

# TRADEWINDS

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## TRADING SIMULATOR

Web 3 financial literacy through simulators, interactive games, and competitions.

## RESEARCH CLOUDS

Organized, shared user created research data, up voting content, searchable by industries, sectors, and rankings..

## LEARNING MODULES

Clean, high quality financial literacy instruction modules with rewards and milestones.



# OVERVIEW



This is a paper outlining a route towards increasing trading platform / order book adoption by integrating a tokenized trading simulator usable by school business departments and the general public. Designed to fit specific universal school requirements, it will introduce your trading platform to a massive population of students through financial literacy gaming. Presently there is no connection between blockchain environments and school systems, however this can be remedied through clever design and strategic partnerships in both web2 and web3.

Most online academy's are the same, consisting of paid e-learning courses with little to no accreditation. Obtaining accreditation is difficult and involves going through bureaucratic channels, but once it is in place it opens up a pipeline to schools which can be highly lucrative especially in terms of bringing in new younger users who will become familiar with your platform and long term users thereafter. It is also beneficial in terms of

bridging the web2 world to web3 and creating new connections by partnering and cross marketing with DeFi, digital fashion, and education.

I am a high school CTE (career and technical education) teacher in Seattle and have been teaching business classes for the past 6 years. A system like this doesn't exist, and is badly needed in schools and beyond. I have created and fully tested the below concept and designed a platform that I am confident will be highly successful when moved onchain. Because I've been working in the education system I have very intimate knowledge of how things operate, how money flows top down, steps to getting things approved and accredited, educational politics, and most importantly the mindset of high school students. I know how they operate, what they find important, what motivates them, their habits, and needs. Having started my career as a trader on the NYSE floor and eventually moving into teaching, I have a unique window into both

worlds. I am a very skilled project manager and I am beloved by my students, being voted the most influential teacher in my school this year. You could not find a better qualified person to build this site.

In my classes I use a paper money system where students get paid for competing in trading simulator games, completing work, learning through tutorials, and contributing to research. They are able to spend their money in classroom auctions and peer to peer transactions. The environment is engaging and incentives social interaction as well as hard work. By moving these concepts onchain, everyone can have access instead of a select few. By incorporating user incentives like games, lev-

els, digital fashion, NFT's, and e-learning, as well as providing a mechanism to compete in teams, share research, and transfer tokens, we can fundamentally raise the bar in financial literacy in web3.

With this concept students will benefit in knowledge, accreditation, community, and digital incentives. Schools benefit by offering a service that fits their federal requirements, and your ecosystem will benefit by introducing new users to the platform and growing the user-base. It is a mutually beneficial concept that will grow over time and become a great value to all who participate.



TOKENIZED INCENTIVES

DIGITAL FASHION INTEGRATION

FINANCIAL LITERACY EDUCATION

COMPETITIONS

# STRUCTURE

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## TOKENIZED INCENTIVES

This is a key component to the infrastructure. It is the electricity that converts ingenuity into growth. It starts with creating ways that users can earn tokens. This can come from watching tutorials and answering questions, participating in trading simulator competitions, playing games, contributing research, peer to peer services and sales, and new future use cases. This token will not be sellable in real open markets. It is a mechanism for teaching, for in house and partners to store value, and to facilitate motivation and user-ship.

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## PARTNERSHIPS

Users who earn tokens will need a place to spend them. Partnering with other entities who accept these tokens will create beneficial cross marketing avenues. Some examples might be games that accept them to gain access to exclusive areas or assets. Partnering e-learning platforms could accept them as tuition units to take courses in other fields. Social media companies could accept them to purchase profile or posting visibility boosts. NFT projects can offer whitelist type access to new drops.

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## ACCREDITATION

The overall design of the financial literacy training modules and the trading simulator game will be a main driver of this platform to begin with. The ability for users to learn to trade on a simulated DEX through tutorials and competitions can be constructed in a way that fits exactly with the frameworks of what is called a CTSO in the US. In public education, CTE departments in school districts get federal funding if their teachers participate in CTSO's which are programs that have specific components such as competition and leadership aspects. Teachers do not like to do these because all of the current accredited options are time consuming and expensive for students. An alternative that is free, and easy for teachers to administer would gain mass adoption and allow CTE departments to get more federal money. Public schools are a business make no mistake about it, and it would benefit them greatly to have a turn-key solution that fits their frameworks.

There is a secondary advantage to this accreditation path that is less calculable but could be an invaluable advantage in a future path to regulatory stability in web3. The path to getting this accreditation will get you in the door to creating relationships with the National Association of State Directors of Career Technical Education (NASDCTE). This association is filled with former SEC commissioners, former Department of Education heads, and many other political players who are also part of College Board, the most influential "non-profit" organization in all of education in the US. College board is lead by 3 former SEC commissioners and they are all motivated by pushing financial literacy solutions.

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## TUTORIALS AND QUIZZES

The goal is clean, consistent, high end looking tutorial videos that can take you from knowing nothing to being able to write trading algorithms and utilize AI tools. I would urge whomever is reading to go to my [e-learning site](#) for examples. Quizzes are useful quantifiable mechanisms to issue tokens for participants as well as for watching videos.

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## RESEARCH TOOLS

The ability for users to create research clouds, share knowledge, algorithms, etc., as well as utilizing forms that make data usable for internal LLM's will be another key aspect of Tradewinds. I have already built and tested the research site in my classroom that can handle this aspect. The first part of [this video](#) gives an overview of [blockchainreactor.org](#) . It is a research sharing site with a career exploration aspect to it as well. It allows users to submit research that is searchable through many search criteria. Users can vote up or down other peoples research submissions so the best research rises to the top of the lists. This can be integrated into the tokenized system so that users are incentivized to submit quality research. It is also a mechanism for users to keep track of their own research in a very organized way. The site was built on a shoestring teacher salary and it could use some upgrades.

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## ANALYTICS

Built in analytics paired with high end tutorial videos will guide users through basic methods in both technical and fundamental analysis. We will need organized real time data that is searchable and organized.

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## TRADING SIMULATOR

The simulator is essential to Tradewinds. It is the engine that brings all of the other components together and allows users to: practice the craft of trading; apply their knowledge; compete, earn tokens; create teams to compete against other schools and create state and national championships. Teams and competitions can be applied to any part of the world and any education system as well as general users of any age who are not currently in school.

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## GAMING

Mobile gaming in schools is the top online activity that high school students participate in. I cannot stress enough how important this aspect is for user growth on the site. I personally witness every day the amount of gaming going on in high school and if leveraged correctly through games, it can be a major driver for user retention, growth, and potentially educational gaming content. Incentives such as giving access to exclusive game levels and skins and potentially trading in game assets will be a major driver and motivator for learning.

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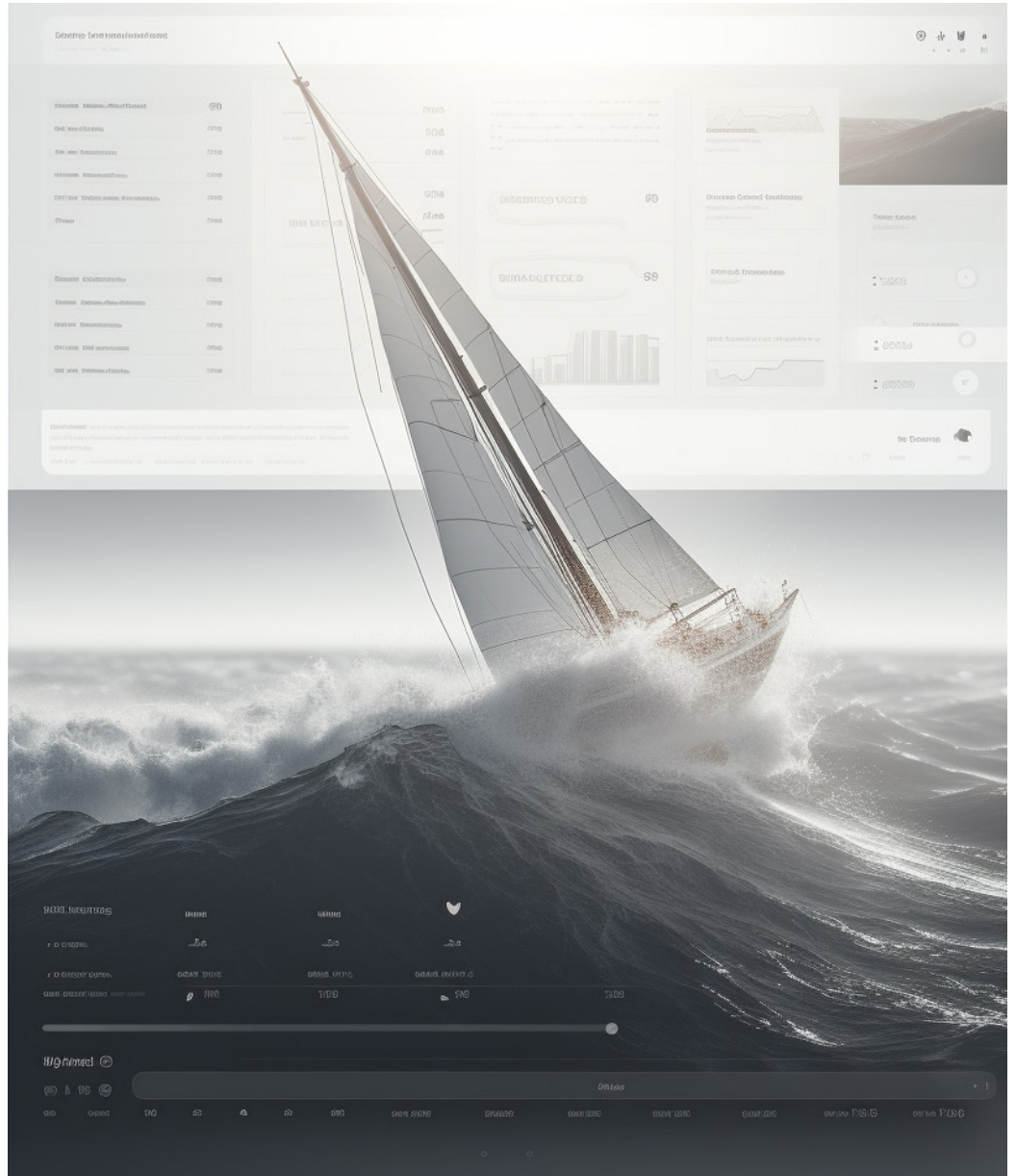
## COMMUNICATION

XMTTP messaging or something similar is a solid avenue on a basic level. In my classroom tokenized system something that ALWAYS shows up is students creating services between themselves to earn tokens. It might be a student creating a tutoring business, or someone who creates and sells a craft such as fancy book covers, or makes bracelets or anything you can think of. In an online environment this will inevitably spring up and a mechanism needs to be in place to facilitate it. In house SDK's for creating assets or partnering with other platform SDK's will be a great way for users to create their own economies as well as make and spend money. I foresee users creating tutoring services, holding online events, holding investment club meetings, and transferring tokens internally.

### GATED COMMUNICATION

Participating schools will need the option of gated communication capabilities so that for instance only students signed up in a specific district or school can communicate with each other. Sign-ins through schools is an essential component for compliance with school policies. The broad platform is open to everyone in the world but certain groups will want and need gated communication for their own purposes and safety.

# STATISTICS



CLEAR COMPETITION STATISTICS

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REAL TIME RANKINGS

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ANALYTICS DATA

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SIMPLE ORDER BOOK EXECUTIONS

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GRAPHS

COMPETITION STATISTICS

RANKINGS