

BEE COINS

ISSUE NO.
ONE

Financial Education Debunked

A BOOKLET CONTAINING 12 HANDPICKED
SESSIONS AIMED AT INCREASING YOUTH'S
FINANCIAL LITERACY



*Developed during the Bee COINs project, funded by the Erasmus+
programme of the EU*



BEE COINS: FINANCIAL EDUCATION DEBUNKED

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WHO ARE WE?

We are Bees Empowered - an informal group based in the Netherlands, interested in helping youth to overcome the challenges they are facing in the contemporary world. We are actively working to inspire youngsters to develop their talents and achieve their dreams. We do this by providing learning opportunities and spaces where they can exchange ideas.

Our first project “Bees Inspired: A hive for female entrepreneurs” was focused on female entrepreneurship and it helped young women develop, test and budget their business ideas. You can find out more about the youth exchange here.

Our second project “Bee COINs: Financial Education Debunked” grew out of the worrying findings which research provided: European youth is becoming more and earlier indebted, the youth unemployment rates are increasing, the number of youngsters not involved in education or training is increasing. This creates a future less and less bright. So we decided to do something about it. If European youth became more financially literate and more entrepreneurial - braver to take initiative, it won't be long before we start seeing positive change in our societies. This is why we started working with financial education (FinEdu) and entrepreneurship.



WHY FINANCIAL EDUCATION?

It is not important how much money you make. It is more important what you do with it. We believe this mindset can empower anyone anywhere to gain control over their life by taking responsibility of their resources and managing them in a way that will help achieve their goals and dreams.

Money appears to be a sensitive topic across many cultures and it is rarely discussed at home or at school. Youngsters usually get pocket money until they finish high school (sometimes a bit longer), and at some point, usually without much preparation, they are expected to become responsible mature human beings who know how to manage their finances. Handling your money can be stressful and you don't want to make too many mistakes while learning how to do it. This is why we created the Erasmus+ project Bee COINs: Financial Education Debunked - to create a safe space for youngsters to learn from each other about money.



WHAT IS IN THE BOOKLET?

The booklet gathers some of the activities and methods which we used during the youth exchange Bee COINs: Financial Education Debunked. They are described in precise steps and flow so that the exercise can be directly applied in your context. We have also included suggestions for de-briefing.

For each activity we have included a brief paragraph on how it connects to the topic of FinEdu. We did this because financial literacy touches upon many other areas, so we believe it is important to put the activities in context. We have formulated the learning outcomes for each activity to make it clear what it can be used for. The booklet provides details on what you need for the workshop as well as the preferred size of the group. We offer a set of workshops from our project with a reflection note on their relevance: what works, what doesn't and what to watch out for. We encourage you to use these tips to improve the session outcomes and boost the experience of your group.

WHO IS IT FOR?

We created this booklet to enable non-formal education (NFE) practitioners to work with the topic FinEdu and money management. As a youth worker you can find tools on how to organise a workshop and how to deliver it. The booklet contains activities with precise instructions and tips on what to watch out for and as such it could be used both by less and more experienced trainers. The booklet is also great for youth workers who are unfamiliar with FinEdu because it outlines the most common themes which can be addressed. As such, it makes a good intro for youth organisations who are wondering how to start.

The booklet can support teachers in formal education to address this very important topic in their classrooms by organising a discussion about cost of life or researching the best investment action in different countries.





TABLE OF CONTENT:

1. THE BIG MONEY QUESTIONS.....	4
2. COST OF LIVING IN DIFFERENT COUNTRIES.....	6
3. MONEY IN POP-CULTURE.....	8
4. PAY2PLAY.....	10
5. MONEY THEATRE.....	13
6. MOVIE DISCUSSION: BASIC INCOME.....	15
7. HOW MUCH DID YOU SPEND ON ...?.....	16
8. WHAT MADE YOU BUY WHAT?.....	18
9. WHO MOVES FORWARD?.....	19
10. MONEY TO SOLVE SOCIAL PROBLEMS.....	21
11. WHICH INVESTMENT WINS?.....	23
12. OUTDOOR DAY: DREAM IT. PLAN IT. LIVE IT.....	24
13. ANNEX.....	26

1

THE BIG MONEY QUESTIONS

Puts money in context and explores how it is connected to everything around us

INTRO

We often take money for granted - it is a significant part of our life and still most of us don't think about it much. We are mostly concerned with having it or not. However, the way we think about money and perceive it has a huge impact on how we spend it.

WHAT IS THIS ACTIVITY ABOUT

This activity is about taking a closer look at 4 Big Money Questions and answering them with the whole group. The activity is a great way to introduce main topics and terms in FinEdu and set a common ground for the whole project. Participants work together to create a common definition for each question.



LEARNING OUTCOMES

Participants reach a common ground and define the main concepts they will be working on together;
Participants put money into perspective and learn about how individual money decisions influence the whole financial system;
Participants explore how money is related to planet, economic growth and quality of life;
The group sees different ideas and opinions in the room

1

THE BIG MONEY QUESTIONS

ACTIVITY FLOW

The facilitator prepares for the session by writing the Big Money Questions on 4 flipcharts:

1. What is money for?
2. What are jobs for?
3. What is credit for?
4. What is economic growth for?

Lay the flipcharts on the floor in the 4 corners of the room with enough space for the groups to gather around them.

Split the big group in 4, you choose how. The assignment is: each group starts at the flipchart in front of them. There will be 4 rounds of 7 min each in which you will stop at a different Question and you need to answer it in silence. Put your associations and ideas on the flipchart. After 7 min are over, the facilitator will invite you to move to the next Question. The 5th round is 10min and your assignment is to look at what's on the flipchart (this is the result of the work of all small groups), discuss with your group and summarise the content. One person per group will present to the plenary the answer to their Big Money Question.

DE-BRIEF

The de-brief starts already with the presentations. After each summary, the facilitator asks: "What problems can money/jobs/credit/economic growth cause"? Thus, the group creates a broad picture with pros and cons, possible risks and things to watch out for, while seeing how personal money choices influence the big economic system we live in and vice versa.

TIPS

What works: In the de-briefing, keep the order of the questions (money - jobs - credit - economic growth) so that everybody can see and think about the questions in the same gradation. Like this, the group sees the links between the concepts better.

SIZE OF THE GROUP

Split the participants in 4 small groups, ideally not more than 8-10 people per group.

WHAT YOU NEED

Markers and flipcharts.



2

COST OF LIVING IN DIFFERENT COUNTRIES

Explores the concept of basic budgeting

INTRO

The Bee COINs project brought together youth from 7 different countries. One of the goals we set for this mixed group was to get to know each other's reality and understand how much does life cost in different countries.

WHAT IS THIS ACTIVITY ABOUT

This activity is about deciding together which are the important expenses for a young person and sharing how much do they cost across borders. Thus, the youth can practice basic budgeting skills and consider living or moving to a different European country in the future.

LEARNING OUTCOMES

Participants share each other's reality and expand their horizon;
Participants research cost of life in different cultures;
Participants compare prices of rent, products, going out;
Participants draw conclusions based on information shared by their peers;
Improve presentation skills: learn to formulate arguments & convince others.

ACTIVITY FLOW

Divide all participants in groups with at least 2 people from the same country.

The facilitator tells a Story: Krali Marko has just graduated from university. He is looking for a country in Europe where to start his work experience. How would you persuade him to come to your country? Let the groups brainstorm on

the important things which will be relevant for Krali Marko, then give them time to discuss and research the different goods and services that a young fellow might use. Duration: 15 min

The facilitator announces that after they decided what they will focus on, there will be a poster competition! On the poster, the group needs to visualise an attractive image of their country. Things to focus on are:

What is the average salary in your country?

What do you think it is for the city you live in?

- * What about your capital?
- * Wine & dine across Europe:
- * Bread & meat
- * Coffee in cafe
- * Coke and BigMac
- * Urban transport ticket and monthly card
- * Dinner for one or two
- * Beer or other liquor
- * To buy a home and/or rent
- * Monthly sports pass (gym or something else).

How much will he have saved by the end of the month? Calculate what you believe is a normal spending pattern for that charming pal.

Give participants 30 min to prepare the poster and their story. Afterwards they all come to present (5 min).

When all groups have finished, ask participants to vote by raising their hand (they can't vote for the country which they presented). The facilitator counts the votes and announces the winning country for Krali Marko.

2

COST OF LIVING IN DIFFERENT COUNTRIES

DE-BRIEF

Ask youth to share which country they voted for and why?

What impressed them? What are the important things for them?

The facilitator moderates a discussion about quality of life based on your preferences and values. How is the cost of life connected to the quality of life? What are the aspects of quality of life for a young person?

Are there young people who are living or have lived in a foreign country? Are there people considering to move abroad? Did this activity help?

What surprised you in the presentations? Something you did not expect?

TIPS

What works: Agree on a time for the presentation - 5 min;

What works: Let the participants decide what they put on the poster. They can use the Wine&Dine list as a guideline;

SIZE OF THE GROUP

At least 3 or more groups of 5-6 people.

WHAT YOU NEED

Flipcharts and colourful markers for the poster competition. Laptops to look up data.



3

MONEY IN POP-CULTURE

Discovers similarities and differences related to money across cultures

INTRO

Media influences our values and understanding on many topics. The images we see daily play a role when we form opinions and decide whether someone is well-off, greedy, poor or generous. Subconsciously we attach a positive or negative association to these images and this is not always visible on the surface. That's why it makes sense to look into cultural images from different countries to find out how they have shaped our views on money.

WHAT IS THIS ACTIVITY ABOUT

This is a fun activity in which participants can share how we talk, sing, rhyme and laugh about money in different cultures. It is about the associations media and art are creating about money and how these images are influencing us and our money decisions and habits.

ACTIVITY FLOW

Circle dance (ca.10min): have participants form a big circle and the facilitator plays some music - songs related to money, being poor/rich. Participants dance and move around to warm up and energise.

Form groups of 5-7 participants from different countries.

The facilitator gives the assignment: Look for proverbs, language, sayings, fairy tales, literature, films, songs from your culture in which they mention money etc. What does this say about your language or culture? What are the attitudes to money? Discuss in the small group and prepare a joint presentation for everyone. Presentation time: 5 min, preparation: 20 min.

LEARNING OUTCOMES

Participants explore the ideas about money, wealth and poverty represented in pop-culture;
Participants analyse pop music, proverbs, language and films;
Participants share each other's pop-culture;
Participants reflect on the role of media for shaping our ideas about money.



3

MONEY IN POP-CULTURE

DE-BRIEF

This activity is about sharing with each other, listening to music, dancing and having fun. Pop-culture is a close and beloved topic to youth and they quickly start talking about it, so you can let them lead the reflection and draw their own conclusions and share freely. It is nice to find similarities and differences and to have a laugh about them

TIPS

What works: make clear agreements with groups about the presenting time and keep them. If every group has 5 min to present, they should keep the time. Otherwise it gets boring for the rest of the people to listen. The limited

time motivates youth to focus on what they want to say and stick to the point.

Hint: You can use the following playlist we created for our project: <https://open.spotify.com/user/ilyana.panteleeva/playlist/5SoHQ9K94EfteTipbeQQwf>

SIZE OF THE GROUP

Any size, this activity can be done in small groups of 4-7 participants.

WHAT YOU NEED

Big room with the possibility for participants to dance and have their own small working space. A computer with internet might be helpful in case they need to look up things on the internet or play a song. You also need loudspeakers for the songs.



4

PAY2PLAY

A simulation game to encourage new ways of earning, spending and saving

INTRO

We created the game Pay2Play to simulate how we make and manage our money in real life and to empower participants to reflect and improve on their earning and spending habits. Gamification is a really good method when you want to increase participation and engagement of participants.



WHAT IS THIS ACTIVITY ABOUT

Pay2Play with its artificial currency - beecoins, is a safe way to encourage participants to explore other types of money-related behaviours that they have never experienced in real life. In this game they can practice earning, spending, saving and investing. Ultimately, Pay2Play enables youth to see themselves from above and reflect on the financial choices they make. The way they play the game is very similar to how they manage their money in real life. In this way, Pay2Play provides many valuable insights to participants and empowers them to take conscious control of their finance.



LEARNING OUTCOMES

- Participants make financial choices.
- Participants experience how their emotions impact their money choices.
- Participants practice saving.
- Participants experience a bankrupt bank and losing their savings.
- Participants learn how to take better financial choices based on volatile external circumstances.

ACTIVITY FLOW

Pay2Play is a simulation game where everyone plays for themselves. The game is played with an artificial currency called 'beecoins' and everything needs to be paid for, just like in real life. In the beginning of the game every participant is given a certain amount of beecoins that can cover their basic needs - shelter and 3 meals a day. Each meal costs 10 beecoins and participants are given 30 beecoins per day. There are extra snacks, coffee and tea in the morning and in the afternoon that need to be paid for. The catch is that you don't have money for those

4

PAY2PLAY

unless you choose to skip one of the main meals or start earning beecoins.

All participants have the opportunity to earn extra beecoins by offering activities of value to the others. They are encouraged to take initiative and take advantage of their talents while thinking about how they can serve the community.

How can participants make money?

- * Savings in the different banks;
- * Investing in fictional real estates;
- * Housework:
 - * Kitchen helper - 4 coins;
 - * Laundry help - 7 coins;
 - * Cleaning assistant - 7 coins;
 - * Grocery shopping.
- * Do a sport session (yoga), organize a game (football, volleyball), throw a party to entertain the others.

How to spend/lose coins?

By being late for the set activities - you pay a fee;

When the markets fail - the properties' prices will go down, one of the banks will go bankrupt, national disasters will occur;

Whenever you buy something or pay to someone else to do it for you.

The participants can save in different banks (we recommend setting up several banks with different levels of security on returns and interest rates. For example we had a Dutch, Greek, Italian and Bulgarian bank offering respectively 1%, 5%, 3.5% and 4% interest rates). In the course of the youth exchange one of the banks went bankrupt and another bank offered surprisingly to double the participants deposits.

Every day the participants are given updates on the macro environment which influence the financial markets. Those announcements are made every day in the morning in a designated time slot for th. There is a daily slot dedicated to Pay-2Play, usually in the morning, where the daily announcements are made.

The game offered a prize to the participant who gathered the most beecoins and

it ended with a long debriefing session on the last day of the youth exchange.



4

PAY2PLAY

DE-BRIEF

How was it for you to play Pay2Play?
How did you spend your beecoins?
Did you take any risks to invest your beecoins?
Did you take initiative to earn extra beecoins?
What talent did you use?
Compare your behaviour in the game to what you would normally do in real life. What did you do differently in the game? How did that make you feel?
Did you consciously challenge yourself in the game?
If you could play the game again from the very beginning, what would you do differently?
What would you like to take from the game and apply in your personal life?

TIPS

What works: Include a lot of time, preferably daily, for personal reflection, so that participants can scrutinize their actions and money choices and come up with ideas how to improve them.

After they figure out how they are currently earning/spending, ask empowering questions, i.e. how they could improve their habits and create a wealthier life for themselves.

Hints

Make it a dynamic game with loads of external changes that resemble real life - this is a safe space for participants to experience how making a different money choice can impact their financial situation.

Make sure to appoint enough people from the team to be the different banks. You need to set aside enough time in the programme for the actual bank operations to take place. (e.g. when

a participant wants to deposit an amount for saving or take a loan)

Assign a team member responsible for collecting beecoins for snacks and meals.

Give discounts! For example: pay for all your meals in one time and save 3 beecoins per meal.

SIZE OF THE GROUP

Big or small group - this activity can be done with any group size as everyone plays for themselves.

WHAT YOU NEED

Beecoins or some kind of currency you design yourself.



5

MONEY THEATRE

Explores sensitive money-related topics via improvisation and role-play

INTRO

Using theatre as a method is a great idea to allow participants to explore a topic in a creative and playful way. Learning with theatre is a very liberating method because for some participants playing a role and acting is easier than sharing verbally in discussions. Participants usually enjoy the power of humour and creating a reality which they create themselves. Thus, theatre can empower youth to experience situations (be in a role) and adopt behaviours which they normally don't have in their current life (theatre as a training ground).

WHAT IS THIS ACTIVITY ABOUT

In the Bee COINs project we used theatre in 2 different sessions to explore 2 different aspects of how people relate to money:

1. Money and emotions (personal level)
2. Money and social problems (social level)

LEARNING OUTCOMES

Experience sensitive situations related to money and live them;

Put yourself in the shoes of people in different contexts (unemployed, spoiled student, jackpot winner, businessman);

Feel what money can do and what type of emotions it can create for you;

Have fun and be playful;

Realise that money (in the broadest sense) triggers feelings and these emotions steer our actions.

ACTIVITY FLOW

1. Money and emotions:

Participants are split in small groups of 4-5 people.

You need to prepare situations related to money which participants have to act out. The situations should be related to money and should enable participants to experience things such as greed, winning the lottery, gambling, etc. Write down the situations, print them on paper and let the groups draw a situation card. You can draw inspiration from the situations we have used in Bee COINs (See Annex 1).

2. Money and social problems:

The situation cards for this activity can be made by the participants themselves.

Split participants in small groups of 4-5 people. Ask participants to create situation cards with 2 elements: a famous person (celebrity) and a social problem. They have to put these 2 things on a piece of paper. Each small group draws a situation card. The participants have 20 min to prepare a sketch based on the situations they draw and after that the plays can begin.



5

MONEY THEATRE



DE-BRIEF

The facilitator can ask the debriefing questions in the big group after everyone is done acting.

How was it for you?

How was it to be in your role?

How did you feel when...

Have you been in a similar situation?

As an audience, how did you guess that the character felt ashamed, how did s/he demonstrate that?

What are the most common feelings connected to money (having or not having them)?

As an audience, were you surprised by something in the sketches? Something you want to point out?

TIPS

What works: Everyone in the group should have a role. Watch out for the number of roles / personages in the situation and the number of participants in the small groups. Sometimes, if the group is bigger (6 people), they need to invent a new role and come up with creative ideas, for example a participant can be a silent

object (lamp, DJ, etc).

What does not work: don't overdo the situation, i.e. don't write it out in too many details on the cards. Leave it up to them to decide how they act and what they do.

Hint: Ask participants to make sure they come up with celebrities who everybody knows - what they are famous for, in which sector they work etc. Otherwise it will be difficult for participants to get into the role of this person and act it out.

Hint: Participants should not tell the audience what the story is about, they need to act and let the audience guess and make their own judgement about what happened.

SIZE OF THE GROUP

Split the participant in groups of 4-5. There will ideally be at least 3 groups.

WHAT YOU NEED

Participants take care of the props they need for the theatre (clothes, make-up, objects). If necessary, give them 10 additional minutes, so that they can prepare their sketch logistically.

6

MOVIE DISCUSSION: BASIC INCOME

Introduces one of the most innovative concepts about social security nowadays

INTRO

Using film as a method in non-formal education is a good way to introduce a discussion on a topic which the programme does not tackle directly in a workshop. Film is also a great way to organise a relaxed evening with the big group.

WHAT IS THIS ACTIVITY ABOUT

Money for free (2015) is a VPRO documentary. This activity is a film night with a discussion on the topic of basic income. It introduces this popular concept and presents the main arguments for and against it. The film shows a different way to redistribute wealth and address common challenges in our society. Participants are learning by the visual method film.

LEARNING OUTCOMES

Raise awareness about basic income - its limitations and opportunities;
Start a discussion about the current financial system we have and how it affects people;
Talk about how we are moving forward as a society;
Reflect on the future of jobs;
Raise awareness about how social security works.

ACTIVITY FLOW

The group sits on the floor and watches the film.

DE-BRIEF

Freestyle and free flowing discussion about the movie. Ask participants about their opinion on basic income and if they would ever get involved in such a programme. How would they imagine their life would change? What would they do if they received a monthly allowance securing their basic needs? Do they think basic income would become a ubiquitous practice any time in the future? How will that impact our family and personal life, society and planet?

TIPS

What works: English subtitles always help so try to find the documentary with subtitles. The length of the documentary 50 min is very good to keep the group engaged and focussed.

SIZE OF THE GROUP

Big group

WHAT YOU NEED

You need a beamer and a laptop with loudspeakers.



7

HOW MUCH DID YOU SPEND ON ...?

Encourages youngsters to interact with locals and ask about their spending habits

INTRO

With this activity participants learn in an experiential way about the topic - money decisions and spending habits. They go out and interact with the locals to find out how much they spent on a certain day. We used Queen's Day on 27 April - an important Dutch festivity which brings together a lot of people.



WHAT IS THIS ACTIVITY ABOUT

Discovering the spending habits of the Dutch around Queen's day by interviewing them in the middle of the celebrations. Participants also experience this event in terms of how much does it cost, so they can get a full picture of expenses done on a special occasion.

LEARNING OUTCOMES

- Learning about spending habits and how locals take money decisions
- Experience a local event (locality) and relate it to money
- Practice interviewing skills and approaching strangers
- Video-editing skills

ACTIVITY FLOW

Split participants in small groups of 5-6 people. Facilitator introduces the event happening outside shortly: Queen's Day.

The assignment is: Go out and find out how much did the locals spend to celebrate that day? Create interview questions and think about what would you like to get to know about the spending habits (does everyone pay for themselves, do they use cash or card) of the local community. Make a video of your findings and share with the group when you come back. Time to complete the assignment: 2-3h to allow for the participants to mix with the crowd. The video presentations take 10 min per group.

7

HOW MUCH DID YOU SPEND ON ...?

DE-BRIEF

In the de-brief ask the groups also to share about their group process. How did you approach the assignment? How did you split the tasks? Was it easy to approach people on the street? How did you experience talking to them? What did you learn on the personal level from this activity?

SIZE OF THE GROUP

Any size

WHAT YOU NEED

A video recording device for each group (e.g. GoPro).

TIPS

What works: Instruct participants that everyone needs to take part, so they need to find a role for every team member. When they present their videos, the group has to explain who did what. This ensures the engagement of everyone.

What works: Make sure youngsters test the recording devices before they go out so that the quality of the recordings is good.

Hints: You can use this experiential learning method and apply it to your context as it makes sense. For example, the group can go out and interview people at a local event or celebration. If there is no such chance, you can send participants out to a supermarket or other place where locals go shopping.



8

WHAT MADE YOU BUY WHAT?

Helps you see what are the drivers behind your purchases

INTRO

Our spending personality is influenced by our cultural background, social status, gender and taste. Advertising has a huge impact on our buyer behaviour too. We are also limited by the amount of money we have, or we decide to lend money if we don't have enough.

WHAT IS THIS ACTIVITY ABOUT

This activity is about encouraging participants to ask themselves questions when they spend money, regardless of their budget. It will raise awareness about the drivers behind financial decisions (e.g. needs, wants, peers, image).

LEARNING OUTCOMES

Participants reflect on their latest purchases
Participants understand the difference between needs and wants
Participants identify the drivers behind the things they bought

ACTIVITY FLOW

Split participants in couples, sitting on the floor facing each other.

Participants ask each other 2 simple questions:

1. What did you buy?
2. What made you buy it?

This continues for ca. 6-10 min per participant, the same 2 questions are posed over and over again. Example:

A: What did you buy?
B: A sandwich.
A: What made you buy it?
B: I was hungry.

A: What did you buy?

B: An iPhone.

A: What made you buy it?

B: Because my friends have it.

DE-BRIEF

Ask participants how do they feel after the activity. Try to understand if there is any resistance to this activity and why. What did it bring them?

Ask for examples of things they bought and why they bought them - put those in 2 columns on a flipchart. Are you in control of your spending choices?

When you have a full flipchart, identify which of the things we buy are needs and which are wants. What is the difference between both? What are things which we need (existential) and things we want (likes)? Are they the same for everyone or universal?

TIPS

What works: This is a very impactful activity and it happens often that participants close themselves and experience it difficult. Encourage them not to stop asking the 2 simple questions. If one pair is struggling, the facilitator can stop by and help with answering the questions.

SIZE OF THE GROUP

You need an even number of people, because the activity is done in couples.

WHAT YOU NEED

You need a flipchart and a marker.

9

WHO MOVES FORWARD?

Explores how having money or not influences social behaviour

INTRO

Everyone of us is born into a family and a context which defines our start in life. Things such as politics, religion, geography and social setting influence the way we move through life. Youth experiences different levels of freedom in different countries. However, it is always up to us to create the life we want.



Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.

Ask participants to take a role card out of the hat. Tell them

to keep it to themselves and not to show it to anyone else.

Invite them to sit down (preferably on the floor) and to read carefully what is on their role card. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

* What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?

* What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?

* What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?

* What excites you and what are you afraid of?

Now ask people to remain absolutely silent as they line up beside each other (like on a starting line).

Tell the participants that you are going to read out a list of situations. Every time you can answer “yes” to the statement, you should take a

WHAT IS THIS ACTIVITY ABOUT

This game illustrates disintegration of the community and puts the concept of wealth / poverty in perspective. Participants experience Relative poverty, economic inequalities and financial dependence. Youth experiences what an unequal start can lead to and how it shapes your life further.

LEARNING OUTCOMES

Participants expand their horizon and put themselves in the shoes of people from a different background;

Participants face difference;

Participants become aware of the role of money for making progress in life;

Participants learn that wealth & poverty are not a static thing, it can change;

ACTIVITY FLOW

Prepare role cards (as a suggestion see Annex 2) and situations (see Annex 3).

Put the role cards in a hat or bag.

9

WHO MOVES FORWARD?

step forward. Otherwise, you should stay where you are and you don't move.

Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.

At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

DE-BRIEF

You can do the de-brief seated on the floor by asking questions and allow participants to share what they experienced. This activity should be seen as a trigger for discussion and thoughts: it can have unexpected turns and there is not one single way to lead or de-brief it. The best is to put participants at the centre of everything and let them define the direction of the discussion. You do this by posing open questions, free of content.

- Start by asking participants about what happened and how they feel about the activity
 - Who has arrived the farthest? Who is at the very back? What was their role?
 - How did it feel -stepping forward - or not?
 - For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
 - How easy or difficult was it to play the different roles? How did you imagine what the person you were playing was like?
 - Does the exercise mirror society in some way? How?
 - What first steps could be taken to address the inequalities in society?
 - What can you do to change the life you are starting?

TIPS

What does not work: The larger the group, the more roles you need to come up with. It can get challenging to have really different roles, so it is OK to repeat some (use some roles 2 or 3 times). If you do that, at the end you can ask participants with identical roles to share what they answered and why. Like this, you get an extra perspective and enrich the discussion.

What works: Space is key here. It is a game which relies on visual representation of inequalities, so the distance between participants needs to be visible, they shouldn't be squeezed in. To start, you need everyone standing in one straight line, so if you have more than 20 people, you need a really big room. You need space for people to move 10-15 steps forward. The number of steps is defined by the number of statements you will read out.

What works: Silence is important in this activity so you need to make agreements with the group on that. The best way to experience this game is to stay alert and observe what is happening around you. Let's help each other get the most out of this activity.

Hint: Make sure everybody understands what they need to do and when they can take a step forward or not, because there should not be questions after you start reading out the statements. You can do this by asking: Does everyone understand when you move forward and when you stay still?

SIZE OF THE GROUP

We did this activity with the big group of 35 participants. Can be done also with a smaller group.

WHAT YOU NEED

A big room with enough space. Always indoors. Quiet music and speakers. The card roles on pieces of paper.

10

MONEY TO SOLVE SOCIAL PROBLEMS

Use money to do good in your local community

INTRO

When thinking about financial education, we are often focused on ourselves - how we earn, spend, save and multiply our financial resources. At the same time, it is important to look at money in a social context and see what it can do to help our community thrive by empowering the disabled/differently-abled people. What if we focus economic activity and profit-making around things which we care about and empower everyone? The essence of social entrepreneurship is to address a social issue at its root cause by creating a business model around it.

WHAT IS THIS ACTIVITY ABOUT

This activity is about discovering how money can be used to solve social problems. The essence of this activity is to bring youngsters to a social enterprise or a similar type of organisation, which creates jobs for differently-abled people, thus showing how investment can help solve social problems.



LEARNING OUTCOMES

- Participants see how a social enterprise operates;
- Participants learn how money and economic activity can foster social inclusion;
- Participants can interact with the workers in a social enterprise, thus experiencing a different way of being and living;
- Participants reflect about the causes and issues they care about the most.

ACTIVITY FLOW

This activity requires some preparation on behalf of the organizers. The team needs to research the area around the place where the youth exchange/training is taking place in order to find a relevant social enterprise and arrange a visit with them. If the group is bigger - around 30-50 people, you can arrange 2 or 3 visits in different social enterprises in the same day and split the group in 2 or 3. Each group should have as a task to film the experience and tell the others in the evening about what they saw and learnt. Time to present the video: 5 min.

If the social enterprises are within 15-20km from the venue, you can organize a biking tour to get there and back. This will change the spirit of the whole outdoor day allowing participants to get to know the host country and set on a whole adventure.

When they are back from the visit, they have time to create the videos which are shown in the evening.

10

MONEY TO SOLVE SOCIAL PROBLEMS

DE-BRIEF

The debrief takes place after all groups have shown their videos and shared their experience during the day. The main focus here is asking questions about participants' perceptions of the social enterprise they have seen and their overall experience during the day. The end goal of the debrief is to inspire participants and show them what money and business activity can do for society. Ideally, they will be able to take this learning and bring it to their home countries.



TIPS

Hint: Participants need to be engaged in the visit in order to make the best out of it. Depending on the context you are using this activity in, think about how to set the tone for it and relate it to the sessions that are preceding it. For example: if you discuss basic income, you can address the topic of jobs creation for the disadvantaged vs them receiving social benefits.

Hint: Ask the participants to upload videos online on vimeo or youtube in order to save time and avoid technical issues when playing.

SIZE OF THE GROUP

Around 15-20 people per social enterprise.

WHAT YOU NEED

Social enterprises to visit, bikes or tickets to go to the destinations, computer to play the videos and beamer to project them.

11

WHICH INVESTMENT WINS? *Convince the jury to invest in your idea*

INTRO

We discuss the topic of investment in this youth exchange because we believe there is a misunderstanding that only wealthy people can invest their money. Young people do not have enough awareness about the many options to multiply their finances in a way which matches their risk tolerance and aversion.



WHAT IS THIS ACTIVITY ABOUT

This activity is about researching the investment climate and areas in your country and convincing an investor that your offer is the best value for his/her money and the most interesting.

LEARNING OUTCOMES

- Participants explore a new topic and learn about investment in their country;
- Participants feel empowered they can invest with a limited budget too;
- Participants work in a group to complete a task;
- Participants practice pitching an idea.

ACTIVITY FLOW

Participants work in country groups.
A facilitator plays the role of an investor with 1000 EUR capital. The groups have 1 hour to research the best areas in their countries to invest in and they have to come back with a flip-

chart and a presentation.

The moderator announces: "Ladies and gentlemen, welcome to the one-of-a-kind Investment Show! We have our Investor here with us who is looking for the best value for her 1000 EUR. Your assignment is to find the best investment option for this amount in your country! You have 1h to research and prepare a presentation." Each group presents their proposal, answers questions from the group and in the end the investor decides where to put the money. The investor can give feedback and explain her/his decision. Thus, participants can see how an investment decision is taken and what personal factors influence it.

DE-BRIEF

How did you experience the activity? Did this activity motivate you to start investing? Have you already done some investing? What worked? What didn't work?

TIPS

What works: Assign 2 separate roles - a moderator and an investor as this works best for the role-play set-up. These roles are occupied by team members and not participants.
What works: Split the investment budget among the groups (for example 200 - 600 - 200) instead of giving it to one group only.

SIZE OF THE GROUP

Ideally, each group will consist of 4-5 people.

WHAT YOU NEED

Each group needs at least 2 laptops so that they can research and look up information in the internet.

12

OUTDOOR DAY: DREAM IT. PLAN IT. LIVE IT.

Empower participants to take initiative and create their own learning experience

INTRO

Using outdoor as a method provides a dynamic playground for participants to experiment with new knowledge and behaviours they have gathered in a youth exchange or a training.

WHAT IS THIS ACTIVITY ABOUT

This activity is about instilling a sense of entrepreneurship and taking initiative in youngsters and about encouraging them to put in practice what they have learned in the past days. This is an outdoor day with a special task that empowers youngsters to be bold, embody new learning and create memorable experiences while feeling safe in a group of peers.

LEARNING OUTCOMES

This activity has a positive impact on:

Participants' negotiation skills

Participants' ability to quickly fit in a team to achieve a common goal

Participants' research skills to find relevant people/organizations, who do something similar to their idea and identify people they can talk to

Participants' planning skills

Participants' boldness and ability to challenge their fears and limitations, eg talking to strangers, going to an unknown city in a foreign country, etc.

Participants improve their skills to create videos and work with digital media

Participants' self-esteem and sense of accomplishment.

ACTIVITY FLOW

Participants form a big circle and sit on the floor.

The facilitator announces the assignment: Tomorrow you will have an outdoor day. You can



work on a project you are interested in. You need to connect this project to the topic financial education.

Ideally, you will be able to use the groups the participants have been working in the previous days. If the groups have been changing, you need to come up with a way to form groups.

After the groups are formed, there are two main types of tasks the participants can be given: either to test out an idea they have been working on (for example, if the youth exchange is about entrepreneurship and they have been working on a specific idea, they can go out and test it) or do research on a topic relevant to the youth exchange (this approach is suitable for a group of people working together for the first time).

12

OUTDOOR DAY: DREAM IT. PLAN IT. LIVE IT.

When the task is announced, participants have 30 minutes to do their research and collect arguments as to why they should be allowed to go to a certain city. In practice, you have several groups, so after 30 minutes you can ask the first group to get in, thus allowing the other groups to use more time if they need it. Then each group meets the jury and has to explain where they want to go and why, and try to convince the jury to pay for their travel.

We recommend every groups' desires to be fulfilled.

On the next morning, groups leave early to go accomplish their tasks and are expected to be back for dinner. After dinner, each groups plays the video they have created earlier in the day and shares shortly about their experience. After all groups are done, there is a short debrief.



DE-BRIEF

This is most likely the first moment in the past 24 hours when the participants can reflect, so it is useful to ask questions about their experiences. What went well, what didn't, what they have learned are the basic questions to start from. Usually, this debrief entails loads of fun as the participants usually come back with funny stories, so learning happens effortlessly.

ly. Having all this in mind and building on the participants' positive experiences, it is a perfect moment to ask empowering questions, i.e. what participants can take from this activity and apply in their lives after the youth exchange.

TIPS

What works: It is best if you leave people in the same group they have worked with in the days preceding the outdoor day. They will have bonded already and if they have been working on developing an idea/the same project in the days preceding the outdoor day, they will most likely come up with more meaningful results.

What works: Ask the participants to upload videos online on vimeo or youtube in order to save time and avoid technical issues when playing.

Hint: When the participants go to the jury, ask challenging questions as to why they have chosen a certain city, can they not go to another place, etc. Make them fight for what they want and convince you to give them the approval. Based on our experience, the more efforts participants put to convince you, the greater sense of accomplishment they have and the happier they are. Thus, they are significantly more motivated to come up with good videos and research results.

SIZE OF THE GROUP

Optimally each group consists of 5-7 people, so that you ensure they will stay together and everyone's voice will be heard in the group

WHAT YOU NEED

Money for tickets for the outdoor day. For the evening after, you need a beamer and a laptop.

Money & emotions

Ideas for situations you can pick from:

1. You are single unemployed mom, your kid is 1,5 year old. You walk the child in the park when an old lady fades and falls on the ground. You help her and you call the ambulance. You save her life and then her son finds you and offers you a job to express his thankfulness.

2. You are a student on a tight budget. Your friends want to go to the coolest summer festival in your country. They have already bought tickets and they invited you to join. You can't afford it but you really want to go. What do you do?

3. You love shopping. You have reached the limit of your credit cards. You borrow money from your best friend and go buy something. You promise to return it in 10 days but you spend the money on the new iPhone, so you can't pay it back. Your friend wants the money, the bank is calling you, what do you do?

4. You win the jackpot. How do you find out you are the winner? What is the setting (who tells you, where are you, how do you react)? What's the first thing you do after you win?

5. You are a student in the capital city of your country. Your parents invite you over for dinner at their place and tell you they can't support you anymore. They stop your allowance, you are left to take care of your budget and life on your own.

6. You got fired a year ago. You've been unemployed for a year now. You go to a party with your friends and everyone is talking about their jobs. They ask you what do you do.

7. You have a brilliant idea (science, solve a social problem with a start-up). You have applied for a grant. One day they invite you to inform you of the result/you get a call.

Who moves forward?

ROLE CARDS:

1. You are an unemployed single mother.
2. You are the daughter of the local bank manager in Canada. You study economics at university.
3. You are the daughter of the local bank manager in Nigeria. You study economics at university.
4. You are the son of a Chinese immigrant who runs a successful fast food business in Lithuania.
5. You are an Arab Muslim girl living with your parents who are very religious people.
6. You are the working father (only provider) in a family with 4 children.
7. You are a brilliant Czech student from a low class family who received a scholarship to study in Switzerland.
8. You are the daughter of the American ambassador to the country where you are now living.
9. You are the founder of a start-up in the Silicon Valley.
10. You are the founder of a start-up in Ukraine.
11. You are a disabled young man who can only move in a wheelchair. You live in Poland.
12. You are a disabled young woman who can only move in a wheelchair. You live in Sweden.
13. You are a retired woman in Bulgaria.
14. You are the son of a rich family and you get
15. You are a 17-year-old Roma (Gypsy) girl who never finished primary school.
16. You are a middle-aged Dutch prostitute from Amsterdam.
17. You are an unemployed Dutch university graduate waiting for the first opportunity to work.
18. You are an unemployed Greek university graduate waiting for the first opportunity to work.
19. You are a long-term unemployed man living on social benefits in Germany.
20. You are a homeless young man, 27 years old.
21. You are an illegal immigrant from Mali to Italy.
22. You are a Romanian car mechanic aged 62 who just had a work accident and does not have any insurance.
23. You are a high school drop-out in Lithuania.
24. You are a Dutch, self-employed, female artist.
25. You are a small business owner in Turkey.
26. You are a small business owner in Ommen.
27. You are a 20-year old female living in an Indian slum.
28. You are an orphan student living in Sofia and you receive some money from the government.
29. You are the child of divorced parents in Greece.

Who moves forward?

SITUATIONS:

1. You have decent housing with a telephone and television.
2. You can pay your monthly bills easily.
3. You have electricity and running water at home.
4. You have a bank account.
5. You have savings.
6. You have no debts.
7. You feel your language, religion and culture are respected in the society where you live.
8. Other people consult you about different issues.
9. You know where to turn for advice and help if you need it.
10. You have never felt discriminated. .
11. You have adequate social and medical protection for your needs.
12. You can go away on holiday once a year.
13. You can invite friends for dinner at home as often as you like.
14. You have an interesting life and you are positive about your future.
15. You feel you can study and follow the profession of your choice.
16. You can vote in national and local elections.
17. You can celebrate the most important occasions with your relatives and close friends.
18. You can participate in an international exchange abroad.
19. You can go to the cinema or the theatre at least once a week.
20. You are not afraid for the future of your children.
21. You can buy new clothes at least once every three months.
22. You feel that your competence is appreciated and respected in the society where you live.
23. You can freely use and benefit from the Internet.
24. You support a charity or regularly do community work
25. You can take a loan if you want to (you are credible enough and the bank would lend you money).