

## Education Materials (Case Studies)

The main concept that was conveyed to the case and activity developers by the authors was the sense of future. In most case studies, the story involves a “wise bird” (made known to the students at the beginning of the first case study) who talks to the child in the story about the issue at hand and helps her/him visualize the alternative realizations of the future.

Case Study 1): Zeynep is a girl who wants a bicycle for her next birthday but she needs to cover part of the cost herself. For this, she needs to save. After talking to the wise bird, she gets on a time machine and sees alternative birthday realizations (with and without the bicycle). Then she tries to infer what sort of actions might have led to each realization. Please see the related illustration in Figure 3.

Case Study 2) Merve, who regularly receives allowances, wants a backpack and calculates everyday how quickly she gets to the target under different spending/saving regimes and tries to find a good balance between her consumption and saving. See the related illustration in Figure 3.

Case Study 3) Busra and Ceren are twin sisters with different tastes. Both want a bicycle. Busra chooses to wait until the summer and get a bike with the extra gadgets that she cares about, while Ceren makes a conscious decision not to wait and get a bike without those gadgets. Here, alternative future images of Ceren involve waiting and being very unhappy about not having a bike in the meantime, or not waiting and being unhappy after having seen Busra’s bike, or not waiting and having no regrets about the decision. Similarly, the alternatives for Busra are presented. These alternative situations are discussed in class by the students. This case study emphasizes the importance of interpersonal differences and individual preferences in intertemporal decisions.

Case Study 4) Mustafa (representative of his class) has to find a solution to the conflicting opinions of his classmates regarding the way in which a class picnic is organized. He evaluates alternative scenarios resulting from his decision by imagining the future and makes a decision based on this evaluation.

Case Study 5) John (Can) tries to use the opportunity of a windfall from his grandparents to save up money for a new football. He is conflicted as he really likes a particular snack. Students critically evaluate the situation by imagining alternative futures for him. This case does not end. Students are asked to write the end of the story as they wish.

Case Study 6) Class activity: This activity involves a discussion of the possibility of time travel to see ourselves in the future. In particular, students are asked to visit future dates that are important in

terms of set targets. Examples include, summer holiday, end of school (report day), moving to middle school, studying at a university etc. Activities involve drawing or composing a short story, preparing mini sketches or building an actual time machine in class. Here, unexpected alternative realizations (due to luck) are discussed as well.

Case Study 7) Class activity: This activity involves determining some sort of target for the next month. Students are asked to articulate alternative future realizations for hypothetical other children (rather than themselves).

Case Study 8) Smart Shopping: A girl named Seyda lectures her mother about when and how to shop to get most out of their money.

Figure 1: Sample Visuals from Case Studies

### Example: “Zeynep’s time machine”



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### Example: “Merve is saving for a backpack”



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Figure 2: A Sample Classroom Activity: Building a Time Machine

