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**Financial Literacy for Families**

**Train the Trainer**

**Module 6: Creating and using Digital Resources**

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| Module 6: | | | |
| Aim: | Creating and using Digital Resources | | |
| 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:   * Consider benefits and challenges of using digital resources * Explore a range of digital resources | | |

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| Module 6 Lesson Plan: Creating Digital Resources | | | | |
| 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).  Learners will be invited to discuss what they expect to achieve by completing this session. | Training venue with IT equipment, projector, and screen.  Whiteboard and markers | PP 1  PP2- LOs  PP3 –Visual Plan |  |
| 10 minutes | Warmer Activity 6.1 - Draw How you Feel The facilitator will ask each participant to draw how they feel on a post-it note, or sheet of paper. Alternatively, the facilitator can ask participants to write one word of how they feel. This question can be general in terms of how there day is going.  If online this can be completed on a whiteboard. | Drawing a face  If online – Use the white board | PP4- how do you feel? |  |
| 15 minutes | Activity M 6.2Using Digital Resources The facilitator will pose the following question to the group:  How and what digital resources could help individuals to upskill in financial literacy?  The facilitator will further explore the impact of utilising digital software, platforms and learning materials within teaching settings.  The facilitator can record answers on a flipchart. | F2F – use flip chart to collect ideas  If online, online platforms such as <https://padlet.com/> can be used. | PP 5- question |  |
| 15 minutes | Creating Digital Resources The facilitator will explain to participants how they can create their own digital resources. The facilitator will explore the topics of creating:   * A Quiz * A Video * A Digital Escape room   The facilitator can opt to explore the platform links provided in the PowerPoint presentation if desired.  When explaining how to make a Digital Escape Room, the facilitator can opt to show participants the following video:   * <https://www.youtube.com/watch?v=Fd0CZaSWPjA> | Collaboration & Practice. | PP 6 – creating digital resource- a quiz  PP7 – a video |  |
| 10 minutes | Digital Resources – Digital Learning Models, Accelerator and Benefits Participants are asked what digital learning resources they tend to use in training sessions. The facilitator will engage in a brief group discussion with participants.  Afterwards, the facilitator will identify possible links to topics in PP7 ad 8 including blended, personalised, and collaborative learning experiences and benefits of digital | If online, online platforms such as | PP 8 -learning models  and PP 9 – digital resources as an accelerator  and PP10 –Benefits of digital learning |  |
| 10 minutes | Activity 6.3The Challenges associated with digital resources The facilitator will ask the participants to identify barriers that could hinder using digital resources and non-traditional learning methods.  The facilitator can ask participants at random to describe a barrier they may have faced/could face when implementing digital resources in learning environments. Participants will be invited to focus on utilising digital resources in both online and offline settings.  The facilitator will suggest challenges associated with Digital Adaptation on PP 13. |  | PP 11 -introduces challenges  PP  12 – Question- what challenges?  PP 13- Suggested responses |  |
| 10 minutes | Activity M6.4Types of Digital Learning Resources - Introducing an Escape Room Participants will be asked to name digital learning resources that could be used to teach financial literacy and record answers on a flipchart.  The facilitator will then show the group one of the *Money Matters* Digital Escape Room and encourage the group to work through one of them.  Get feedback from the participants on what they think about the room, content etc. How might this escape room contribute to their working with families. |  | PP 14 – question  and link to an Escape room |  |
| 10 minutes | Break |  | PP 15 |  |
| 30 mins | M6.5 Creating you own escape room Ask participants to work in small group to create an escape room, with three challenges.  PP16 has links to guidelines for using google forms for developing the escape room.  PP17 is instructions for the group. |  | PP16- Creating an escape room using google forms- Youtube link to guidelines  PP 17- Task Instructions | Each group will need a computer to create their room. |
| 30 mins | M6.6 Looking at the Money Matters App The facilitator will also demonstrate and discuss the *Money Matters* app and explain its function.  This is a digital resource that explores financial vocabulary, saving plans and budgeting  Download the app onto your phone. |  | PP 18 |  |
| 20 minutes | An overview of the Money Matters Digital Resources The facilitator will provide the group with an overview of the digital learning materials from the Money Matters project ask the participants  How might they integrate their own, and the Money Matters resources with your learners? |  | PP 19 |  |
| 10 minutes | Considerations Participants can be asked to discuss how they will implement digital resources in their training sessions. This feedback session can work to offer collaborative ideas between participants. |  | PP20 |  |
| 5 minutes | **Summary:**  **Self Study tasks:**  - Have a go at creating your own digital learning resources – an online quiz, wordsearch or escape room.  - Go online to the Money Matters Financial Literacy Library to complete the Digital Badges for Module 6.  - A final training survey will be sent to you to complete.  **Thank you** | *Feedback survey to be emailed to participants.* | PP 21  PP22 |  |
| Duration | 180 minutes | | | |
|  | Additional Reading and activities | | | |