



Media Worlds

Teaching material for financial education
for children from 9 to 13 years

Imprint

2. Edition, Hamburg 2024

Responsible: finlit foundation gGmbH
Steindamm 71, 20099 Hamburg, Germany
Phone: +49 40 2850 2597
info@finlit.foundation
www.finlit.foundation

Concept and implementation: Helliwood media & education im fjs e. V., Berlin, Germany

Picture credits: Title: shutterstock.com/ AShvets, p.3: Matthias Oertel, <https://www.matthiasoertel.de>; Graphics: shutterstock.com – especially Macrovector and drumcheg

The contents of the teaching materials may be used or reproduced non-commercially in an unchanged form in the school environment.

Disclaimer: All information has been carefully researched and compiled. We assume no liability for the correctness and completeness of the content or for any changes that may occur in the meantime.

Dear readers,

we are pleased that you have chosen to look into this teaching material. This means you already recognise the importance of teaching financial literacy and having conversations about money with children and young people.

Financial decisions can have major consequences for the future. Uncertain times in particular show how important it is to be financially prepared for unforeseeable events. This makes financial literacy a life skill. The OECD is just as convinced of this as we are. They define financial literacy as one of the six basic skills for a successful life in the 21st century, all across the world. And it is precisely this skill that children worldwide should learn as early on as possible.

Many young people criticize the fact that they learn too little or nothing about money and financing. Making a change in this regard will take time and educational efforts by parents, teachers and extracurricular partners. With your help, we want to give every child a chance at financial literacy, preparing them for real life financial decisions. This education can take place at school, or at extracurricular places of learning.

The ManoMoneta initiative is committed to this cause. We have developed a concept that allows you to sensitize children to a responsible use of money from an early age. It is primarily meant for children between the ages of nine and thirteen. With our material, we want to inspire you and show you concrete teaching ideas on how to approach the topics of money and finance in a way that is close to everyday life and linked to other important topics and skills.



The offer includes teaching ideas regarding two different topics. For each topic, lesson plans, methods, background information, worksheets and more are made available.

This includes the 16 knowledge cards, which provide informational input. In addition, our portfolio offers tasks to consolidate and deepen the acquired knowledge as well as references to related topics such as household and work.

The topic of financial literacy is particularly close to our hearts. We are convinced that financial education is the key to raising self-confident and responsible consumers. Let's work together, so the next generation is well prepared to handle money responsibly in their everyday lives.

Your ManoMoneta team

Children's Media Worlds

In 2021 nearly all children went online by mobile phone or tablet. The most popular online activity among children aged 3-17 was using platforms like YouTube and TikTok. (Ofcom, 2022)

The media's colourful world

As children grow up, they play an increasingly active role in a variety of media formats. Platforms such as YouTube, Instagram, Snapchat, Whats-App and TikTok have quickly become a part of everyday life. What is more, the world of digital games exerts a strong pull, regardless of the platform.

However, faced with the online world by themselves, it is common for children to encounter overwhelming hurdles. The vast array of online games even lures them with financial offers – called in-app purchases – that promise faster progress, outfits, or special moves and dances. These items might not be necessary for the game to progress, but the temptation can be huge, as they can translate to prestige among peers. If a payment method has been connected with the device, this can lead to the unpleasant surprise of unexpected costs.

Influencers – the pop stars of the digital world – exert a similarly large influence on children. They introduce their audience to the newest trends. They post on all popular social networks about fashion, beauty, fitness, travel, or computer games, and they enjoy a real cult status.

Meanwhile, children can hardly separate whether a recommendation is made sincerely or out of economic interest.

Next to the many opportunities the online world can offer, it presents children with decisions, the consequences of which they cannot yet appreciate. Therefore, it is vital to sensitize children to the responsible use of „real“ money in an online environment and to make them aware of common pitfalls.

The teaching material

The presented material allows students to playfully immerse themselves in various aspects of the world of media. The focus is placed on their handling of social media and influencers, games, and in-app purchases, as well as the use of vouchers. The students will learn how to deal with tricky situations and how to make decisions confidently.

Skills

The students use the media worlds they are familiar with to examine their consumer behavior, recognize advertising media such as in-app purchases and influencers and consider the financial risks that they may encounter when consuming media.



Professional and methodological skills

The students

- > reflect on their handling of money in the context of advertising and media.
- > compare the different perceptions within their study group.
- > identify potential risks and question consumption decisions.



Activity and decision skills

The students

- > solve complex puzzles about a topic.
- > learn to make decisions independently.



Social communication skills

The students

- > work in a team to solve tasks together.
- > present their results to the class and justify them.
- > treat each other with respect and respect the opinions of others.



Personal skills

The students

- > contribute their existing knowledge to the classroom and group work.
- > take responsibility for themselves in group work.
- > express their views in class.

Lesson Plan

1. Phase: Sensitization

Preparation: Ask the students to bring photos of their favourite stars from YouTube, Instagram, or TikTok to the next lesson. The students should pay specific attention to whether these people advertise. Do not use the term „influencers“ here, because this should be addressed in class.

By using the → method: Learning Cord the students introduce their favourite online stars, explain how they came to know them, and learn that influencers are today's advertising media.

1.1 Getting started with the Learning Cord

Start the lesson by hanging the students' photos on a string (→ method: Learning Cord). Place influencers who include targeted advertising in their content on one end of the string and those who don't on the other end. Let the students explain why they chose one of these people, what they do, what they advertise and what they like about them.

Social form: Plenary | **Material:** Method sheet

Phase 2: Development

The students use knowledge cards and two puzzles to engage with the topics of advertising and influencers, as well as in-app purchases and vouchers.

2.1 Explaining the puzzles

Organise small workgroups that are roughly equal in their performance. Assign the two puzzles (worksheets 1–8) to the groups and explain the → method: Escape Room. Within the work groups, students can distribute roles (e.g. timekeeper, reader etc). Each group receives the corresponding → knowledge cards. Have the students read through them to find more information to help them solve the puzzles.

Alternative: If you have not printed out the knowledge cards, the students can look at the knowledge cards on the PC/laptop and Whiteboard and read them loud.

Social form: Plenary | **Material:** Knowledge cards, method sheet, worksheets 1–8

Bring pictures of advertising stars and hang them up as well.



The knowledge cards as a PDF for download: Advertising, in-app purchases, influencers, voucher

https://www.manomoneta.de/en/mediabase/pdf/KnowledgeCards-Media_802.pdf

2.2 Solving the tasks

Now share the → worksheets (pages 11–18) for the puzzle. Based on their newly acquired knowledge, the students work through them. In phases 2.1 and 2.2, give the students enough time to work on the puzzles. For example, you could run a timer on the blackboard, set to approx. 40 min.

Social form: Group work | **Material:** Worksheets 1–8, method sheet

Phase 3: Evaluation/Consolidation

The students present their solutions and reflect on what they have learned through impulse questions.

3.1 Feedback on task implementation

Have one student from each respective group present their solution. Collect the knowledge gained and ask them what they found to be rather easy and what was more difficult. Ask the students:

- Have you ever bought something because an influencer seemed to like it?
- Have you ever spent money on an in-app offer and if so, in which app and for what?

End your lesson with a comment about how we should question advertising and keep our eyes open as well as our own budget in mind when it comes to in-app offers.

Social form: Plenary

Consolidation: Portfolio

Use pages 4–7 in the portfolio to consolidate the new knowledge. Optionally, you can assign pages 8/9 as homework. For lower-performing groups, you can also use the portfolio as an entry point into, or as a development of, the lessons.

For the Teacher

Time	Content	Social form	Media/Material
15 minutes	1.1 Getting started with the Learning Cord Introduction to the topic via a Learning Cord with stars from the online scene	Plenary	Method: Learning Cord pictures, string, clothes pegs
15 minutes	2.1 Explaining the puzzles Explaining the group work and distribution of materials	Plenary	Worksheets 1–8 Knowledge cards
45 minutes	2.2 Solving tasks Developing insight with the help of knowledge cards and solving puzzles	Group work	Method: Escape Room
15 minutes	3.1 Feedback on the task implementation Solving the puzzles and recollecting the experiences	Plenary	Worksheet with solution

Method: Learning Cord

The method

The Learning Cord is a common teaching method used to present results, to record questions or to map processes. In addition, the inclusion of images in the classroom is a suitable visual aid and serves as an entry point to a new topic.

Didactic goal

The Learning Cord is a good way to begin a conversation with the students about an activity. If the students bring their own pictures, they also have a high emotional connection and will be more motivated to communicate their needs.

Procedure

- > In the classroom, stretch a string that runs across the room or along a wall. Hang the appropriate footage with clothes pegs or ask students to attach their printouts to the string.
- > If the students have brought their own pictures, they can briefly share who these people are and why they chose this picture. Then they can hang their picture onto the string. If you provide the artwork, ask students to say 2 to 3 sentences about a picture of their choice.
- > Leave the pictures hanging in the classroom for further reflection in the course of the lesson.

Method info



15–20 min.



10–35 participants



Plenary

Learning phase



Sensitization

Development
Integration
Evaluation

Material

Cord/string

Clothes pegs

Images

Method: Escape Room

Method info



30–50 min.



1–40 participants



Plenary

Learning phase



Sensitization

Development

Integration

Evaluation

Material & Media

Optional: Whiteboard

Worksheets 1–8

The method

The Escape Room method for teaching is modelled on the concept of Escape Games, in which people are locked in a room from which they have to free themselves in a given time using the clues and accessories available. In a learning context, the students deal thematically with a series of puzzles in order to find the solution within a given amount of time.

Didactic goal

The lesson is designed with fun in mind. This motivates to a great sense of achievement. The collaborative character of escape rooms requires a high level of social competence and promotes team spirit and respectful interactions with one another.

Procedure

- Prepare your escape room (here: knowledge cards, worksheets). Explain to the students, in detail, how this work phase will proceed.
- Then perform the escape room. Give the students time to try and solve the puzzles. Try to extend the phase as long as possible. The students should organize themselves and solve the puzzles as teams.
- If you have divided the students into groups that have solved different tasks and worked on different topics, include a final phase in which the results can be presented and compared. Also have them explain how they approached their solution.

Name _____

Class _____

Group:
Advertising/
Influencers

Worksheet 1: Advertising

Mia and Paul, our two financial researchers, are faced with a tricky task. The puzzles on the worksheets lead you through a labyrinth of letters to a secret solution.

Read the knowledge cards first.

Collect the correct letters and fill them into their respective boxes in sequence.

What is not advertising?

An instruction manual

P

A spot that runs on TV

T

A social media star promoting a product

K

What is the goal of advertising?

Advertising encourages purchases

I

Advertising makes cities more colorful

O

Advertising is intended to entertain

E



Why do companies advertise?

To make use of all the money they earn

R

To stand out between all other products & services

G

To be able to pay for their production

S

									K
--	--	--	--	--	--	--	--	--	---

Class _____

Worksheet 2: Advertising

Answer the questions with "Correct" or "False" until you reach the end of the question tree. Then enter the letter in the appropriate field.



Name _____

Class _____

Group:
Advertising/
Influencers

Worksheet 3: Influencers

Do you know what an influencer is? Answer the questions and enter the correct letters into the boxes below. You've almost made it.

What does the word influencer mean?

To influence

Y

To sell

R

Spread "the flu" virus

A

Who is an influencer?

Anyone with an Instagram page

A

An internet star with lots of fans

B

Someone who writes comments

H



How do influencers communicate with their fans?

In the supermarket

E

On online shopping platforms

I

Via social media

A

								K
--	--	--	--	--	--	--	--	---

Name _____

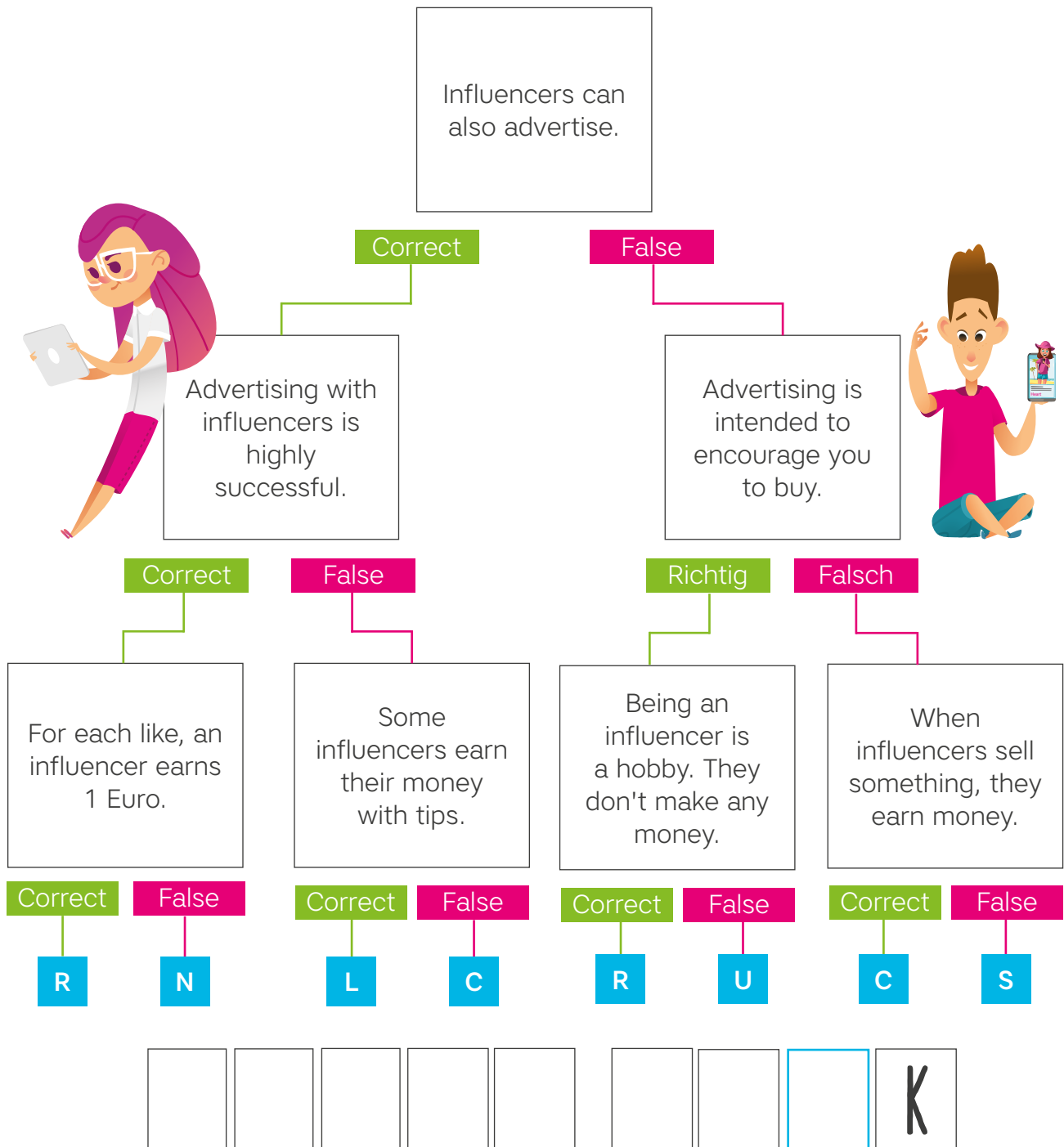
Class _____

Group:
Advertising/
Influencers

Worksheet 4: Influencers

Now you know what an influencer is. But do you actually know how influencers make their money?

If you have completed this puzzle, you will have worked out the solution.



Name _____

Class _____

Group:
In-App Purchase/
Vouchers

Worksheet 5: In-App Purchase

Mia and Paul, our two financial researchers, are faced with a tricky task. The puzzles on the worksheets lead you through a labyrinth of letters to a secret solution.

Read the knowledge cards first.

Collect the correct letters and enter them into the fields.

What can I buy with an in-app purchase?

A phone with cool apps

K

Clothes that are totally hip right now

T

Additional features for an app

B

How can I pay for an in-app purchase?

With a credit card or voucher

O

With cash

M

With a flat rate

A



Which apps offer a particularly large number of in-app purchases?

Online shopping apps

C

Social media

R

Gaming apps

N

						E			L
--	--	--	--	--	--	---	--	--	---

Class _____

Worksheet 6: In-App Purchase

Answer the questions with "Correct" and "False" until you reach the end of the question tree. Then enter the letter in the appropriate field.



Name _____

Class _____

Group:
In-App Purchase/
Vouchers

Worksheet 7: Voucher

In-app purchases can also be paid for with a voucher. But do you know what exactly a voucher is?

These questions will help you figure it out. With the right letters you'll be able to find the solution.

Is a voucher free?

No, you have to buy a voucher

S

Yes, a voucher is a free present

Q

That depends on the voucher

I

Where can I pay with vouchers?

In every shop at the checkout

B

In any online shop

M

Only where the voucher is valid

L



How long are vouchers valid?

Vouchers are valid for one year

K

If there is no date on the voucher, it is valid for three years

V

Vouchers are valid for as long as you live

U

□ □ □ □ □ □ E □ □ L

Class _____

Worksheet 8: Voucher

With a voucher
I can buy as
much as I like.

Correct

You can only
use vouchers
for good
things.

False

Vouchers are
something like
a money
substitute.

Correct

False

A voucher must
always have
your name on it.

Correct

False

A voucher
cannot be
passed on.

Correct

False

With vouchers
you can pay
cash free.

Correct

False

Vouchers are
popular gifts.

Correct

False

O

T

U

S

E

P

N

C

E

L

Background: Influencer Advertising

Over the past couple of years, brands have realized that influencer marketing is a highly effective way to advertise to Millennials and Gen Z. By 2024, the influencer marketing industry will be on track to be worth up to \$24 billion dollars. (Influencer Marketing Hub, 2024)

Advertising on social media

In addition to the established advertising formats, influencer marketing and influencer advertising are gaining traction. A variety of cool, good-looking young people use their profiles on social media platforms to praise everything that is interesting and well received by a young target audience.

This runs through all industries, from fashion to drugstores and cosmetics, to travel, computer games, and lifestyle. Advertising platforms are channels on YouTube, Instagram, Tiktok and Snapchat, which are used a lot by the target group.

What comes across as casual, as if people just happen to be sitting in the living room in front of their cameras giving you a few wellmeaning make-up tips, is a sophisticated marketing strategy. Because the living room is usually not a living room, but a studio and the camera is not a private phone, but professional camera equipment and a film crew.

How can advertising be spotted?

It is almost impossible for children to distinguish between well-intentioned advice from their role models and advertisements. The authenticity of the influencers contributes to the fact that selfstaging, opinion and advertisement melt together, making the advertisement very successful with the target audience.

There are strict labelling obligations e.g. for advertisers in many European countries (Belgium, France, Italy, Spain, the Netherlands, Germany) but also in the United Kingdom. The goal is that consumers – including younger ones – are able to recognize ads for what they are. In Germany, influencers defended themselves, against a wave of admonitions, stating that they had partly not received any money for their advertisements. Indeed, it is true, that the type of remuneration is negotiated individually. These can be either payments or product donations - depending on the reach, i.e the number of fans the influencer has. By now the labelling

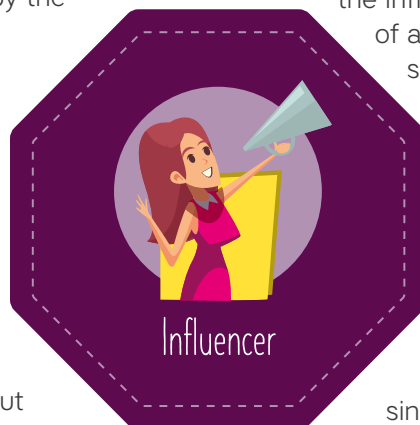
of advertising has also spread through social-media channels and are marked as "paid partnership", "sponsored post", #ad or #advertisement.

Influencers influence

The influence of internet stars is enormous and should not be underestimated. Norway has even introduced a new advertising law specifically for this reason:

Retouched images on social media platforms, such as Instagram, must be labelled by corporations or influencers. This is aimed at protecting children and young people from unrealistic beauty ideals.

It is vital to educate children at an early stage and to ensure that they familiarize themselves with advertising formulas and are able to question them critically.



Background: In-App Purchase

According to a report by Focus on Business global in-app purchase spending is expected to grow by an average of \$18.5bn per year and hit \$296.8bn by 2027. (focusonbusiness.eu, 2023)

Higher, faster, further

As the name suggests, in-app purchases offer the user a chance to buy or unlock additional functions within an app. Most in-app purchases are made in the gaming world, on mobile phones and tablets.

For the players, a purchase may offer the chance to progress from one level to the next, to add accessories to their avatar, make them stronger or more skilled, or even add a new lifeline to increase their chances of winning. The recipe for success depends the fact, that these games and apps can be downloaded for free - and only in the course of playing do the offers come up, which are hard to resist at any age.

One of the most successful games with in-app purchases was Clash of Clans. But the game Fortnite, a form of battle royale, which is very popular among boys, has also made several million Euros through in-app purchases. They purchase outfits, gliders, pickaxes, and dance moves, and all without any in-game advantages.

Learn from your losses

A survey by Bitkom Research (2019) has revealed that the smartphones now outrank all other gaming consoles. The range of games for children and teens is growing, there is a strong fascination, the desire to buy is boundless, and the news of desperate parents whose children have spent huge sums of money are increasing. Naturally, this is, first and foremost, the parents' responsibility.

They should not be giving their children mobile devices with unlimited credit card access. But even prepaid cards are no guarantee to put a limit on potential spending.

In addition to the many support options for parents, even the manufacturers of mobile operating systems (iOS, Android) indicate that, in case a device is used by children, parental controls in the apps and devices should be activated. This way, in-app purchases can be explicitly ruled out. Still, it is good to know, that parents are usually able to undo in-app purchases made by minors.



Providing orientation

Since in-app purchases are not useless per se, it can be helpful to talk to children about them and to sensitize them to costs of this kind. Children should decide with the help of their parents, whether a purchase is appropriate. In the process, it can be helpful to consider what they could otherwise buy with the money.

