



Financial Literacy for Youth

MODULE 1

FINANCE EDUCATION ESSENTIALS FOR YOUNG PEOPLE

TIPS & TRICKS TO DELIVER FINANCIAL LITERACY LEARNING
ACTIVITIES FOR YOUNG PEOPLE



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Content

"ACHIEVEMENT IS THE GIFT OF YOUR
GROWTH AND CONSUMPTION OF LIFE"

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Financial Literacy for Youth



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Introduction

The need for awareness raising about: the importance of being educated on financial management, the availability of training materials and resources in all EU countries, often available for free and easy to access (from full training courses to short podcasts)

In this module we will look at strategies to engage young people in financial literacy training, making it something that they want to learn about and share

**Raising awareness about
financial education needs**

Context and Background

Young people need to learn about financial management but in most EU countries this is not taught in school.

Without a structured learning path on financial education, young people are often left to ask information when they need it and often ask their families, who may not have complete, relevant, updated information, particularly in a digitally changing world.

However, **much information and many resources are available everywhere**, which young people do not look for, because they don't know that they exist.

MAKING IT REAL AND PRACTICAL

Our research shows that young people lack an understanding about how much they need financial education.

WHY DO THEY NEED FINANCIAL EDUCATION?

- To start planning a secure financial future
- To learn why and how to save
- To learn why and how to invest
- To understand new ways of managing funds (digital banking, digital investing, crypto-currencies etc)

We need to make this need clear to them in order to engage young people into financial learning opportunities.



This video shows that young people are worried about their financial future and want to learn more!



MAKING IT SAFE AND FUN

Creating the learning space and fun activities

The learning space must be welcoming and "safe"

Young people might come from very different family and economic backgrounds - this means that they may feel judged and might prefer not to share.

For these reasons, the learning space must have **RULES:**

- People are free to share and not to share
- Use case studies and NOT real-life examples from people in the group
- The learning should be fun and active, not passive:
- Use videos from YouTube, Tik Tok or other
- Create "activities" for the group - ex. reasearch with their classmates or friends about a specific financial topic; turn them into teachers: they research a topic to teach the group & maybe even their friends





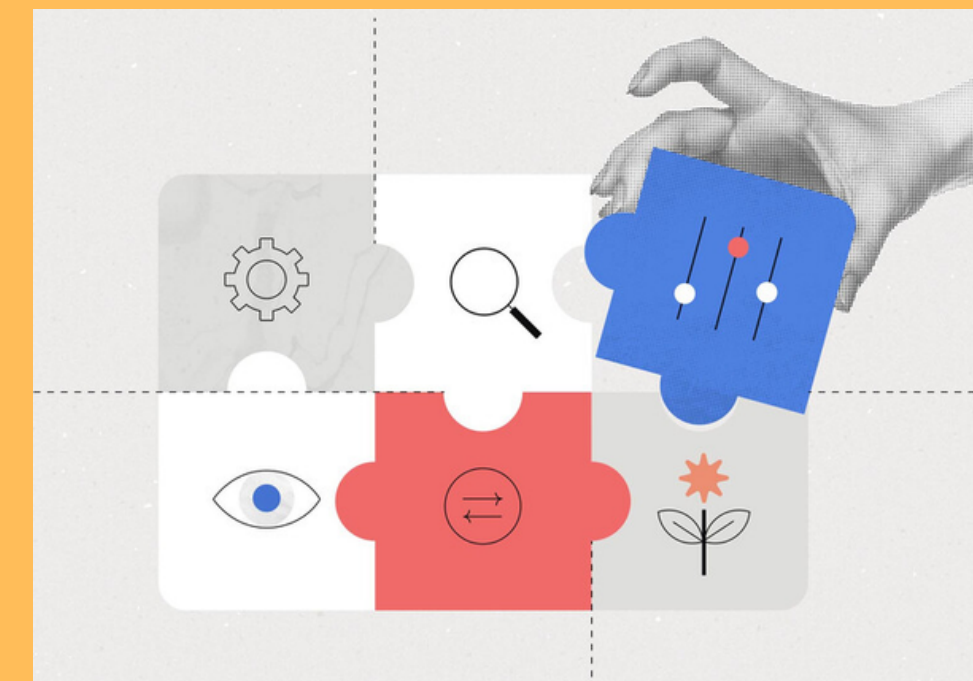
LISTENING & UNDERSTANDING BODY LANGUAGE

The trainer must be able to listen to the young people and understand their engagement, interest etc. even when not expressed in words



FLEXIBILITY

The trainer must be able to change plans to suit the needs of the young people in training



ADAPTABILITY

The trainer must be able to adapt the training content and sessions to the needs of the young people

KEY ABILITIES OF THE TRAINER



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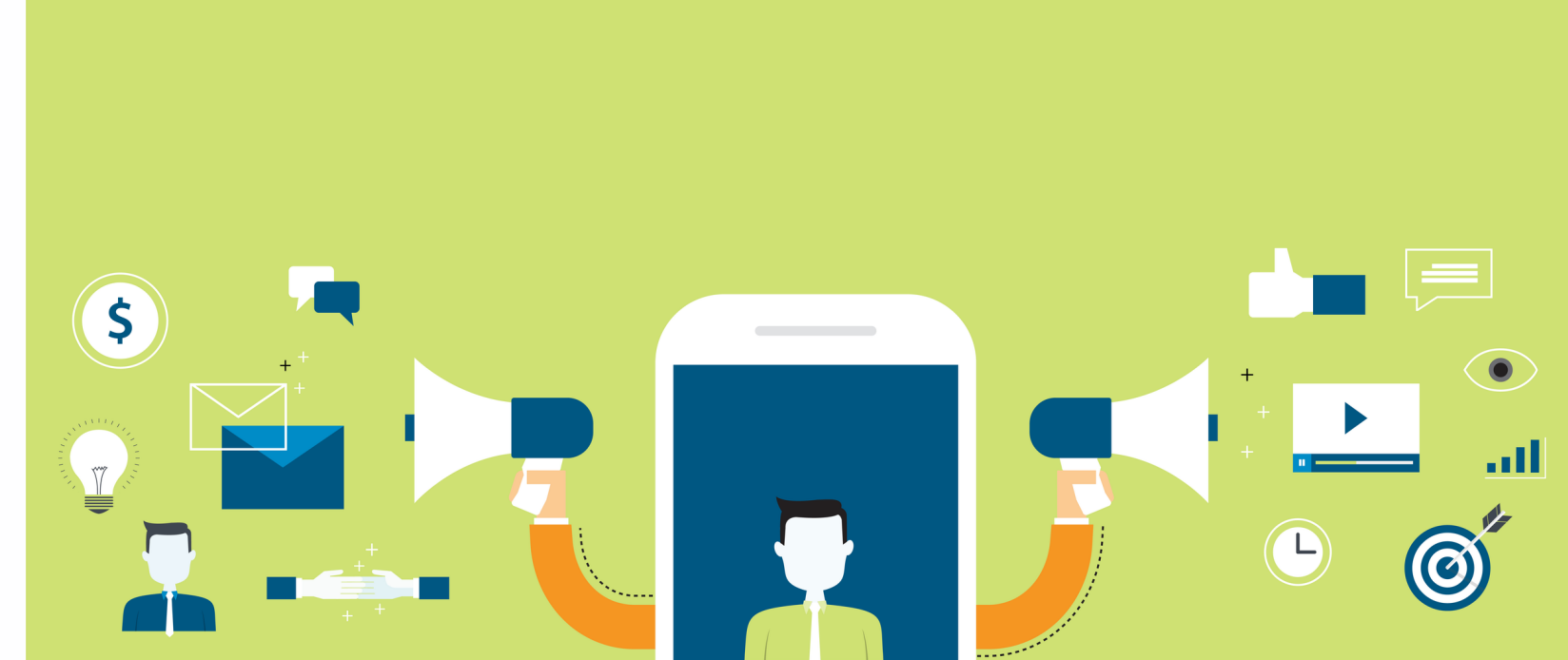
STIMULATING PROTAGONISM

Young people can become the best ambassadors of financial literacy learning with their peers and have a role in: raising awareness about financial literacy needs, reaching more young people, cascading the training.

In order to make use of their outreach and their possibility to spread the word about financial literacy faster and more widely, we need to make them **PROTAGONISTS** during the learning process.

How can we make this happen?

Some suggestions in the next slides about using **action research on social media.**



Ask the young participants to talk to their friends about the topic discussed and see how many of them know about it.

Ask them to report back about:

- how many of their friends know about the topic?
- how many of their friends would like to know more?
- how many of their friends had asked information about it in the past?
- How many of their friends asked them to give some information during the conversation?

Ask them to organise a small presentation to help their friends who would like to know more



Ask the young participants to post on social media about their learning and using a FLY project hashtag.

Ask them to:

- create social media posts for their peers
- create reels aimed at their peers
- they can post as themselves whenever
- they want, or even post as the FLY project (under supervision when in the training space)
- they can create posts and videos with friends from the learning group or from outside

Ask them to organise a small presentation to help their friends who would like to know more.

Ask them to check if the posts generate interest in their peer group.



ACTION PLANNING

What is an ACTION PLAN?

An action plan is a document that lists what steps must be taken to achieve a specific goal. It breaks down the goal into actionable steps that can be easily followed and tracked.

The trainer should give young people all the necessary support to create their own personal action plan about, for example:

- opening a current account / savings account
- starting to save
- starting to invest
- tracking their finances through apps/digital tools
- asking for a bank loan
- asking for a scholarship



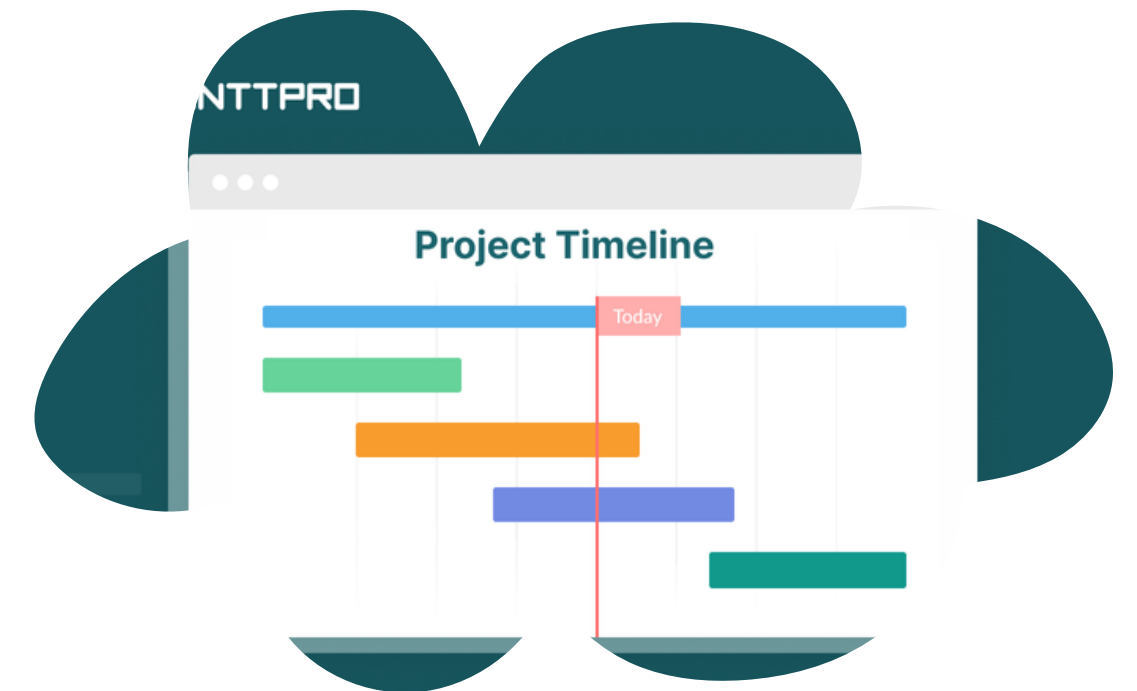
1. DEFINE A GOAL FOR YOURSELF



2. DEFINE ACTION STEPS TO REACH THE GOAL



3. DEFINE TIMELINES TO ACHIEVE EACH ACTION STEP & PRIORITOTIZE ACTIONS



4. MONITOR ACTION STEPS AND TIMELINES



ACTIVITIES MODULE 1

FINANCE EDUCATION ESSENTIALS FOR YP CONTENT:
TIPS & TRICKS TO DELIVER FINANCIAL LITERACY LEARNING ACTIVITIES



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ACTIVITY 1: QUIZ MY KNOWLEDGE

Learning Objectives

- 1 The participants will have to understand their initial level of financial knowledge by completing our questionnaire:
<https://docs.google.com/forms/d/e/1FAIpQLScYuG4LCVLKyAZ7VkBYkXf7MvnailhuDXfrzHJhXRuQCwoS8A/viewform>
- 2 It is very important to understand your starting point so that you have an idea of where you can get to.

Duration



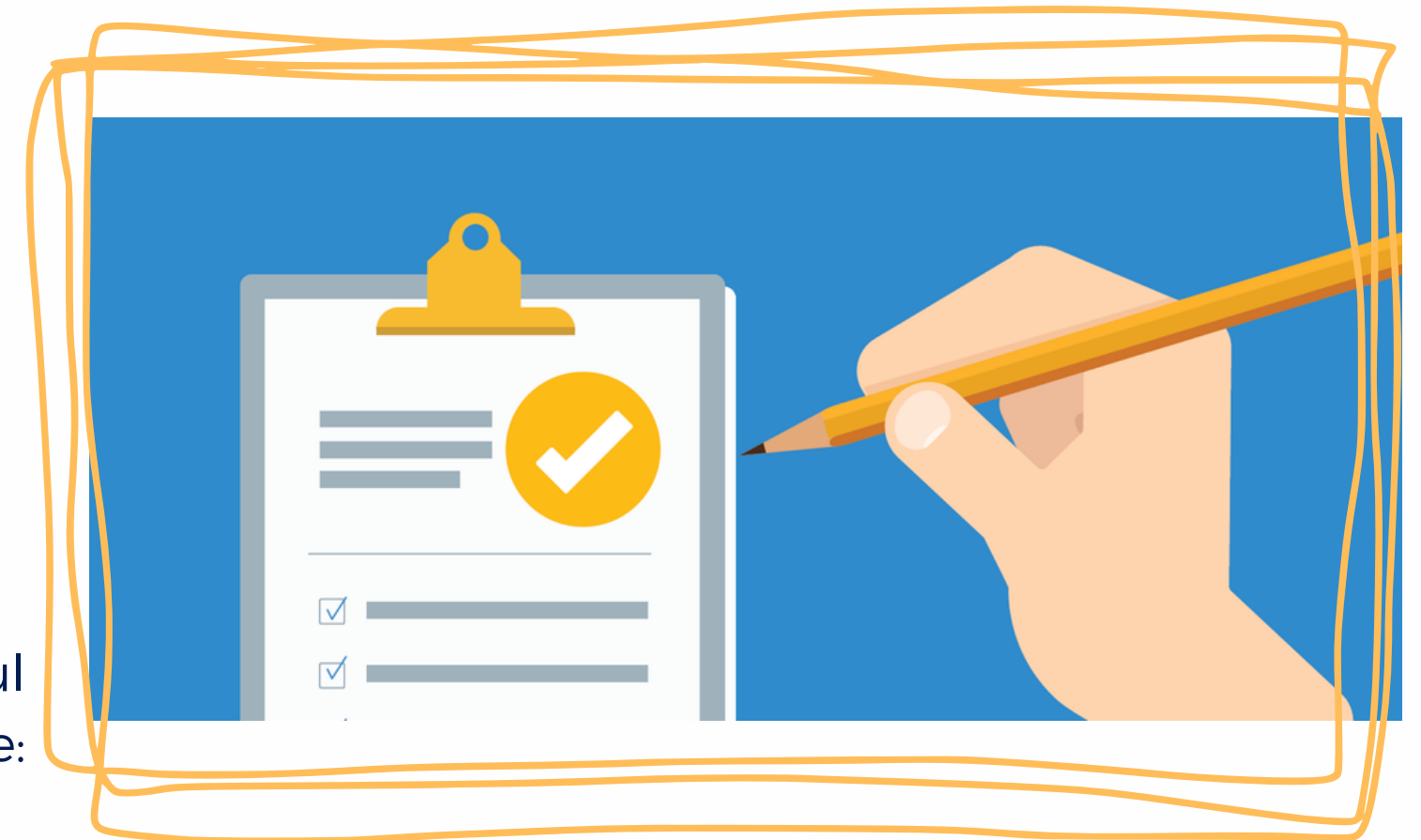
Level

- Beginner
- Intermediate
- Advanced

Materials /Resources

- »»» Questionnaire on basic financial terminology, useful words and common knowledge. For example:
<https://www.surveymonkey.co.uk/r/financialtermsquiz>

<http://financialdictionary.net/financial-quiz.php>



»»» Paper and pencils.

Descriptions

This activity is intended to be useful to find out the starting level of young people when they begin their journey of discovery of financial knowledge. Professionals can use the project's initial questionnaire or create a new one to test the basic knowledge of young people. The questionnaire should revolve around knowledge of basic financial language, a useful and often used terminology.

Round-table discussion: end the activity with a round-table discussion where participants can justify their initial choice. This will help them reflect on their decisions and share the knowledge they have acquired with others. Encourage participants to ask questions and engage in a constructive discussion.

Wrap up: Finally, wrap up the activity by summarizing the key takeaways and, if you find it useful/necessary, providing participants with additional resources for learning more about financial literacy. Encourage participants to continue learning and practicing their skills.

ACTIVITY 2: BE THE ONE - FINANCIAL PROTAGONIST

Learning Objectives

- 1 The participants will look at strategies to engage young people in financial literacy training, making it something that they want to learn about and share.
- 2 This first activity aims to encourage protagonism and active research.

Duration

 2 hours approx.

Level

- Beginner
- Intermediate
- Advanced

Materials /Resources

- Cards with general information about financial education. These can be created by the trainer.
- Videos and additional material can be found online by the trainer in the national language.





Activity 2: Be the one - Financial protagonist

Descriptions

The importance of being educated on financial management and the availability of training materials and resources in all EU countries, often available for free and easy to access (from full training courses to short podcasts). Unfortunately, generally financial education isn't taught in schools and young people don't know where to look for it.

Most information is available online and young people have the educational skills to be able to distinguish between important and unimportant notions.

A very important factor in the development of financial education is to make young people ambassadors of financial literacy learning with their peers. This activity wants to stimulate protagonism among young people and active research about finance.

This activity takes place as part of a **round-table discussion** in which trainers and participants discuss how to reach as many young people as possible. Participants are encouraged to engage with their peers, see if their knowledge can be passed on, and help each other discover new information on financial education.

Wrap up: Finally, wrap up the activity by summarizing the key takeaways and providing participants with additional resources for learning more. Encourage participants to continue learning and practicing their skills.

ACTIVITY 3: BE THE ONE – SOCIAL MEDIA GENIUS

Learning Objectives

- 1 The participants we will look at strategies to engage young people in financial literacy training, making it something that they want to learn about and share.
- 2 This activity aims to encourage protagonism among participants through the use of social media channels.

Duration



1 hour

Level

- Beginner
- Intermediate
- Advanced

Materials /Resources

- »»» Cards with general information about financial education may be created by the trainer.
- »»» Mobile devices or personal computers.
- »»» Access to social medias.





Activity 3: Be the one - social media genius

Descriptions

This activity is a natural continuation of the previous one on stimulating protagonism in young people. If active research helps young people to highlight and discover information about finance that was previously missing, social media is the perfect way to share one's findings. During this activity, participants will be asked to create content on their personal social media and, with supervision, on the project's social media. Content creation can be varied and meet the needs and curiosities of participants. They can create posts on Instagram and Facebook, reels and stories on Instagram, videos on TikTok. They can collaborate or act alone or even get help from friends outside the learning group they are in.

Round-table discussion: end the activity with a round-table discussion where participants can justify their initial choice and the changes they made. This will help them reflect on their decisions and share the knowledge they have acquired with others. Encourage participants to ask questions and engage in a constructive discussion.

Wrap up: Finally, wrap up the activity by summarizing the key takeaways and providing participants with additional resources for learning more about financial literacy. Encourage participants to continue learning and practicing their skills.

ACTIVITY 4: BE THE ONE – PRESENTATION

Learning Objectives

- 1 The participants will look at strategies to engage young people in financial literacy training, making it something that they want to learn about and share.
- 2 This activity aims to encourage protagonism among participants by creating a presentation to be used to introduce the topic to their peers.

Duration



1 hour and half

Level

- Beginner
- Intermediate
- Advanced

Materials /Resources

- »»» Cards with general information about financial education may be created by the trainer.
- »»» Mobile devices or personal computers
- »»» Paper and pencils.



Descriptions

This activity is a natural continuation of the previous two activities on stimulating protagonism in young people. If active research helps young people to highlight and discover information about finance that was previously missing, social media is the perfect way to share one's findings. During this activity, participants will have to use the knowledge gained from the two activities and produce presentations to give to their peers.

Participants will be divided into groups of three to four people and together - with constant guidance and help - they will create a presentation using social media and the active research practised previously.

Round-table discussion: end the activity with a round-table discussion. This will help them reflect on their decisions and share the knowledge they have acquired with others. Encourage participants to ask questions and engage in a constructive discussion.

Wrap up: Finally, wrap up the activity by summarizing the key takeaways and providing participants with additional resources for learning more about financial literacy. Encourage participants to continue learning and practicing their skills.

ACTIVITY 5: PLAN YOUR ACTION

Learning Objectives

- 1 The participants have to create an action plan listing all the steps to be taken to achieve a specific goal.
- 2 This activity aims to encourage young people to have a clear vision and clear objectives and to be able to create a coherent plan of action.

Duration



Level

- Beginner
- Intermediate
- Advanced

Materials /Resources

- Cards with general information about financial education may be created by the trainer.
- Paper and pencils.
- Additional material for the creation of the action plan (ex. <https://www.indeed.com/career-advice/career-development/how-to-write-an-action-plan>)



Descriptions

Action Planning is an approach, rather than a specific method, which helps focus ideas and decide what steps you need to take to achieve particular goals.

In this activity, participants will have to create an action plan based on the help provided to them by professionals. Creating an action plan requires a certain amount of self-reflection on one's abilities, means and knowledge. First, participants should set themselves a goal: what do they want to learn? How deep does their knowledge on that topic need to be? They will then have to define the steps they know how to take to achieve the goal. In this regard, professionals will have to help them understand what the right method is to achieve their goals. Each step must be **s.m.a.r.t.** that is: specific, measurable, achievable, realistic, time-bound.

Round-table discussion: end the activity with a round-table discussion where participants can justify their initial choice and the changes they made. This will help them reflect on their decisions and share the knowledge they have acquired with others. Encourage participants to ask questions and engage in a constructive discussion.

Wrap up: Finally, wrap up the activity by summarizing the key takeaways and providing participants with additional resources for learning more about financial literacy, which the trainer may already know or research - if found to be useful for the young participants. Encourage participants to continue learning and practicing their skills.

FLY: Financial Literacy for Youth
Educación Financiera para
Jóvenes
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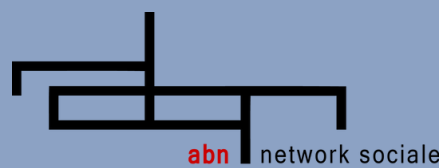


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FLY PLAYBOOK

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MONOMYTHS
– Joyful learning experiences –



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