

Exploration and practice of financial literacy education in secondary school

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Abstract: Financial literacy education is one of the important contents of middle school core literacy education, and middle school financial literacy education is still in its infancy. Chongqing Bashu Secondary School has carried out effective exploration and practice in six aspects, such as campus classes, theme education activities, setting up the "campus securities company", simulating department stores, carrying out the "cash flow game", and developing a variety of practical projects.

Key words: secondary school; financial literacy education; practice

1 Introduction

In the face of rapid social development and economic change, major developed countries in the world regard financial literacy as one of the core qualities of citizens in the 21st century, and financial literacy education arises at the right moment. In the largest developing country in the world, China, financial literacy education, as a dimension of quality education, has gradually been recognized by people of insight. The exploration and development of financial literacy education in middle schools will provide a new way of thinking and practical form for quality education in China. The core of quality education is to pay attention to the lifelong sustainable development of people.

The concept of Bashu quality education is based on discovering and exploring students' potential, cultivating students' personality, hobbies and characteristics, paying attention to students' personality shaping and emotional intelligence development, and promoting students' personality and teamwork spirit. To sum down, it is based on the development of students. As an organic part of quality education, financial literacy education has been incorporated into the quality education in Bashu. The educational concept based on student development is the core of the exploration and practice of school-based education of financial literacy in middle schools, and also an important basis to measure the effective operation and implementation of school-based education of financial literacy in middle schools. By constantly innovating the content of financial and economic literacy education and carrying out various forms of practical activities, our school has walked out of a distinctive road of financial and economic literacy education, which has made beneficial exploration and practice for financial and economic literacy education in middle schools.

2 The campus classroom, leading the deep development of school-based financial literacy education

Since March 2012, the school-based financial literacy education has been based on courses, and the financial literacy education content has entered the classroom. According to the characteristics and psychological development rules of

students in different grades, they have different priorities in terms of teaching objectives and tasks, and different contents in terms of financial literacy. The school-based education courses of financial literacy in the lower grades mainly adopt the form of classes and lectures. Specifically, the first form is class form, which is each lesson around a center, with teaching activities as the carrier and theoretical logic as the red line. Through role-playing, situation representation, discussion, and storytelling, under the teacher's guidance, students can set up life scenarios and rich life experiences, complete enjoyable tasks, and feel, experience, and understand wealth in daily life. Only then can they establish correct views on savings, financial management, and consumption. For example, in the lesson "I am a good leader in the future", the main content is to understand the family income and expenditure, discuss and exchange the rationality of family financial management, and develop students' habit of saving. By setting "10,000 yuan as the upper limit, and letting the children write the family monthly expenses", children can understand that the family monthly expenses are not small, and only by understanding these things, can they understand the hard work of making money, and cultivate the sense of saving. Finally, it will let the children experience and understand how to cultivate financial awareness in the activities, and naturally draw a conclusion. In the second form of lectures, the school invites financial experts from commercial banks, investment companies, securities companies, insurance companies, fund companies and other units to give regular lectures in the school, so that students can learn new views and new information on financial management without leaving the campus, and sow a seed of "financial management" in their hearts in advance. For senior students, the focus is mainly on guiding their awareness and behavior through thematic approaches, for example, holding the "Financial Literacy Training Industry Practice" event with the theme of "Lighting up the Light of Financial Literacy, Illuminating Wealth Life": Each class establishes its own department store, with roles such as chairman, general manager, accountant, salesperson, propagandist, and price inspector. Every student is a supplier, purchasing and pricing goods according to market rules, simulating the entire process of social commodity trading, experiencing the laws of market mechanisms, and feeling that making money is not easy. Through the activity, the students can summarize and master the importance of some financial knowledge and skills, while exercising their ability to unite and cooperate, and improving their practical and financial abilities, thereby promoting quality education in schools.

3 Carry out thematic education activities to enhance the awareness of financial literacy

Financial literacy theme education activities are beneficial supplements to the campus classroom. Financial literacy themed education activities explore lively forms of activities based on students' curiosity, independent thinking, critical psychology, and age characteristics, demonstrate theoretical charm, exercise students' financial management ability, improve their financial awareness, and make financial literacy school-based education content that students enjoy and are willing to accept. Through activities such as "round table meetings", "case discussions", and "firsthand experiences", various financial practical cases are introduced and analyzed to deepen students' understanding and comprehension of financial reality, strengthen their ability to identify, analyze, and evaluate various knowledge, and cultivate their "critical" thinking style. The speech competition "My Financial Literacy Growth Story" has improved students' cognitive ability, knowledge transformation ability, and operational ability.

4 Set up a "campus securities company" to experience the simulated stock trading environment

In order to cooperate with the financial literacy school-based education and provide students with a practical environment, the school can set up a "school securities company", and each "shareholder" has 50,000 yuan of "virtual funds", which are used to buy and sell stocks. The school uses virtual stock trading platforms and computer operations, and all operations are filled out in the form of tables. "Citizens" fill out relevant forms and "power of attorney" when buying

and selling stocks and hand them over to the "staff". After 5 pm, the "staff" notify the "citizens" in the form of a notice based on the "today's market situation". If the "citizens" have covered up or engaged in stock trading activities, they can also complete them during this period, and the specific time of transaction can be ignored. The checkout time is every Wednesday afternoon, and for the convenience of settlement, transaction fees and stamp duty are waived. Through simulating the stock market environment, students can gain a deeper understanding of the stock market knowledge and analyze the economic phenomena. In order to guide students to understand specific issues such as stock knowledge and operating procedures, the "stock consultant" is a political teacher. At the same time, the school also regularly invites analysts from securities companies to do technical analysis of related stocks for the "shareholders". Through the "simulated stock market", students understand how to use the limited funds more scientifically and reasonably, and develop financial habits. Although "simulated stock speculation" does not have capital risk, there is still a certain "realistic risk". Therefore, once there is a bad tendency, the school-based financial literacy education guidance studio should guide and correct it in time.

5 Simulate the department store, practice and experience the changes of business war

The school holds an art festival in December every year, and Taobao food street is the highlight. In order to cooperate with the "financial literacy training trade practice activities", each class sets up department stores and simulates the operation according to the business mode. The School-based Financial Literacy Education Guidance Studio is responsible for activity planning. Under the guidance of the "chairman" (head teacher), each class selects several awards based on the performance of each class, combined with the sales performance report and summary materials. Hundreds of department stores from establishment to name, from purchasing to pricing, from publicity to exhibition, completely simulate the whole process of commodity trading. The "merchants" base is sea, and "each show", through special offers, preferential, gifts, prizes and other activities, attracts customers. The most attractive is food monopoly and hairstyle, and students, in the happy shopping experience market operation mechanism, preliminary experience alone with money and successful trade of hard-won money.

6 Carry out the "cash flow game" to experience the road of wealthy and free life

Robert invented the "cash flow game" to coincide with his financial education. "Cash flow games" are fundamentally different from general wealth based pure entertainment games, as they include balance sheets. By simulating real-life scenarios, players will be exposed to real-life situations during the game, naturally accepting concepts related to investment and financial management, as well as real estate investment, stock and bond investment, etc. At the same time, they are "forced" into real life during the game, and experience life directly. Through this game, I can clearly "see" the changes of my financial situation, feel the rules of money movement, and start my investment and financial management talent in the game, cope with challenges, make the best investment and financial decisions, and improve my financial IQ. In order to better promote the "cash flow game" in Bashu Secondary School, the school-based financial literacy education research group invested tens of thousands of yuan to equip the "cash flow game room". Firstly, the teachers were trained, so that everyone could be familiar with and truly understand the rules and process of the game. Secondly, because the game takes more time to play and does not interfere with the normal classroom schedule, the classroom management group studied the programme and used the extensive practice time in the pilot class with good results. Finally, it should be implemented in the whole grade. Through the game, the students can identify and grasp the opportunities of investment and financial management in the game, and learn the investment thinking of the rich people contained in the game in the training, so as to improve the students' financial IQ, and finally realize the financial freedom.

7 Develop a variety of practical projects to help students' life planning

In order to improve students' financial management ability and comprehensive quality, the school has also carried out a more intuitive, vivid and profound series of financial and economic literacy education activities -- walk into the bank. Firstly, the school cooperated with a commercial bank to hold an on-site exchange meeting on the "bank knowledge view". A commercial bank credit manager used vivid and interesting language and fascinating slides to explain to students the basic concepts of the emergence and development of finance, as well as the financial methods and form. The wonderful lecture won applause from students and truly and effectively increased their financial literacy and related knowledge. The exchange activity of "view of bank knowledge" is one of the training activities of "I am a small financial manager" jointly held by the school and a commercial bank. Secondly, it continued the "little financial planner selection activity", organized students to enter the "bank field training base" activities, and established the "little financial planner" club and other colorful activities. This activity promotes students to have a more in-depth study and feeling of financial literacy, so as to improve their financial literacy to achieve the purpose of guiding their real life.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.