VALUE OF MONEY

Financial literacy is an extremely important subject for young learners of today to become financially responsible adults. But it is also a difficult subject to teach. It often fails to hold the attention of students. Children do not handle money, and hence learning how to handle something that they do not have access to is quite a difficult concept to grasp.

MysticLand in School's **Money Matters** course is a fresh take on learning, understanding, practising as well as imparting financial literacy. This teacher tools document is full of interesting activities and things that we as educators can do to make it a memorable learning experience.

PROGRAMME STRUCTURE

This programme is designed for maximum interactivity in class and gaining practical knowledge of finance. To ensure continued engagement, the programme is structured as below:

#1 The Money Matters Storybook:

The Money Matters Storybook will take learners on an exciting journey with the Mysticals who learn financial concepts with them. Each title is written as a novel and is broken down into seven episodic chapters.

#2 The Money Matters Pocket Guide:

The Money Matters Pocket Guide will help learners understand each financial concept in detail. Designed as one sheet per chapter, each guide delivers concepts and activities to cement learning.

#3 Worksheets

After completing a chapter, learners will be tested on their financial concepts via worksheets.

#4 In-class activities:

The programme includes suggestions for activities to be conducted in class for maximum engagement.

#5 Project:

A project-based evaluation that will help learners put their knowledge to practical use.

#6 Certification:

On completion of the minicourse on finance, learners will be awarded a certificate.

HOW TO USE TEACHER TOOLS



LEARNING OUTCOMES

A quick introduction to each chapter with expected learning outcomes



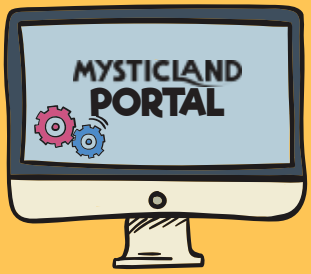
IN CLASS ACTIVITIES

Interactive ways to disseminate content in the book via activities or reflection sessions



MEDIA RESOURCES

Audio / video / images to be shared in classrooms that complete the learning journey



Team MysticLand supports teachers with media resources, teacher manuals, sample assessment papers, answer keys, lesson plans, and more! You have access to all via the MysticLand portal.

1. Visit www.mysticlandinschool.com
2. Click the login link
3. Enter the school code MYSTICALS2025
4. You will then have access to all digital resources

INTRODUCTORY CLASS:

It is very likely that MysticLand is a new concept for your class. We should begin by showing learners a video introducing everybody to the storyline of MysticLand. As a part of their book, they would have also received a large storysheet with the characters. It is important for all learners to know these characters as the entire storybook is based on them.



MEDIA RESOURCES



Story of MysticLand

Let's move into a warm-up discussion on financial literacy now. It will be good to ask learners following questions before diving into the book.

1. What do you think money is?
Let learners share their ideas of what money represents (cash, coins, value, etc.).

2. Where do you get money from?
Discuss sources like allowances, gifts, or jobs. This can introduce the concept of earning money.

3. Why do we need money?
Encourage them to think about why people exchange money instead of goods (barter system vs money).

4. What do you usually spend your money on?
They can reflect on their spending habits, like buying toys, snacks, or saving for something bigger.

5. Do you think it is important to save money? Why or why not?
Let them explain their thoughts on saving which will naturally lead to discussions on budgeting and planning.

6. Have you ever heard the phrase "money does not grow on trees"? What do you think it means?
This helps them think about the value of money and the effort it takes to earn it.

7. What is the difference between "needs" and "wants"? Can you give examples of each?
A good way to introduce budgeting and financial priorities.

These questions encourage learners to think critically about money in their own lives, setting the foundation for our lessons.

Please note: All learners should read the prologue before their next class. This can be a home assignment.

CHAPTER 1:

STORYBOOK:	POCKET GUIDE:
In search of the missing stone	History of currency



LEARNING OUTCOMES

The concept sheet takes learners on a journey of currency. They begin by understanding what is barter and how it began. They also examine its flaws and how it outlived its usefulness. This led to the invention of money.
This is followed by tracing the evolution of currencies from coins to paper money and how currency began flowing freely between civilisations. Finally, we talk about the world today and its currencies.



IN CLASS ACTIVITIES

IT'S BARTER TIME!

Objective:
Help learners understand how currency evolved from the barter system to modern money, introduce them to the concept of money as a medium of exchange, and tell them about different currencies of the world.

Materials:
Role-play cards with different historical periods of currency (eg, barter system, commodity money, metal coins, paper money, digital currency and cryptocurrency).
Slips of paper or tokens to represent various items (like livestock, grain, metals, etc.) for the barter and commodity money stages.

Instructions:
Set the scene: Divide the class into groups, each representing a different historical period in the evolution of currency: Barter system, Commodity Money (e.g., using livestock, grain, or shells as currency), Metal Coins Paper Money, Digital Currency (credit cards, online banking)

Role-play trading:
Stage 1: Barter system: Have the first group start by bartering goods (eg, trading apples for rice) to demonstrate the difficulties of direct exchange.
Stage 2: Commodity Money: The second group will introduce the idea of using valuable items (like metals or livestock) as a medium of exchange.
Stage 3: Metal Coins: The third group moves on to using standardised metal coins (which everyone recognises as valuable and easier to trade).
Stage 4: Paper Money: The next group will demonstrate how paper money made trading more efficient and lightweight.
Stage 5: Digital Currency: The last group shows how digital money, like credit cards and online payments, revolutionised modern trade.

Group discussion:
After each group presents their "era" and performs a short trade demonstration, discuss the benefits and drawbacks of each system.

Wrap-up discussion:
1) What challenges did each period of currency try to solve?
2) How does modern money simplify trade compared to the barter system?
3) Why is currency important in today's global economy?
4) How do digital money and cryptocurrencies represent the next phase in the evolution of money?

This activity will help students trace the journey of currency throughout history, understand its role as a medium of exchange, and introduce them to the diversity of global currencies.



MEDIA RESOURCES

- In search of the missing stone - a recap
- History of currency

CHAPTER 2:

STORYBOOK:	POCKET GUIDE:
Mysticals seek the Golconda diamond	Value of valuables



LEARNING OUTCOMES

The concept sheet explains the value of commodities. Learners often are unable to put a price on commodities like agriculture. In this chapter, we help them understand how these commodities are priced. More importantly, we also want them to understand how price fluctuations happen basis geopolitical events.



IN CLASS ACTIVITIES

COMMODITY MARKET SIMULATION

Objective:
Learners will simulate a marketplace where they act as buyers and sellers of valuable commodities. Through trading, they will observe how prices fluctuate based on supply, demand, and external events.

Materials:
Play money: make ₹50, ₹100, ₹500 tokens on paper. Each learner should get one token at random.

Three commodity cards: Each card should represent different commodities (eg, gold, oil, wheat).
Three event cards: Each card should describe global events that impact the commodity market: (1) a drought has hit and affected wheat supply, (2) a war has hit the biggest oil producing nation, and (3) a new gold mine has been found)

Price chart for each commodity.

Activity steps:

Introduce the commodities: Start by explaining the different commodities learners will be trading (gold, oil, wheat) and how their value can fluctuate due to external factors like scarcity, demand, or global events.

Divide students into groups: Split the class into two groups—buyers and sellers. Each seller will have a set number of commodity cards to "sell", and each buyer will have play money to spend.

Set starting prices: Display a chart with the starting price for each commodity (eg, gold starts at ₹100 per unit, wheat starts at ₹50 per unit, etc.).

Round 1: Free trading: Let buyers and sellers negotiate deals on their own. They can buy or sell at the mutually agreed upon price. Write the traded prices on the board to track how much each commodity was sold for (highest and lowest).

Introduce market events: After a few minutes of trading, draw an event card that simulates a global event (eg, "a drought reduces wheat supply," or "new gold mine discovered"). Adjust the prices of affected commodities accordingly and allow another round of trading.

Reflection:
After the rounds of trading, gather the learners and discuss the price changes. Ask questions like:
Why did the price of some commodities go up or down?
How did the event cards affect the market?
What strategy did you use as a buyer or seller?

Conclusion:
Wrap up the activity by explaining how real-world commodities undergo similar fluctuations due to factors like supply and demand, environmental conditions, or geopolitical events.

This activity will give them a hands-on experience in understanding how market forces and external factors affect the value of commodities!



MEDIA RESOURCES

- Mysticals seek the Golconda diamond - a recap
- Value of valuables

CHAPTER 3:

STORYBOOK:	POCKET GUIDE:
Much ado about currency exchange	Exchange rates



LEARNING OUTCOMES

The concept sheet explains how different countries use different currencies and how we buy or sell other currencies. It traces the journey of a currency exchange house. The sheet also requires learners to calculate how much they will get when they buy currency basis rates mentioned. ***Please note: a visit to a currency exchange house will be a good field trip.***



IN CLASS ACTIVITIES

EVOLUTION OF CURRENCY EXCHANGE AND MODERN-DAY PRACTICES

Objective:
Learners will research how people exchanged money in the past compared to how it is done today, including an exploration of buy and sell rates, and how exchange rates affect international transactions.
Please note: we have listed three group research topics. It is your discretion to give out all three or one.

#1 Historical research:
Each learner or group will research how people exchanged goods and money in the past (barter system, use of coins and paper money, etc.).
They should include how ancient trade worked (e.g., Silk Road, maritime trade) and what kinds of currency systems were used in different parts of the world.

#2 Modern currency exchange:
Learners will explore how currency exchange works today. They should include:
How exchange rates are determined.
The difference between buy and sell rates at a currency exchange counter.
How people and businesses use currency exchange for travel, trade, or investments.

#3 Research on a specific country:
Assign or let learners choose a country, research its currency, and find its exchange rate compared to the Indian Rupee. They should track how the exchange rate changes over a week or month.

This mini project will help students understand both the history and real-life application of currency exchange, making the topic more engaging!



MEDIA RESOURCES

- Much ado about currency exchange - a recap
- Exchange rates

CHAPTER 4:

STORYBOOK:	POCKET GUIDE:
The Mysticals dream about treasure	Why currency values change



LEARNING OUTCOMES

The concept sheet aims to answer a question- why do currency values fluctuate? What makes a currency strong or weak? Can a strong currency become weak and vice versa? It explains how economic forces and geopolitical events have an impact on currency value.



IN CLASS ACTIVITIES

RESEARCH ON ECONOMIC SANCTIONS AND THEIR IMPACT

Objective:
Learners will research countries that have faced economic sanctions, understand why the sanctions were imposed, and analyse the effects on their economy and currency value..

Assign countries:
Divide learners into four small groups and assign each group a country that has faced economic sanctions: Iran, Russia, North Korea, Venezuela.

Research topics:
Why were sanctions imposed? Was it due to political reasons, human rights issues, nuclear programmes, etc.?
How did the sanctions affect the currency value? Did the country's currency weaken? How did this impact the population and local businesses?

Learners will also explore how the sanctions impacted the country's relationship with other nations and international organisations.

Class discussion:
After the presentations, lead a class discussion on the following topics:
What were the most common economic impacts of sanctions?
How do sanctions affect global trade and international relations?

This research project will help students dive deeper into how global politics and economic sanctions can directly impact a country's financial health, currency value, and economy.



MEDIA RESOURCES

- The Mysticals dream about treasure - a recap
- Why currency values change

CHAPTER 5:

STORYBOOK:	POCKET GUIDE:
An expedition to the Spanish galleon	Non-currency valuables



LEARNING OUTCOMES

The concept sheet shifts focus from currency - paper money and coins - to non-currency valuables. It explains how people invest and trade in some of these assets which can gain value over time (eg, real estate and gems). It also dives into intellectual property which can be a very powerful non-currency valuable.



IN CLASS ACTIVITIES

NON-CURRENCY VALUABLES TREASURE HUNT

Objective:
Learners will identify and classify different types of non-currency valuables, including intellectual property, through a competitive and collaborative group activity.

Materials:
A long list of items (some are non-currency valuables, some are not). The list of items are listed on this page. Please mix the non-currency valuables with distractors while handing over to learners.
Markers and large poster sheets for each group.
A timer.

Steps:
Divide the class into teams: Split the class into groups of three to five students each. Give each group a large poster sheet and markers.

Present the list: Provide the long list of items that includes both non-currency valuables and distractors. Explain that non-currency valuables include things that hold economic value but are not money, such as real estate, intellectual property (eg, copyrights, trademarks, etc), precious metals, and even patents.

Treasure hunt challenge:
Set a timer (10-15 minutes) and have each group work together to identify as many non-currency valuables from the list as they can.
Instruct them to write each item they select on their poster, grouped into categories (e.g., physical valuables like gold, intellectual property like patents, and digital valuables like copyrights).

Class discussion: Once the time is up, have each group present their findings to the class.
Discuss each item and why it qualifies (or doesn't) as a non-currency valuable.
For intellectual property, highlight how things like trademarks, patents, and copyrights can hold value just like physical assets.

Wrap-up discussion: Discuss the importance of recognising non-currency valuables and how they contribute to wealth and business. Emphasise how intellectual property, though not physical, can have immense value.

Non-currency valuables

Gold
Silver
Diamonds
Real estate
Copyrights
Jewellery
Brand names
Trademarks
Inventions
Trade secrets
Music rights
Rare collectibles
Antiques
Famous logos
Vintage cars
Land
Software licenses
Fashion designs
Photography copyrights
Perfume formulas
Space exploration rights
TV show copyrights
Digital art (NFTs)

Distractors

Paper clips
T-shirts
Toothbrush
Coffee cup
Lunchbox
Sandwich
Shoes
Lightbulbs



MEDIA RESOURCES

An expedition to the Spanish galleon - a recap

Non-currency valuables

CHAPTER 6:

STORYBOOK:	POCKET GUIDE:
The HuMysticals of Mars	Future of money



LEARNING OUTCOMES

So far, we have traced the journey of currency from its very beginning until now. Through this concept sheet, we move into the future. We begin by understanding digital currency, how it is used, and its advantages. And then, we move into cryptocurrency- what it is, and how it works? ***Please note: an interesting exercise will be for learners to observe transacting digital currency such as a Paytm or Google Pay transaction.***



IN CLASS ACTIVITIES

CRYPTOCURRENCY SIMULATION GAME

Objective:
Learners will simulate how cryptocurrency transactions work, including mining, digital wallets, and blockchain to understand how digital currencies function differently from traditional money.

Materials:
Paper or tokens to represent cryptocurrency units (you can call it “ClassCoin”).
A large board or wall space to represent the blockchain.
Markers and index cards to write down transactions.
Access to calculators or basic arithmetic for mining simulations.
A timer.

Setting the scene: Introduce the concept of cryptocurrency as a digital form of money that relies on encryption and operates independently of banks. Briefly explain key terms like blockchain, digital wallets, mining, and transactions.

Create cryptocurrency (ClassCoin): Tell the learners that they will be using a digital currency called “ClassCoin”. Each learner will have a digital wallet where they will store their ClassCoins.
Give each learner 10 ClassCoins to start with.

Blockchain setup: Set up a large area to represent the blockchain (you can use a whiteboard, chalkboard, or a poster board). Each time a transaction occurs, it will be recorded as a block in the blockchain.
A block will include the following information:
Who sent the ClassCoin (sender’s Wallet ID).
Who received it (receiver’s Wallet ID).
The amount transferred.
Every three to five transactions will be grouped together into a block.

Mining the cryptocurrency: Explain that for a transaction to be validated, it must be “mined”. To simulate mining, each group will solve a simple math problem or riddle. Whoever solves it first gets to validate the transaction and add it to the blockchain.
The “miner” who solves the problem first earns a reward of 2 ClassCoins for verifying the transaction.

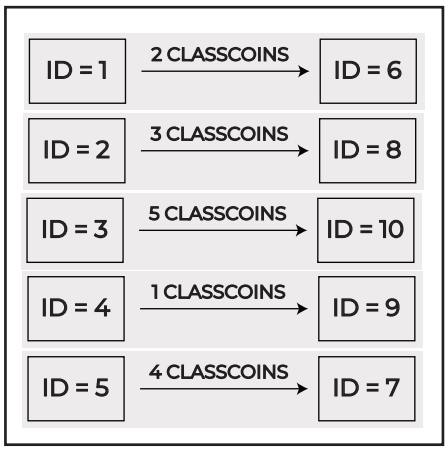
Making transactions: Let learners trade ClassCoins with each other (eg, exchanging ClassCoins for services like borrowing a book, drawing something, etc.). Each transaction must be recorded on the blockchain.
The miners will verify each transaction by solving the problem.

Class reflection and discussion:
Once the activity is over, have learners discuss:
How is cryptocurrency different from regular money?
What role do miners play and why are they important?
How did it feel when the value of ClassCoin changed unexpectedly?
What do they think is the benefit or risk of using cryptocurrency?

CC = CLASSCOIN

ID = 1	ID = 2	ID = 3	ID = 4	ID = 5	ID = 6	ID = 7	ID = 8	ID = 9	ID = 10	ID = 11	ID = 12
10 CC -2 CC	10 CC -3 CC	10 CC	10 CC	10 CC	10 CC +2 CC	10 CC	10 CC +8 CC	10 CC	10 CC	10 CC	10 CC

BLOCK 1





MEDIA RESOURCES

- The HuMysticals of Mars - a recap
- Future of money

CHAPTER 7:

STORYBOOK:	POCKET GUIDE:
MysticLand's Greatest Mystery solved	Identity theft and online safety



LEARNING OUTCOMES

In this sheet, we learn how to protect ourselves online from identity theft and other acts. We deep dive into different types of scams and learn how to recognise them. And most importantly, what to do if we are a victim of online theft or fraud.



IN CLASS ACTIVITIES

SPOT THE SCAM CHALLENGE

Objective:
Learners will learn how to identify different types of online scams, phishing attempts, and identity theft tactics through a fun and interactive group activity. They will also discuss best practices for online safety and what steps to take if they become victims.

Steps:
Divide the class into groups of three to four. Explain that they are going to be scam detectives and must identify whether the messages they receive are legitimate or scams. But before that, each group has to create two versions of mock messages. One will be legitimate (from real services like a bank, online store, or friend), while others will be scams designed to trick others.

Spot the Scam Challenge:

Ask the groups to review each message and decide whether it is a scam or not. They should use the "Safe or Scam" checklist to help guide their decision.

Once all groups have made their choices, go through each message as a class. Discuss the signs that made a message look like a scam or a legitimate one.
Highlight cues like:
Suspicious email addresses or phone numbers.
Links to unfamiliar websites.
Urgent language demanding personal information.
Promises of free money or prizes.

This activity helps students actively engage with the content, think critically about online safety, and gain practical skills to protect themselves from fraud and identity theft.



MEDIA RESOURCES

- MysticLand's Greatest Mystery solved - a recap
- Identity theft and online safety

PROJECT: MOCK CURRENCY EXCHANGE HOUSE

This project will help learners understand how currency fluctuates. If there are multiple sections, each section can set up a competing exchange house. Directions are given in the book. To aid administration, you can include a few learners to help. Let us call them the admin team. The book has 10 currencies. Please ask your admin team to make paper money or tokens for these currencies. Each team will come to you at the beginning and buy three currencies from the admin team using their INR 5,00,000.

You will have to give situations for customers to go and buy currencies. Here are few situations -
- I am going to Switzerland for a holiday. I need Swiss francs for INR 1,00,000
- I am going to the USA to study. I need US dollars for INR 50,000
- I am setting up a business in China. I need Chinese yuan for INR 2,00,000

It is time to introduce global events in the middle of the day to help learners understand how currencies fluctuate:

1. Economic recession in the USA
- Impact: The US dollar (USD) may weaken due to lower investor confidence, affecting its exchange rate.
- Effect on currencies: USD declines, and currencies like EUR, GBP, and CHF may strengthen in comparison.

2. Natural disaster in Japan
- Impact: A major earthquake or tsunami in Japan could disrupt its economy, causing the Japanese yen (JPY) to lose value as markets react to the instability.
- Effect on currencies: JPY weakens, while currencies of stable economies, like the USD and CHF, may see a rise.

3. OPEC oil supply cut
- Impact: A decision by OPEC to reduce oil supply can increase global oil prices, benefitting oil-exporting countries like Canada (CAD) and Australia (AUD).
- Effect on currencies: CAD and AUD strengthen due to higher oil prices, while currencies from oil-importing nations like INR may weaken.

4. Political unrest in the Eurozone
- Impact: Political instability in key Eurozone countries (eg, France, Germany, etc) can cause uncertainty around the euro (EUR), potentially weakening it.
- Effect on currencies: EUR weakens and currencies like the USD and CHF (seen as safe-haven currencies) might strengthen.

5. Trade war between China and the USA
- Impact: Heightened tariffs or trade restrictions between China and the USA could hurt the Chinese yuan (CNY) and the US dollar (USD), as both economies are heavily reliant on trade.
- Effect on currencies: CNY and USD might weaken, while other currencies like EUR and SGD may strengthen as traders look for alternatives.

These events will add a dynamic element to your game as students adjust their currency holdings based on the impact of global events!

Basis the above global events, we have to adjust the exchange rates to the following -

1. United States dollar (USD)
    - Original rates:
      Buy Rate: ₹82.50 | Sell Rate: ₹83.20
    - After USA recession
      Buy Rate: ₹81.20 | Sell Rate: ₹81.90 (USD weakens due to economic slowdown)

2. Euro (EUR)
    - Original rates:
      Buy Rate: ₹89.70 | Sell Rate: ₹90.40
    - After political unrest in the Eurozone
      Buy Rate: ₹87.50 | Sell Rate: ₹88.20 (EUR weakens slightly due to political uncertainty)

3. British pound (GBP)
- Original rates:
  Buy Rate: ₹103.10 | Sell Rate: ₹104.00
- After USA recession and Eurozone unrest
  Buy Rate: ₹104.50 | Sell Rate: ₹105.20 (GBP strengthens as a stable option)

4. Japanese yen (JPY)
- Original rates:
  Buy Rate: ₹0.56 | Sell Rate: ₹0.58
- After natural disaster in Japan
  Buy Rate: ₹0.50 | Sell Rate: ₹0.52 (JPY weakens due to economic disruptions)

5. Australian dollar (AUD)
- Original rates:
  Buy Rate: ₹52.60 | Sell Rate: ₹53.20
- After OPEC oil supply cut
  Buy Rate: ₹54.50 | Sell Rate: ₹55.20 (AUD strengthens with higher oil prices)

6. Canadian dollar (CAD)
- Original rates:
  Buy Rate: ₹60.80 | Sell Rate: ₹61.50
- After OPEC oil supply cut
  Buy Rate: ₹62.20 | Sell Rate: ₹62.90 (CAD strengthens due to higher oil prices)

7. Swiss franc (CHF)
- Original rates:
  Buy Rate: ₹92.50 | Sell Rate: ₹93.20
- After USA recession and Eurozone unrest
  Buy Rate: ₹94.80 | Sell Rate: ₹95.50 (CHF strengthens as a safe-haven currency)

8. Chinese yuan (CNY)
- Original rates:
  Buy Rate: ₹11.30 | Sell Rate: ₹11.60
- After USA-China trade war
  Buy Rate: ₹10.90 | Sell Rate: ₹11.20 (CNY weakens due to trade disruptions)

9. Singapore dollar (SGD)
- Original rates:
  Buy Rate: ₹60.20 | Sell Rate: ₹61.00
- After USA-China trade war
  Buy Rate: ₹61.50 | Sell Rate: ₹62.20 (SGD strengthens as a stable regional alternative

10. South African rand (ZAR)
- Original rates:
  Buy Rate: ₹4.50 | Sell Rate: ₹4.60
- Minor global impact
  Buy Rate: ₹4.45 | Sell Rate: ₹4.55 (ZAR remains largely unaffected but sees minor fluctuations)

These updated rates reflect the changes from the global events, making your game more realistic and challenging for the students!

At the end of the day, each team will have to sell their currency back to you in exchange for INR. All of them started with INR 5,00,000. It is time to calculate how much they have left in hand at the end.