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International budget analysis

School level

• Recommended for 11th/12th grade

Reference to subjects

 English, computer science/multimedia/ EDP, communication/project work/social learning, mathematics, political education, economics, religion/ethics

Teaching phase

Elaboration

Level of complexity

Medium

Concern

- Contact and interview people from other countries
- Get to know living situations and cost of living from/in other countries
- Compare and reflect on costs from different countries

Knowledge and skills

 The students can interview people from other countries and describe and interpret the results.

Duration

- 20 to 30 min. for introduction
- Homework
- 30 to 40 min. for bringing the results together

Resources

- International budget analysis Worksheet [1]
- Tables with reference values Material [1–5]
- Recommended: Tables with reference values
 Vocabulary list [1]
- Projector, computer

Preparation

• Copy the worksheet *International budget* analysis [1] and the material *Tables with* reference values [1–5] for each student. You might also want to use the additional vocabulary list.

Method

Procedure

- Each student receives the worksheets *International budget analysis* [1] and *Tables with reference values* [1–5]. The teacher explains the task.
- First, the students search together for reference budgets from other European countries (e.g., Great Britain, Ireland, Belgium, the Netherlands, Sweden, Switzerland). These are printed out and copied for later individual and group work.
- The following links may be helpful:
 - ⇒ www.expatistan.com/cost-of-living/country/ranking
 You can click on each country individually.
 Change the currency for the costs of living to euros.
 - ⇒ www.budgetberatung.at/downloads/ infodatenbank/schuldenpraevention/ BuB_Folder2014_EndV.pdf
 - ⇒ https://ec.europa.eu/social/main.jsp?catld=1092&intPageId=2312&langId=de&
- Students then go into small groups (3-4 people). Each group is assigned a country and each student receives the costs of living from that country for cost orientation.
- Each student in each group writes down the assigned country on the worksheet.
- Homework: Each student from the group looks for an interview partner from this country via a suitable platform (e.g., TikTok, Instagram, Facebook, X ...) and asks about their expenditures using the worksheet (e.g., housing, mobility, food ...).







International budget analysis

- It is essential that the students try to identify comparable costs. If this is not possible (e.g., if the costs of a household insurance are unknown), this should be noted next to it (e.g., without insurance).
- In the group, the results for each country are summarized and compared with the Austrian values listed in the material *Tables with reference values* [1–5].
- In the plenum, the costs of living of the individual countries are combined and discussed.
- The results from the other groups (worksheets) can be made available to the other groups/students in a suitable form.

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- The students can ask other people from other countries around the world about the cost of living and living conditions.
- The following statistics provide insight into the different price levels for consumer goods and services in Europe: https://de.statista.com/statistik/daten/ studie/234012/umfrage/preisniveauindex-in-den-eu-laendern
- The young people could exchange ideas about the following:
 - ⇒ How do you live (country/city)?
 - ⇒ How much space do you have for yourself?
 - ⇒ Which room do you use the most (e.g., kitchen, living room)?
 - ⇒ Are there rather large families living together or do you live more individually?
 - ⇒ How far away is the nearest supermarket?
 - ⇒ How much does a full tank of fuel cost for a car?
 - ⇒ What alternative to a car do you have?
 - Do you usually have insurance for the apartment?

⇒ What are peculiarities regarding the cost
of your everyday life?

Method

⇒...

Notes		



