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**Financial Literacy for Families**

**Train the Trainer Module 5**

**The role of money in our lives, numeracy and its relevance in Financial Literacy.**

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| Module 5  *The role of money in our lives, numeracy and its relevance in Financial Literacy* | | | |
| Aim: | Exploring the role of money in our lives, numeracy and its relevance in financial literacy | | |
| 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:   * support their learners in discussing attitudes towards financial numeracy skills * demonstrate how parents can positively support their own and their children’s financial numeracy development * have an awareness of online tools that use numeracy to support financial decisions | | |

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| Module 5 Lesson Plan:  *The role of money in our lives, numeracy and its relevance in Financial Literacy* | | | | |
| Timing | **Activity** | **Delivery Method** | **Resources** | **Notes** |
| 5 minutes | **Workshop Opening**  The facilitator will welcome learners to the session and give a brief overview of the learning outcomes (LO) and introduce the content of the Module using the visual plan. | If online – participants can offer an insight into what they want to achieve from the session. | Training venue with IT equipment, projector, and screen;  Whiteboard and markers  PP 2- LO  PP3-Visual Plan |  |
| 10 mins | **Activity M5.1**  **Warmer -Numeracy skills**  **In our daily lives we need to do different types of calculations. What did you do this morning?**  Suggest thinking about cooking, timing to get to this course getting children to school on time, paying for food bus fares etc  Participants will discuss as a group, about the importance of maths in our life. |  | PP – 4 |  |
| 10 minutes | **The role of money in our lives, numeracy, and it’s relevance in Financial Literacy**  The facilitator will start by discussing research and the links between numeracy and financial literacy. |  | Training venue with IT equipment, projector, and screen |  |
| 20 minutes | **Activity 5.2**  **The importance of numeracy skills in managing money.**  Show video to the group (0:33 minutes) explaining the meaning and usefulness of numeracy (<https://www.youtube.com/watch?v=zTlR9amvk1U&t=33s>)  Ask the group to work in pairs and identify contexts or scenarios when they use interest, measuring, mental arithmetic addition and subtraction and percentages in everyday life.  Go through examples (PP 11-14). Did they miss any ideas  Do have they any ideas to add when considering contexts for families they will be working with? |  | PP 9 – video  PP 10 – thinking about numeracy and money questions  PP 11-14 responses  PP15 – different family contexts. |  |
| 10 mins | **Tea/coffee break** | PP16 |  |  |
| 30 minutes | **Activity M5.3**  **How can people identify their numeracy skills?**  The facilitator will ask participants if they have ever identified the maths level of the family members they work with, and how they did it. All the suggestions of the group will be reported on a flip chart.  Then s/he will give out Handout M5.3 with links to online resources which can help facilitators/educators to check the maths level of their clients or develop their skills. | Collaboration & Practice. | PP 17- intro  PP 18-20 tools /websites  PP 21 links and Handout M5.3- online resources |  |
| 20 minutes | **Activity M5.4**  **How do you feel about checking your maths/numeracy?**  The facilitator will provide participants with the **Activity sheet M5.4** and ask participants to fill it in 10 minutes. This is a form of experiential learning where participants may experience anxiety about the ‘test’.  Then, he/she will ask participants what they think about testing the level of numeracy of the family members they work with. How might families feel about being tested? Group discussion.  Participants might also want to solve the problems, calculations are over the page.  All observations will be reported on the flip chart. | Collaboration & Practice. | PP22  Activity sheet M5.4 |  |
| 15 minutes | **Activity M5.5**  **Parents as Financial Teachers:**  After explaining the importance of parents’ role in teaching children how to manage money, the facilitator will distribute to the participants the activity sheet M5.5. S/he will give participants 10 minutes to do the exercise.  After the classroom exercise, the facilitator will check the answers with the class and discuss the results, writing the most common answers on the flip chart. Then s/he will move on the next session which will be focused on the explanation of each age group concerning financial and numeracy literacy. | Collaboration & Practice. | PP 23-parents as financial teachers  PP24- financial topics linked to age  Handout/activity sheet  M5.5 |  |
| 25 minutes | **PARENTS AS A FINANCIAL TEACHERS: Pre-schoolers**  After explaining the main characteristics of teaching numeracy to children aged 2-4 years old, the facilitator will show the video: “*Learn to count with Number Farm*”  Then, s/he will move on to suggest financial and mathematical literacy topics aimed at children aged 4-6.  S/he will show more videos if time |  | PP 25-28  Pre-schoolers |  |
| 15 minutes | **PARENTS AS A FINANCIAL TEACHERS: School children, teenagers and young adults**  The facilitator will explain to the class the main characteristics in learning financial issues with children 6 to 12, teens between 13 and 18 years old and young adults 19-25.  S/he will also show and describe the resources that families could use to teach and support their children to develop skills in financial managing issues.  Link to Money Matters Comics (6-12),  Escape rooms (13-18) and  Money Matters App (19-25)  Finally, s/he will ask learners if they have some observations or questions. |  | PP 29-31  School age  PP 32 teenagers  PP 33-  Young adults |  |
| 10 minutes | **Summary:**  **Self Study**  - Explore the links on handout M5.3.  - Explore the Parent Induction Training materials for Sessions 7 & 8.  - Go online to the Money Matters Financial Literacy Library to complete the Digital Badges for Module 5.  **Thank You** |  | PP 34  PP35 | . |
| Duration | 170 minutes | | | |