



M A N A G I N G
M O N E Y

Managing Money



Financial literacy resources for teachers



CONTRIBUTING AUTHORS

GO! CVO Antwerpen (Belgium)	Katleen Van den Driessche, Hannelore Audenaert & Glenn Vermeiren
ESCP Europe Wirtschaftshochschule e.V. (Germany)	Anne-Christin Tannhäuser
Stichting ROC West-Brabant (the Netherlands)	Ruud Freund, Berry Jansen, Frank Kerstens
Skills Norway (Norway)	Tanja Aas
LUV - Ljudska univerza Velenje (Slovenia)	Mihaela Orozel, Tadej Oprckal, Brigita Kropušek Ranzinger
SVEB Schweizerischer Verband für Weiterbildung (Switzerland)	Martina Fleischli, Caecilia Maerki

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ABOUT THIS DOCUMENT

The understanding that financial literacy is of great importance has grown fueled by the global financial crisis 2007-2009 and there are good reasons for it: There is more instability during people's work life coupled with a higher life expectancy. Also, many social systems provide less 'automatic' security and demand more personal responsibility to receive benefits or pensions. In addition, we observe an increase in owner-managed companies and freelance jobs, which create new service in an agile manner and offer more autonomy, but require rather high financial literacy on the other hand.

Furthermore financial products have grown more complex: building loan funds, private pension schemes or stock trading options for small investments require informed decision-taking by adult savers (list adopted by Habschick et al., 2007).

Nevertheless, financial literacy has not (yet) been set as an important learning outcome as such neither in adult education nor in schools. This is in a sense surprising since every adult needs to manage money and doing so badly can lead to the debt, which ultimately decreases quality of life and participation in society. Somewhat related educational offers can be found by interested adult learners such as second chance courses teaching basic math skills, info sessions on insurances by neutral or less neutral course providers, and - when things have gone wrong already - debt counselling.

So what is it what is it exactly that is entailed by the term financial literacy?

Financial literacy covers "existential, fundamental and immediate needs of everyday living and actions in managing money matters" (Mania & Tröster, 2014)

"Financial literacy is more than arithmetic, and more than reading and writing – financial literacy encompasses everyday competences which are necessary and essential for individual personality development as well as participation in society and the world of work." (Tröster & Bowien-Jansen, 2015)

Financial literacy refers to the "knowledge and understanding of financial concepts and risks, and the skills, motivation and confidence to apply such knowledge and understanding in order to make effective decisions across a range of financial contexts, to improve the financial well-being of individuals and society, and to enable participation in economic life" (OECD, 2005)

The importance of financial literacy in Europe is growing as the needs of individuals and the diversity of financial products become more complex. A financial capability adult curriculum should be relevant, engaging and empowering learners to make informed choices regarding their own financial circumstances and be delivered to suit their lifestyles.

Managing Money therefore bridged the gap between personal finance education in schools to increase the financial capability of adults of all ages and backgrounds, exploiting the use of learners' own technologies for learning. It did so by developing resources to support online / blended learning delivery. Resources include materials for adult learning trainers and for learners and a responsive app for use on learners own technologies.

In this publication a collection of financial literacy activities is being presented. Make a selection of activities, based on the curriculum, you wish to do with your students and prepare yourself based on the practical tips.

The activities have been prepared to you by the following contributors:

GO! CVO Antwerpen (BE) is an Adult Education Centre with several campuses in and around the City of Antwerp in the Flemish region of Belgium. GO! CVO Antwerpen is one of the largest centres for adult education certified and funded by the Flemish Government.

Ljudska univerza Velenje (SL) is a public non-profit institution providing adult education. It takes an active part in regional community by improving the educational structure of the population by providing various educational programs and by motivating and informing the members of the community.

Modern-English (UK) are one of the leading digital technology specialists in the UK. They specialise in building innovative technology for the content era. This includes websites, apps, mobile solutions and interactive digital products for all manner of platforms.

Learning & Work Institute (UK) is an independent policy and research organisation dedicated to lifelong learning, full employment and inclusion.

ROC West-Brabant (NL) is a leading college for secondary VET and adult education in the south of the Netherlands. It aims to be an innovative regional training centre for high quality education for all people irrespective of their age, background or social position.

Skills Norway is the Norwegian Agency for Lifelong Learning and belongs to the Norwegian Ministry of Education and Research. Their vision is "Lifelong Learning for an Inclusive Society and Working Life" and their main goal is to contribute to supporting active citizenship, improving employability and increasing participation in education.

The Swiss Federation for Adult Learning (CH) is the national umbrella organisation for general and vocational adult learning. SVEB groups over 700 members, both private and state providers of adult learning.

For more information about Managing Money:

www.managing-money.eu

THE MANAGING MONEY CURRICULUM

Europe is a diverse area consisting of many countries with different views on what managing money is all about. There are different currencies, policies in place and views ranging from the Scandinavian countries where being a homeowner is the ultimate goal in life to other countries, like Germany, where renting your home is what most people do.

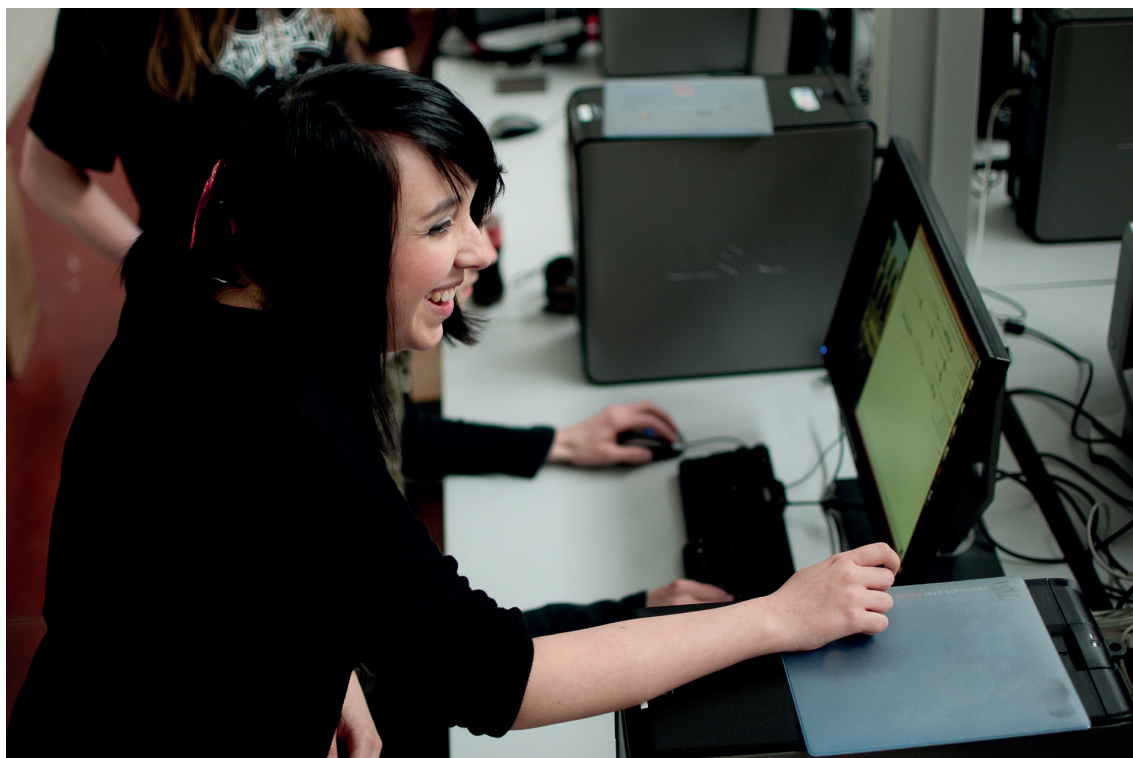
In 2016, the Managing Money partners with help from other collaborators developed the curriculum. The curriculum is partly based on the “Competence goals for numeracy” and the “Basic skills profile for financial literacy” developed by Skills Norway.

The curriculum consists of several parts, including skills, learning outcomes (short term, medium term and long term), actions/tasks and examples of what the actions/tasks may entail. The main areas covered in this curriculum are:

- Budgeting
- Banking
- Loans & Credit Cards
- Shopping

These categories cover most of the areas in life where adults will have to make informed choices regarding their financial situation, both in present and in the future. The curriculum fits the needs of adults in all of Europe in today's society.

Per area, a set of required skills, learning outcomes, actions/tasks and examples are given.



Areas	Budgeting	Banking	Loans/credit cards	Shopping
Skills (what to know?)	Pay and pay slips Income sources Type of expenses Set up budget Managing budget Financial planning	Pay bills Use online banking services	Types of loans Cost of loans Costs of credit cards Recognizing debt problems	Safe online shopping Consumer rights Compare prices Split costs
Learning outcomes	Understand pay slips Make sure pay slip is correct Know difference between gross and net pay Understand your income Understand your expenses Fixed and varied expenses Essential expenses Non-essential expenses Unexpected expenses	Read an invoice Understand the invoice Log in/on safely Set up saving account Pay invoices Transfer money between accounts Know amount needed to pay all invoices	Understand what a loan is Understand different types of loans Understand difference between secured and unsecured loans Understand interest and how it affects cost of loans Understand compound interest Understand contracts and ramifications when getting a loan	Understand risks of shopping online Use safe ways to pay for services and good online Difference between secure and non-secure websites compare prices between goods Compare prices between goods of different packaging/size Check receipts

Areas	Budgeting	Banking	Loans/credit cards	Shopping
	<p>Balance income/expenses in a month/year</p> <p>Add savings in a budget</p> <p>Set aside money for a future event</p> <p>Numeracy skills</p>			<p>Split costs between two people</p> <p>Split costs between group of people</p> <p>Estimate costs of goods in the cart</p> <p>Estimate new costs on goods on sale</p>
Action/tasks	<p>Look through pay slip, check amount, hours, overtime</p> <p>Look at all sources of income, add up.</p> <p>Go through expenses, divide them into: fixed/varied, essential/nonessential, possible unexpected</p>	<p>Find an invoice, look at the different information.</p> <p>Find the amount owed, the date the invoice is due and what the "KID"-number is (the number that identifies you)</p> <p>Use online banking demos to practice logging on/in</p> <p>Practice transfer money between accounts</p> <p>Open up savings account(s)</p> <p>Pay invoices</p>	<p>Contact bank/financial institution to get more information about the loans</p> <p>Find and compare loan offers online – which one suit you?</p> <p>Practice filling out loan forms</p> <p>Find out what other documents you need to apply for a loan</p> <p>Look up different credit cards and see the different terms</p>	<p>Compare prices:</p> <ul style="list-style-type: none"> - check prices in store. <p>What information is available on sizes/prices</p> <ul style="list-style-type: none"> - find out which brand is cheaper - compare different prices between l, dl, cl. <p>Receipts</p> <ul style="list-style-type: none"> - use a receipt, check the total price, price of different items, items on sale <p>Make grocery lists based on recipes</p> <p>Make grocery lists based on a weekly meal plan</p>

Areas	Budgeting	Banking	Loans/credit cards	Shopping
				<p>Pick out different items and estimate the total cost</p> <p>Estimate which goods can be purchased with a set amount of money</p> <p>Find different items, estimate prices with a sale.</p>
Examples	<p>Different expenses:</p> <ul style="list-style-type: none"> - essential expenses - housing - loans - heating/electricity/gas - food - transportation - insurance - fixed expenses ("same" every month) - housing - loans - varied expenses ("varies" every month) - cost of owning pets - purchase fee - equipment - toys - cost of a mobile phone 	<p>Use the various demos or mock up systems available from the banks. Example: HBSC, Barclays and Santander (as well as local banks in Norway) all have their own demo site. Practice logging in, transferring money, paying invoices, setting up savings account (not all banks let you do this)</p> <p>Use an invoice template and punch in numbers. Find the due date, amount owed.</p>	<p>Types of loans:</p> <ul style="list-style-type: none"> - house mortgage - car loan - consumer loan - text/instant loan - credit card <p>Secured loan:</p> <ul style="list-style-type: none"> - house/car loan - the house/car is put up as collateral and if you don't pay the loan back you could lose the house/car - "lower" interest rate 	<p>Compare prices:</p> <ul style="list-style-type: none"> - check prices in store. - What information is available on sizes/prices - find out which brand of milk, toilet paper, cheese is cheaper <p>Estimate which goods can be purchased with a 20/50/100 note</p> <p>Find different items, estimate prices with a sale of 70/50/40/30/20/10% off.</p>

Areas	Budgeting	Banking	Loans/credit cards	Shopping
	<ul style="list-style-type: none"> - cost of buying - different plans, which ones suits your need - hidden costs in apps - unexpected expenses: - phone breaks - dentist visit - medical emergency - appliances breaking down - car repairs 		<p>Unsecured loan:</p> <ul style="list-style-type: none"> - consumer loan - text/instant loan - credit card - “higher” interest rate <p>Differences in credit cards:</p> <ul style="list-style-type: none"> - some require annual fee - interest free period - interest rate 	

RESOURCES FOR TEACHERS

In what follows, you will find a list of possible activities you can do with your students. The activities are put together per area (cf. curriculum). This is the most critical area this specific activity addresses but take into account one activity could of course cover several areas.

Per activity you will find

- the skills addressed when doing this activity with your students
- a description of how to implement this activity
- the time needed to do this activity
- resources needed for doing this activity
- and, if applicable, some other things to take into account as a teacher

The activities have been developed in such a way that you as a teacher can use them as 'building bricks' to build your own lesson based on the needs of their own students and the time you have available.

All attachments are also downloadable from www.managing-money.eu.

These activities have been composed by the Managing Money partnership but are sometimes based on existing practices and resources.

AREA 1: BUDGETING

Activity: taking a look at expenses

Skills addressed when doing this activity	Set up a budget Type of expenses Financial planning
Description of the activity	<p>Explain to your students that when setting up a budget, they should take into account the difference between 'needs' and 'wants'. Give some examples to explain the difference. For example: food is something you need because you need it to survive, a car is something you want because it is something you can live without as you can also take the bus.</p> <p>Then provide your students with a list of different types of expenses. Ask them to take a good look at this list and have them indicate whether that expense is either something that they need or want. Correct this exercise in group by asking a different student to answer.</p> <p>Then ask the students to think about 3 'needs' and 3 'wants' they bought lately. Ask some of the students to share their top 3 with the rest of the group. Before doing so, draw 2 columns on the blackboard: one for the needs and one for the wants. Every time a student shares his or her needs/wants, write it in the respective column. This way, you end up with a clear overview of your students' needs and wants.</p>
Time needed for doing this activity	30 minutes
Resources needed for doing this activity	Document 'needs and wants' (see attachment 1) Blackboard
Things to take into account as a teacher	As some students are perhaps not financially capable of buying whatever they need, don't push students to share their top 3's but ask for volunteers.
Feedback from teachers	<ul style="list-style-type: none"> - Quite short and easy to go through. - Through this assignment, students are made aware of their expenses. It stimulates the discussion whether a product is really necessary or not.

Activity: everyday math

Skills addressed when doing this activity	Income sources Type of expenses Set up budget Managing budget Financial planning
Description of the activity	This is pdf-file which can either be read online or printed off and used as a workbook. There are several exercises concerning a budget, invoices, debt collection, wages and taxes, savings and loans. As a teacher you could provide a different exercise on each table and ask students to move around from table to table. They take the paper with the exercise on with them so other students are not able to cheat when starting at a new table.
Time needed for doing this activity	Recommended: 20 – 30 minute sessions between other work sessions where they can work on the different tasks.
Resources needed for doing this activity	Document 'everyday math' (see attachment 2)
Things to take into account as a teacher	The students should work on the tasks they need, and not necessarily start from the beginning.
Feedback from teachers	<ul style="list-style-type: none"> - Short, clear activities. Basic mathematical thinking that a lot of people need to practice. - Some exercises might need a bit more background information so be sure to walk around as a teacher and answer questions that come up. If you notice that several students have the same question, you can come back to that specific topic later on. - You could also cut it in smaller pieces and take for example one topic per week as a 'financial lesson starter'.

Activity: managing your life

Skills addressed when doing this activity	<p>Income sources</p> <p>Type of expenses</p> <p>Set up budget</p> <p>Managing budget</p> <p>Financial planning</p>
Description of the activity	<p>The participants will need to choose what they want to spend money on (car, housing, everyday money) and see if they can balance their budget.</p> <p>They need to try and see if they can add savings to their budget. How long will it take to save a buffer of a month's pay, or save money for a vacation or for a down payment for a car or house?</p> <p>Afterwards the students can discuss what surprised them about the activity, what they learned and if they want to make any changes to their budget.</p>
Time needed for doing this activity	<p>The classroom activity should take about 45-60 minutes, including 15-20 minutes to set up the budget individually and work on the numbers they need to save up for and 15-20 minutes to discuss within the group the results and what surprised them most.</p>
Resources needed for doing this activity	<p>A budget template is attached (see attachment 3).</p>
Things to take into account as a teacher	<p>The main target group for this online learning resource are young adults. Participants with children have to take into consideration the expenses of childcare and other household expenses that an adult without children does not have to worry about.</p>

Activity: what is my plan?

Skills addressed when doing this activity	Income sources Type of expenses Set up budget Managing budget Financial planning
Description of the activity	Each student sets up an individual budget based on either their real or a fictional income. The students can choose which expenses to include/exclude, but they should use the numbers already included in the budget template. The students should be given time to discuss the numbers in groups as well as time to reflect (on their own) on how much money they think they would use and whether or not they spend more or less than the numbers given.
Time needed for doing this activity	The activity takes about 30-45 minutes depending on the numeracy level of the students. The students should be given 15-20 to discuss the numbers in groups as well as time to reflect on how much money they think they use and whether or not they spend more or less than the numbers given.
Resources needed for doing this activity	An empty budget template is attached (see attachment 4).
Things to take into account as a teacher	The activity requires the students to calculate their budgets on their own, meaning they need numeracy skills. If the students use the numbers included in the template, they should focus more on discussing what is behind the numbers. (e.g. how much on grocery each week?, should it be the same every month? What about months that includes holidays/birthdays?, same for electricity/heating, less in warmer months, more in colder months).
Feedback from teachers	<ul style="list-style-type: none"> - If you have a diversity of students in your class (some still living at home, others living on their own), this seems like a good assignment to make them reflect on the differences. - Good methodology to learn how to set up an individual budget.

Activity: 4 ways to save your money

Skills addressed when doing this activity	Identifying type of expenses Comparing 4 budgeting types Managing budget Financial planning
Description of the activity	<p>The online article (or pictures) shows 4 ways to save money, based on 4 different personal profiles.</p> <p>Let the students first reflect on which type of profile they have. Ask if any of the students wish to share the result of this reflection. Are they able to explain why they chose that way of saving? What are the pros and cons of each profile? Start a class discussion.</p> <p>Then have them set up a budget of what they think (or know) they use every month and on a yearly basis. To make this exercise more appropriate for everyone you could give them all the same budget (f.e. 1.500€). Then create smaller groups by putting 4 students with a different profile together. Let them present their own budget to the other 3. As a teacher, walk around and ask additional questions.</p>
Time needed for doing this activity	45 minutes
Resources needed for doing this activity	Attachment (pictures) or link https://brightside.me/inspiration-tips-and-tricks/4-golden-rules-to-ensure-you-always-have-enough-money-259760/?utm_source=fb_brightside&utm_medium=fb_organic&utm_campaign=fb_gr_enjoy_science The pictures are downloadable and also attached (see attachment 5).
Things to take into account as a teacher	This activity suits everyone. We all have a guilty pleasure we enjoy on either a daily, weekly or a monthly basis. It is important to stress, that none of them will be judged on what they spend their money on, but if they feel their budget is tight or want to know how much they spend on little things, this is an opportunity. A lot of people will think that €1 per day is not much until they realize it's €365 per year.
Feedback from teachers	Good activity for everybody (=those who can save money and those who ran out of money at the end of the month).

AREA 2: BUDGETING

Activity: what's online banking?

Skills addressed when doing this activity	Pay bills Use online banking services
Description of the activity	Let students use the different demo versions of online banks to try themselves. They can use the demos individually, depending on the banks they use/are customers in.
Time needed for doing this activity	30 – 60 minutes. The time of the activity depends on the knowledge level of the students. It is suggested that the students get at least 30 minutes to use the demo, but some students might require more – especially if they have never used online banking, or never paid a bill or transferred money. After they tested the demo versions start a group discussion on the advantages and disadvantages of online banking.
Resources needed for doing this activity	<ul style="list-style-type: none"> - https://www.hsbc.co.uk/1/2/personal/current-accounts/about/pib-demo - http://www.santander.co.uk/CsAppsExp/Abbey/Internet/Abbey/demo/olbdemo/html/ (Language English Suitable for the UK) - https://www.dnb.no/portalfont/demo/person/nettbank/startsiden.php - https://nettbank.edb.com/3411/demo/index.html - https://demo.sparebank1.no - https://www.youtube.com/watch?v=2gCXd-HModI Abanka (Slovenia - app) - http://www.moneymatterstome.co.uk/1-What-Money-Is-and-Money-Exchange/Sub1/Banking-onlinebankingsimulator.htm (UK Language English Online banking demos to log out and in, manage accounts and pay bills) - http://learningmathsonline.ac.uk/xt/play_49 (UK language English using a cashpoint and online banking simulators) - http://learningmathsonline.ac.uk/xt/play_10 (UK language English Practice reading bank statements) - https://www.wikifin.be/nl/tools/demo-bank (Belgium) - https://www.abnamro.nl/nl/prive/internet-en-mobiel/internet-bankieren/hoe-werkt-het.html (the Netherlands)

Things to take into account as a teacher

- This activity suits everyone. Even if they are no regular users of online banking, they can safely look through all services without doing any mistakes, transferring money to the wrong account etc.
- There are several examples of people using online banking regularly, yet have never paid a bill or done actions beyond checking their balance.

Feedback from teachers

- Complete activity, the links to the demos work well and the demos are very user-friendly.
- Best to ask your students in advance who has experience with on-line banking and who doesn't. If everyone has experience you could just organise the class discussion; if it's a mixed group you could group more experienced students with less experienced students and have them try out the demo version together.



Activity: my mobile as bank

Skills addressed when doing this activity	Use online banking services
Description of the activity	<p>Online YouTube information film for young adults about the risks of mobile banking. You can use the online information as the starting point for a class discussion. First the students look at a film about the possibilities and risks of online banking. After looking at the film you organize a class discussion, in which a number of topics can be dealt with such as:</p> <ul style="list-style-type: none"> - What are your personal thoughts on online banking? - Are you aware of the possible risks? - What are you going to do with this information in the future?
Time needed for doing this activity	30 minutes: 10 minutes film, 20 minutes discussion
Resources needed for doing this activity	https://www.youtube.com/watch?v=4Vp3GFUc7-U
Things to take into account as a teacher	Prepare the discussion and the questions so that you can keep the discussion going.
Feedback from teachers	Only one risk of online banking is mentioned in the film so as a teacher you should add that there's another risk: you easily spend too much money when banking online.

Activity: logo game

Skills addressed when doing this activity	Use online banking services
Description of the activity	<p>To introduce the subject of online banking you can ask students to match the logo of the bank with the name of the bank and then have a classroom discussion during which you ask them the following questions:</p> <ul style="list-style-type: none">- Which bank do they have?- Why that bank?- Why do you go to the bank?- Do you use online banking and what for?
Time needed for doing this activity	5 minutes for the logo game 15 minutes for the classroom discussion
Resources needed for doing this activity	Logos of the most common banks. For a list of banks in your country go to https://thebanks.eu/banks-by-country.es
Things to take into account as a teacher	Prepare the discussion and the questions so that you can keep the discussion going.
Feedback from teachers	Make sure that all your students are able to share their answers. If the group is too big for this, let them work in smaller groups.

Activity: take a look at your invoices

Skills addressed when doing this activity	Pay bills
Description of the activity	<p>Beam an existing invoice for the entire class and explain to your students the different elements of an invoice:</p> <ul style="list-style-type: none"> - What is it for? - Amount to be paid - Due date - Company information - Date - Invoice number - (VAT) - (IBAN) - Name and address beneficiary <p>Ask your students to bring an invoice to class. Now let them look for the same elements in their invoices. Ask a couple of students to present their invoice in front of the whole group. Ask additional questions after each presentation that relate specifically to their invoice. Discuss payment methods.</p> <p>Alternative UK online activity language English https://www.uswitch.com/gas-electricity/guides/energy-bills/ <ul style="list-style-type: none"> - Video on how to get information from your energy bill - Guide to reading British Gas, EDF Energy, E.ON, npower, Scottish Power, SSE or Ovo bill </p>
Time needed for doing this activity	10 minutes + 5 minutes per student presenting their invoice
Resources needed for doing this activity	Invoices

Things to take into account as a teacher	Print out your own example and share this among your students. That way, they can take note when you are going through the different elements of your bill.
Feedback from teachers	<ul style="list-style-type: none"> - It's very practical and useful activity as there are still a lot of people who don't know what's exactly on their bills. They might also not notice if there are mistakes on the bill.invoices - Nice to work with authentic materials! - I would emphasize on discussing/looking at the invoices together and not on presenting. Maybe an extension could be to compare for example two or three invoices from internet providers or energy providers and try to figure out which one is the cheapest, what the differences are...

PAID

Activity: compare bank costs

Skills addressed when doing this activity	Use adequate bank according to your needs
Description of the activity	<p>Different banks charge differently for the use of their services. According to the needs of the users, one bank might be more suitable than the other. The aim of the activity is:</p> <ul style="list-style-type: none"> - To identify 2 banks and their price list for main services - To identify the services one most often uses - To compare both lists and calculate the monthly and yearly costs in different banks - To choose most suitable bank from the list according to one's needs for their services - To identify the steps and costs for changing the bank if suitable <p>You can ask students to complete this activity by themselves or in groups of two.</p>
Time needed for doing this activity	<p>5 minutes to identify banks 15 minutes to search for costs of bank services 10 minutes to identify monthly and yearly costs and make a selection of the bank students prefer 20 minutes to compare and discuss the results</p>
Resources needed for doing this activity	<p>For a list of banks in your country go to https://thebanks.eu/banks-by-country.</p> <p>Template to be filled in by students (see attachment 6)</p>
Things to take into account as a teacher	<ul style="list-style-type: none"> - Make sure that all your students are able to share their answers. If the group is too big for this, then let them work in smaller groups. - Compare services most often used by different groups to discuss the difference.
Feedback from teachers	Good activity to raise awareness on different bank costs!

AREA 3: LOANS/CREDIT CARDS

Activity: credit cards

Skills addressed when doing this activity	Types of loans Costs of loans Costs of credit cards
Description of the activity	<p>In this activity, the students will look at different credit cards and compare the terms and conditions.</p> <p>To introduce the topic of credit cards, first play a Kahoot quiz on credit cards with your students. Students can play this quiz with their mobile. For more information on Kahoot and how to play it, go to https://kahoot.com/what-is-kahoot/.</p> <p>Pick 3 or 4 major credit cards in your area/country and have the students fill in the worksheet with the information they can find online. The students can pick different credit cards, so the sample is larger than just 3 or 4. They should also look at the credit card their own bank offers.</p> <p>When all students are done, have a discussion on what they learned, which card is cheaper in use, and how they can use a credit card and not pay any extra money.</p> <p>Extra activity: Let the students pick an item they want to buy. Have them calculate the total costs of the item if they order it today using the credit card of their choice from the list and only pay the minimum balance every month for 6 months (extra-extra activity: how long will it take for them to pay the item if they only pay minimum balance? (for most cards this answer is never).</p>
Time needed for doing this activity	45 - 60 minutes Extra activity: 15 – 30 minutes depending on numeracy skills level.

Resources needed for doing this activity	<p>Kahoot on credit cards: - https://play.kahoot.it/#/k/d8adfc82-4784-405c-88d2-b4ba91d63325</p> <p>Information about credit cards: - https://kredittkort.com/ - Norwegian - http://www.indexcreditcards.com/creditcardlist.html –English - https://www.spaargids.be/sparen/mastercard-vergelijken.html - Dutch Other countries may have the same type of resources.</p> <p>Credit card Worksheet (see attachment 7)</p>
Things to take into account as a teacher	<ul style="list-style-type: none"> - This activity suits everyone. Even if they are regular users of their online bank, they can safely look through all services without doing any mistakes, transferring money to the wrong account etc. - There are several examples of people using online banking regularly, yet have never paid a bill or done actions beyond checking their balance.

Activity: which loan should I get?

Skills addressed when doing this activity	Types of loans Costs of loans Costs of credit cards
Description of the activity	<p>Have the students look up their own bank and what they offer as different types of loans.</p> <p>Fill in the worksheet with the information found.</p> <p>Which loan is cheaper (lower interest rate + costs), which is most expensive (highest interest rate + costs)? If the students borrow 10.000 – how much do they have to pay every month?</p> <p>Have the students look up the cost of a car they would like to buy. Which option would be the cheapest (let the students decide themselves whether or not they already have a house mortgage and can use that).</p>
Time needed for doing this activity	45 - 60 minutes
Resources needed for doing this activity	<p>These links shows the amount in US dollars, but it will give the students an idea:</p> <ul style="list-style-type: none"> - http://www.bankrate.com/calculators/mortgages/loan-calculator.aspx - http://www.calculator.net/loan-calculator.html <p>Worksheet for students (see attachment 8)</p>
Things to take into account as a teacher	<ul style="list-style-type: none"> - This activity suits everyone. If the students do not feel comfortable using their own bank, they can choose any other bank. - Terms: write down years if it is more than 3 yrs. Months if less. The students can calculate how many years 36 (or other numbers) months are. - Conditions: If the students do not have a house or mortgage, they cannot use this to borrow money to go on a holiday. - Consumer loans and credit cards can be used to buy anything (within the maximum credit available). - English online Debt repayments calculator to work out repayments for a credit card. The calculator also converts weekly amounts to monthly. Debt repayment calculator: http://www.moneymatterstome.co.uk/Interactive-Tools/RepaymentsCalculator.htm

Activity: financing your car

Skills addressed when doing this activity	Cost of loans
Description of the activity	<p>To introduce this activity watch a YouTube movie together with your students and, based on this movie, ask them some questions such as:</p> <ul style="list-style-type: none"> - How do you feel about loans? - What are the risks connected to loaning money? - What are the most common loans? <p>Then, let your students go through the 2 worksheets. They can work in pairs. Afterwards, correct the worksheets with the entire class. Let each group answer at least one question.</p>
Time needed for doing this activity	Give your students about 20 minutes to answer all the questions in pairs. It will take about 10 minutes to correct the answers in group.
Resources needed for doing this activity	<p>Online film about the price of borrowed money: https://www.youtube.com/watch?v=PP4jR9CDEMA</p> <p>Working sheets:</p> <ul style="list-style-type: none"> - Annual percentage rate (see attachment 9) - Payment plan (see attachment 10)
Things to take into account as a teacher	For this activity, your students should have some prior knowledge about loaning money. You can use the short introductory text of attachment 9 for this.

Activity: talking about debts

Skills addressed when doing this activity	Recognizing debt problems
Description of the activity	<p>First, organise discussion tables on the subject of debt problems. Provide one relevant question or statement per table and make sure that the groups are not too big (max. 5 students per group). Each student moves around from table to table thereby answering all the questions.</p> <p>Possible questions or statements are:</p> <ul style="list-style-type: none"> - What are possible cause for having debts? - What are possible solutions for having debts? - What are possible consequences for having debts? - Does everyone have the same risks of having debts? - How can you avoid having debts? - Only poor people can end up in debt. - The government should be more flexible towards people in debt who have children. - It's good that you can buy products such as phones and shoes on payment. - When do you know that you are in financial troubles? <p>Then, invite someone of the debt mediation office to explain to the students what they do, what kind of services they offer and for who. Provide a list of questions that students have to fill in during the presentation of the debt mediation officer. If possible, ask for the presentation of the debt mediation officer in advance so you can prepare these questions better.</p> <p>Possible questions are:</p> <ul style="list-style-type: none"> - What does a debt mediation office do in general? - What does budget counselling entail? - What does collective debt mediation mean? - Find the nearest office where you can register for debt mediation.
Time needed for doing this activity	<p>Provide about 8 minutes per round when doing the discussion tables.</p> <p>Provide 1 hour for the presentation by the debt mediation officer.</p>

Resources needed for doing this activity	<ul style="list-style-type: none"> - Questions/statements for the discussion tables. - Questions to be answered during the presentation by the debt mediation officer.
Things to take into account as a teacher	If it is not possible to invite someone of the debt mediation office to your school, have students look up the answers online.
Feedback from teachers	<ul style="list-style-type: none"> - When it's not possible to ask someone from the debt mediation office and you ask your students to look for the answers online, you should provide some specific websites so they don't have to start looking from scratch. - Maybe some students don't feel comfortable taking part in the discussions. A solution for this is to use a Socrates or Padlet for each statement so students can "speak" anonymously. - As a teacher, don't give the impression that there is no problem when you have debts just because there will be someone to help you out. - I would only invite an expert if this is relevant for my students, for example when I noticed that some are struggling to pay their school books. - I would maybe extend this activity with a more practical exercise. Probably somewhere in the discussion 'buying things on credit' will come up so some calculations based on actual offers in offers could be a good in-between exercise. Or linking this activity to some articles that appeared in the newspapers could also be a nice idea.

Activity: credit cards, a couple of exercises

Skills addressed when doing this activity	Costs of credit cards
Description of the activity	Have your students go through the attached worksheet on credit cards in pairs. Afterwards, correct the work sheets with the entire class. Let each group answer at least one question.
Time needed for doing this activity	Give your students 15 minutes to finalize the exercise in pairs. Provide an extra 10 minutes to correct the answers in group.
Resources needed for doing this activity	Work sheet for students (see attachment 11)
Things to take into account as a teacher	<ul style="list-style-type: none">- Walk around while your students are doing the exercise. This will allow you to get an idea of the students their common challenges. This will be useful when correcting the exercises all together.- You might have to adapt some of the exercises based on your national context.- Let students use the internet for this activity (cf. smartphone, laptop etc.).

AREA 4: SHOPPING

Activity: a meal for less than 10 euro

Skills addressed when doing this activity	Compare prices
Description of the activity	<p>This activity can be done in two different ways:</p> <p>1: have the students form groups of 4 and go to the grocery store to buy ingredients for a dinner. They can only use 10 euro combined (or something equivalent). All 4 should have enough to eat. If possible, the students can make the food and serve the group (or share their meal with the larger group). Discuss how much money they spent, who spent the most/least, how much food they got, who made the better meal, which meal could feed their family on a regular basis, who got the most nutritious meal. Also look at how one can save money by making a meal plan based on what's on sale that week.</p> <p>2. Have the students visit a grocery store and make a list of ingredients, which would make a meal for a family of four. They can spend a total of 10 euro (or something equivalent) and all four should have enough food.</p> <p>Once all students (individually or in groups) made the list of ingredients, they then present their meal to the rest of the students. Discuss how much money they spent, who spent the most/least, how much food they got, who made the better meal, which meal could feed their family on a regular basis, who got the most nutritious meal. Also, look at how one can save money by making a meal plan based on what's on sale that week.</p>
Time needed for doing this activity	<p>1: plan on the students needing 1 hour at the grocery store (+ travelling time), 1.5 hours to prepare the food and eat it. 30 – 45 minutes on discussion.</p> <p>2. 1 hour at the grocery store (+ travelling time). 45 min – 1 hour presenting their meal and discussion. The presentation should take 5-10 min per student/group.</p>

Resources needed for doing this activity	Either 10 euro per group or ads papers for a grocery store for that week and access to a grocery store.
Things to take into account as a teacher	<p>The amount should be something easy to remember, as well as something that is easily done, but not without some planning. (You can easily make your own dinner in Norway for less than 100 NOK (=10 euro) with meat, but you would have to make choices and plan carefully).</p> <p>This activity is aimed at showing the students it is possible to “save” money on food, but it needs some planning and the more prepared the food is, the more expensive. Example in Norway, 100 NOK (=10 euro) is enough to buy maybe 1.5 frozen pizzas, not enough for 4 people, but you can easily buy the ingredients to make a salad, meat and pasta/rice/potatoes to make a dinner for 4 people.</p> <p>This activity can also be given as “homework” with the discussion done at school. This requires the student to bring their list of ingredients or pictures of the meal to school in order for everyone to be able to discuss the questions.</p>
Feedback from teachers	<ul style="list-style-type: none"> - A practical and recognizable activity! - This activity takes quite some time.

Activity: comparing shops

Skills addressed when doing this activity	Consumer rights Compare prices Split costs
Description of the activity	Let students visit two or more shops to compare prices on 10 different items. Let them calculate the total costs. Let them guess the total costs prior to visiting the shops and discuss the differences when they return (cheaper/more expensive, why?)
Time needed for doing this activity	Discussions: 30 – 45 minutes
Resources needed for doing this activity	Worksheet for students (see attachment 12)
Things to take into account as a teacher	Use either the nearby shops or use the shops where the students live (no need for them to visit the same one - this just gives you more “material for discussion”). They can either use blank papers or worksheets to fill in the information.
Feedback from teachers	As a teacher I would also mention that food that has (almost) reached the expiry date is much cheaper.

Activity: split a bill

Skills addressed when doing this activity	Compare prices
Description of the activity	<p>This activity deals with something that most people find difficult at restaurants. How to split the bill and when to do it.</p> <p>Give the students a receipt or something similar. They need to split the cost on the number of people in the group or a set number of people. What would each person have to pay?</p> <p>Discuss:</p> <ul style="list-style-type: none"> - Is it always fair to split the bill equally, when? When is it not? - Should you agree on this before or after ordering? - What are the pros/cons of splitting it equally or have everyone pay for what they ordered? - How do you deal with tips? <p>Ask your students to install an app such as Splitwise and ask them to use it the next time they go out for dinner or travel. Ask for their feedback a couple of classes later.</p>
Time needed for doing this activity	15 – 30 minutes. Depending on the time spent on splitting the bill and discussing the questions.
Resources needed for doing this activity	<p>A “receipt” or a come up with numbers that does not easily split into the group of people. Example, if the group has 5 members, pick a large number that does not end in 5 or 0.</p> <p>Example: a restaurant check might add up to 321 euro. How to split the check: $321 / 5$ people or everyone pays for what they ate/drank?</p>
Feedback from teachers	If you have a very diverse group of students, you could ask them how paying at restaurants is done in their home country as there are some national differences concerning this topic.

Activity: which pizza is cheapest?

Skills addressed when doing this activity	Compare prices
Description of the activity	Eat at a restaurant, take-away (restaurant), store bought or home-made? Discuss the prices (check prices on take-away, frozen store bought and list of ingredients for homemade pizza). Discuss the difference in prices for one meal and for a whole month if a family of four eats pizza every Friday.
Time needed for doing this activity	<p>Depends on how the activity is done: Students independently researches prices of all four “different” pizzas (including ingredient list for the home-made pizza) and then discuss their findings = 1 hour.</p> <p>The teacher has the list of prices from the restaurants ready and the students only researches the list of ingredient and/or just discuss their findings = 20 – 30 minutes.</p>
Resources needed for doing this activity	<ul style="list-style-type: none"> - Access to price lists from local pizza places, as well as prices from the local store. Have the students pick their favourite pizza (the one they either buy or would buy, and not the cheapest one in the frozen section). - Work sheet for students (see attachment 13)
Things to take into account as a teacher	<ul style="list-style-type: none"> - This activity is to show that how we get our meal makes a difference in our budgets. The more we do in the kitchen of our own, the cheaper the meal. Not everyone is aware of this. - It is recommended that the students researches the prices of their favourite restaurant, pizza place, frozen pizza, find or use a recipe of a home-made pizza they would like to try. This makes the numbers more valid.

Activity: look at what I found in the sales add

Skills addressed when doing this activity	Consumer rights Compare prices Split costs
Description of the activity	<p>Either save or have the students bring with them different ads/sales papers. Some are even available online. It could be groceries, sports equipment, furniture etc.</p> <p>Look through the various items and calculate the savings. If you have different ads, compare prices between the stores. Make up a grocery list (or gift list) and compare which shop would be cheapest.</p> <p>Extra activity – which items are cheaper and would it be saving money if you go to different stores? (add in travel costs, time, etc.)</p>
Time needed for doing this activity	<p>45 - 60 minutes</p> <p>Extra activity 15 – 20 minutes</p>
Resources needed for doing this activity	Ads/sales papers
Things to take into account as a teacher	<ul style="list-style-type: none"> - There are various ways of doing this activity. The students can make their weekly grocery list based on this. What is on sale? What should we have for dinner? - This activity can be repeated – see if there is any changes after a month. - You can also add a discussion in the group. How much do they stockpile, pro/cons of stockpiling and buying in bulk when cheap?

Activity: I can get no satisfaction

Skills addressed when doing this activity	Compare prices
Description of the activity	<p>Watching a film and starting a discussion about buying everything or not.</p> <p>First show a YouTube film about temptations and budget and then have a classroom conversation where you as a teacher ask them for example the following questions:</p> <ul style="list-style-type: none"> - do you shop based on advertisements? - do you go shopping regularly? - what is your monthly budget for shopping for groceries and clothes?
Time needed for doing this activity	5 minutes to watch the film, after that a discussion with the class about spending too much money (15 min.)
Resources needed for doing this activity	https://www.youtube.com/watch?v=VmZ0rzVv5fo
Things to take into account as a teacher	The teacher has to prepare the discussion with examples what to buy or what not to buy with a certain budget.
Feedback from teachers	<ul style="list-style-type: none"> - Simple activity which can be done in a very relaxed way and with some humour. It's something that everyone can talk about. - Very clear movie! - Some more possible questions: what to buy when, in which store, what quality, what about sustainability? I would also maybe do the actual calculation with the students: food, clothes, restaurant, music, phone. Could be surprising to find out. - I would start the lesson with the movie. - This activity can be done right after the 'needs or wants' activity (activity: taking a look at expenses).

Activity: would you rather?

Skills addressed when doing this activity	Compare prices
Description of the activity	<p>Prepare some 'Would you rather?' challenges suitable for your students. These are questions with 2 options. Students have to reflect on the best suitable answer by reasoning mathematically. Need some inspiration? Go to http://www.wouldyourathermath.com.</p> <p>Let students work in pairs so they can discuss the pro's and con's amongst each other. All pairs reflect on a different question.</p> <p>When students are done preparing, each pair presents their question, reasoning and answer to the rest of the group. The other students can vote using an instant online poll tool (such as https://create.kahoot.it/ or www.zeetings.com) whether or not they agree. Based on the results of this poll you can start a classroom discussion.</p>
Time needed for doing this activity	Give the pairs 10 minutes to prepare their own 'would you rather?' challenge. Then provide 5 minutes per presentation for each pair of student.
Resources needed for doing this activity	<ul style="list-style-type: none"> - Cards with 'would you rather?' questions - Online poll tool which allows students to vote using their smart phone and immediately shows the results.
Things to take into account as a teacher	Prepare some extra questions in case some groups finish sooner than others.

ATTACHMENTS

Attachment 1: needs and wants

Indicate whether the following costs concern a need or a want.

	NEED OR WANT?
Clothing	Need Want
Smart phone	Need Want
Television	Need Want
Magazines	Need Want
Bed	Need Want
Medical care	Need Want
Video games	Need Want
Food	Need Want
Rent	Need Want
Car	Need Want
Education	Need Want
Basic utilities (e.g. heat and water)	Need Want
Fitness	Need Want
Renovation to your house	Need Want
Fire insurance	Need Want

Think about 3 needs and wants you bought lately:

WANTS:

1.
2.
3.

NEEDS:

1.
2.
3.

Attachment 2: everyday math

This image shows the first page in order to get an idea of the content of this attachment. To download all 13 pages, go to www.managing-money.eu.

Vocabulary

Income
money we receive

Expenses
money we pay

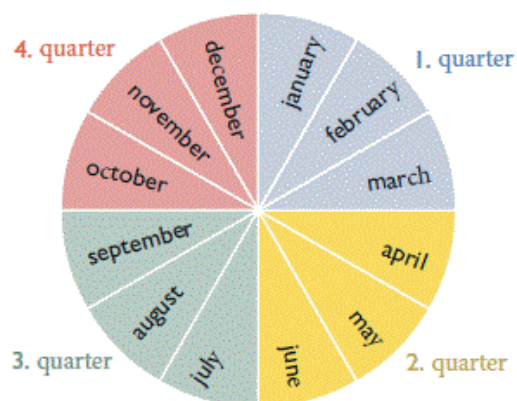
Budget

A budget is an overview of **income** and **expenses**.

It is wise to set up a budget when planning a trip or buying something expensive. It is important to make sure there is enough money to pay large bills, such as loan payments.

In a monthly budget we can see how much money we can spend each month. We can also see how much money we can save every month. Fixed expenses are money we have to pay every month, such as rent. Other fixed expenses are paid each quarter. This means every three months. Other bills are paid bi-annually. This means twice a year.

We split the year in 4 quarters. Each quarter is 3 months. Half a year is 6 months. That is the same as 2 quarters.



Task 6.1 (★)

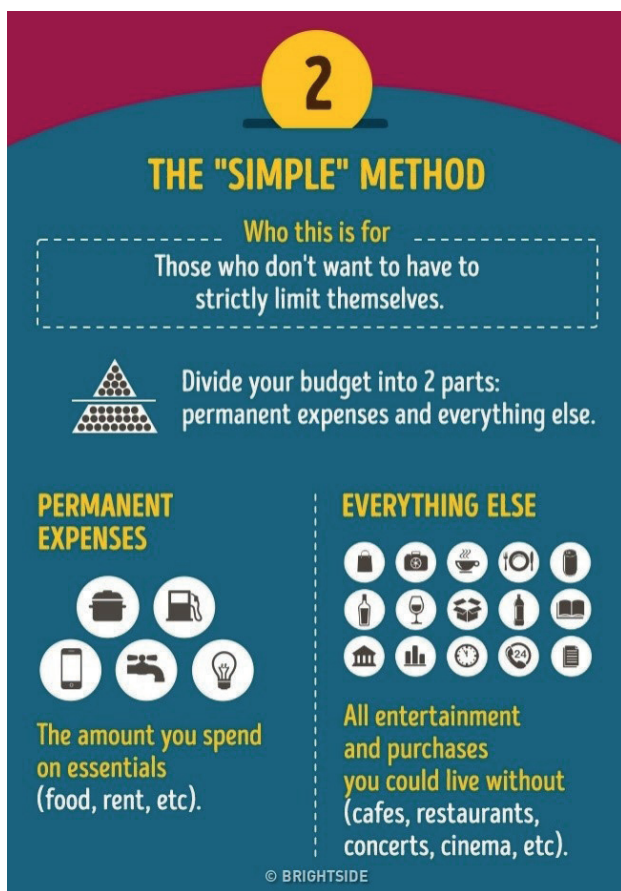
- a) How many months are there in a quarter? _____
- b) We pay 12 000 kr in electricity pr year.
How much do we pay each quarter? _____
How much do we pay each month? _____
- c) The broadcasting license fee is 2 876,70
How much do we pay bi-annually? _____

This image gives you an idea of what to expect. To download the document, go to www.mana-ging-money.eu.



Attachment 5: 4 ways to save your money

These images give you an idea of what to expect. To download all the images, go to www.managing-money.eu.



Attachment 6: compare bank costs

Which banks will you be looking into?

- 1) Bank 1:
- 2) Bank 2:

Why did you choose these banks?

.....
.....
.....

Compare the prices of the following products for each bank. You can find this information on the websites of the banks. Mention all different options offered by these banks.

	BANK 1:	BANK 2:.....
CURRENT ACCOUNT		
SAVING ACCOUNT		
CREDIT CARD		

Let's say you were looking for a bank to open a current and saving account and to order a credit card. For which bank would you choose?

First, calculate the monthly and yearly costs for each bank. Then make a selection taking these costs and your personal needs into account.

	BANK 1:	BANK 2:
Monthly cost for a current account, saving account and credit card		
Yearly cost for a current account, saving account and credit card		

Which bank would you choose?

Attachment 7: credit cards

Pick 3 or 4 major credit cards in your area/country and fill in this table using the information you can find online. Be sure to also look at the credit card your own bank offers.

Name				
Yearly fee				
Numbers of interest free days				
Interest rate				
Bonuses				
Other				

Attachment 8: which loan should I get?

Pick 3 or 4 major credit cards in your area/country and fill in this table using the information you can find online. Be sure to also look at the credit card your own bank offers.

Name/type	
Interest rate	
Terms in months (or years)	
Conditions (what can the money be used toward?)	
What happens if you default on this loan?	
Other	

Look online for a new car you would like to buy. Which car is it and how much does it cost?

.....

Answer the following questions:

How much can your bank lend you?	
How much would you have to pay per month and for how long?	
How much interest does the bank charge you in that case?	

Attachment 9: annual percentage rate

A borrowed amount at the bank or car dealer is usually refunded in monthly installments. The amount to be repaid and the costs associated with it are calculated on the basis of an interest rate. Usually, this is called the Annual Percentage Rate (= interest rate + possible costs). The number of monthly installments depends on the amount to be financed and may not exceed the legally allowed duration. The Annual Percentage Rate is partly determined by the amount borrowed. Sometimes it may be cheaper to borrow more than planned, e.g. a few euros. However, this option is not always spontaneously offered. So it's important to gain as much information as possible!

Monthly installments for a loan of 1.000 €

JKP	30 months	36 months	42 months	48 months	60 months
5.0 %	35.48 €	29.92 €	25.95 €	22.97 €	18.82 €
5.5 %	35.69 €	30.13 €	26.16 €	23.19 €	19.03 €
6.0 %	35.90 €	30.35 €	26.38 €	23.41 €	19.25 €
6.5 %	36.12 €	30.56 €	26.60 €	23.62 €	19.47 €
7.0 %	36.33 €	30.77 €	26.81 €	23.84 €	19.70 €
8.0 %	36.76 €	31.20 €	27.24 €	24.28 €	20.14 €
9.0 %	37.18 €	31.63 €	27.68 €	24.71 €	20.58 €
10 %	37.61 €	32.06 €	28.11 €	25.15 €	21.03 €

Euro	Legally allowed duration
< 2.500 €	24 months
2.500 to 3.700 €	30 months
3.700 to 5.600 €	36 months
5.600 to 7.500 €	42 months
7.500 to 10.000 €	48 months
>10.000 €	60 months

1) Which aspects have an impact on the amount to be paid each month?

.....

2) Calculate, based on the table, how much you would have to pay monthly if you wish to borrow an amount of 5.000€ for 30 months at the lowest Annual Percentage Rate possible.

.....

3) How much would you pay back in total?

.....

4) How much percentage would you pay back more?

.....

5) Calculate, based on the table, how much you would have to pay monthly if you wish to borrow 8.000€ for the longest possible period at an Annual Percentage Rate of 7%.

.....

6) How much would you pay back in total?

.....

7) How much percentage would you pay back more?

.....

Answers:

1)

- The interest rate of the moment
- The duration of the loan
- The amount of the loan

2)

€ 1000 = € 35.48 per month

€ 35.48 x 5 = € 177.40 per month

3) € 177.40 x 30 = € 5322

4)

$$1. 5322 - 5000 = 322$$

$$\frac{322 \times 100}{5000} = 6.44\%$$

$$2. \frac{5322 \times 100}{5000} = 106.44\%$$

$$106.44\% - 100\% = 6.44\%$$

5)

€ 1000 = € 23.84 per month

€ 23.84 x 8 = € 190.72

6) € 190.72 x 48 = € 9154.56

7)

$$1. \frac{9154.56 - 8000}{8000} = 14.43\%$$

$$114.43\% - 100\% = 14.43\%$$

$$2. \frac{9154.56 \times 100}{8000} = 114.43\% \quad 114.43\% - 100\% = 14.43\%$$

Attachment 10: payment plan

Peter Smith graduated as a welder in June last year and has a permanent job for 3 months now. He earns 1.250 € per month and dreams of buying a brand new Volkswagen Golf. The supplier made him the following offer:

Duration	: 48 months
Annual Percentage Rate	: 6.25%
Price	: € 19.864,57
Pre-payment	: € 00,00
Monthly installments	: € 467,23

1) How much would Hans eventually have to repay when taking a loan?

.....

2) How much percentage is this more than the original amount?

.....

Answers:

1) € 22427.04

2) $\frac{22427.04 \times 100}{19864.57} = 112.90\%$ $112.90\% - 100\% = 12.90\%$

Attachment 11: credit cards

Many people pay today with a credit card. Your credit card or prepaid card offers you a lot of payment options and becomes accepted on the Internet and with over 35 million merchants all over the world.



Which service would you use in the following situations:

You are travelling through France and want to withdraw money.

- 1) Mister Cash
- 2) Maestro
- 3) Visa

In Greece, your mother will pay her new bag with:

- 1) Mister Cash
- 2) Maestro
- 3) Visa

You pay your grocery shopping with:

- 1) Mister Cash
- 2) Maestro
- 3) Visa

Complete the text below by filling in the following words:

The same	Code	Pay	Danger
Protected	Emergency number	Security code	Lost
Secure	18 years	Interest	Credit card
Online	Good	Spent	To keep track
Maximum amount	Investigates	Settlement	Merchant
Receipt	Card number	Regular	Immediately
For free			

Bank cards and credit cards are not If you pay with a bank card, then that amount will be taken from your account. For payments with a, all expenses are paid once a month. That'sbecause your money stays longer in your account, resulting in more But there is also a A lot of people have difficulty keeping their credit card expenses under control. You need of how much money youlast month.

With a credit card you can easily buy Internet purchases are, however, not perfectly You must make sure that you make payments through awebsite. You must be before the bank offers you a credit card. Normally youfor the use of a credit card. But young people can also get them at some banks.

The payment company whether you have sufficient income to pay your bills in the future. If it thinks that's okay, you'll get a credit card with a matching secret number. With this card you can pay for goods and services in a foreign country to a certain(eg 1,250 € or 2,500 € per month).

Thewill send the bill to the payment card company. Once a month, the company sends you a

With a credit card, you enter ajust like you do with a bank card. Or you sign a When making payments over the internet, you have to provide some information such as your and

If youyour card, immediately call the to block the card.

List some advantages and disadvantages of a credit card in this table.

Advantages	Disadvantages

Source: www.klascement.net

Attachment 12: comparing shops

Visit min. 3 grocery stores. Write the names of the grocery store in the first row of the table below. Then, estimate how much it will cost to buy 10 specific products in that store. Your teacher will tell you which 10 products to look for. Finally, look for the price of these 10 different products and calculate the total for each store you visited.

Name of the store					
Estimation of total cost					
Price product 1					
Price product 2					
Price product 3					
Price product 4					
Price product 5					
Price product 6					
Price product 7					
Price product 8					
Price product 9					
Price product 10					
Total					

Attachment 13: which pizza is cheapest?

Mmmm, pizza! Calculate the price for eating a pizza at an Italian restaurant, for taking it with you from the restaurant (take-away), for buying a pizza at a supermarket and for making a pizza yourself with ingredients from the supermarket. But first select your favorite pizza and stick to this one for all 4 options.



Price for eating a pizza at an Italian restaurant	
Price for a take-away pizza	
Price for buying a pizza at a supermarket	
Price for making a pizza with ingredients from the supermarket	Price ingredient 1 (name:):euro Price ingredient 2 (name:):euro Price ingredient 3 (name:):euro Price ingredient 4 (name:):euro Price ingredient 5 (name:):euro Price ingredient 6 (name:):euro Price ingredient 7 (name:):euro Price ingredient 8 (name:):euro Price ingredient 9 (name:):euro Total price:

Which way is cheapest?

.....

