

Financial Literacy Training for Parents

Session Plan

Module 7 - Family Learning



INTRODUCTION

The Money Matters training sessions contain a series of eight half-day workshops for parents and guardians.

Workshops 1 – 6 will assist parents and guardians in developing their financial literacy capacity through a range of dedicated activities and learning materials. Workshops 7 and 8 will support parents and guardians in their role as Trainers of family learning within their immediate family networks, by providing them with the tools and competences to share the Money Matters resources with their networks.

Module Contents

- 1 Financial Vocabulary
- 2 Family Financial Management
- 3 Financial Online Resources and Tools
- 4 Managing emotions associated with money
- 5 Managing money during critical life periods
- 6 Becoming a critical consumer.
- 7 Family Learning
- 8 Digital Toolkit Money Matters

Welcome to Module 7 - Family Learning

Learning outcomes: After completing this workshop, parents and guardians will be able to:

- Discuss with their children the importance of appropriate use of money, using the right vocabulary and methods.
- Explore using financial online tools with their children, including those provided by the Money Matters project.

Module Title: Family Learning				
Timing	Learning Activities	Training methods	Materials / Equipment Required	Handouts and Activity Sheets
10 minutes	<p>Welcome</p> <p>Learning Outcomes (LO)</p> <p>Visual Plan for the session</p> <p>Introduce the visual plan giving a brief overview and any housekeeping/notices.</p>	Orientation	<p>PP2- LO</p> <p>PP 3-Visual session plan</p>	Sign-in sheet for the workshop
25 minutes	<p>Warmer M7.1: Word Search</p> <p>This will be useful to recap the key financial words learnt.</p> <p>Ask participants to work with a different partner to complete PART A of the Handout M7.1.</p> <p>When all participants have completed the exercise, share PART B of the Handout M7.1. (Answers)</p> <p>Consider what age would be appropriate game for this game as an introduction to the next sections.</p>	<p>Orientation</p> <p>Collaboration & Practice</p>	PP4	Handout M7.1 - Word search PART A & B
40 minutes	<p>Activity M7.2 PRESCHOOLERS LEARNING ACTIVITIES: when do you start to teach children about money?</p> <p>Ask the participants if they usually talk about money with their children and, if so, describe to the rest of the group how they do it. Ask about which kind of concepts and methods parents can use to speak about money with their children. The results will be reported on the flip chart by the facilitator.</p> <p>Give out Handout M7.2 and divide the participants in two groups according to the experience/preferences of each participant:</p> <p>GROUP 1: will be focused on games addressed to children of 2-3 years old</p> <p>GROUP 2: will be focused on games addressed to children of 4-6 years old</p> <p>Each group identifies at least 2 money games addressed to the target age of their group (in 10 minutes). They could also use their smartphones.</p>	<p>Active Learning:</p> <p>Collaboration & Practice</p>	<p>PP5 – Intro</p> <p>Flip chart and markers</p> <p>PP6</p> <p>PP7</p> <p>PP 8-12 - preschoolers</p>	M7.2 questions

	<p>At the end of the research they describe the games to the rest of the group.</p> <p>Finally, the facilitator will show the games reported in the PP 8-12. Compare them with the findings of the group.</p>		<p>PP12- suggested games</p> <p>Smartphones /tablets</p>	
10 minutes	Break PP 13			
30 minutes	<p>Activity M7.3 How to talk about pocket money with school-age children</p> <p>Ask the participants if they usually give their children between 6- and 9-years pocket money.</p> <p>If some of them do, the trainer will ask them to describe to the rest of the group the criteria they follow for pocket money (how often, how much, if as a reward and so on). Write all the information on the flip chart.</p> <p>Show and describe PP 14 to the group (the same if there is no one who uses to give pocket money to their children).</p> <p>At the end of this activity, the group will discuss together the usefulness of pocket money.</p> <p>Then show to the parents the picture of a cash machine contained in the Handout M7.3, and will ask them the questions reported in both part A and B.</p> <p>Finally explain the contents of the PP 15, and participants will discuss together about the cash machine role play suggested.</p> <p>PP 16 discuss pocket money</p> <p>At the end of this section, show participants the Money Matters Comic Strip budget planner to be used with children aged 6 to 12.</p>	Active Learning.	<p>Flip chart and markers</p> <p>PP14- intro</p> <p>PP15 – activity cash machine/ role play</p> <p>PP16 – Pocket money</p> <p>PP17- Budget Planner from Comics</p>	<p>Handout M7.3: - PART A - PART B</p> <p>Money Matters Comic Strip</p>
25 minutes	<p>Activity M7.4 Children, Pre and Early Teens (10- to 15-year-olds)</p> <p>What are some of the financial issues for 10- to 15-year-olds?</p>	<p>Active Learning;</p> <p>Collaboration & Practice;</p>	<p>Flip chart and markers</p> <p>Blu-tack</p> <p>PP18 – financial issues</p>	<p>Money Matters Escape Rooms</p>

	<p>On flip chart paper In small groups participants create a mind map, list or chart representing some issues.</p> <p>Put the flip chart on the walls (with blu-tack) and get the participants to walk around and consider the different issues.</p> <p>At the end of this section, the facilitator will suggest participants explore the Money Matters Escape Rooms to use with their teenagers aged 13 to 18.</p>		<p>PP19 suggested responses</p> <p>PP20 The money matters library</p>	
30 minutes	<p>Activity M7.5 Real life scenarios (Optional if time)</p> <p>After showing the PP21 ask the parents the questions contained in the Handout M7.5. <i>! Explain that there is no right answer because all of them may be suitable for a given person and / or situation.</i></p> <p>Then ask the parents if there is anyone who has experienced requests for money like the one described in PP21 and what kind of strategies they adopted. Encourage them to discuss it as a group.</p> <p>Show PP22-23 and ask participants to complete this section by presenting the positive scenario contained in the PP</p> <p>At the end of this section, show participants the Money Matters Mobile App to use with their teenagers aged 19 to 25, also telling them that (s)he will better explain how to use it during the next workshop.</p>	Active Learning.	<p>PP21- A demanding teenager scenario</p> <p>PP22- 23 some background ideas</p> <p>PP24 – A responsible boy</p>	<p>Power Point –</p> <p>Handout M7.5- a demanding teenager</p>
10 minutes	<p>Workshop Closing</p> <p>To close the workshop, the facilitator will thank the group for attending.</p> <p>For more resources visit the Money Matters website.</p>			
<p>Assessment (How will you find out what parents and guardians have learned?)</p> <p>Participants will be continually assessed throughout the session, in their active participation in individual and group activities. Also, during the workshop the facilitator will ask reflective and assessment questions to the group, as reported on the Power Point slides.</p>				
Examples of	<p>- Reflective questions: e.g. Have you or a friend ever had any unusual or uncomfortable experiences when trying to buy something online?</p>			

assessment	- Assessment questions: e.g. What should Michael have done to avoid the scam? (Various options to be discussed as a group)
Duration	180 Minutes