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**Financial Literacy for Families**

**Train the Trainer Module 3**

**Managing risks and emotions associated with money**

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| Module 3: | | | |
| Aim: | Managing risks and emotions associated with money | | |
| Learning hours  Total hours: | Contact time  3 hours | Self-study  2 hours | Notes |
| Learning  Outcomes: | **On successful completion of this module, participants will be able to:**   * explain how to keep money secure and avoid fraud and scams on and offline. * signpost to sources of online advice * feel confident to explain the emotional impact of money with individuals and groups * recognise that individuals and families may have different priorities and long-term goals related to finances | | |

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| Session Plan module 3 | | | | |
| Timing | **Activity** | **Delivery Method** | **Resources** | **Notes** |
| 5 mins | **Welcome**  Plan for the session  Learning outcomes  Introduce the visual plan giving a brief overview. | PowerPoint | PP 2- learning outcomes  PP3 - visual plan |  |
| 5 mins  15 mins | **Activity 3.1**  **Warmer**  “Big Lottery Win”  Ask participants to imagine that they have just won the lottery. They have won 25 million Euros or GBP.  Each participant has 5 minutes to list all the things they would do with the money. There is no limit to the number of things they can put down, as long as they can write them within 5 minutes. After 5 minutes are up, everyone is asked to talk about their list and discuss.  Participants are asked to sort the items into the following categories:   * Material items * Friends and family * Travel and luxury   Some other categories may also emerge  After completing the above task, the participants are asked which of those categories they recognise as priorities and which as long-term goals.  **Tip for the educator:** Allow 5 minutes for the group to discuss the list. This normally will occur very easily. | PowerPoint | Big Lottery win  PP 4  PP5 Categories  Handout M3.1a  Handout M3.1b  Priorities  Handout M3.1b | Note responses and levels of engagement and participation.  PP6 Priorities |
| 20 mins | **Activity 3.2**  **Keeping money secure**  In pairs, ask participants to discuss whether online payments are secure and any experience they might have with this.  Each pair shares with the rest of the group the main points of their discussion.  ***M3.2a Face-2-face***  Let’s play Benefits or Risks  The facilitator hands out to each participant two pieces of paper with the words ‘Benefit’ and ‘Risk’ respectively. Then, the facilitator shows some sentences with the use related to some benefits and risks of online payments and the participants are asked to raise the paper with the answer they think is correct.  ***3.2b Online (optional )***  The facilitator asks the participants to use their mobile device to scan the QR code in order to answer some questions related to some benefits and risks of online payments  **Note**: In case of competing the session online, the facilitator should create a quiz of 8 questions for the participants prior to the session. | PowerPoint  Online Kahoot – this needs to be prepared by facilitator in advance and QR code added to PowerPoint | PP 7 statements  Resource M3.2a  Handout  Two pieces of paper for each participant with the words ‘Benefit’ and ‘Risk’  M3.2b  Scan the QR code and enter the Kahoot code to complete the quiz using their mobile devices | PP 8 -Check responses through Kahoot |
| 20 mins | **Activity M3.3**  **Fraud. To do or not to do?**    3a. The facilitator presents a scenario concerning an online fraud. Then asks the participants to consider how to use this resource with a group of learners.  Identify the actions that include high risk and then brainstorm on actions that the main character of the scenario could have taken to avoid the fraud.  3b. The facilitator suggests some advice on how to recognise a trustworthy website and keep secure while shopping online.  Ask participants if anything is missing | PowerPoint  PowerPoint | PP9- Instructions Read the Marina’s  Handout  Handouts M3.3  Marina’s purchases    PP10 Tips: Recognising a trustworthy website  PP 11- Tips: How to keep secure while shopping online. |  |
| 25 mins | **Activity M3.4**  **Online payments**  4a. The facilitator asks participants to consider the list of payment methods on PP12 and see which is the most common way they make their online payments, Which payment systems they know about and which they use.    Tips to keeping safe online | PowerPoint  PowerPoint | PP 12 – Activity online payments methods.  M3.4-Use Flip chart for responses  PP 13 - 16 – Tips to keep money safe |  |
| Break - 10 mins (PP 17) | | | | |
| 20 mins | **Activity M3.5**  **Identifying emotions related to money**  The facilitator presents the wheel of emotions  Then the facilitator shares different words (on the handout) associated with money and asks the participants to identify the emotion that they attach to each word. | PowerPoint | PP 18 – A wheel of emotions  PP19- instructions for activity linking emotions to words  M3.5  Handout on the wheel of emotions and financial words |  |
| 20 mins | **Activity M3.6**  **Linking the concept of emotions and financial decisions**  The facilitator introduces a visual image depicting a negative emotion linked financial decisions.  In pairs, participants are asked to create another example of a circle identifying emotions and financial decisions. E.g. looking forward to shopping with a friend, spending money on an item feeling happy, getting home thinking about how much you spent, feeling worried, taking the item back, feeling guilty… | PowerPoint | PP 20-Introducing example of emotions and financial decisions  PP 21- Activity Linking emotions to financial decisions  Resource M3.6 Handout emotions and financial decisions |  |
| 20 mins | **Activity M3.7**  **Emotions management**  8a. The facilitator asks the participants to reflect upon their own personal life experiences. Ask participants to share one situation where they feel their emotions affected their decision related to money and one situation where they feel that they didn’t allow their emotions to affect their decision.  8b. The facilitator asks learners to share ideas on how to regulate emotions during potentially stressful discussions about money. | PowerPoint  PowerPoint | PP 22- Reflecting on personal experiences, emotions and decisions  PP 23 – Useful strategies |  |
| 10 min | **Summary**  **Self Study**  - Complete your own character strengths survey at: <https://www.viacharacter.org/survey/account/register>  - Explore the Parent Induction Training materials for Sessions 3 & 4.  - Go online to the Money Matters Financial Literacy Library to complete the Digital Badges for Module 3.  **Thank you** | PowerPoint | PP 24  PP 25 |  |
| Total 170 mins |  |  |  |  |