, so we will remember what the Stock Market is and what is traded on it.

ACTIVITY 27: Videos: 'My daughter wants to understand the financial system' and 'What is the Stock Market? How does the stock market works. The Stock Exchange for beginners.'

We will visualize two very educational, trained and clear video on the operation of the stock market.

Duration in hours / minutes 45 minutes (2 sessions)

In cooperative groups (3-4 people), we will make a mural with the characteristics of the stock market and the products that are traded there. For this, each group will share the concepts learned and will write, on a post-it of a color identifying the group, words related to the SE. Then, each group will stick the post-its to the mural until it is completed.

ACTIVITY 28: Wall Street Kid computer game

Duration in hours / minutes: 45 minutes (2 sessions)

Our students will play the Wall Street Kid computer game to put into practice and remember their knowledge about the stock market.

ACTIVITY 29: GLOSSARY

Duration in hours / minutes: 15 minutes (09/01/19)

During the activity the new or unknown financial/economic terms must be clarified and defined: Stocks, mutual funds, government bonds and obligations, stock market, financial market, stock broker, rise, portfolio,

company, contract, promissory note, finance, shareholders' meeting, Dow Jones, crack, premium, stock, ticker, ibex 35, national commission of the stock market, revenue, OPE.
The glossary has been written with these terms whose definition is in Spanish and in English.

ACTIVITY 30: Pasapalabra game

Duration in hours / minutes: 45 minutes

Game based on the famous television game "Pasapalabra" which consists of matching the twenty-five words of a rosco.

- Each of the words corresponds to a letter of the rosco for which a definition relative to a Stock Exchange (SE) concept is offered.

- Successes will be reflected in the letters by green, while failures will be shown in red. Unanswered questions or "wordpass" will be displayed in blue.

To complete the rosco there is a certain time available.

The questions should be read aloud by a presenter, who should mark in the menu if the answers are correct, incorrect or "passwords".

SUB-GOAL 4

- **To know the new virtual currencies and reflect on the possibility in the future without cash**

ACTIVITY 31: Let's see what you know

Duration in hours / minutes: 45 minutes

- Introduction-detection of previous ideas:
 - Difference between debit card and credit card.
 - What is Bitcoin?
 - What was the 'peseta'? What is its equivalence with the €?
 - What is insurance? List any of them.

ACTIVITY 32: Group of experts

Duration in hours / minutes: 45 minutes (4 sessions)

It is a collaborative research and learning activity in which we will divide the class into 4 work teams, called:

- Team 1: Money
- Team 2: Virtual or electronic money
- Team 3: Paypal / Bizum
- Team 4: The Bitcoin

Each member of the team will bring the following information about their group: definition, characteristics and advantages and disadvantages of its use.

Then:

1st) Each group will share the information obtained and prepare a mind map with the Mindomo app.

2nd) New groups will be formed, made up of a member of the initial team. Each student will explain to their classmates the mind map made by their initial group.

3rd) Each student will return to their original team, they will share what they have learned from each group and will jointly complete the initial mental map; at the end, there will be 4 mental maps with all the concepts analyzed.

4th) We will vote in classroom, which is the clearest and most complete map and, based on it, we will create a common one of the classroom.

ACTIVITY 33: Documentary video 'Exchange currencies'

Duration in hours / minutes: 1 ½ hour

It is estimated that in the world there are about 4000 alternative monetary experiences to legal tender money. In just 5 years in Spain, up to 70 currencies have flourished that many citizens use in a complementary way to the euro.

In a large group we will answer the following questions:

- What is your opinion of the different types of social currencies that are presented?
- Do you think they have a future? What do you think of the possibility of replacing the legal tender of each country?
- Make a reflection on the documentary

ACTIVITY 34: Scaperoom Bitcoin

Duration in hours / minutes: 1 ½ hour

We are in the year 2021, the European Bank has suspicions that the Bitcoin growth can shake the Euro and with it, many Business...

ACTIVITY 35: Workshop on OSSETANA social currency

Duration in hours / minutes: 1 ½ hour

Workshop on OSSETANA social currency (economic and social currency that combines historical heritage with the revitalization of local commerce and economically protects the families of San Juan de Aznalfarache). The City Council of San Juan de Aznalfarache and the Assembly of Cooperation for Peace collaborate.

ACTIVITY 36: GLOSSARY

Duration in hours / minutes: 15 minutes (09/01/19)

During the activity the new or unknown financial/economic terms must be clarified and defined: Peseta, virtual currency, electronic money, paypal, bizum, social currency, Ossetana.

The glossary has been written with these terms whose definition is in Spanish and in English.