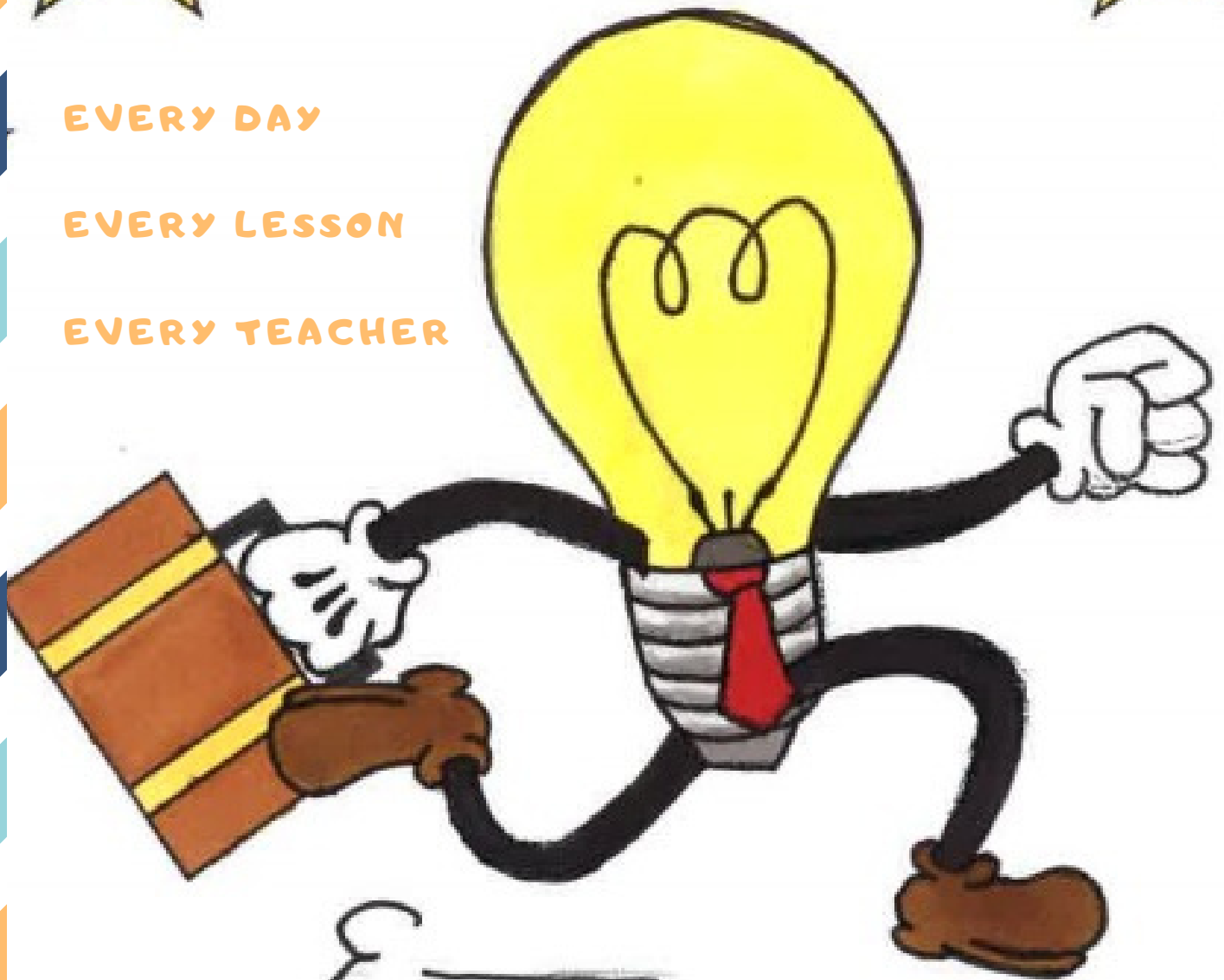


HOW
TO
TEACH ECONOMY?

EVERY DAY

EVERY LESSON

EVERY TEACHER



THE BOOK IS A PART OF
THE PROJECT ACE
ERASMUS+

ACE

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CREATED AS PART OF THE
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2019-2021

**THE PUBLICATION IS THE RESULT OF A TEAM WORK OF TEACHERS FROM POLAND, ITALY,
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GRECJI I RUMUNII.
ZGADZAMY SIĘ NA WYKORZYSTANIE JEJ ELEMENTÓW NA ZASADZIE OTWARTEJ LICENCJI.**

**LA PUBBLICAZIONE È IL RISULTATO DI UN LAVORO DI GRUPPO DI INSEGNANTI PROVENIENTI DA
POLONIA, ITALIA, SPAGNA, GRECIA E ROMANIA.
ACCETTIAMO DI UTILIZZARE I SUOI COMPONENTI CON UNA LICENZA APERTA.**

**PUBLICAȚIA ESTE REZULTATUL MUNCII ÎN ECHIPĂ DE PROFESORI DIN POLONIA, ITALIA, SPANIA,
GRECIA ȘI ROMÂNIA.
SUNTEM DE ACORD SĂ FOLOSIM COMPONENTELE SALE SUB O LICENȚĂ DESCHISĂ.**

**LA PUBLICACIÓN ES EL RESULTADO DE UN TRABAJO EN EQUIPO DE PROFESORES DE POLONIA,
ITALIA, ESPAÑA, GRECIA Y RUMANÍA. ACEPTAMOS USAR SUS COMPONENTES BAJO UNA
LICENCIA ABIERTA.**

**Η ΈΚΔΟΣΗ ΕΊΝΑΙ ΑΠΟΤΈΛΕΣΜΑ ΟΜΑΔΙΚΉΣ ΕΡΓΑΣΊΑΣ ΕΚΠΑΙΔΕΥΤΙΚΉΝ ΑΠΌ ΤΗΝ ΠΟΛΩΝΊΑ, ΤΗΝ ΙΤΑΛΊΑ,
ΤΗΝ ΙΣΠΑΝΊΑ, ΤΗΝ ΕΛΛΑΔΑ ΚΑΙ ΤΗ ΡΟΥΜΑΝΊΑ. ΣΥΜΦΩΝΟΥΜΕ ΝΑ ΧΡΗΣΙΜΟΠΟΊΗΣΟΥΜΕ ΤΑ ΣΤΟΙΧΕΊΑ
ΤΟΥ ΥΠΌ ΑΝΟΙΚΤΗ ΆΔΕΙΑ ΧΡΉΣΗΣ.**

CONTENTS

• Introduction	4
• Social Economy.....	5
• Great geographical discoveries, or Columbus the manager	8
• What are the advantages of the Industrial Revolution?.....	12
• A business board game.....	14
• The trip to London.....	16
• The role of the United States in the world economy. Globalization.....	19
• Children ask why? - what are they for and what are the money and other forms of payment for.....	24
• Money - I change, spend and save.....	28
• Percentage calculations in practice.....	31
• The lexical items and the specific language of entrepreneurship	33
• Knowledge about agriculture in Sicily.....	39
• How to build a small business.....	42
• Saving electricity.....	47
• My first Business.....	51
• Economics lesson in German.....	62
• Music, emotions & marketing.....	70
• Authors of publications in alphabetical order	80

Introduction

Economics focuses on the behavior and interactions of economic agents and how economies work. Microeconomics is a field which analyzes what's viewed as basic elements in the economy, including individual agents and markets, their interactions, and the outcomes of interactions. Individual agents may include, for example, households, firms, buyers, and sellers. Macroeconomics analyzes the economy as a system where production, consumption, saving, and investment interact, and factors affecting it: employment of the resources of labor, capital, and land, currency inflation, economic growth, and public policies that have impact on these elements.

Departing from scientific definitions, it should be understood that economics has been present in our daily lives for thousands of years, whether we like it or not. The first time this word appears in u Xenophon as the title of one of his works. The ancients understood this word as the principles of running a household. Another school says that the word economics is a combination of the words oikos - home, household and nomeus - a man who manages, assigns an a verb oikonomeo which means running the house. From our point of view, understanding its basic mechanisms is the basic knowledge that every human being should possess. Economics is a social science that describes the relationship between buyer and seller and analysis of the market.

We notice that school education lacks the basic elements of economics and entrepreneurship. During the three years of work (2019-2022) on the Erasmus + project "Active, creative, entrepreneurial", we tried to find methods that allow the introduction of economic issues into the curriculums of all school subjects, from early childhood education, through language learning, history, to mathematics and geography. We have collected sample lesson scenarios in this publication and made them available for use under an open license. We hope that the results of our work will inspire other teachers.

The team of teachers of the Erasmus + project
"Active, creative, enterprising"



SOCIAL ECONOMY

LESSON ABOUT ASSOCIATIONS AND CIVIC PARTICIPATION

SOCIAL STUDIES, 8TH
GRADE(14-15 YEARS OLD)

AGNIESZKA KROLL, POLAND,
SSP3 DĘBINKA POZNAŃ

OBJECTIVES

- Students develop their skills of cooperation, creativity, critical thinking, solving problems.
- students know what does it mean civil society, civil rights, association, foundation, non profit organization.
- Students know what is needed to create association, how to do it?

WHAT DO YOU NEED (MATERIALS)?

- 2H OF WORKSHOP
- SHEETS OF PAPER
- COLORFUL MARKERS
- INFORMATIONS ABOUT ORGANIZATION NON PROFIT IN YOUR COUNTRY
- EXAMPLES

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS) TEAM WORK

TIME
2 LESSONS (2X45 MIN)

SOCIAL ECONOMY

STAGE 1

1. explain to your students what does it mean civil society.
2. give them examples of non profit organizations.
3. discuss with your students about non profit organizations - in what kind of activity these organizations are involved?
4. talk to them about associations and foundations - What are the differences, similarities, principles of acting? How to create them? Who can do it?
6. Using examples talk to your students about goals of associations and foundations, target groups, participants, members, methods of working, volunteers work. Ask them why people decide to be volunteers and work for free?
5. Tell your students about financial - In what way these organizations are financed?
6. Using examples talk to your students about goals of associations and foundations, target groups, participants, members, methods of working, volunteers work. Ask them why people decide to be volunteers and work for free?

STAGE 2

The task for students: create your own non profit organization and present it to your colleagues.

Your presentation should contain: name of association, logo, goals, methods of acting, principles of becoming member, source of finances.

Describe what are you going to do, whom are going to help? What kind of problems do you want to solve thanks to your activity?

SOCIAL ECONOMY

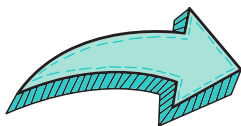
STAGE 3

Students present their work in a front of class.

STAGE 4

Discuss the following with your students:

- Which association did you like best and why?
- In which sectors are the associations' activities most needed?
- Is it worth setting up an association, being active in it, and why?
- What did you learn from the project?



[HTTPS://YOUTU.BE/M-PGXP3XCIO](https://youtu.be/m-pgxp3xcio)



GREAT GEOGRAPHICAL DISCOVERIES, OR COLUMBUS THE MANAGER

A LESSON ON THE VOYAGES OF COLUMBUS AND OTHER EXPLORERS IN THE 16TH CENTURY, USING IDEAS FROM E. ROGER ALLEN'S BOOK "WINNIE THE POOH'S SCHOOL OF MANAGEMENT"

HISTORY LESSON, 6TH GRADE (12 YEARS OLD)

AGNIESZKA KROLL, POLAND, SSP3 "DĘBINKA" POZNAŃ

OBJECTIVES

- To acquaint pupils with the epoch of the great geographical discoveries
- To familiarise pupils with the tasks of a manager
- to develop teamwork skills
- to develop creativity, language skills
- to develop logical and critical thinking

WHAT DO YOU NEED (MATERIALS)?

- E.R. Allen "Winnie the Pooh's School of Management"
- instructions for the group exercise
- sheets of paper
- pens, crayons
- small colour sheets of paper

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS)

- GROUP WORK BY PROJECT METHOD

TIME:
YOU NEED 2-3 LESSONS (90-135 MIN)

COLUMBUS THE MANAGER

STAGE 1

The teacher tells the pupils why Europeans in the 15th and 16th centuries started to venture into uncharted waters, what they were looking for, what instruments and modern technology enabled them to do so.

The teacher asks pupils whether it is easy to organise such an expedition and persuade others to help, cooperate in such an undertaking?

The teacher refers to the book "Winnie the Pooh's School of Managers" and explains that Columbus and other explorers had to be like modern managers, they had to manage people and resources, be able to convince others to their point of view and motivate them to cooperate. He then writes down on the board the tasks of a manager: sets goals, determines what needs to be done to achieve the goal, builds the motivation of his people, stimulates them to develop, watches over communication in the team, evaluates and analyses the situation. And then explains to the pupils what their task will be today.

COLUMBUS THE MANAGER

STAGE 2

Pupils divide into teams of 4-6 by drawing coloured cards or sweets. The size and number of teams depends on the number of pupils in the class.

Pupils take on the role of 16th century explorers and work out a project for an expedition, i.e. a solution to a task. They write their ideas and solutions on a piece of paper and present them to the teacher who, during the presentation, plays the role of the Spanish or Portuguese queen/king.

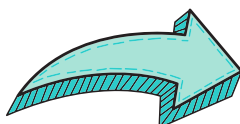
STAGE 3

The student teams present the results of their work in the form of posters (on which the answers to the questions in the instructions are written) in front of the teacher playing the role of ruler and the whole class.

STAGE 4

All pupils vote to choose the best presentation. They vote by writing their choice on small coloured cards, also writing what convinced them the most.

After counting the votes and announcing the results, the teacher discusses the work of all the teams, and the students share their impressions of working on the project, answer the question what is the most difficult in a manager's work, and what is the most satisfying.



[HTTPS://YOUTU.BE/4IWDMSNABIE](https://youtu.be/4iwdmsnabie)

Instruction for a team

INTRODUCTION

Every traveler, explorer - for example Columbus or Magellan - had to be an excellent manager to organize an expedition to far away directions. Such a trip is like a project and requires good management.

A good manager is responsible for carrying out several important tasks - sets goals, specifies what to do to achieve a goal (organizes), builds motivation for his people (finds a reason why they are to help him, pursue a goal), stimulates them to develop (e.g. gives directions), watches over team communication (talks about what is happening), assesses and analyzes the situation.

TASK

Your task is to play the role of the explorer and his associates and organize a journey of discovery. To prepare your journey well, complete the following tasks (class representatives solutions - write them down on a piece of paper).

Tasks and assessment criteria	scores
Specify what is the purpose of our trip? Where and why / why do you want to go? (0-1)	
Write what you need to do to organize your trip - a voyage of discovery: How many and what ships do you need? What navigation tools do you need? How many sailors do you want to hire? How much food do you have to take with you? (we assume that you need 1 kg of dried meat and 1 kg of flour for 1 adult for 4 days) Which road will you choose? What can harm your trip and what are you going to do if something goes wrong? Do you have any emergency plan? (0-2)	
Write what arguments you use to convince potential sailors to go with you. List the arguments you will use in conversation with your king and queen when you want to convince them to give you money for this expedition - invest in it. What can you offer to sailors and what to rulers? (0-2)	
4) Write what qualities and skills should a potential sailor have? What should he know? What to be prepared for? (0-0.5)	
5) Write how you will inform your sponsors about the progress of the expedition. Remember that telephones, airmail and the Internet have not yet been invented. (0-0.5)	
6) Think and write how will you evaluate the work of your sailors? How will you reward them? (0-0.5)	
7) Write what must happen so that you can be convinced that you have achieved success? How will you recognize it? (0-0.5)	
8) Team's cooperation (0-1)	
9) presentation (0-1)	
10) Aesthetics, attractiveness, legibility of notes (0-1)	
summary scores (10)	



WHAT ARE THE ADVANTAGES OF THE INDUSTRIAL REVOLUTION?

A lesson in the 7th grade of primary school, which is a continuation of the topic about the industrial revolution. During the classes preceding this lesson, the students learned what the industrial revolution was, what its causes were, what it was all about. Now they have dealt with the effects of the industrial revolution and related inventions.

HISTORY LESSON, 8TH GRADE
(14-15 YEARS OLD)

AGNIESZKA KROLL, SSP 3
DĘBINKA, POLAND POZNAŃ

OBJECTIVES

1. Developing the ability to collaborate in a group.
2. Providing knowledge about the inventions of the industrial revolution and their impact on everyday life.
3. Developing the ability to create a simple visual advertisement.
4. Providing knowledge about what should be included in the visual advertisement.

WHAT DO YOU NEED (MATERIALS)?

- computer with Internet access, projector, multimedia board or screen with the presentation,
- cards with the names of the students to carry out the lots drawing
- paper
- felt-tip pens, crayons
- history book for grade 7 (e.g. Nowa Era edition) or information about inventions of the industrial revolution era (e.g. steam engine, steam ship, steam locomotive, telegraph, spinning "Jenny")
- a ball - for example for tennis
- yellow sticky notes

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS)
CLASSES CONDUCTED USING THE PROJECT METHOD IN THE FORM OF GROUP WORK.

TIME:45MIN
(1 LESSON)



WHAT ARE THE ADVANTAGES OF THE INDUSTRIAL REVOLUTION?

STAGE 1:

- Ask students to review what they learned in the previous lesson about the causes of the Industrial Revolution, what these changes consisted of, and what their impact was.
- Using the accompanying presentation, explain to the students what their task will be. Point out and discuss the elements of visual advertising that should appear on the poster, provide evaluation criteria.
- By drawing lots, using the previously prepared cards with the names of the students, divide them into teams of 4-5 people.
- Ask students to sit in groups and choose one invention of the industrial revolution that they will advertise.

STAGE 2:

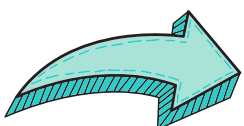
- Students work in groups, make a poster - a visual advertisement of a selected invention.
- After approx. 20-25 minutes, students present the effect of their work in front of the class.

STAGE 3:

- After each presentation, ask a few students in the class (you can choose them by throwing a small ball at them and saying the name of the selected student at the same time) what they learned from the presentation.

STAGE 4:

- Give the students 2-3 yellow cards and ask them to write down on the first card what they liked best in the selected presentation of one of the other groups (eg "you gave the construction of the locomotive very well on your poster", "great advertising slogan", "You would really encourage me to take advantage of your invention").
- Ask students to stick the written pieces of paper on the poster of the group affected by the information they wrote.
- Briefly summarize the individual posters and presentation according to the previously mentioned criteria, give your grades
- Ask the students to use the second yellow card to present in the form of an emoticon how they rate the work in their group, and then stick the card to the table where they were working so that each team member can see it.
- Encourage students to stand at their work tables and share ideas about collaboration.



LINK TO THE VIDEO FROM THE IMPLEMENTATION OF THE LESSON [HTTPS://YOUTU.BE/4V4EAQQRN4C](https://youtu.be/4v4EAQQRN4C)



A BUSINESS BOARD GAME

In this lesson students combine knowledge and practical skills to create their business game.

ENGLISH LESSON
7 AND 8 GRADE
(13-15 YEARS OLD).

AGNIESZKA GABRYSZ, POLAND
SSP3 DĘBINKA, POZNAŃ

OBJECTIVES

1. Applying the knowledge of economy and entrepreneurship in the project.
2. Increasing students' awareness about the practical use of economy.
3. Improving students' social skills by working in groups.
4. Developing manual and artistic and creative skills of students.

WHAT DO YOU NEED (MATERIALS)?

- interactive board/ computer,
- mobiles with the access to the Internet,
- art stuff (paper, scissors, glue, colored paper, crayons, felt-tip pens, paints).

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS)

TEAM WORK

TIME
5H (225 MIN)

A BUSINESS BOARD GAME

STAGE 1

brainstorming types and names of board games

Film No 1

STAGE 2

Watching podcasts about creating the board games

Film no 2

FiLm no 3

STAGE 3

dividing the class into groups of 3 or 4 students, brainstorming ideas for the main topic of the game, its design and name

STAGE 4

assigning tasks for each student, working on the project in groups

STAGE 5

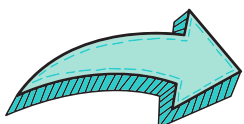
presenting games to the class

STAGE 6

playing games

STAGE 4

evaluation by asking students opinions about the project, giving feedback after each presentation by students and a teacher



1. [HTTPS://WWW.THESPRUCECRAFTS.COM/TOP-ECONOMIC-GAMES-412667](https://www.thesprucecrafts.com/top-economic-games-412667)
2. [HTTPS://WWW.YOUTUBE.COM/WATCH?V=EHYPMB3W6IO](https://www.youtube.com/watch?v=EHYPMB3W6IO)
3. [HTTPS://WWW.YOUTUBE.COM/WATCH?V=R-7IVANDCDE](https://www.youtube.com/watch?v=R-7IVANDCDE)



THE TRIP TO LONDON

Students organize a virtual trip to London. They try to make it as realistic as possible. They have to think about different aspects of the trip, taking into consideration budget constraints that are given to them.

ENGLISH LESSON
GRADES 5 AND 6
(11-13 YEARS OLD)

JUSTYNA KARASIŃSKA, POLAND
SSP3 DĘBINKA, POZNAŃ

OBJECTIVES

1. Learning how to plan and organize trips, including preparing a budget for a multi-day trip and its program.
2. Introduction of economic vocabulary.
3. Learning how to search, compare and select information, e.g. regarding the prices of accommodation, transport, etc.
4. Learning how to work on a project.

WHAT DO YOU NEED (MATERIALS)?

- computer,
- internet,
- websites.

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS)

GROUP WORK

TIME
4H (180 MIN)

THE TRIP TO LONDON

LESSON 1:

Introduction, getting into teams, talking about the attractions of London, dividing tasks within the groups.

LESSON 2-3:

Checking different aspects of the trip:

- hotel, hostel, b&b,
- transportation - flight to London, transport to/from the airport, transport in the city- checking different options, choosing the best one,
- food during the trip, checking the prices I some restaurants/ fast foods etc.,
- checking the tickets for attractions, finding free attractions- deciding what to pick,
- checking the health insurance for the trip.

Work at home on the presentation- 2h

LESSON 4:

Presentation of the project and evaluation.

DESCRIPTION:

Our goal is for the students to learn during the project implementation:

1. Making realistic plans of the trip- thinking about all aspects of the trip abroad.
2. Checking prices, trying to fit into the budget constraints given by the teacher (they can spend 2000 PLN per person?)
3. Choosing the most attractive places to visit, omitting some which may be visited next time- making realistic, doable plans of the trip.
4. Learning about the sights of London.
5. Checking on their websites, comparing prices, deals, special bonuses, tickets for groups etc.
6. Booking the flight and considering all the aspects of it- luggage, paying or not for selected seats, priority boarding etc- choosing essential things before extras.
7. Preparing an interesting presentation for the class about the steps of the trip.

Most of our students travel a lot but they have no idea what is needed to organize such trip and what you have to think about before you leave. This project is supposed to make it clear for them how many different steps you have to take before you go and what is worse when you have some limited budget and time (3 days + the day of the journey).

This project is an eye-opener for students, who have never realized how difficult it is to plan every detail of such trip. Lots of fun, feeling of realism and very often the willingness (supported by parents' promise) to really put the plan into life with the next trip to London.

AN EXAMPLE OF INSTRUCTIONS FOR STUDENTS

Name of the group:

PROJECT: A TRIP TO LONDON

1. You have to prepare a trip to London for your group and one adult who will look after you.
2. You can spend 3 full days in London.
3. You can travel by plane, bus or car- but you have to count the costs.
4. Think about the following things:
 - Transport to and from the airport
 - Transport in the city (Oyster card or regular ticket?)
 - What sights to see in those 3 days (museums, attractions, walks)? Check London card- is it worth the money?
 - What to eat (is breakfast included, dinner)?
 - Where to stay (hotel, hostel, B&B, airbnb, booking)?

Remember- You can't see everything in 3 days! Leave some time for relaxation!

Don't pack too much into one day because you will be exhausted!

Count the costs- the prices for all attractions must be real- check the internet/ www sites.

Deadline: 14.10 you will present a slideshow with your work:

You can't go over the budget which is: 2 000zł /per person- your presentation must have all the calculations and the itinerary of the trip.

Treat it seriously-You may go there in reality one day!!!



THE ROLE OF THE UNITED STATES IN THE WORLD ECONOMY. GLOBALIZATION.

The topic is carried out in a block of classes devoted to the geography of North America, including the US economy. Students learn about the level of economic development of the United States, their role in the global economy and the impact on the development of globalization.

GEOGRAPHY LESSON
STUDENTS IN GRADE 8
(14 - 15 YEARS OLD).

BARBARA KOWALIK, POLAND
SSP3 DĘBINKA, POZNAŃ

OBJECTIVES

1. Learning the concepts of: globalization, technopolis, financial center, economic center, knowledge-based economy.
2. Identification of natural and non-natural factors favoring the development of the economy.
3. Learning to interpret sources (maps, charts and numerical data) and to make conclusions based on them.
4. Identifying the pros and cons of globalization.

WHAT DO YOU NEED (MATERIALS)?

- a computer with Internet access,
- World Atlas (economic maps - USA, Europe),
- Worksheet

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS)

TEAM WORK
DISCUSSION
WORK WITH SOURCES

TIME
45 MINUTES
(ONE LESSON)

THE ROLE OF THE UNITED STATES IN THE WORLD ECONOMY. GLOBALIZATION.

STAGE 1 - activation

After organizational activities, the teacher introduces students to the topic of the classes (What will we pay attention to), divides students into six groups and distributes among students: worksheet, statistical data, source text, Geographical Atlas. The groups correspond to six selected US industrial cities).

The teacher asks the students sitting in groups to do the exercise: Using the atlas: United States - political division, select the city assigned to the group on the map.

Then the teacher directs the question to one of the students from the group: give the name of the city that the group represents and the location in the USA according to the directions of the parts of the world? Select the city on the map.

Stage 2 - processing

The teacher asks the students questions to open the discussion:

- list the natural factors that contributed to the development of the US economy?
- name the social / economic factors that contributed to the development of the US economy?

The teacher asks the students to do the exercise No. 1 from the worksheet (Appendix No. 1). Students work with the method of "brainstorming".

The next step is to work with statistical data. On their basis, students define the position of the United States in the world in selected areas, e.g. production of: corn, cow's milk and beef. They then study the value of US exports, imports and foreign investment compared to other countries in the world.

The teacher recommends performing tasks 2 and 3 in the worksheet. After its completion and checking, students receive envelopes with the next task. The task is to match the terms with the definitions given on pieces of papers (Appendix 2).

The next task is to work with the map in the atlas and the text in the textbook. The map shows the high-tech industry and Silicon Valley. The text is related to the creation of Silicon Valley. Based on the map, students locate cities with modern technologies and the Silicon Valley. Then, they identify the factors contributing to the emergence of a technopoly and perform task 4 on the worksheet.

The last stage is to complete task 5 from the worksheet. Students make them based on the teacher's definition of Knowledge Based Economy, which describes the names of technopolis in the world.

THE ROLE OF THE UNITED STATES IN THE WORLD ECONOMY. GLOBALIZATION.

STAGE 3 - systematization and recapitulation

Students and the teacher discuss the advantages and disadvantages of globalization. They refer to known examples related to, for example, the COVID 19 pandemic. Based on the information obtained, they perform task number 6 on the worksheet.

Students give examples of global brands and the areas of the economy in which they operate.

STAGE 4 - evaluation

Evaluation of goals serves an additional task placed on the worksheet.

Worksheet - US ECONOMY
name and surname of the student

TASK 1

For each category, write two examples of factors that contributed to the economic success of the USA:

- a) natural science -
- b) non-natural -

TASK 2

Calculate the share of the United States in global imports and exports, knowing that:

WORLD: imports are: \$ 19,445,278 million, and exports are: \$ 18,556,456 million

US: imports are: USD 4,654,300 million, and exports: USD 2,554,234 million

The share of the USA in world imports in 2019 amounted to%

The share of the USA in world exports in 2019 amounted to%

TASK 3

Assess whether the information provided is true. Enter the letter P if the sentence is true or the letter F if it is false.

The United States is the largest importer of goods in the world

The United States is the largest exporter of goods in the world

The United States is a world leader in terms of foreign investment

TASK 4

From the following sentences, choose 5, which are, among others, factors contributing to the emergence of technopoly:

- a) availability of metal ores,
- b) presence of scientific and research facilities and technoparks,
- c) large financial expenditure on innovative research,
- d) good communication infrastructure,
- e) lack of competitiveness of companies,
- f) presence of scientists, programmers, lawyers, and management staff,
- g) attractive conditions for the development of settlement (climate, landscape).

TASK 5

Write down 5 indicators of the Knowledge-Based Economy (KBE).

-
-
-
-
-

TASK 6

Table - Advantages and disadvantages of globalization.

Type	Advantage	Disadvantage
Social		
Cultural		
Political		
Economic		

Homework:

Consider whether there are conditions in our country that would allow for the emergence of a technopoly similar to Silicon Valley. Justify your statement using arguments relating to the known factors contributing to the emergence of technopoly.

Appendix No. 2

CONCEPTS PUZZLES (to be cut into strips, then packed in envelopes corresponding to the number of groups)

Technopolis

The city is based on creating and selling advanced technologies. The rise of technopoly is linked to the third industrial revolution.

Industry - high - tech

High technology industry - a branch of industry that uses the latest scientific, technical and technological achievements, both in the production process and in the product itself. Such branches include, among others, the electronics, aviation, space, automotive, optical, pharmaceutical and biotechnology industries.

Science and technology park (technopark)

A group of separate properties created in order to transfer knowledge and technology between research units and entrepreneurs. (in Poznań - 1995)

A start-up company

Enterprises with a business model based on developing, improving and testing an innovative solution, financed from the founders' own funds, by the so-called business angels or equity funds. The operation of the company is associated with a high risk and its development uses high - tech technologies.



CHILDREN ASK WHY? - WHAT ARE THEY FOR AND WHAT ARE THE MONEY AND OTHER FORMS OF PAYMENT FOR

During the lesson, children will deepen and learn about various forms of payment. They will find that modern money is significantly different from money used in the past. Students will learn that the concept of "paying" is related to the achievement of another good. During the classes we will also find out why some people save.

EARLY SCHOOL EDUCATION,
GRADES 1-3 (AGE 7-9)

PAULINA LAUDA
SSP3 DĘBINKA, POZNAŃ, POLAND

OBJECTIVES

1. The student defines the concept of money.
2. The student lists and determines in the correct order the value of money in the current circulation.
3. The student determines the reasons why people save.
4. The learner determines why people need money/ payment methods.
5. The student lists known payment methods.

WHAT DO YOU NEED (MATERIALS)?

- a computer with Internet access,
- a camera,
- auxiliary materials (worksheet 1, teacher's work evaluation cards),
- paper,
- felt-tip pens.

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS)

MIXED FORM

TIME
2H (90 MIN)

CHILDREN ASK WHY? - WHAT ARE THEY FOR AND WHAT ARE THE MONEY AND OTHER FORMS OF PAYMENT FOR

STAGE 1 - activation

The teacher informs the students that in a moment each of them will receive several items and informs them that our game is about to begin. "Why - that is, we are looking for answers" (children randomly receive: buttons, a slice of bread, artificial money, chocolate).

Children entering the classroom see candies and a ball on the table. The teacher asks the children to sit in their seats and asks the following questions: "Are you interested in something in class today and why?" "What do you want to do with these things?" (If necessary, we use additional questions to guide children to an interest in the items on the table.)

When children express an interest in sweets and the ball, they will state that they would like to eat and play with them. The teacher hangs a large sheet of paper on the blackboard with the following question:

"What can we do to make our plans / dreams about eating candy and having fun come true".

Students give their suggestions for solutions to the situation and write them down on the piece of paper around the question.

The teacher asks the children how they think what our lesson topic is today and what we will learn about. The subject is given.

STAGE 2 - processing

The teacher presents the children with a short movie with a short history of money: <https://www.youtube.com/watch?v=Y8s3pTobAYo>

Children receive a work card 1- they define the order of payment methods from exchange to card payment.

Students are divided into 4 groups. Each group has the task of illustrating, from the lowest value to the highest, the money in circulation today. And write down what they noticed, what the children were interested in.

Presentation of works. Providing the correct answer: (1gr, 2gr, 5gr, 10gr, 20gr, 50gr, 10pln, 20pln, 50pln, 100pln, 200pln, 500pln money is a multiple of three numbers 1,2,5 - we add only zeros and we have exactly the same number of coins as banknotes : 6.6).

Handing worksheets 2- word puzzle, creating a definition of money. Children fight in pairs, receive and complete the task from worksheet 3. They plan breakfast expenses for two people.

STAGE 3 - systematization and recapitulation:

rund- children give two things that they liked the most or surprised them in today's class.

STAGE 4 - evaluation

Presenting the children with a lesson grade sheet.

SUPPORTING MATERIALS

Worksheet 1

Number (from 1 to 5) methods / forms of payment from the oldest to the newest.

----- Credit card

----- Dicker

----- Coins / coins

----- banknote

----- receipt / confirmation of payment issued by the goldsmith

Worksheet 2

Make up the sentences out of the mess and then write them down in the lines below.

Money is

the accepted currency

coin or banknote

in return for goods and services or release from obligations.

.....

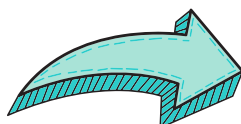
.....

.....

.....

Answer:

Money is a coin or banknote that serves as a means of payment accepted in exchange for goods and services or relieves you of obligations.



[HTTPS://WWW.YOUTUBE.COM/WATCH?V=Y8S3PTOBAYO](https://www.youtube.com/watch?v=Y8S3PTOBAYO)

Worksheet 3

Your task is to plan a breakfast for two people so as not to spend more than PLN 20. In the table below, you can find out how much the products cost.

Food product	Price per product
Bread	2 PLN 50 GR
Milk (1 liter)	2 PLN 50 GR
Yogurt (small)	1 PLN 50 GR
Margarine	3 PLN
Jam (jar)	3 PLN
Yellow cheese	6 PLN
Ham (3 slices)	3 PLN
Juice (1 liter)	4 PLN
Apples (2 pieces)	4 PLN
Bananas (2 pieces)	3 PLN

Your proposal:

.....

.....

.....

Place for calculations:

.....

.....

.....

Lesson evaluation sheet

Color in as many stars as you think will be the best answer to the following questions.

1 star means it was bad and it is worth doing some more work, the more stars it means it was only better - i.e. 5 stars means it was great, you liked it very much.

1. Assess your behavior during the lesson:
2. How did you feel during the lesson:
3. Assess the work, the idea for the teacher's lesson:



MONEY - I CHANGE, SPEND AND SAVE

Students recognize the money they pay in their country, order it from the lowest to the highest value. While playing together, they learn that a given amount can be paid in various ways, using banknotes and coins. Children also create a shop and shop there according to the teacher's instructions. At the end, they fill in the drawing summarizing the classes on their own.

EARLY SCHOOL EDUCATION,
GRADES 1-3 (AGE 7-9)

KAROLINA MIKUŁA
SSP3 DĘBINKA, POZNAŃ, POLAND

OBJECTIVES

- developing the ability to recognize the currency of one's country
- shaping the skills of changing money, paying specific amounts in various ways
- improving the ability to make money calculations,
- implementing to making group decisions,
- improving teamwork skills,
- developing the ability to draw conclusions

WHAT DO YOU NEED (MATERIALS)?

- computer and multimedia board
- math exercises
- checkered notebook
- pencils, crayons, felt-tip pens, glue, scissors
- empty packages for various food and household chemicals, plastic fruits and vegetables
- toy money
- worksheets

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS)

MIXED METHODS
(TEAM WORK AND
INDIVIDUAL)

TIME
3H (135 MIN)

MONEY - I CHANGE, SPEND AND SAVE

STAGE 1

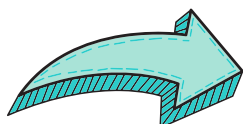
Brainstorming - the teacher starts the lesson with the question "Why people need money?", the children give their suggestions, which the teacher writes down on the blackboard, he can also ask the question "Have you always paid with money? ? " Then the students' task is to determine what currency is used in Poland and they are to find illustrations with Polish money in the class (in the classroom there are illustrations of banknotes and coins from different countries in different places) When the children find all Polish banknotes and coins they have sort them from the lowest value to the highest: PLN 1, PLN 2, PLN 5, PLN 10 and PLN 20. Then they are to divide them into two collections - coins and banknotes.

STAGE 2

For the next activity, the children use the money cut from the math exercises. The purpose of the next game is to show that a given amount can be Paid in many ways.

Children receive verbal instructions from the teacher: How can you pay PLN 12? How can you pay PLN 9, etc. Each student arranges banknotes and coins in front of him to get the indicated amount, then checks if the rest did the same. He comes to the conclusion that not always, everyone has their own way and a given amount can be paid using different coins and banknotes. (With both amounts there was a situation where one of the students put PLN 20 and PLN 10, because he said that he could have the rest).

Then the children perform a task in math exercises and paste 4 illustrations with a 10 zloty note in a math notebook and next to it they place illustrations of coins that can also be paid 10 PLN.



[HTTPS://WWW.ALEXANDER.COM
.PL/PRODUKTY/SOWA-MADRA-
GLOWA- KASA-EDUCATIONAL /](https://www.alexander.com.pl/produkty/sowa-madraglowa-kasa-educational/)

MONEY - I CHANGE, SPEND AND SAVE

STAGE 3

Students create a grocery and cosmetics store. They set the price for each product, each product is not to be more expensive than PLN 10. The store will serve two students who count very well, and toy money worth PLN 1 to PLN 20 will be used to play. The rest of the students are randomly divided into three groups that will buy according to the teacher's instructions. Is it important for groups not to see how others are shopping?

Task 1:

You receive PLN 20 and you are to spend the entire amount on shopping, after completing the task, the children compare whether each group bought the same amount?

Task 2:

You receive PLN 20 again and you are to do the shopping to bring the rest of PLN 10. Again it comes to the analysis, did each group buy the same?

Task 3:

You have to buy a lot of products and spend no more than PLN 20. Again the groups compare if they bought the same.

After this part of the class, students are to notice that different products have different prices, and when shopping, you have to pay attention to prices and you have to calculate efficiently.

STAGE 4

Everyone receives a drawing to fill in, which is a summary of what money we have in Poland, that the amount can be paid in various ways and what the money is for.



PERCENTAGE CALCULATIONS IN PRACTICE

During the course, the student uses the skill for percentage calculations for practical purposes (including calculating loan installments).

MATHEMATICS LESSON
STUDENTS IN GRADE 6
(12 - 13 YEARS OLD).

JAKUB LASZUK, POLAND
SSP3 DĘBINKA, POZNAŃ

OBJECTIVES

1. **Ractical calculations:** Student interprets 100% of a given value as a whole, 50% - as a half, 25% - as a quarter, 10% - as onea tenth, and 1% - as a hundredth of a given numerical quantity. For incarcerated cases in a practical context, calculates the percentage of a given size in the degree of difficulty type 50%, 10%, 20%
2. **Word problems.** Student uses the acquired knowledge of arithmetic to solve embedded tasks in a practical context and geometry as well as acquired accounting skill

WHAT DO YOU NEED (MATERIALS)?

- computer and multimedia board
- math exercises
- checkered notebook
- pencils,
- worksheets

METHODS:

- ROLE PLAYING,
- SIMULATION,
- WORK WITH THE DIAGRAM.

TIME

1-2H (45-90 MIN)

PERCENTAGE CALCULATIONS IN PRACTICE

STAGE 1

Activation. Reminder of basic skills in the field of quick percentage calculations. Brainstorm. A series of quick questions.

STAGE 2

Explain to the whole class that the interest rate at the bank is 0.10 PLN for every 5 zlotys in the deposit 6-month, and PLN 0.20 for every PLN 5 in an annual deposit.

If the students in math lessons did already percentages, take different numerical values. Give students PLN 10 or PLN 20 each. Say interest rate is 10% of the sum placed on a 6-month deposit, and 25% on an annual deposit.

STAGE 3

The interest rate on savings deposited with the bank on a 6-month term deposit is 0.10 PLN from every PLN 5. When the customer opens a 12-month deposit, he receives PLN 0.20 for every PLN 5.

STAGE 4

The interest rate on savings deposited with the bank on a 6-month term deposit is 10%. If the client will open a deposit for 12 months and receive an interest rate of 25% of the total sum



THE LEXICAL ITEMS AND THE SPECIFIC LANGUAGE OF ENTREPRENEURSHIP

The lesson is related to the knowledge of the geography of Sicily and the economic development of the region over the centuries.

ITALIAN -ENGLISH -MATH-
INFORMATICS GRADE 6
(11-12 YEARS OLD).

SICARMELA LOREFICE, ITALY
IC F.D'AMICO, ROSOLINI

OBJECTIVES

1. Develop the skills and competencies of knowing how to work in a team.
2. Knowing how to search for information and sources about a given topic
3. Knowing how to synthesize the knowledge learned and establish relationships between the
4. Information and the aim of the learning activity.
5. Develop relationship skills in a group and exchange ideas and curiosities.
6. Computational learning

WHAT DO YOU NEED (MATERIALS)?

- computer lab with internet access
- projector multimedia whiteboard touch screen for the brainstorming and the mind maps construction -Tags to write the name of the groups
- ocabulary of synonyms and contrary

METHODS AND STRATEGIES

- brainstorming
- mind maps
- flipped classroom
- inductive and spiral approach
- fact files
- reality tasks

TIME
2H (90 MIN)

THE LEXICAL ITEMS AND THE SPECIFIC LANGUAGE OF ENTREPRENEURSHIP

STAGE 1

(warm-up -brainstorming) asks the students:

- What does the word “business” mean?
- Where do they hear this word? in which situation?

The result of the brainstorming is written on the whiteboard the summary has been:

- it is an interesting word
- is a word connected with wall street and to the trades and stock exchange
- Is a word that is heard many times a day

As the result of the brainstorming for the pupils, the definition of the word is: This word has been heard with a specific meaning, concerning an economic activity made by people following an idea to sell something and gain a profit by its trade.

4 Students did research and define the differences between

- business to consumer
- business to business.

Mind map for BUSINESS TO CONSUMER: there is a producer who sells to a single person or single community.

Mind map for BUSINESS TO BUSINESS: there is a producer who collects things to sell and to other single factories.

THE LEXICAL ITEMS AND THE SPECIFIC LANGUAGE OF ENTREPRENEURSHIP

STAGE 2

Business = market investigation+ business plan+ Corporate Social Responsibility and the rules of the 4 P
Students are invited to calculate a business by simulation: making soap with olive oil

The aim of the second step is to imagine this business and use the right words and appropriate lexical items. Now they know the method of brainstorming and mind maps but they will search the words at home by themselves and will prepare a summary about other important specific words (flipped classroom)

At school, they are invited to describe the 4 P -Product-Price-Promotion-Placement

Product: each product to be proposed to the market must-have qualities that make it distinguish it from other similar products. The best quality is often the result of an industrial secret or a strong commitment to research and innovation.

Price: as they may have already understood, the price is an indispensable aspect: not too high or too low, it is based on the whole aspect of profit.

Promotion: the inevitable advertising

Placement: the strategy of the store, such as the location of the store, but also the mode and markets on which the product will be distributed.

Each definition is described by a poster with a free creative technique.

THE LEXICAL ITEMS AND THE SPECIFIC LANGUAGE OF ENTREPRENEURSHIP

ACE MY First business

lesson plan-teaching material

ACE: BUSINESS

Primo passo (riscaldamento -brainstorming) chiedi agli studenti: cosa significa la parola business?

Dove sentono questa parola? in quale situazione?

Il risultato del brainstorming è: essa è una parola interessante, è una parola collegata a Wall Street, è una parola molto interessante, legata al mondo degli affari, che sicuramente avrai sentito numerose volte! Il termine identifica generalmente un'attività economica nel quale un imprenditore, cioè colui che ha l'idea e la realizza vende il suo prodotto.

BUSINESS TO CONSUMER: vende alle singole persone

BUSINESS TO BUSINESS: vendere ad altre aziende.

THE LEXICAL ITEMS AND THE SPECIFIC LANGUAGE OF ENTREPRENEURSHIP

VUOI FARE BUSINESS? QUALCHE REGOLA PRIMA DI INIZIARE UN'ATTIVITÀ

1. Fare un'analisi dei bisogni

dovresti cioè valutare se ciò che proponi risponde a un bisogno realmente esistente nel territorio o, nel caso non sia proprio un bisogno, soddisfi almeno un desiderio.

2. Realizzare un business plan

Un progetto che presenta la tua idea imprenditoriale e le modalità con la quale intendi realizzarla.

All'interno del business plan è importante un piano finanziario, cioè una sorta di budget che ti consenta di comprendere di quanto denaro avrai necessità per avviare l'attività la previsione di quanti profitti otterrai nel tempo.

3. Responsabilità sociale dell'impresa

Preoccuparsi dell'impatto del business nell'ambiente circostante e della società.

COME AVVIARE L'ATTIVITÀ

Licenza: autorizzazioni dallo Stato

Seguire corsi di igiene

Predisporre i locali

Commercio elettronico, sito, pagamento online.

THE LEXICAL ITEMS AND THE SPECIFIC LANGUAGE OF ENTREPRENEURSHIP

LA TEORIA DELLE 4 P

Product: il tuo prodotto per essere proposto al mercato deve avere delle qualità che lo fanno distinguere dagli altri prodotti simili. La qualità migliore è spesso figlia di un segreto industriale oppure in un forte impegno in ricerca e innovazione.

Price: come avrai già capito il prezzo è un aspetto indispensabile: non troppo alto né troppo basso, su di esso si fonda tutto l'aspetto del profitto.

Promotion: l'immane pubblicità e i suoi canali promozionali.

Placement: la strategia del punto vendita, come la posizione del negozio, ma anche la modalità e i mercati su cui verrà distribuito il prodotto.

SLOGAN E LOGHI VINCENTI

Lo slogan

Alcune scelte possono davvero rendere l'impresa "memorabile":

- scegliere una **frase** che parli del prodotto che si sta promuovendo, aspetto importante per collegare il prodotto all'impresa.
- in caso di **slogan "cantati"** si possono scegliere basi di canzoni già famose che ne agevolino la memorizzazione.
- se invece si inventano slogan totalmente inediti, sarà importante a stare attenti a **ritmi orecchiabili**, che a volte diventano veri e propri tormentoni e che quindi ancora una volta aiutano a ricordare l'impresa.

Il logo

Per il logo è importante considerare alcuni fattori decisivi

- Il colore: come avrai già capito i colori evocano contesti e sensazioni che spesso riportano al settore specifico dell'impresa (impresa green hanno spesso loghi verdi, così come aziende legate al mare li hanno azzurri...).
- Pare che il rosso sia un colore davvero vincente:



KNOWLEDGE ABOUT AGRICULTURE IN SICILY

The lesson is related to the knowledge of the geography of Sicily and the economic development of the region over the centuries.

THE LESSON IS DEDICATED TO STUDENTS IN GRADE 6 (11-12 YEARS OLD).

SILVANA PETROLO
MARIA BELLUARDO, ITALY
IC F.D'AMICO, ROSOLINI

OBJECTIVES

1. Developing the skills and competences of knowing how to work in a team.
2. Knowing how to search for historical sources on agricultural work in southern Italy, synthesize the knowledge learned from historical and geographical sources and establish relations between present and past.
3. Improving the ability to cooperate and exchange ideas in a group.
4. Being able to compare yesterday's and modern form and tools of work.
5. Knowing how to draw up a physical and economic geographical map and attach on each area the various cropped images of the various crops.
6. Using a power point or different programs.
7. Learning from the study the importance of respecting the Earth's cyclicity and seasonality of crops but above all of organic cultivation without the use of chemicals harmful to human and Earth health.

WHAT DO YOU NEED (MATERIALS)?

- computer with internet access
- multimedia board
- emoticons to indicate the index of satisfaction of work
- textbooks of: geography, science, history, technology

METHODS:

- work in groups with the source material,
- work with the textbook
- work with multimedia

TIME

A CYCLE OF UP TO 6H
(max 6x45 MIN)

KNOWLEDGE ABOUT AGRICULTURE IN SICILY

STAGE 1

Being entrepreneurs in Sicily yesterday and nowadays.

Prerequisites:

- knowledge of the geographical reality of Sicily as it was yesterday as it is currently;
- the progress that has been made during the post-war period;
- knowledge of the history of the south and the consequences of wars: the mass emigration of young farmers to more industrialized realities of northern Italy and northern Europe (Germany France Argentina).

In the preparation of the work the students will have the opportunity to know the history of the South of Italy the great war and its consequences the mass emigration the means of agricultural production the organic composition of the land the seasonality and the cyclicity of the crops involving various disciplines thus becoming an interdisciplinary work .

STAGE 2

Students first work in groups and do research on history and geography on the agricultural reality of Southern Italy.

Second part of the work will be a meeting with an entrepreneurial idea of a young student of economics who will realize it at the end of the course of study in economics.

The students learn how a person, who is deeply attached at the native land, set up an organic farm in respect of nature and the environment with several crops and has annexed a mechanized production of natural organic fertilizers, in consequence of that he develops another idea: to put on a receptive/hosting structure to make known our wonderful land by foreigners guests.

KNOWLEDGE ABOUT AGRICULTURE IN SICILY

STAGE 3

After the presentation of the entrepreneur's work, the students learn that you can become an entrepreneur starting from passion alone and ask them if they have understood the work well and if it can be used to give a cue to what they want to do when they grow up.

You can listen to the students either by drawing them or starting from the image of the emoticons that hold in their hands the index of approval of what has been heard.

STAGE 4

After the presentation of the entrepreneur's work, the students learn that you can become an entrepreneur starting from looking for passion.

The teacher then stimulates a discussion between the visitor and the students about guidelines for the students for the future.

Supporting questions:

"What do you have to do to find your passion?"

"What skills will allow me to become an entrepreneur?"

"How to learn the necessary skills?"

"What character traits are helpful in developing my own business?"

Summary:

It is imperative that students understand the importance of being active, creative and entrepreneurial.



HOW TO BUILD A SMALL BUSINESS

CREATING A CLUB/ LEISURE
FACILITY FOR TEENAGERS IN
THEIR AREA

ENGLISH LESSON
8TH GRADE
(14-15 YEARS OLD)

ANAMARIA MUTHI, ROMANIA,
MIHAI EMINESCU MIDDLE SCHOOL

OBJECTIVES

- Students will develop their creativity, their ability to work in a team and improve their digital skills.
- They will recognize the needs in their local areas and use their ideas in order to create a leisure facility for their age.
- They will learn the steps of starting their own business.
- They will acquire the necessary vocabulary to talk about a leisure facility, and ways of promoting and making it attractive for customers.

• WHAT DO YOU NEED? (MATERIALS)

- A vocabulary bank worksheet with things that might be important for a good night out.
- A worksheet with details concerning their own leisure facility, which they will have to decide on.
- A worksheet with aspects to be included in the advertising poster.
- A video with steps for making a business plan.
- Tablets/smartphones to work in Canva.

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS)

- Students have to work in groups of 4 or 5.

TIME: TWO LESSONS
(2X 50 MINUTES)

HOW TO BUILD A SMALL BUSINESS

STAGE 1

1. Students receive a vocabulary bank worksheet with things that might be important to them for a good night out. In groups, they have to discuss and agree upon the most important five things from the list and then report back to the whole class.

Vocabulary bank

- *to go clubbing*
- *to go to a concert/ film*
- *to wear casual/ smart/ comfortable/ fashionable clothes*
- *to relax and enjoy yourself*
- *to be with/meet up with friends*
- *to have a laugh*
- *to let off steam*
- *to dance energetically*
- *it depends who's playing/what's on/who I'm with*
- *(not) the sort of music/thing/evening I enjoy*

2. Students discuss in groups about these questions and then report back to the whole class.

- Discuss
- Are there enough facilities for teenagers in your area? If not, what other facilities should there be?

HOW TO BUILD A SMALL BUSINESS

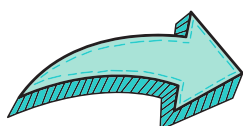
STAGE 2

- Teacher presents the steps of making a business plan:
 1. Set the objectives of the company
 2. Establish the budget
 3. Establish the costs
 4. Think of the target group
 5. Advertise the business
- Teacher shows students a video, posted on our school's Facebook page, with small businesses created by Romanian students, as part of their work for one of the workshops in the *Active Creative Enterprising Erasmus+ project*.

STAGE 3

ROLEPLAY

In groups, students have a meeting to make plans for a new club or leisure facility for their own town. Students must choose someone to chair the meeting and a reporter to take notes. Students decide on the agenda which might include:



<https://www.facebook.com/reabu.maria/videos/1136991500474097/>

HOW TO BUILD A SMALL BUSINESS

AGENDA

- **The name of the club/ leisure facility**
- **The logo**
- **The theme, if any**
- **The budget for investments (Teacher can set the budget)**
- **Costs**
- **Ways of attracting customers**
- **The type of music / activities you want (different types of music/ dancing on different nights/ sports club/ café, etc)**
- **The opening hours**
- **The age limit and other rules**
- **The cost of entry**

Teacher sets a time limit for the activity: e.g. 20 minute. Students report back to the class. Teacher asks the students which they think it will be the most successful and profitable club or leisure facility and why. Teacher encourages brief discussions.

HOW TO BUILD A SMALL BUSINESS

STAGE 4

Students use Canva to create a poster in order to advertise the club or leisure facility planned before. Teacher encourages discussions about ways of promoting a business. e.g. They can post their advertisement on social media or they can print the poster and stick it in circulated areas.

They must decide on and include the following details in the poster.

Poster

- **the size, shape and design of the poster**
- **the name and logo of the club/leisure facility**
- **location**
- **types of music/activities**
- **facilities/discounts, etc**
- **opening hours**
- **cost of entry**

Students present their posters in front of the class. Teacher displays the posters. Students have to choose the most successful/ interesting/ inviting/creative poster.

In groups, students discuss which one or two clubs or leisure facilities they would choose for their town, if they could build just one or two. Groups report back to the class, giving their reasons.

Together, the class chooses one or two clubs or leisure facilities to build in their town.



SAVING ELECTRICITY

PHYSICS TEACHES US
HOW TO SAVE MONEY!

PHISICS, 8TH GRADE
(14-15 YEARS OLD)

MARIA GREABU, ROMANIA
MIHAI EMINESCU SECONDARY SCHOOL

OBJECTIVES

- Developing creativity, critical thinking and the ability to work in a team;
- Improving digital skills;
- Recognizing family needs and using ideas to reduce electricity consumption;
- Determining the electricity consumption knowing the power of the consumer and its operating time;
- Identification of renewable electricity sources;
- Identify sustainable solutions to prevent climate change and reduce electricity consumption.

WHAT DO YOU NEED?

- COMPUTER WITH INTERNET CONNECTION, VIDEO-PROJECTOR
- PRESENTATION ON ELECTRICITY, RENEWABLE RESOURCES AND CLIMATE CHANGE
- WORKSHEET WITH VALUE EXAMPLES FOR NOMINAL POWERS OF CONSUMERS
- WORKSHEET RELATED TO CALCULATING THE PRICE OF ELECTRICITY CONSUMED IN THE HOME
- TABLETS /SMARTPHONES TO MAKE A LIST OF USEFUL TIPS FOR REDUCING ELECTRICITY CONSUMPTION IN CANVA

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS)

- Students have to work in groups of 4 or 5 students

TIME: TWO LESSONS
(2X 50 MINUTES)

SAVING ELECTRICITY

STAGE 1

1. Energy and renewable resources. Climate change

Students:

- will analyze the climate changes produced as a result of global warming;
- will identify renewable energy sources in order to be more efficient in the energy field;
- identify the electrical elements through which electricity is transmitted from the public electricity network to a home;
- will identify the nominal parameters (electrical voltage, electrical intensity, power) at which the electrical appliances operate normally.

2. Students discuss these questions in groups and then report to the whole class.

Discussions:

- What do you think about electricity consumption at home? What about school?
- Have you identified the nominal parameters at which electrical appliances operate normally?
- Have you identified renewable energy sources?

SAVING ELECTRICITY

STAGE 2

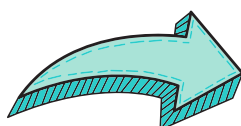
Calculation of the price of electricity consumed

- Students have at their disposal a table with valuable examples for the nominal powers of different household consumers.
- Students identify the formula for calculating the electricity consumed by electrical appliances:
- $W = P * t$
- where: W represents the electricity consumed
P represents the electrical power of the consumer
t represents the operating time of the electrical appliance.
- Students also use the unit of measurement of electricity in practice: kilowatt-hour.
- Using an electricity bill, students will calculate the price of energy consumed by electrical appliances based on the purchase price.

STAGE 3

Finding sustainable solutions to combat climate change

- Students will study the types of electricity consumers and will identify the energy sources used by each consumer.
- Students will identify renewable energy sources, which are an alternative to fossil fuels and help reduce greenhouse gas emissions.



<https://www.youtube.com/watch?v=uhSSC433KI4>

SAVING ELECTRICITY

STAGE 4

Creating a set of rules to reduce electricity consumption in homes

- Students will make a list of useful tips for reducing electricity consumption in homes and create a poster in Canva with this list.
- Students will present the poster in front of the class and will send the conclusions to their parents at home.

They must decide on and include the following details in the poster:

Poster

- **poster size, shape and design;**
- **the name of the team and its members;**
- **the set of rules for reducing electricity consumption;**
- **the purchase price of one kilowatt-hour.**



MY FIRST BUSINESS

AN EDUCATIONAL PROJECT THAT SHAPES THE BASICS OF ENTREPRENEURIAL SKILLS.

SOCIAL STUDIES, 4TH ESO
GRADE (15-16 YEARS OLD)

JORDINA PARROT,
SILVIA SAMANIEGO, SPAIN,
ESCOLA EL CIM.TERRASSA

OBJECTIVES

1. To create a business plan to legally get money for students cooperative.
2. To know the basic contents to create a business.
3. Encourage creativity by looking for a suitable idea for doing business.
4. To know how to calculate the cost of a product in order to be sold.
5. Strengthen soft skills such as decision making, innovation, results analysis and proposals for improvement.

WHAT DO YOU NEED?

- Computer with Internet access,
- School material:
 - paper,
 - felt-tip-pens,
 - crayons,
 - coloured cards,
 - scissors,
 - glue

HOW DO YOU WORK WITH PUPILS IN THIS LESSON?

Teamwork

TIME

The full implementation of the materials requires 7 one-hour sessions. So, the whole block is made up of seven tasks. However, the tasks are designed to be done separately, depending on the goals to be achieved.

MY FIRST BUSINESS

STAGE 1. BUSINESS MODEL CANVAS

It is a one-page overview that helps you to develop a clear plan on how to grow the idea into something bigger and real.

See the link below. CREATED by Osterwalder A., Pigneur Y (2010) Business Model Generation

STAGE 2. PRESENTATION OF THE PRODUCT

Creation of a document with the best features of your product, as the name, function, advantages, features and a drawing or image.

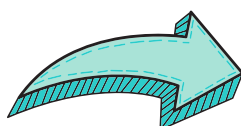
STAGE 3. LOGO DESIGN

Create the name/brand and the logotype of the product/brand. You can use an ICT tool (Canva or other similar app) or you can draw it by yourself (A4 sheet)

STAGE 4. TARGET GROUP AND COMPETITORS.

Get to know competitors. We should learn how many companies/schools have the same kind of business and what kind of deals they offer.

We must meet our customers; it means the people who might be interested in our product. Thanks to that, we will know how to advertise our product to reach the proper person.



<https://diytoolkit.org/media/Business-Model-Canvas-Size-A4.pdf>

MY FIRST BUSINESS

STAGE 5. ECONOMIC AND VIABILITY PLAN.

Create and make a prototype of the product you want to launch. Use as real materials as possible and the same size as the original.

Calculate the prices of the materials you will need. Decide the number of items that should be manufactured. This is the supply: the amount of service and goods which are offered to the market. Make an estimate of the cost of dissemination/publishing.

Calculate the profit you want to get from each unit.

Estimate the final price of the product.

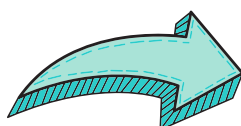
See the link below.

STAGES 6 AND 7. PRODUCT AND ADVERTISING

Analyze the function of advertising and what strategies it uses to promote a product.

Create an advertising poster. You can use any ICT tool (Canva or other similar app) or you can draw it (A3 or A4 sheet)

Create a radio advertisement.



<https://youtu.be/SDgQhh2XoyE>

Additional material for students

TASK 2. PREPARING THE PRESENTATION OF YOUR PRODUCT

Preparing the presentation of your product

I

A. Answer the following exercises:

1. Write five nouns connected to description of your product: size...
2. Write five verbs connected to presentation of your product: offer ...
3. Write five adjectives connected to presentation of a product: amazing...

B. Answer following questions:

1. What is your favourite brand? Why do you like it?
2. When you are choosing a product, what is the most important factor for you – price of the product, its quality, its function, its features or recommendation of other consumers?
3. What is the most useful product you have ever bought? Why?
4. What should a sales representative be like?

C. Presentation of your product/service:

Imagine you are a sales representative and pick your product/service, which is in your possession and prepare a presentation of the object/product. You can write the whole description or just a few notes creating a CANVA document.

You can mention following points:

- Name
- Features
- Function
- Advantages

Additional material for students

TASK 3. LOGO DESIGN

We suggest you create the **CORPORATE IDENTITY** of your business starting with the logo design.

Step 1

Based on the previous activities, in which you have analyzed your potential customers, the strengths and weaknesses of your business, ask yourself the following questions:

- What does your brand mean?
- How does it differ from competitors?
- What values do you want to convey?

Step 2

Follow the steps below to do this.

1. **The name:** must be suitable for the business you want to start. It is the most important part of the logo, so it must meet the following requirements:

- * Must be attractive, easy to remember and pronounce. The shorter the word or phrase, the better.
- * It must be readable, you can play with the letters, transform them, play with the colors.
- * It must be clear, and the meanings must be grasped at a glance.

2. **Colour scheme:** these are the colours that identify your business and that should appear on the logo. The colours have a meaning, they have to communicate something, ex:

- Blue: seriousness
- Red: passion, seduction
- White: purity

It is best to use few colours in a logo: two is good, three is acceptable and four is excessive.

Additional material for students

3. **Typography:** the font conveys part of the message. It can suggest trust, security, innovation, quality, modernity, dynamism, etc.

4. **Graphic style:** it is related to the materials you use and the graphic-plastic techniques. In this case, use the CANVA program, GENIALLY or your favourite design program.

Step 3

Create a word document explaining the following sections:

- **Introduction:** the name of your business and what it consists of.
- **The values:** conveyed by your business idea.
- **The logo:** what you want to convey and how you approached it.
- **Meaning of corporate colors.**
- **Typography to be used.** What does it mean?

Additional material for students

TASK 4. GROUP TARGET

We must meet our customers; it means the people who might be interested in our product/service. We should know how to advertise our product to reach the proper person.

In order to do the study and analysis, you need to answer the following questionnaire:

- Describe the profile of your potential customer: age, gender, social and economic status.
- Identify the geographical location (school, neighbourhood, city, region, etc.) and characteristics.
- Identify your suppliers, if you need them. Suppliers are people or companies that supply goods or services.

In order to provide good customer orientation, you need to ask yourself a few questions:

Identify the preferences of your customers based on schedules, tastes or preferences. You can write a small questionnaire to close people who have the same profile to find out what they think.

- Does my product cover customer needs/preferences? How?
- How should I target customers to offer my product / service?
- What are the purchase and consumption habits of my customers?

Additional material for students

- Define the conditions of delivery and payment.

Another aspect to consider is the competitors, i.e. people or institutions that are already selling the same type of product or service:

- Do you have direct/close competitors? Who are they?
- What is the innovative/improvement aspect of your proposal?
- What strengths does your proposal bring?
- What weaknesses are there in your proposal?

After this analysis, you are ready to start doing the financial / economic study, but this will be in the next step.

Additional material for students

TASK 6. PRODUCT AND ADVERTISING

In order to create the advertising campaign of your business, let's answer some questions:

1. Where do you see advertisements?
2. Where can you see ads in schools?
3. What type of ads appeals to boys/girls?
4. Do ads make you want to buy the product?
5. What is your favourite TV advertisement? Why?
6. Vocabulary. Translate the following words into your mother tongue:
 - Advertisement
 - Advertiser
 - Advertising
 - Campaign
 - Billboard
 - Brand
 - Buyer
 - Commercial
 - Consumer
 - Logo
 - Purchase
 - Sale
 - Seller
 - Slogan
7. Write your opinion on advertising: I think a world without commercials...

Additional material for students

8. True or false: Justify your answers

- I can ignore advertisements
- I memorize songs from advertisements
- I have tried to look like someone I have seen in an ad.
- Some ads make me feel bad about myself.
- Some ads make me laugh.
- Advertising posters are a form of art.
- Too much money is spent on advertising campaigns.
- Clever advertising can't change bad products.
- I like ads on TV, but I don't usually buy all the products advertised.
- Most people buy products because just because they saw it on TV.
- Adverts keep the public informed about new products.
- I am a very careful consumer.
- I am aware of advertising and its power.
- Ban advertising! People will buy fewer things

After this analysis, you have to create an advertising poster for your business. You can use any design app.

Follow these 5 steps:

1. Choose a good image that represents your idea.
2. Write a good slogan to encourage public to buy/use your product/service
3. Find a good background.
4. Use a catchy font type.
5. Lay the logo of your business.

9. Insert your poster here.

Additional material for students

TASK 7. RADIO ADVERTISING

What was the first radio advertisement?

Its primary station, WEAJ in New York (now WFAN), aired its first paid radio commercial on August 28, 1922 for the Queensboro Corporation, advertising a new apartment complex in Jackson Heights, Queens, near the just-completed #7 subway line.

You are going to prepare a short radio advertisement for the radio based on your product/service. You must record a short audio (1 min. minimum) talking about it.

Write a good script.

Begin with an attention-grabbing statement. It's crucial to stand out as quickly as possible in radio advertising. If a listener is not interested, he or she will most likely immediately switch the station to one without an ad.

Keep it short, and consider using music.

(This task aims to bring you closer to the world of radio. This media allows you to use all the technological resources that are in your hands with the ultimate goal of recording an ad to learn and improve the expression written and at the same time develop good oral skills).



ECONOMICS LESSON IN GERMAN

ECONOMICS LESSON IN
GERMAN AS A FOREIGN
LANGUAGE

GERMAN, 9TH GRADE
(14-15 YEARS OLD),
LEVEL A2- B1

IRINI KAFIDA, GREECE,
GYMNASIO AGRIAS

OBJECTIVES

- INTRODUCTION TO BASIC CONCEPTS OF ECONOMICS IN GERMAN LANGUAGE
- MANAGEMENT OF PERSONAL DAILY EXPENSES AND INCOME (POCKET MONEY)
- GAINING FURTHER AWARENESS OF THE VALUE OF MONEY AND A BALANCED RELATION WITH MONEY

WHAT DO YOU NEED (MATERIALS)?

- WORKSHEETS,
- INTERNET ACCESS,
- PROJECTOR,
- COLORFUL MARKERS AND PAPERS

HOW DO YOU WORK WITH PUPILS IN THIS LESSON? (WORKING METHODS)

TEAM WORK,
BLENDED
(ONLINE AND/ OR IN CLASS)

TIME
3H (3X45 MIN)

ECONOMICS LESSON IN GERMAN

LESSON 1

INTRODUCTION TO THE TOPIC "POCKET MONEY" THROUGH VIDEO -INTRODUCING VOCABULARY RELATED TO ECONOMY

STAGE 1

1. THE STUDENTS WATCH A VIDEO ABOUT "TASCHENGELD" (POCKET MONEY) AND GUESS THE TOPIC (**LINK ATTACHED**)
2. THE STUDENTS ANSWER THE QUESTION "WIE VIEL TASCHENGELD BEKOMMST DU?" (HOW MUCH POCKET MONEY DO YOU GET?) BY USING THE EXPRESSIONS OF THE VIDEO ("ICH BEKOMME ... EURO TASCHENGELD. DAVON ..." -, "I RECEIVE ... ~EURO. I SPEND...,").
3. AFTER THAT THEY PRODUCE SENTENCES ABOUT AMOUNT OF MONEY THEY RECEIVE PER WEEK OR MONTH
4. WE VIEW A SCENE FROM THE VIDEO ATTACHED AND DISCUSS WHETHER THE STUDENTS CONSIDER THE AMOUNT MENTIONED IN THE EXAMPLES BEING TOO MUCH/ ENOUGH OR NOT ENOUGH, JUSTIFYING THEIR OPINION. (**WORKSHEET 1**)

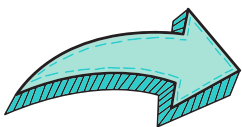
ECONOMICS LESSON IN GERMAN

STAGE 2

DIGITAL FLASH CARDS ON THE TOPIC "WIRTSCHAFT" (WITH THE GREEK TRANSLATION /MOTHER LANGUAGE ON THE BACK SIDE) ARE USED AS AN INTRODUCTION TO A BASIC GERMAN VOCABULARY OF ECONOMICS.

STAGE 3

THROUGH THE MATCHING MODE STUDENTS HAVE THE OPPORTUNITY TO PLAY AND COMPETE WITH EACH OTHER IN TERMS OF SPEED, WHILE AT THE SAME TIME, THROUGH THE GAME, THEY CONSOLIDATE THE RELEVANT VOCABULARY.



VIDEO TASCHENGELD

:[HTTPS://WWW.YOUTUBE.COM/WATCH?V=YI9OXEKJYB8](https://www.youtube.com/watch?v=YI9OXEKJYB8)

FLASHCARDS: WIRTSCHAFT

[HTTPS://QUIZLET.COM/548146428/WORTSCHATZ-WIRTSCHAFT-FLASH-CARDS/](https://quizlet.com/548146428/wortschatz-wirtschaft-flash-cards/)

GAME: MATCH WORDCARDS

[HTTPS://QUIZLET.COM/548146428/MATCH](https://quizlet.com/548146428/match)

Name:

WORKSHEET 1

Familiennamen:

Klasse:



ARBEITSBLATT ZUM THEMA "TASCHENGELD"

1. Lies die Informationen über das Taschengeld je nach Alter. Welche ist deine Meinung dazu? (Hilfe im hellblauen Kasten unten!)

Διάβασε τις πληροφορίες που δίνονται παρακάτω σχετικά με το χαρτζιλίκι ανά ηλικία. Ποια είναι η γνώμη σου; (Στο γαλάζιο πλαίσιο κάτω θα βρεις εκφράσεις που θα σε βοηθήσουν)

ZU SCHNELL GEWESEN ?



Meiner Meinung nach ist das/ Ich finde 2 Euro die Woche für 7 Jahre....
(Κατά τη γνώμη μου αυτό είναι.../ Θεωρώ πως 2 Ευρώ την εβδομάδα για 7 ετών είναι...)

viel = πολύ

zu viel = υπερβολικά πολύ

wenig = λίγο

ok = εντάξει

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

ECONOMICS LESSON IN GERMAN

LESSON 2

CLASSROOM RESEARCH ABOUT POCKET MONEY -
PERSONAL EXPENSE MANAGEMENT EXERCISE -
ROLE PLAY / GROUP WORK

STAGE 1

STUDENTS COMPLETE AN ANONYMOUS SURVEY
PREPARED ON **MENTIMETER** ABOUT POCKET MONEY
(WHICH CAN BE GIVEN AS A HOMEWORK EXERCISE
FROM THE PREVIOUS LESSON) . THEY STUDY IN
GROUPS, PRESENT AND COMPARE THE RESULTS WITH
THE OTHER GROUPS IN CLASS.

STAGE 2

THE STUDENTS HAVE COMPLETE THEIR WEEKLY/ THEIR
WEEKLY EXPENSES IN THE WORKSHEET 2. THE PURPOSE
IS TO SUPPLEMENT THE PROBABLE LOSS OF INCOME
THAT RESULTS FROM SUCH AN ARRANGEMENT.

STAGE 3

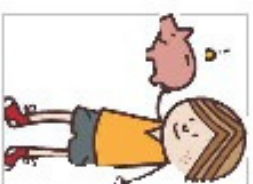
EXERCISE: STUDENTS WORK IN GROUPS, CHOOSE
ONE OF THE SCENARIOS - ASSIGNMENTS OF THE
WORKSHEET 3. THE AIM IS TO CREATE EITHER A
DIALOGUE-MINI-SCRIPT, OR COLLECT TIPS OF SAVING
MONEY, OR WRITE AN "ELFCHEN" (11-WORD POEM). THE
RESULTS OF EACH GROUP ARE PRESENTED IN CLASS.

Name:

Familienname:

Klasse:

ARBEITSBLATT ZUM THEMA "MEIN SPARRPROGRAMM"



AUFGABE: Stelle dir vor du bekommst jede Woche 3 Euro Taschengeld.

Trage in die Tabelle unten **deine Ausgaben für jeden Tag** und **die Geldsumme** ein. Bleibt am Ende der Woche Geld? Wie viel Geld kannst du in einem Monat bzw. in einem Jahr sparen?

ΑΣΚΗΣΗ: Φαντάσου ότι σου δίνουν κάθε εβδομάδα 3 Ευρώ χαρτζιλίκι. Συμπλήρωσε στον πίνακα που ακολουθεί τα καθημερινά σου έξοδα, αναφέροντας την αγορά και το χρηματικό ποσό. Σου περυσάει Χρήματα στο τέλος της εβδομάδας; Πόσα Χρήματα μπορείς να εξοικονομήσεις σε μία εβδομάδα/έναν χρόνο αντίστοιχα;

Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag	Sonntag
Was ? Euro	Was ? Euro	Was ? Euro	Was ? Euro	Was ? Euro	Was ? Euro	Was ? Euro

RESULTAT:

Im Monat bleiben..... Euro übrig

Im Jahr bleibenübrig

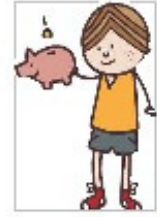
Ich kann damit.....

WORKSHEET 3

Name:

Familiennamen:

Klasse:



ARBEITSBLATT ZUM THEMA "GELD"

Sucht euch eine Aufgabe aus. Arbeitet in Gruppen (2-4 Personen)

Διαλέξτε μία από τις παρακάτω εργασίες. Εργαστείτε σε ομάδες (2-4 ατόμων)

Aufgabe 1: Du brauchst mehr Taschengeld! Erstellt einen Dialog-, verteilt Rollen (Kind, Mama, Papa...) und präsentiert das Ergebnis in der Klasse

Εργασία 1: Χρειάζεσαι περισσότερο χαρτζιλίκι! Δημιουργήστε έναν διάλογο, μοιράστε ρόλους (παιδί, μαμά, μπαμπάς) και παρουσιάστε το αποτέλεσμα στη τάξη

Aufgabe 2: Ihr habt mit euren Freunden einen Youtube Kanal/ ένα Blog und sucht einige Tipps zum Thema sparen. Schreibt sie auf und präsentiert sie in der Klasse!

Εργασία 2: Έχετε με τους φίλους ένα κανάλι στο Youtube/ ένα blog και θέλετε να παρουσιάσετε μερικές χρήσιμες συμβουλές για το πως μπορούμε να κάνουμε οικονομία. Καταγράψτε και παρουσιάστε τις συμβουλές σας στην τάξη.

Aufgabe 3: Schreibt ein Elfchen zum Thema Geld

Εργασία: Γράψτε ένα ποίημα Elfchen* με θέμα το χρήμα (*Δημιουργία ποιήματος που αποτελείται από 11 συνολικά λέξεις αναπτυγμένες σε 5 συνολικά σειρές)

ECONOMICS LESSON IN GERMAN

LESSON 3

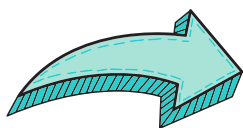
QUOTES USED AS MOTIVATION TO DISCUSS THE VALUE OF MONEY IN OUR LIVES

STAGE 1

STUDENTS WORK IN GROUPS OF 3-4: THEY TRANSLATE SOME OF THE QUOTES ABOUT MONEY IN THEIR MOTHER LANGUAGE, DISCUSS THEIR MEANING AND CHOOSE ONE QUOTE THEY LIKED MOST AND ONE THEY DID NOT LIKE, JUSTIFYING THEIR DECISION. THOSE QUOTES ARE PRESENTED IN CLASS QUOTES. A DISCUSSION ON THE TOPIC "DOES MONEY OFFER HAPPINESS?" (MACHT GELD GLÜCKLICH?) IS FOLLOWING.

STAGE 2

STUDENTS EXPRESS THEIR OPINIONS AND FEELINGS ABOUT THE KNOWLEDGE THEY HAVE GAINED DURING THE LAST LESSONS. THEY CAN BE EXPRESSED EITHER THROUGH A PAINTING OR IN TEXTS. THE RESULT WILL BE POSTED ON PADLET OR CAN BE HANGED ON THE CLASS WALL.



QUOTES ABOUT MONEY

[HTTPS://WWW.GUTZITIERT.DE/ZITATE
_ SPRUECHE-GELD.HTML](https://www.gutzitiert.de/zitate_sprueche-geld.html)



MUSIC, EMOTIONS & MARKETING

THE IMPACT OF MUSIC ON MARKETING

ENGLISH, 9TH GRADE
(14-15 YEARS OLD), B1

INATASSA SAVVA, GREECE,
GYMNASIO AGRIAS

OBJECTIVES

AIMS

COMPREHEND INTERMEDIATE LEVEL TEXTS.
PRACTICE VOCABULARY.
DISCUSS THE REASONS THAT MUSIC PLAYS A KEY
ROLE IN ADVERTISING A PRODUCT.

OUTCOMES

KNOWLEDGE: ON THE FIELD OF MUSIC
COMPREHENSION: OF AN INTERMEDIATE LEVEL
TEXT
ANALYSIS: OF A COMMERCIAL AND ITS SUCCESS.

WHAT DO YOU NEED (MATERIALS)?

WORKSHEETS,
INTERNET
ACCESS,
PROJECTOR

HOW DO YOU WORK WITH
PUPILS IN THIS LESSON?
(WORKING METHODS)
STUDENTS WILL WORK IN
GROUPS OF FIVE AND THROUGH
COLLABORATION AND
DISCUSSION THEY'LL ANALYZE
THE
IMPORTANCE OF MUSIC IN
MAKING A TV AD SUCCESSFUL.
MODE OF DELIVERY:
CLASSROOM- BASED

TIME
2 LESSONS (2X45 MIN)

MUSIC, EMOTIONS & MARKETING

LESSON 1

GROUP WORK ON THE ROLE OF MUSIC IN THE WAY WE FEEL.

STAGE 1

STUDENTS WILL SPLIT IN GROUPS OF FIVE, WATCH THE VIDEO "**MUSIC AND EMOTIONS**" AND TRY TO UNDERSTAND THE CONNECTION BETWEEN MUSIC AND EMOTIONS; HOW DIFFERENT TUNES ELICIT SPECIFIC FEELINGS.

STAGE 2

STUDENTS ARE REQUIRED TO DISCUSS AND THEN WORK ON THE **WORKSHEET 1** IN ORDER TO IDENTIFY THINGS OR SITUATIONS THAT CAN MAKE THEM HAPPY, SAD OR SCARED.

STAGE 3

STUDENTS WILL BE GIVEN A **SET OF PHOTOS** AND TRY TO UNDERSTAND WHAT THE PEOPLE IN THE PHOTOS FEEL. THEY'LL WRITE DOWN THE REASONS THEY FEEL THE WAY THEY DO.



MUSIC AND EMOTIONS
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=IFFATYENHMK](https://www.youtube.com/watch?v=iffatyenhnk)

worksheet 1

<https://www.youtube.com/watch?v=iFFATyenHNk&t=2s>

watch the video and answer the following questions

1) what are some of the things that can make you happy?

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

2) What are some of the things that can make you sad?

.....
.....

3) What are some of the things that can be exciting?

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

4) what can make you scared?

.....
.....

5) What can be relaxing?

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

Look at these photographs.

Discuss how the people feel and why?



Some adjectives to help:

disappointed excited bored happy interested shocked
cheerful worried sleepy anxious delighted annoyed thrilled

serious nervous contented tired exhausted

Picture 1

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

Picture 2

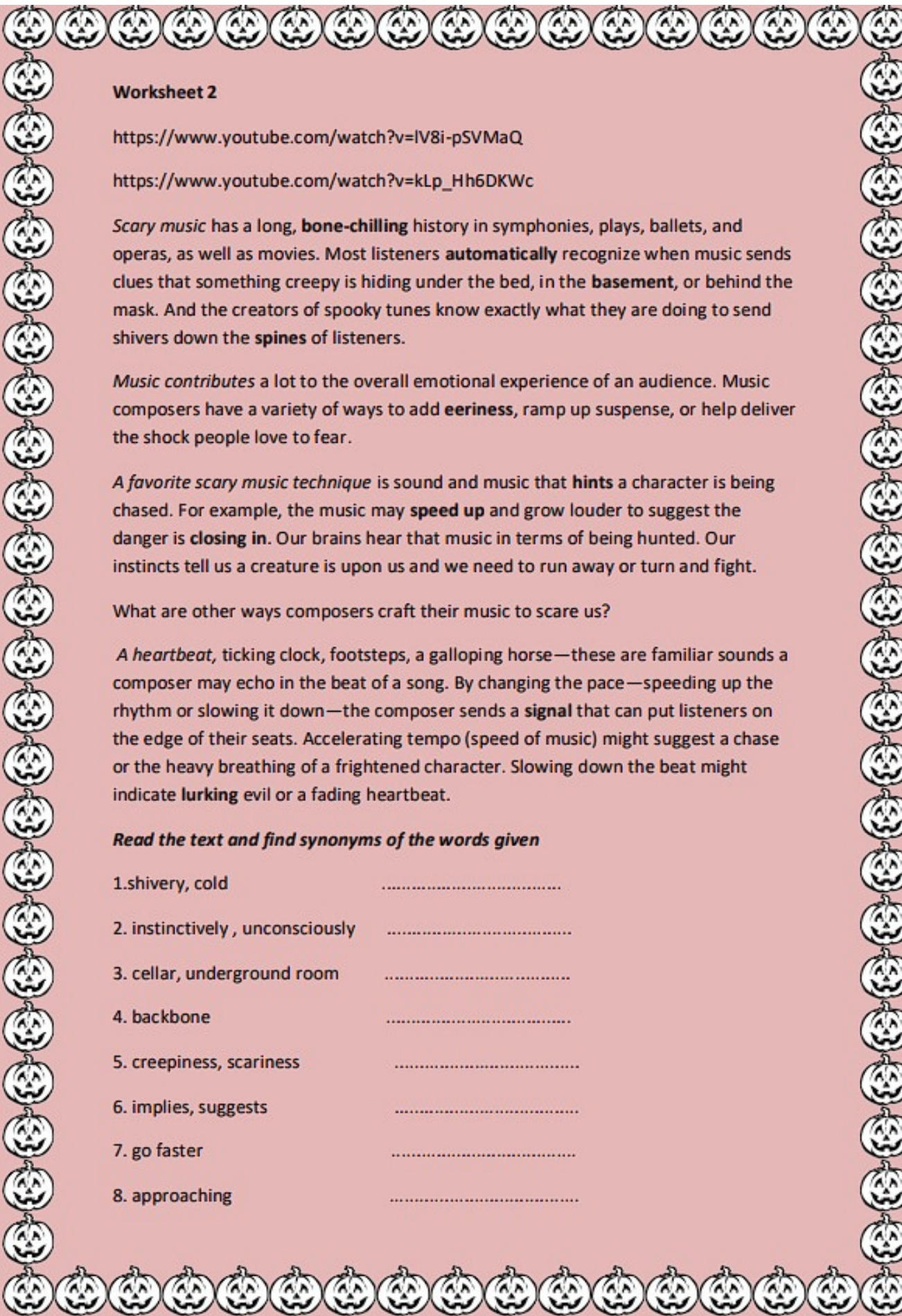
.....
.....
.....

Picture 3

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

Picture 4

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

A decorative border of pumpkins with carved faces surrounds the text. The pumpkins are arranged in a continuous line along the top, bottom, and sides of the page.

Worksheet 2

<https://www.youtube.com/watch?v=lv8i-pSVMaQ>

https://www.youtube.com/watch?v=kLp_Hh6DKWc

Scary music has a long, **bone-chilling** history in symphonies, plays, ballets, and operas, as well as movies. Most listeners **automatically** recognize when music sends clues that something creepy is hiding under the bed, in the **basement**, or behind the mask. And the creators of spooky tunes know exactly what they are doing to send shivers down the **spines** of listeners.

Music contributes a lot to the overall emotional experience of an audience. Music composers have a variety of ways to add **eeriness**, ramp up suspense, or help deliver the shock people love to fear.

A favorite scary music technique is sound and music that **hints** a character is being chased. For example, the music may **speed up** and grow louder to suggest the danger is **closing in**. Our brains hear that music in terms of being hunted. Our instincts tell us a creature is upon us and we need to run away or turn and fight.

What are other ways composers craft their music to scare us?

A heartbeat, ticking clock, footsteps, a galloping horse—these are familiar sounds a composer may echo in the beat of a song. By changing the pace—speeding up the rhythm or slowing it down—the composer sends a **signal** that can put listeners on the edge of their seats. Accelerating tempo (speed of music) might suggest a chase or the heavy breathing of a frightened character. Slowing down the beat might indicate **lurking** evil or a fading heartbeat.

Read the text and find synonyms of the words given

1. shivery, cold
2. instinctively, unconsciously
3. cellar, underground room
4. backbone
5. creepiness, scariness
6. implies, suggests
7. go faster
8. approaching

MUSIC, EMOTIONS & MARKETING

LESSON 2

- A. GROUP WORK ON COMPREHENDING THE CONNECTION OF MUSIC WITH THE FEELING OF FEAR
- B. GROUP WORK ON REALISING THE LINK OF MUSIC AND MARKETING.

STAGE 1

STUDENTS IN GROUPS OF FIVE WILL LISTEN TO TWO PIECES OF MUSIC ("THE JAWS", "GRIEG IN THE HALL OF MOUNTAIN KING") AND THEN DISCUSS SIMILARITIES OR DIFFERENCES BETWEEN THEM. HOW DOES EACH COMPOSITION MAKE THEM FEEL?

STAGE 2

STUDENTS WILL BE GIVEN A TEXT (WORKSHEET 3), TRY TO COMPREHEND IT AND THEN PRACTICE ON INTERMEDIATE LEVEL VOCABULARY RELATED TO THE FEELING OF FEAR.

STAGE 3

STUDENTS WILL WATCH TWO COMMERCIALS ("START ME UP", "I'M LOVING IT") AND DISCUSS IF THEY CONSIDER THEM SUCCESSFUL. WHAT ROLE MUSIC HAS PLAYED TO MAKE THEM MEMORABLE.

THE JAWS

[HTTPS://WWW.YOUTUBE.COM/WATCH?
V=U1FU_SA7XHE](https://www.youtube.com/watch?v=U1FU_SA7XHE)

GRIEG IN THE HALL OF MOUNTAIN KING

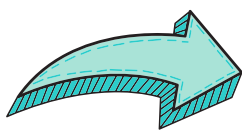
[HTTPS://WWW.YOUTUBE.COM/WATCH?
V=KLP_HH6DKWC](https://www.youtube.com/watch?v=KLP_HH6DKWC)

START ME UP

[HTTPS://WWW.YOUTUBE.COM/WATCH?
V=OPYWDMYJHQ](https://www.youtube.com/watch?v=OPYWDMYJHQ)

I'M LOVING IT

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=DI-
XHMM8WXE](https://www.youtube.com/watch?v=DI-XHMM8WXE)



MUSIC, EMOTIONS & MARKETING

STAGE 4

STUDENTS WILL BE GIVEN A TEXT (WORKSHEET "DUM ,
FILL IN THE MISSING SENTENCES AND TRY TO
COMPREHEND THE IMPORTANCE OF MUSIC IN
MARKETING.

STAGE 5

STUDENTS WILL SEARCH FOR A COMMERCIAL OF
THEIR OWN AND EXPLAIN WHY THEY THINK IT'S
MEMORABLE.

Worksheet 3

Read the text carefully. Fill in the sentences that are missing.

Ever since the early days of advertising, music and TV ads have gone hand in hand. Because of the emotional response elicited from a piece of music (which can be either positive or negative depending on the context and sound) – the associated memory also tends to be strong.

a) _ For example, strings playing short and sharp notes in a major key were found to elicit feelings of happiness and excitement in 87% of respondents. Meanwhile, a shift from major to minor keys provoked a sense of sadness or melancholy in 83%, and 90% found acoustic guitar sounds to be caring, calm and sophisticated.

This shows how important it is for advertisers to have a clear idea of the emotion they want to evoke in viewers – b) _

This brings us on to another factor that can increase the memorableness of music in advertising – the artists or musicians themselves. Celebrity or ‘expert’ influence is of course a factor here, with adverts featuring a well-known song or artist being able to draw from existing popularity.

This might depend on how recognisable a song is in the first place. One effective example is Microsoft’s ‘Start Me Up’ ad, which featured the iconic and instantly recognisable Rolling Stones song of the same name.

Microsoft reportedly paid the band millions in order to use their song, c) _

McDonald’s in 2003 enlisted Justin Timberlake to record a new song, ‘I’m Lovin’ It’. While the campaign itself generated buzz due to Timberlake’s involvement, the campaign was particularly clever d) _

The music in question doesn’t have to be sung by a well-known artist, either. ‘Dumb Ways to Die’ – written for an ad for Melbourne Trains – was sung by Tangerine Kitty, e) _ On the back of the ad’s popularity, the song itself was released and charted in the Top 10 in six countries.

With its hugely catchy chorus, pertinent lyrics, and emotional impact – it’s a great example of how to use the power of music to convey a message.

- a) in how it used the title as the slogan for both TV ads and billboards.
- b) Different melodies, chords, or key changes in songs can elicit responses.
- c) a fairly unknown folk singer
- d) realising that it would add power and bring further visibility to the campaign.
- e) and the type of music that might create it.

Watch the following commercials.

<https://www.youtube.com/watch?v=OPyWDMmYJhQ>

<https://www.youtube.com/watch?v=dI-xHMM8wXE>

<https://www.youtube.com/watch?v=IJNR2EpS0jw>

<https://www.youtube.com/watch?v=Blr086YtzY4&list=RDQMAr5NwydDUHk&index=2> Jingles

Which are the factors that have made them successful?

Do you think music has played an important role on their success?

Choose a commercial of your own and explain why you think it’s memorable.

Dumb Ways to Die

[Tangerine Kitty](#)

Watch the video and fill in the missing words. <https://www.youtube.com/watch?v=IJNR2EpS0jw>

Set to your hair
Poke a stick at a grizzly
Eat medicine that's out of date
Use your private parts as Piranha bait

Dumb ways to die
So many dumb ways to die
Dumb ways to die-ie-ie
So many dumb ways to die

Get your toast out with a
Do your own electrical work
..... yourself how to fly
Eat a two-week-old unrefridgerated pie

Dumb ways to die
So many dumb ways to die
Dumb ways to die-ie-ie
So many dumb ways to die

Invite a psycho inside
Scratch a drug dealer's brand new ride
Take your off in outer space
Use a clothes dryer as a hiding place

Dumb ways to die
So many dumb ways to die
Dumb ways to die-ie-ie
So many dumb ways to die

Keep a rattle as a pet
Sell both your kidneys on the internet
Eat a of super glue
I wonder, what's this red button do?

Dumb ways to die
So many dumb ways to die
Dumb ways to die-ie-ie
So many dumb ways to die

Dress up like a moose during season
Disturb a of wasps for no good reason
Stand on the of a train station platform
Drive around the boom gates at a level crossing
..... across the tracks between the platforms
They may not rhyme, but they're quite possibly

Dumbest ways to die
The dumbest ways to die
Dumbest ways to die-ie-ie
So many dumb
So many dumb ways to die

Authors of publications in alphabetical order:

1. Belluardo Maria, Italy
2. Gabrysz Agnieszka, Poland
3. Greabu Maria, Romania
4. Kafida Irini, Greece
5. Karasińska Justyna, Poland
6. Kowalik Barbara, Poland
7. Kroll Agnieszka, Poland
8. Laszuk Jakub, Poland
9. Lauda Paulina, Poland
10. Lorefice Carmela, Poland
11. Mikuła Karolina, Poland
12. Muthi Anamaria, Romania
13. Parrot Jordina, Spain
14. Petrolo Silvana, Italy
15. Samaniego Jou Sílvia, Spain
16. Savva Iantassa, Greece

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