

# Pre- and Post-Visit Materials

“Money, Price and Value”  
interactive tour  
Secondary school level I, cycle 3

**MONEY  
VERSE**

EXPERIENCE MONEY LIKE  
NEVER BEFORE

[MONEYVERSE.CH](http://MONEYVERSE.CH)

The Moneyverse is an initiative of the Swiss National Bank in cooperation with the Bern History Museum.

Located in the heart of the city of Bern, this learning and experience space contributes to visitors' general understanding of the economy, offers a unique insight – unparalleled anywhere else in Switzerland – into the work and mandate of the Swiss National Bank, and addresses key topics surrounding the phenomenon of money.

# Table of Contents

Module 1: The Swiss National Bank – Who It Is and What It Does	7
Module 2: Interest and the Policy Rate	9
Module 3: A Question of Value	13
Module 4: Reflection on the Exhibition Visit	20
Words that students should know for the tour	23
Solution hints	28
Further reading	29
Imprint	31

# Dear Teachers,

At the Moneyverse, everything revolves around money. Across four Money Worlds, the topic of money is explored from different perspectives. The “Money Phenomenon” opens up historical perspectives and presents a variety of means of payment. “Money and the National Bank” provides insights into the activities of the Swiss National Bank. In “Money and Me” and “Money and Us”, personal and societal viewpoints encourage reflection and discussion about how we deal with money.

## **The interactive tour Money, Price and Value**

The “Money, Price and Value” tour provides an interactive introduction to the topic of money and reveals how multifaceted the phenomenon is: Money serves as a means of payment, a measure of value and a store of value. Yet value and price are never fixed – they change. What something is worth and the price it has depend on various factors: markets, needs or even emotions. The tour encourages visitors to explore these connections.

In an immersive multimedia show, students encounter the phenomenon of money, discuss the value of things in an auction, and discover along different expedition routes questions of price and value from economic, social and personal perspectives. The aim of the tour is to build a bridge to the subject of money and to encourage thinking and discussion about its price and value.

In addition to the skills taught in the subject areas “Economics, Work and Home Economics” and “Ethics, Religion and Society” as well as in general education and social sciences and humanities, the tour promotes the interdisciplinary skills of *Lehrplan 21/plan d’études romand PER*.

The intended subject-specific learning objectives include:

- Exploring the Money Worlds through level-appropriate learning activities.
- Experiencing the concepts of money value and price in ways that are relevant to everyday life.
- Actively and independently acquiring knowledge about the themes and content of the different Money Worlds.
- Becoming familiar with the functions of money (means of exchange, unit of an account, store of value).
- Reflecting on the categories of price and value in the context of level-appropriate tasks.
- Gaining insight into the mandate and areas of activity of the Swiss National Bank.
- Understanding how the policy rate works and how it influences the economy.
- Understanding questions of supply and demand as fundamental concepts of the market economy.
- Recognising concepts of value and how values are changeable and open to multiple perspectives.

## **Overview of school programmes at the Moneyverse**

In addition to the interactive tour “Money, Price and Value” for secondary level I, cycle 3, further programmes can be booked for school classes, including a game for young people aged 12 and over. All offers can be found [here](#).

### **This teaching material**

As the role of the Swiss National Bank, the policy rate and engagement with the many different concepts of value do not feature in *Lehrplan 21/plan d'études romand PER*, it may be worthwhile addressing these topics with students in advance, in an age-appropriate way over approximately two lessons. The following teaching ideas are intended to support this. However, in principle, the interactive tour "Money, Price and Value" for secondary level I, cycle 3 also functions well without specific preparation.

The following teaching material is divided into four modules.

- **Module 1** focuses on the role and activities of the Swiss National Bank.
- **Module 2** introduces the policy rate, in preparation for the exhibition visit.
- **Module 3** explores different concepts of value and shows how personal and contextual their meanings can be.
- **Module 4** offers suggestions for follow-up activities after the exhibition visit and ideas for further work in the classroom.

The modules can be completed independently of one another and selected according to the teacher's preferred focus.

A list of additional materials from external providers (games, digital platforms, teaching resources, etc.) can be found at the end of the dossier.

We hope that you and your class will explore the many different aspects of money in the classroom and join us in discovering the Money Worlds of the Moneyverse.

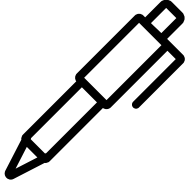
Kind regards,

Julia Schnider  
Moneyverse Programmes

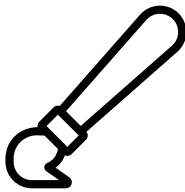
# Activity guide



**to read**



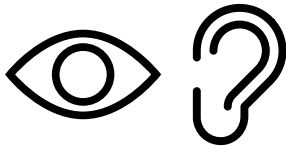
**to write and calculate**



**to draw**



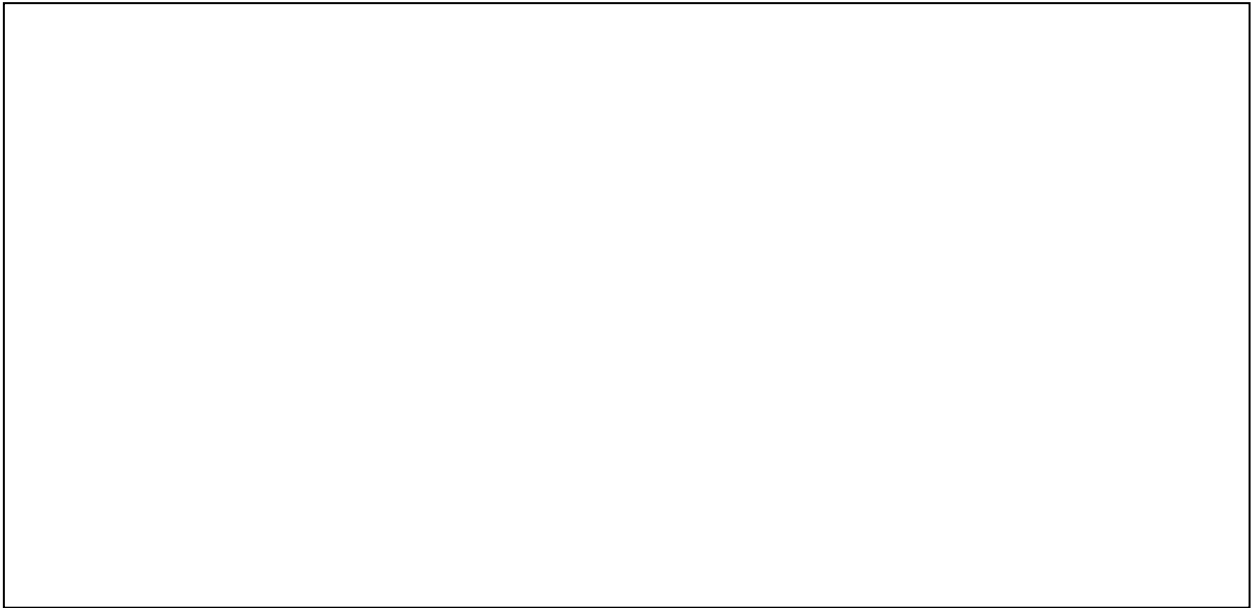
**to talk and discuss**



**to watch and listen to**

Before visiting the exhibition

# Module 1: The Swiss National Bank – Who It Is and What It Does



**1.1** Design your personal banknote above. What colours and symbols might it have? What denomination (the number printed on the note) might it display? Let your imagination run wild!

- When you are finished, compare your banknote with those of your classmates. What have you both drawn? Explain your design ideas to one another.
- Do you know what is depicted on current Swiss banknotes? You can research this on the internet and compare it with your own banknote.
- What colours are featured?

.....

- What symbols are shown? And what might they represent?

.....

.....

.....



**1.2** Discuss the following questions in the class:

- What are the differences between a self-designed banknote and a real banknote?
- Why is a self-designed banknote not considered an official means of payment, whereas a real banknote is? What makes a banknote genuine?



**1.3** Discuss the following questions in a small group or in pairs:

- Money has many functions. It can be used to make payments, calculate with, and store or transfer value.  
Discuss: Which function of money is most important to you in your everyday life? What other functions does money have for you?
- In Papua New Guinea, people can pay with shells. Could we also use a different means of payment here in Switzerland? What characteristics would it need to have in order to work?



**1.4** Now watch the following video to minute 3:08:  
<https://www.youtube.com/watch?v=LdTSZ9gZRxc>

Answer the following questions:

- Where are the headquarters of the Swiss National Bank located?

.....

- Who makes monetary policy decisions at the Swiss National Bank?

.....

- Why is independence important for the Swiss National Bank?

.....

- What does price stability mean?

.....

# Module 2: Interest and the Policy Rate



## 2.1 Read the following text:

Have you ever wondered where the banknotes in your wallet come from? The Swiss National Bank produces Swiss money. However, it is not allowed to spend the money itself; instead, it lends it to other banks.

Private individuals cannot borrow money from the Swiss National Bank – only commercial banks can. They are called commercial banks because they conduct business with money. You are probably familiar with many banks, for example:

- UBS
- Raiffeisen
- Valiant

There are many other commercial banks as well.

As a private individual, you can keep your money in an account at a commercial bank.

You can also borrow money from a commercial bank.

For example: You want to buy a house or start your own company.

In that case, you can borrow money from the bank.

This borrowed money is called a **loan**.

Text:

Cornelia Kabus, simple language, B1 certified.



## 2.2 Discuss whether you have ever lent someone money or borrowed money from someone yourself.

- If not, why not?
- If yes, what was the borrowed money used for?  
What feelings did you have when you lent or borrowed money?



### 2.3 Read the following text:

When you borrow things, you have to return them at some point. The same applies to borrowed money – you must pay it back.  
You must also pay the bank money for giving you the loan. This money is called **interest**.  
If you borrow a large amount of money and only repay it much later, you will have to pay more interest.

Text:

Cornelia Kabus, simple language, B1 certified

Sources:

Birchler, Urs. Das Einmaleins des Geldes, hep 2023.

Kozakiewicz, Nicolai, et al. Alltagsstark für Wirtschaft, Arbeit, Haushalt, Sekundarstufe 1, KLV 2023.



**2.4** Imagine you borrow 237 Swiss francs from the bank. The bank charges 4.9% interest per year. How much money in total (loan plus interest) do you have to pay back to the bank after one year? Write down your calculation and the result.

.....

.....

.....



**2.5** Watch the following video about the policy rate: <https://museum.nbb.be/en/videos-monetary-policy>. Afterwards, read the following text carefully.

Banks also have to pay interest when they borrow money:

- Banks pay interest to private individuals. For example, if you have a savings account at a bank, the bank is allowed to use your money; in return, the bank pays you interest.
- Banks pay interest to the Swiss National Bank when they borrow money from it. A bank can also borrow money from another commercial bank.

How much interest do banks have to pay? The Swiss National Bank sets a **policy rate**.

The policy rate influences how expensive it is for banks to borrow money.

In setting the policy rate, the Swiss National Bank can prevent inflation or deflation.

Both are harmful to Switzerland.

- **Inflation** means that prices rise and everything becomes more expensive. At some point, people can no longer afford their living costs.
- **Deflation** means that prices fall and everything becomes cheaper. Shops and companies earn too little money. Eventually they have to close. As a result, the situation worsens for everyone in Switzerland.

### **How the Swiss National Bank prevents inflation**

The Swiss National Bank **increases** the policy rate:

- Banks must pay more interest when they borrow money.
- As a result, banks make their loans more expensive. This means that private individuals have to pay more interest when they borrow money.
- People therefore borrow less money. This slows down the economy as people buy less. Eventually prices fall.

For example: If loans are expensive, fewer people buy a house. Sellers therefore lower the prices of their houses.

### **How the Swiss National Bank prevents deflation**

The Swiss National Bank **lowers** the policy rate:

- Banks have to pay less interest when they borrow money.
- Banks make their loans cheaper. This means that private individuals have to pay less interest when they borrow money.
- As a result, people borrow more money. This stimulates the economy. People buy more. Eventually prices rise.

For example: If loans are cheap, more people buy a house. Sellers can then ask higher prices for their houses.

Text:

Cornelia Kabus, simple language, B1 certified

Sources:

Iconomix. Monetary policy: Fundamentals, [www.iconomix.ch/en/units/m04/advanced-text](http://www.iconomix.ch/en/units/m04/advanced-text)

Die Schweizerische Nationalbank. The Swiss National Bank – what it does and how it works,

[www.youtube.com/watch?v=LdTSZ9gZRxc](http://www.youtube.com/watch?v=LdTSZ9gZRxc)



**2.6** Discuss the questions below in a small group. Where necessary, research information on the internet.

- How might it affect you personally if the Swiss National Bank raises the policy rate?  
In which situations would you notice this?
- How might it affect you personally if the Swiss National Bank lowers the policy rate?  
In which situations would you notice this?
- What can happen if things become more and more expensive or cheaper and cheaper?
- Research when inflation has already occurred in Switzerland.
- Why is it important for prices to remain stable over the long term?
- How can the Swiss National Bank ensure that prices remain stable?



**2.7** Write down three questions that you would like to find answers for in the exhibition:

- 1) .....
- 2) .....
- 3) .....

# Module 3: A Question of Value

*Comment for teachers:*

*Concepts of value that play a role in the tour Money, Price and Value can be explored with students beforehand in a playful way. This makes it possible to address both contextual meanings and personal attributions.*

*The teacher first shows the students various images, for example:*





**3.1** Discuss the following questions in a small group:

- Which things in the images are valuable to you?
- What does “valuable” mean to you?
- Can things that have no price or a low price also be valuable? Why or why not?
- Why are there different opinions about what is considered valuable and what is not?

*Comment for teachers:*

*The teacher can then display and discuss different concepts of value (see list below). The concepts and their contextual meanings can be explored further through a memory game. The memory game consists of different images (as above) and the value concepts (listed below). In turn, the students reveal one image and one value concept and decide by majority vote whether the two form a pair or not (an object can always have several different values). The meanings of the value concepts can be displayed during the game or offered as support material to provide students with a basis for making their decision.*

*Note for printing the memory sheets:*

*The concepts and the images can either be printed on two different coloured sheets of paper and cut out or sorted into two piles before the game, so that one concept and one image are drawn each time.*

## Value concepts

### – **Material value:**

How much is the material from which an object is made actually worth?

For example: You have a necklace made of plastic and a ball-point pen made of gold.

Your necklace has a low material value and your ball-point pen has a high material value.

### – **Net present value:**

How much profit can you make with something?

Profit means: You sell something for more money than you paid for it.

A low supply and a high demand are needed for the net present value to be high.

For example: You own a painting by Picasso. Demand is high. Many people want a painting by Picasso. But supply is low. There are not many Picasso paintings available to buy. The net present value of your painting increases.

### – **Exchange value:**

What other kind of object can you get for your object?

You can exchange one object directly for another object. Then you do not have to pay money for it.

For example: You give a friend your old game console. Your friend gives you a used tablet in return. You exchange your things; no money is paid.

### – **Market value:**

How much money would you get if you sold your object today?

An object can have a different market value every day. This depends on supply and demand: How many such objects can be bought currently? How many people want the object?

For example: A new smartphone currently has an average market value of 500 Swiss francs.

– **Subjective value:**

How much is an object or an experience worth to you personally?

The subjective value of an object has nothing to do with its exchange value or market value.

For example: Many personal things are stored on your smartphone. Your contacts, your chats, photos and other things are there. That is why your phone may be worth more to you than what it costs in the shop.

– **Use value:**

How much do you need an object?

Perhaps you need an object in everyday life, at school or in your free time. The object is very useful and practical. If you need an object often and it is important to you, then its use value is higher.

For example: Your jacket fits you well. It is warm and waterproof. You can cycle easily while wearing it. It is also practical because it has many pockets. You use it every day in winter. The use value of the jacket is high.

– **Emotional value:**

What feelings or memories make something valuable to you?

For example: Your parents give you a bracelet as a present. The bracelet has a low material value or market value. But the bracelet is important to you because you love your parents.

– **Ideal value:**

What ideas or beliefs make something valuable to you?

You have your own ideals; perhaps honesty or friendship is important to you. Groups of people can also share ideals. This might be your family, your group of friends or a community of people.

For example: For many people in Switzerland, 1 August has an ideal value. It is part of Swiss history for them. It represents unity and identity.

– **Status value:**

How cool or respected does something make you?

Status value shows how fashionable or popular something is. It can be many things, such as an expensive watch, a car or the latest smartphone.

For example: You want to impress other people. So you buy clothes from a brand that many people think is cool. The clothes have a high status value.

Text:

Nicole Mäder, Pädagogische Hochschule Bern  
Cornelia Kabus, simple language, B1 certified



### 3.2 Play the **memory game** in small groups.

How it works:

Take turns revealing one image and one value concept.

If you think the object shown matches the value concept, you must explain the connection to your classmates and estimate how high the value of the object might be.

For example: "I think the old soft toy still has a market value, but it is not very high. I might get about 5 Swiss francs for it."

Or: "The old soft toy has a high subjective value for me because I like it so much."

Note:

An object can have different kinds of value.

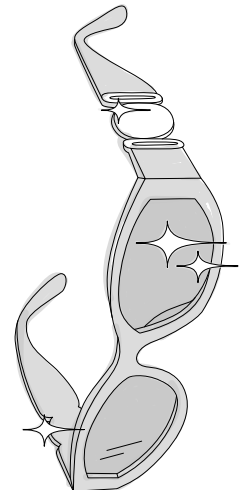
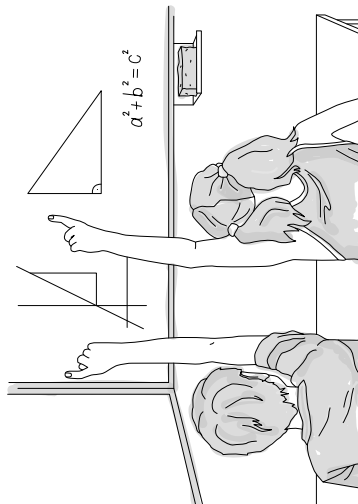
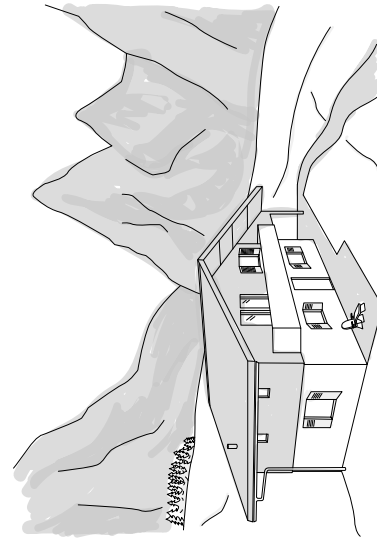
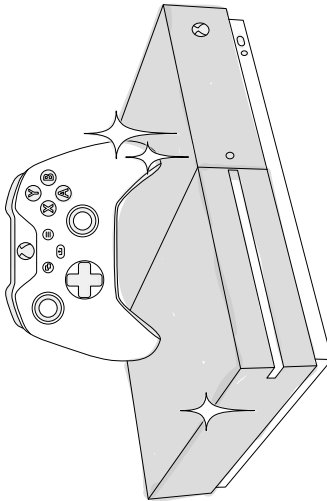
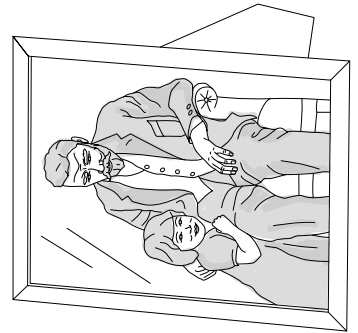
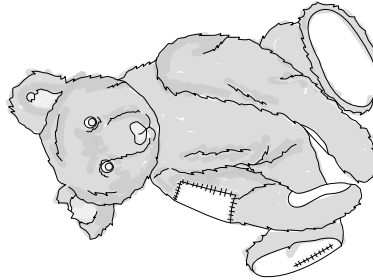
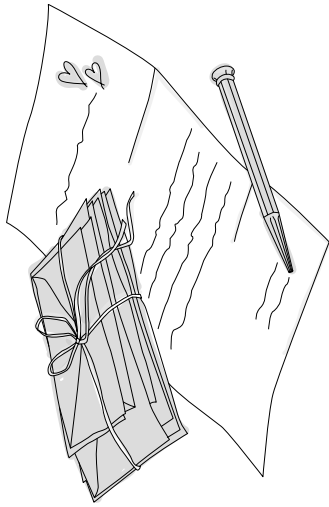
Whoever successfully reveals a matching pair and convinces the majority of the group with their argument may keep the cards. If the object shown does not match the value concept, the cards are turned back over.

At the end of the game, the person who has collected the most cards wins.

**Cut-out sheet for the memory game, stack of concepts**



Cut-out sheet for the memory game, stack of concepts



# Module 4: Reflection on the Exhibition Visit



**4.1** Memory log: Note down three things from the exhibition that you remember particularly well.

— .....

— .....

— .....



**4.2** Afterwards, discuss your notes in pairs: What did you both write?



**4.3** Look at the three questions you noted down for task 2.7. Can you answer them now?

1) .....

2) .....

3) .....



**4.4** In the exhibition, I felt...? Tick the appropriate emojis or draw one yourself:

- 😊 satisfied
- 😲 surprised
- 😠 annoyed
- 🤯 overwhelmed
- 😐 neutral
- 😄 excited
- 😡 furious
- 🤩 enthusiastic
- 😴 bored
- 🧐 intelligent
- 😲 amazed



**4.5** Afterwards, discuss in pairs: Who ticked which emojis and why?

#### 4.6 Further work with the interview questions in “Money and Me” on the second floor

*Comment for teachers:*

*You can continue working with the interview questions.*

*Possible activities include a small-group discussion among students, making a collage, writing a reflection, or an interview task.*

Selection of interview questions from the ‘Money and Me’ section:

- Which moments in your life have shaped your relationship with money the most?
- How did you earn your first money?
- Does money make you happy?
- What is your first memory of money?
- What did you buy with your first money?
- What role did money play in your childhood?
- What does luxury mean to you?
- How has your relationship with money changed?
- What financial circumstances did you start out with in life?
- How has/have your family/relatives shaped the way you deal with money?

# Words that students should know for the tour

## – **Banknote monopoly:**

Imagine if everyone could print their own money. This would likely lead to an uncontrolled increase in the money supply and a loss of trust. That is why in Switzerland only the Swiss National Bank is allowed to issue banknotes. This exclusive right is called the banknote monopoly.

The **banknote monopoly** supports trust in the Swiss franc. It also makes payments easier, since everyone uses the same money. The Swiss franc has existed since 1850. The first Swiss National Bank banknotes were issued in 1907.

→ Money creation

## – **Business administration:**

How does a burger chain calculate the price of its menus? How does a company decide whether to hire new staff? **Business administration** examines exactly such questions. It covers everything a company has to organise – from finances and marketing to personnel. Specialists who advise companies or manage such areas are called **business administrators**.

## – **Business cycle:**

Imagine the economy like a roller coaster: Sometimes it goes up, sometimes it goes down. The **business cycle** describes these fluctuations in a country's economic development. It is measured, for example, by how many people have jobs or how much is produced and consumed. This development usually follows four phases: upswing, boom, downturn and trough.

→ Gross domestic product

## – **Central bank:**

A **central bank** is the highest banking institution in a country – it can be described as the bank of banks. It issues banknotes, monitors the money supply and ensures that money retains its value. In Switzerland, this is the Swiss National Bank (SNB). Maintaining price stability is the Swiss National Bank's main task.

→ Price stability

→ Banknote monopoly

## – **Cryptocurrencies, Bitcoin:**

You have probably already heard of Bitcoin. It is the best-known **cryptocurrency**: a digital asset secured in a decentralised way through encryption. Unlike the Swiss franc, cryptocurrencies are not issued by the Swiss National Bank; they are not legal tender. This means that nobody is obliged to accept them. At present, cryptocurrencies are mainly used as a high-risk investment – risky because their exchange value can fluctuate sharply within a very short time.

→ Speculative losses

– **Deflation:**

Great, everything gets cheaper! When prices in an economy fall over a longer period, this is called **deflation**. Your money becomes more valuable – sounds good. The catch: If you think your dream bicycle will be cheaper next month, you wait. But if everyone does that, nobody buys anything anymore. Demand falls, the economy slows down and price stability becomes unstable. Because the Swiss National Bank has the mandate to ensure price stability, it aims to prevent deflation just as much as inflation.

- Value of money
- Inflation

– **Face value:**

- Nominal value

– **Gender pay gap:**

In Switzerland, women earn less than men on average. This wage gap is called the **gender pay gap**. The reasons for this? Part of it can be explained by different career choices, working hours and professional experience. Another part, however, remains statistically unexplained, such as when a woman and a man do exactly the same job in the same company but the man receives more money at the end of the month.

– **Gross domestic product:**

Imagine all the companies in Switzerland added up the value they had created in one year. The baker counts the bread (but not the flour that was purchased to make the bread), the bicycle dealer counts, the number of mountain bikes sold (but not the tyres) – this total is called **gross domestic product**, abbreviated as GDP. It measures the economic performance of a country, functioning like a pulse meter for the economy. It shows whether the economy is growing or shrinking.

- Business cycle
- Value added

– **Inflation:**

Ice cream, a bus ticket, a streaming subscription – when the prices of almost everything rise over a long period of time, this is called **inflation**. Excessively high inflation has consequences for your wallet: Your 20-Swiss franc note is still a 20-Swiss franc note, but you can buy less with it – the purchasing power of your 20 Swiss francs has fallen. By comparing the prices of goods and services, inflation is measured regularly and the inflation rate is calculated. The Swiss National Bank ensures that prices remain stable, so that your money retains its value.

- Price increases
- Purchasing power

– **Insolvency:**

Bust, bankruptcy, inability to pay – when a company no longer has enough money to pay all its bills, this is called **insolvency**. Imagine someone who owes money to their friends but has no pocket money left at all – an insolvent company is in a similar situation, just on a much larger scale. A court decides whether an insolvent company can be rescued. By contrast, a financially healthy company is described as solvent. When granting a loan, banks examine the borrower's solvency. Those who are unlikely to be able to pay their bills will generally not be granted a loan.

– **Median wage:**

If all the students in your class lined up according to height, the person exactly in the middle would mark the median. The same principle applies to the **median wage**: All wages are sorted by size and the middle value is the median wage. It is often more informative than the average wage because a few extremely high wages do not push it upward.

– **Monetary policy:**

**Monetary policy** determines how much money is in circulation in a country and how expensive it is to borrow money. In Switzerland, the Swiss National Bank conducts monetary policy as an independent central bank. Its mandate is to ensure price stability, while taking account of economic developments.

- Central bank
- Inflation
- SNB policy rate
- Price stability

– **Money creation:**

Where does money actually come from? In Switzerland, the Swiss National Bank is responsible for supplying cash. Our banknotes are issued by them. But commercial banks can also create money. For example, when someone takes out a loan for a new car, the bank credits the amount to the account as electronic money. In doing so, new money is created that did not previously exist. In other words, new money arises together with the debt. This process is called **money creation**.

- Banknote monopoly

– **Nominal value:**

Every banknote and coin has a number printed on it. This is the **nominal value**. A 5-Swiss franc coin has a nominal value of 5 Swiss francs, whether it is still shiny and new or already scratched. Important: The nominal value does not tell you how much you can buy with it. 30 years ago, a cinema ticket cost about half as much as it does today. The number on the coin or note stays the same, but what you can buy with it – its purchasing power – can change. The term face value is equivalent to nominal value.

- Purchasing power

– **Price increases:**

- Inflation

– **Price stability:**

Price stability – what does that mean? Something that sounds complicated is actually quite simple: Prices in an economy should remain **stable** and not behave like a roller coaster. This is why the Swiss National Bank exists. By law it must ensure that prices rise by no more than 2% per year. This means you can have a rough idea today of what you will pay for new headphones next year. Your purchasing power remains stable.

- Inflation
- Purchasing power

– **Purchasing power:**

Today, you can buy three döner kebabs with your pocket money. Some time ago it would have been enough for four. The price of a döner kebab has risen and the **purchasing power** of your pocket money has decreased. However, overall purchasing power is not measured only by the price of a döner kebab, but rather by looking at the prices of many different goods that households frequently buy – from food and clothing to mobile phone subscriptions.

- The value of money
- Inflation

– **Regional economic delegates (Swiss National Bank):**

Delegates for regional economic contacts gather information for the Swiss National Bank about the economic situation in Switzerland. They visit companies and discuss, for example, how orders, prices and the demand for apprenticeships are developing. This gives the Swiss National Bank direct insights into the real economy. At the same time, the **delegates** explain the Swiss National Bank's monetary policy goals and assessments on-site. In this way, they act as a bridge between the Swiss National Bank and the economy and serve as a kind of economic mood barometer.

– **SNB policy rate:**

Banks also borrow money themselves, namely from the Swiss National Bank. The interest rate for this is called the **policy rate** and it is set by the Swiss National Bank. You can think of the policy rate like a control dial. When the Swiss National Bank turns it up, all loans become more expensive and people spend less. This can slow rising prices. When the Swiss National Bank turns it down, borrowing money becomes cheaper, which can stimulate the economy.

– **Speculative losses:**

A new game is about to be released, and you expect prices to rise. You buy shares in the video game company for 200 Swiss francs. But the game flops and the shares fall to 120 Swiss francs. The difference of 80 Swiss francs is your **speculative loss**. Whether using shares, cryptocurrencies or gold, those who speculate bet on future increases in value. And they must accept the possibility of losses if things develop differently than expected.

- Cryptocurrencies, Bitcoin

– **Stagnation:**

The Latin word "stagnation" means standstill. In economic terms, this means that a country produces neither more nor less than in the previous year – there is no growth but also no decline. That may sound harmless at first, but companies often react cautiously. They invest less and hire fewer staff. As a result, unemployment can rise during a period of **stagnation**.

- Business cycle

– **Value added:**

A carpenter buys wood and screws for 100 Swiss francs. He saws, planes and screws, and in the end sells a desk for 350 Swiss francs. The difference of 250 Swiss francs is his **value added**: The value of his work has been added to the raw materials.

Value added arises wherever labour transforms raw materials or intermediate products into something more valuable. The lunch you eat in the school cafeteria also contains value added: The ingredients cost money, but the finished meal is worth more.

→ Gross domestic product

– **Value of money:**

The **value of money** shows what you can buy with your money. When prices fall, your money has more value and you can buy more with it – sneakers that used to cost 70 Swiss francs now cost 60 Swiss francs. The value of money is also visible when comparing currencies: The exchange rate tells you how many dollars or euros you receive for 1 Swiss franc. The value of money therefore reflects the purchasing power of money.

→ Purchasing power

→ Deflation

Text: Jan Egger, Pädagogische Hochschule Bern

Sources:

Swiss National Bank Glossary: [www.snb.ch/en/services-events/digital-services/glossary](http://www.snb.ch/en/services-events/digital-services/glossary)

Deutsche Bundesbank Glossary: [www.bundesbank.de/dynamic/action/de/startseite/glossar/723820/glossar](http://www.bundesbank.de/dynamic/action/de/startseite/glossar/723820/glossar)

Duden Wirtschaft von A bis Z (Duden economics from A to Z), 6th ed. 2016, [www.bpb.de/kurz-knapp/lexika/lexikon-der-wirtschaft](http://www.bpb.de/kurz-knapp/lexika/lexikon-der-wirtschaft)

# Solution hints

## For task 2.4:

Imagine you borrow 237 Swiss francs from the bank. The bank charges 4.9% interest per year. How much money in total (loan plus interest) do you have to pay back to the bank after one year? Write down your calculation and the result.

Variant 1:

$$237 / 100 = 2.37$$

$$2.37 \times 4.9 = 11.613 \text{ Swiss francs interest}$$

$$237 + 11.613 = \underline{248.613 \text{ Swiss francs total (interest and loan)}}$$

Variant 2:

$$237 \times 0.049 = 11.613 \text{ Swiss francs interest}$$

$$237 + 11.613 = \underline{248.613 \text{ Swiss francs total (interest and loan)}}$$

Variant 3:

$$237 \times 1.049 = \underline{248.613 \text{ Swiss francs total (interest and loan)}}$$

# Further reading

## Selected teaching materials, games and literature:

- **Beherzt.** Eine Frage des Geldes, Kartenspiel, 2024.
- **Birchler, Urs.** Das Einmaleins des Geldes, hep 2023.
- **Finance Mission.** Macht Geld glücklich? Wortfächer, 2021.
- **Kozakiewicz, Nicolai, et al.** Alltagsstark für Wirtschaft, Arbeit, Haushalt, Sekundarstufe 1, KLV 2023.
- **Plusminus.** Ciao CASH, 2012, [www.plusminus.ch/plusminus/ciao-cash](http://www.plusminus.ch/plusminus/ciao-cash)

## Digital platforms:

- **Finance Mission**, cycle 3 (secondary level I): Financial literacy is taught in Economics, Work and Home Economics. Finance Mission is a free digital learning resource available in German, French and Italian, [www.financemission.ch](http://www.financemission.ch)
- **Finanzkompetenz:** A network of stakeholders from the fields of education, management and counselling. The common goal is to promote financial literacy among the Swiss population, [www.finanzkompetenz.ch](http://www.finanzkompetenz.ch)
- **Firstbudget:** Bern-based debt advice and information on budgeting, tailored to the needs of teenagers and young adults, [www.firstbudget.ch/mein-budget.html](http://www.firstbudget.ch/mein-budget.html)
- **Hesch No Cash:** The platform provides easy-to-understand information about finance and money management, planning and budgeting, as well as valuable tips for when you receive your first pay cheque and move out of home, [www.heschnocash.ch/index.html](http://www.heschnocash.ch/index.html)
- **Iconomix:** The Swiss National Bank's digital education programme provides up-to-date teaching modules for economics lessons, [www.iconomix.ch/en](http://www.iconomix.ch/en)
- **MoneyFit:** PostFinance learning resources for teaching financial literacy, [www.moneyfit.ch](http://www.moneyfit.ch)
- **Pro Juventute:** Secondary school students can use this budget game to learn more about apprentice wages, budgeting and the responsibilities that come with having their own income, [www.projuventute.ch/de/eltern/lehrpersonen-fachpersonen/budgetspiel](http://www.projuventute.ch/de/eltern/lehrpersonen-fachpersonen/budgetspiel)
- **The SNB explained:** These short texts answer questions such as "How does the SNB keep inflation on track?" and "Will cash at some point become obsolete?", demonstrating the way the Swiss National Bank works, [www.snb.ch/en/snb-explained](http://www.snb.ch/en/snb-explained)

- **Wirtschaftsbildung.ch:** Age-appropriate programmes and web-based business simulations for teaching young people about the economy in Switzerland, sparking curiosity about economic relationships and promoting understanding of the interplay between the economy and society, [www.wirtschaftsbildung.ch](http://www.wirtschaftsbildung.ch)

#### Explanatory videos:

- **Hanna Cash:** The Role of the National Bank  
[www.youtube.com/watch?v=pvF\\_u\\_goTLo](http://www.youtube.com/watch?v=pvF_u_goTLo)
- **Museum of the National Bank of Belgium:** Monetary policy  
[www.museum.nbb.be/en/videos-monetary-policy](http://www.museum.nbb.be/en/videos-monetary-policy)
- **Schweizerische Nationalbank:** The Swiss National Bank – what it does and how it works  
[www.youtube.com/watch?v=LdTSZ9gZRxc](http://www.youtube.com/watch?v=LdTSZ9gZRxc)

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