



Financial Literacy for Families

Train the Trainer Module 4

Managing Money during Critical Life Periods



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Module 4: Managing Money During Critical Life Periods

Aim:	Managing money during critical life periods		
Learning hours	Contact time 3 hours	Self-study 2 hours	Notes
Learning Outcomes:	<p>On successful completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> ● Identify money challenges during critical life periods ● Describe how societies raise and spend money (taxes and benefits) ● Discuss critical consumerism and the circular economy 		

Session Plan module 4: Managing Money During Critical Life Periods

Timing	Activity	Delivery Method	Resources	Notes
5 minutes	<p>Welcome</p> <p>Plan for the session</p> <p>Learning outcomes</p> <p>Introduce the visual plan giving a brief overview.</p> <p>The facilitator will welcome learners to the session and give a brief overview of the learning objectives of the module.</p>	<p>Training venue with IT equipment, projector and screen;</p> <p>Whiteboard and markers</p>	<p>PP2- Learning</p> <p>PP 3- visual plan outcomes</p>	

<p>15 minutes</p>	<p>Activity M4.1a</p> <p>Warmer: Money Challenges</p> <p>Participants introduce themselves to a partner and share and identify times in people’s lives when they are worried or stressed about money.</p> <p>Write the times on a slip of paper.</p> <p>Collect the responses and discuss, identifying critical life periods.</p>	<p>Collaboration & Practice.</p>	<p>PP 4- introduce warmer</p> <p>Blank sheet of paper cut into slips.</p> <p>Flip chart to group responses</p>	
<p>10 minutes</p>	<p>Activity M 4.1b</p> <p>What are Critical Life Periods?</p> <p>Critical life periods identified by participants and will be encouraged to think of critical times in the lives of families who they are working with and how they</p>		<p>PP 5- identify possible challenges</p> <p>PP6- Key transition</p>	

	<p>would deal with money during periods of reduced income.</p> <p>Then link to age and possible timeline in people's lives.</p>	<p>Active Learning Training venue with IT equipment projector and screen.</p>	<p>points linked to age</p>	
<p>20 minutes</p>	<p>Activity M4.2</p> <p>Identify Financial Needs and Wants</p> <p>The participants are split into three groups:</p> <p>Group 1 – discuss feelings</p> <p>Group 2- discuss how to manage money during critical life periods</p> <p>Group 3 – different financial needs for different groups of people with various age groups.</p>	<p>Active Learning, collaboration and practice</p>	<p>PP7</p>	

	Discuss and feedback			
20 minutes	<p>Activity M4.3</p> <p>Looking at comic strips on Needs and Wants, Savings and Budgeting</p> <p>Look at the comic strips and ask participants to consider how they might introduce these tools to discuss needs and wants, savings or budgeting to family groups in their training.</p> <p>Share ideas with the whole group.</p>	Training venue with IT equipment, projector and screen;	<p>PP 8</p> <p>Activity 4.3</p> <p>– Comics on 3. Budgeting</p> <p>Comic strip 4-Savings</p> <p>Comic Strip 2 – Needs and Wants and Advertising</p>	

<p>15 minutes</p>	<p>Break</p>		<p>PP9</p>	
<p>30 minutes</p>	<p>Activity M 4.4</p> <p>How societies raise and spend money – Taxation</p> <p>Introduce ideas and debate the issues raised on taxation.</p> <p>Split participants into three different groups to address the following questions:</p> <p>Group 1. Where does money come from?</p> <p>Group 2. What are the different ways government raise and spend money?</p> <p>Group 3. Are taxes important for society, or not?</p>	<p>Active learning</p>	<p>PP 10 Plus video</p>	

	<p><i>If needed/if time, watch video on where money comes from:</i></p> <p>https://www.youtube.com/watch?v=w5wtCAaLFtY&ab_channel=CNNBusiness:</p> <p><i>Otherwise in additional reading and activities.</i></p>			
20 mins	<p>Activity M4.5</p> <p>Managing money during critical life periods</p> <p>Ask participants to identify key benefits and agencies that support people during critical life periods. How are they best accessed .</p> <p>Overview of societies raising and spending money</p>	Collaboration & Practice.	<p>PP 11 taxes</p> <p>PP12-hpw to societies raise and spend money</p>	.

<p>10 minutes</p>	<p>Activity M4.6</p> <p>What is a Critical Consumer?</p> <p>As a whole group share ideas on what a critical consumer considers before buying anything.</p> <p>Critical consumer will be presented in the end.</p>	<p>Collaboration & Practice</p> <p>Appreciation.</p>	<p>PP13 what is a CC?</p> <p>PP 14 suggested factors</p>	
<p>10 minutes</p>	<p>Activity M4.7</p> <p>Marketing and Advertising</p> <p>As a whole group, participants are encouraged to share advertisements they remember and identify why they remember them. Then identify what constitutes good advertising for them and why & how they are usually influenced by it and encouraged to spend more.</p>	<p>Collaboration & Practice; Case Studies.</p>	<p>PP 15</p>	

<p>15 minutes</p>	<p>Activity M4.8</p> <p>What do you understand by the term Circular Economy (CE)?</p> <p>Participants will then be given time to consider what circular economy is.</p> <p>Give out copies of the comic strip that introduces the circular economy. How do participants start the discussion about this topic with young children?</p>	<p>Collaboration & Practice</p>	<p>PP 16 – Question- what is a CE?</p> <p>PP17 – Circular Economy</p> <p>PP18 Activity</p> <p>M4.8 Comic Strip – 12 Circular Economy</p>	
<p>10 mins</p>	<p>Summary</p> <p>Self Study:</p> <p>- Explore the links on handout M4.9.</p>		<p>PP19</p> <p>M 4.9</p>	

	<ul style="list-style-type: none"> - Explore the Parent Induction Training materials for Sessions 5 & 6. - Go online to the Money Matters Financial Literacy Library to complete the Digital Badges for Module 4. <p>Thank you</p>		PP20	
Duration	180 minutes			