



Financial Training

Ages 13+

Total Time: 3 Hours

PART 1: Icebreaker

PART 2: Understanding Currency

PART 3: Earning, Spending, Saving, and Banking your Money

PART 4: Basic Budgeting

PART 5: Needs vs. Wants

PART 6: Marketing and Peer Pressure

PART 7: Follow-up Activities

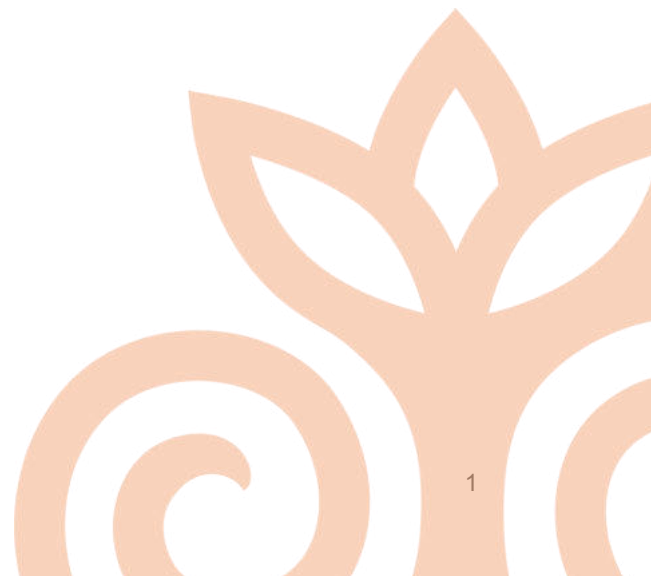
ANNEXURE 1: Money Puzzle

ANNEXURE 2: Shopping Items

ANNEXURE 3: Goal Setting Worksheet

ANNEXURE 4: Evaluation

ANNEXURE 5: Can I Afford It?





Part 1: Icebreaker

Time:

10-15 Minutes

Objective:

Participants will take part in an activity designed to introduce the topic of this unit.

Materials:

(Depending on Option Selected)

Option One:

- None

Option Two:

- Annexure 1: Money Puzzle (Cut as per instructions below)

Techniques:

- Ice Breaker

TRAINER INSTRUCTIONS:

1. Welcome the participants and tell them that we want everyone to feel energized and ready to learn so we are going to take part in a fun activity to get things started. Lead an ice breaker activity from the options below:

Option One: First Paycheck – Ask the participants to pretend that they have just received their first paycheck from work. Give them a few minutes to decide how they will spend their first paycheck, then go around the room and have them share the first thing they will buy.

Option Two : Money Puzzle Partners – Begin by randomly passing out one half of the cut play money puzzle pieces from Annexure 1 to each person. Then instruct the participants to walk around and find their puzzle partner by finding the other half of their

play money puzzle. Once everyone has found their partner, give the partners time to tell each other their names and one thing they know about money. Next, have each pair introduce their partner to the room by saying their partner's names and the one thing their partner knows about money.

Note to Trainer: Make sure each individual play money note is cut drastically different than the others so the puzzle pieces that match will be obvious.



Part 2: Understanding Currency

Time:

20 Minutes

Objective:

Participants will identify the different denominations of notes and coins.

Materials:

- Two sets of all denominations of currency coins (paise) and notes (rupees) up to 100 rupee notes
- Marker board or chart paper and markers
- Annexure 2: Shopping Items

Techniques:

- Presentation
 - Activity
-

TRAINER INSTRUCTIONS:

1. Explain that in this unit you will be discussing the different types of currency, how to use it, spend it and save it.
2. Ask the group to identify the currency used in India – coins (paise) and notes (rupees).
3. Lead a discussion around what denominations the coins and notes come in (paise come in 1, 2, 5 and 10; rupees come in 1, 2, 5, 10, 20, 50, 100, 500 and 2000) and write on the marker board or chart paper.
4. Allow the group to view the coins/notes you brought to the session and discuss how they can tell the difference between the coins and notes of different values.

5. Next, divide the group into smaller groups of 3-4. Show the groups the picture of each shopping item (one at a time) from Annexure 2 and have each group work together to come up with the exact amount of notes and paise it will take to buy the item. (They can figure it out on paper.)
6. Ask each group to give their response and check for accuracy. (Optional: ask them to come up with two or three combinations of coins/notes that would add up to the same amount needed to buy the item.)



Part 3: Earning, Spending, Saving, and Banking your Money

Time:

40 Minutes

Objective:

Participants will learn the basics of earning, spending, and saving money.

Materials:

- Paper
- Pencils
- Crayons/ markers
- Marker board/chart paper

Techniques:

- Presentation
- Activity

TRAINER INSTRUCTIONS:

1. Explain that when the teens are older, they will work to earn money to pay for the things they will need.
 - As you get older, you will have more freedom to spend money on your own. But you need to be careful because sometimes you will want to save the money that you earn to buy a more expensive item in the future like a mobile phone, a car or a house for example.

2. Hang three chart papers in the front of the room (or use the marker board) and add one of the following headers to each paper: “Work for a Company, Organization, Etc.” “Start Own Business” and “Build on Creative Interest”
3. Begin a discussion by noting that there are many different ways to earn money, and ask the group to brainstorm ways that in the future they could earn money under each heading. The following are some ideas to get them started:
 - **You can work for a company, organization, etc.** Examples include teacher, doctor, police, accountant, social worker, etc.
 - **You can be an entrepreneur and start your own business.** You can own your own shop selling different types of goods such as foods, desserts or jewelry for example.
 - **You can pursue a creative interest.** Some examples include starting a dance class, writing a book or being an illustrator or graphics designer.
4. Now turn to the concepts of spending and saving money. Define spending as the process of using money to buy goods or services.
 - Once you spend the money, you cannot get it back.
 - We all buy a lot of things, some we use and some that go to waste. By buying frivolous things that we do not really use, we are not spending carefully.
5. Explain that we spend on goods that are physical objects that we can touch and feel such as: food, furniture and clothes. We also spend on services that are things that we purchase but cannot touch such as: electricity service, bus travel, visit to doctor, water service, etc.
6. Ask the group to identify how savings helps ensure our long-term health, happiness and stability. For example, having savings allows us to:
 - **Manage unexpected life cycle events** like an illness, hospitalization or loss of job.
 - **Manage expected life cycle events** like marriage and having children.
 - **Achieve long-term goals and build assets** such as buying a house, starting a business, investing and buying gold.
7. Explain that when you decide to save your money you need a safe place to keep it. If you do not have a lot of money to spend, a piggy bank or savings jar may be good enough. On the other hand, if you have at least a few thousand rupees to save, you may want to visit a bank and open a savings account. Describe how a savings account at a bank works:

- Once you have some money to save, you give it to a bank for them to keep safe. You can get any or all of your money back any time you need it.
 - Importantly, banks will pay you for the money you keep in a savings account; the bank pays you something called **interest** for every month you keep your money in the savings account. Interest is a fee paid for the use of another person's money. While your money is in the bank, they are using it to loan to others and they pay you for the use of your money.
8. Take the participants on a field trip to the bank so they can learn why it's important to save their money at a bank and how a bank account is opened. You may schedule this for a day separate from training day, and ask other staff members to arrange the trip if the trainer is not available.



Part 4: Basic Budgeting

Time:

20 Minutes

Objective:

Participants will understand basic budgeting principles.

Materials:

- Marker board/ chart paper
- Markers

Techniques:

- Group Discussion

TRAINER INSTRUCTIONS:

1. Explain that a budget can help us make smart choices about how we manage our money every day.
 - A budget is a plan for spending and saving money. It helps us determine how much money we can afford to spend.
2. Use the following scenarios to discuss the following very simple, yet extremely important principles of budgeting:
 - On the board or chart paper write “Expenses.” Invite the group to list expenses they would expect to have as an adult every month (eg, food, transportation, clothing, rent, etc.) This list doesn’t have to be all-inclusive for this activity; you just need a list of possible expenses.
 - Then, work with the group to assign a cost to each expense. Again these don’t have to be actual costs, just estimates.

- Describe scenario #1, in which the group should assume that they earn Rs ____ (an amount larger than the cost of expenses).
 - Ask: When what you earn (income) is greater than what you to spend (expenses) what do you have? (You have savings).
 - Describe scenario #2, in which the group should assume that they earn Rs ____ (an amount smaller than the cost of their expenses).
 - Ask: When what you earn (income) is less than what you spend (expenses) what do you have? (You have debt).
 - Explain that it sounds very simple, but many people get in financial trouble when they don't follow these simple principles.
3. Instruct the group to think about scenario #2 and ask, "if what you spend (expenses) exceeds you what you earn (income), what do you need to do?"
- You have three choices: Make more money, spend less money, or a combination of the two
4. Discuss the importance of budgeting to avoid scenarios like #2.



Part 5: Needs vs. Wants

Time:

40 Minutes

Objective:

Participants will learn to differentiate between needs and wants and how to prioritize their spending.

Materials:

- Annexure 3: SMART Goal Setting Worksheet and Sample

Techniques:

- Presentation
 - Activity
-

TRAINER INSTRUCTIONS:

1. Explain that one of the most important ways to manage your spending is to know the difference between what you need and what you want:
 - Ask the group to list basic needs. (Needs are items you need to survive such as basic food, shelter, clothing, healthcare and even education.)
 - Now ask them to list wants. (Wants are things we enjoy and want but are not necessary to survive. Wants vary from person to person but they can include things like movies, TV, ice-cream, candy, scooter, brand-name clothes, etc. Wants also include spending on social functions like marriages, festivals or parties.)
2. Discuss the fact that each of us has a limited income and we should always make sure to meet our daily needs before considering any wants.

- The more money you spend on things you want, the less money you will be able to save and invest for your future.
 - It is wise to avoid impulse buying which is the act of buying things without planning to do so in advance, as a result of a sudden whim or impulse.
3. Explain that you must consider the **opportunity cost** of the money you spend. Opportunity cost refers to what you have to give up to buy what you want in terms of other goods or services. For example, if you spend money today to go to a movie and buy snacks, you cannot spend the money tomorrow on something else that might be of higher value to you.
4. Remind the group of the goal setting and decision making skills they learned in an earlier unit, and relate these skills to spending:
- Talk about the bus activity they did in the goal setting unit where the driver didn't have a plan so the bus just roamed around the room with no real direction. This is what happens with their spending if they don't have a plan.
 - Discuss the concept of SMART (Specific, Measureable, Action Oriented, Realistic, Timely) goal setting which can be used when saving toward an item. Walk them through an example of a purchase they would like to make using Annexure 3. (Use the sample as a guide, but allow the children to decide on what their goal would be.)
 - Relate the values they identified as important to them in the self-awareness unit to their spending habits. Give examples such as: if you value a good education and a good job, you might be willing to give up fancy clothes to pay for your education. Ask the group to offer other examples.



Part 6: Marketing and Peer Pressure

Time:

30 Minutes

Objective:

Participants will learn how marketing and peer pressure affects spending.

Materials:

- YouTube videos listed in instructions
- Annexure 4: Evaluation

Techniques:

- Presentation
 - Activity
-

TRAINER INSTRUCTIONS:

1. Explain that marketing and peer pressure really influence the things we want and how we choose to spend our money. Every day we are bombarded by advertising messages for different products and services. We also face a lot of marketing pressure when we go out shopping, such as:
 - **Buy one, get one free!**
 - **Buy one, get one half off.**
 - **Buy this today for only Rs. 500 per month.**
 - **Sale! Up to 60% off!**

2. Tell the group that although products are heavily marketed, they may not be as good as they seem to be based on the advertising and packaging so it is important to be careful and not easily influenced.
3. Explain that another big influence on how we spend our money is people, such as siblings, friends, cousins and celebrities. Even people we do not know that we see on the street can influence our spending by their fashion and the trendy things they wear.
4. Play the following videos of advertisements and after each one lead a discussion around the messages the advertisers were trying to send.
 - https://www.youtube.com/watch?v=V3AF_pexVYY
 - <https://www.youtube.com/watch?v=xzS2NP31VgM>
 - <https://www.youtube.com/watch?v=6Mip2i22Csw>
 - Before you saw the product what did you think they were selling?
 - How were they trying to get convince you to buy their product? (eg, celebrity, bright colors, happy, successful people, etc.)
 - Did they convince you to buy the product?
5. Wrap up the exercise by reviewing the importance of buying only what you need, and not allowing elaborate advertising convince you otherwise.
6. Distribute Annexure 4 and invite the teens to complete the evaluation form regarding this Unit.
7. Gather the completed evaluations and include them in your trainer report.



Part 7: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice the skills learned in this session.

Materials:

(Depending on Option Selected)

Option One:

- None

Option Two:

- Annexure 5: Can I Afford It?

Option Three:

- Paper
- Markers

Option Four:

- None

Techniques:

- Applying learning to daily life
-

TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to review the material learned today throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Spending Role Play – Begin by forming groups of three to five participants and ask the groups to act out different situations where they encounter pressures to spend. Some members should play the role of influences or pressures while others in the group try to resist these pressures.

Scenarios:

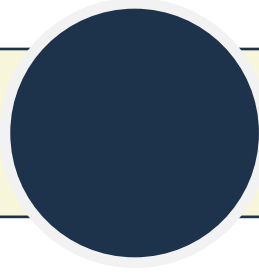
- Your friend at school is wearing a trendy pair of shoes and is pressuring you to buy one too.
- Your classmate at school wants you to buy her some candy but you don't want to spend your money on it.
- You go to the bazaar to buy a new shirt for your job. The shopkeeper tells you he will give you a discount of Rs. 100 if you also buy jeans.
- Your little brother wants you to buy him a new toy car but you don't want to spend your money on it.

Discussion Questions: After the role plays, discuss how it felt to be pressured. Do you feel strong enough to stand up to the pressure? Are there certain situations where you would feel like you had to give in? Describe a situation in which you felt pressured to spend your money. Do you ever pressure others to buy something?

Option Two: Can I Afford It? – Begin by forming groups of three to five participants. Distribute Annexure 5 and have the groups work together to figure out what they can afford. Once the groups are finished, have them share their answers with the rest of the class. Discuss any variances in the answers between the groups and highlight the different ways people gauge affordability.

Option Three: My Future – Distribute paper and markers and ask the teens to illustrate what their lives will look like when they are older. Invite them to incorporate what work they will do to earn money (they can even illustrate a pretend business) and what types of things they will save their money to buy (savings goals). Once they are finished, ask for volunteers to share their illustrations.

Option Four: Market Visit – Take the teens on a field trip to a nearby market. Give some of them a chance to handle money by allowing them to purchase small items in the market such as fruit, candy, etc. Highlight the various concepts of spending and saving money during your trip by making an example of bargaining, looking for sales, using coupons if possible and comparing costs.



Annexures

Financial Training

Ages 13+

ANNEXURE 1: Money Puzzle

ANNEXURE 2: Shopping Items

ANNEXURE 3: Goal Setting Worksheet

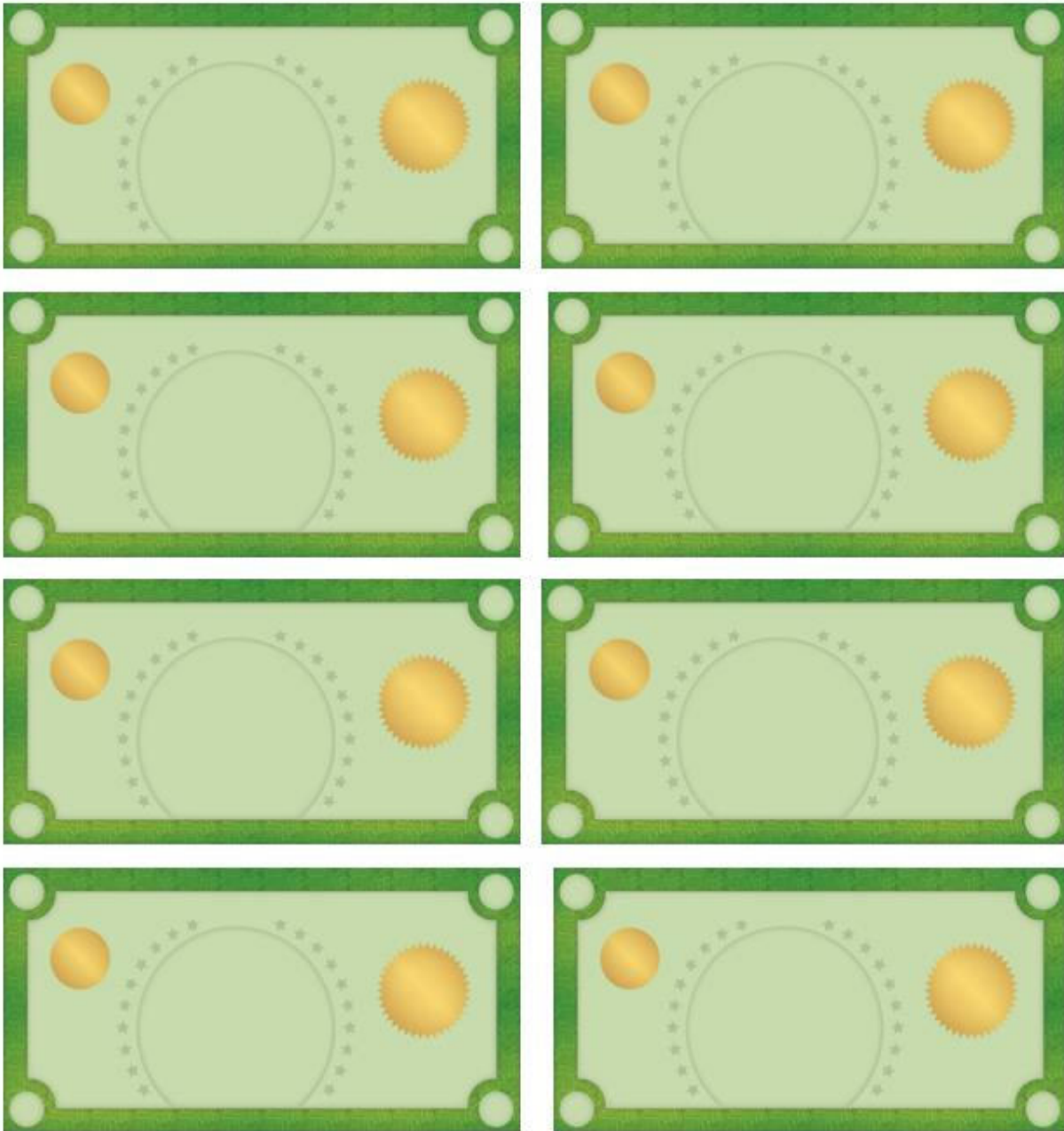
ANNEXURE 4: Evaluation

ANNEXURE 5: Can I Afford It?





Annexure 1: Money Puzzle





Annexure 2: Shopping Items



Rs. 550.40



Rs. 2,250.00



Rs. 23.50



Rs. 3,340.00



Annexure 3: Goal Setting Worksheet and Sample

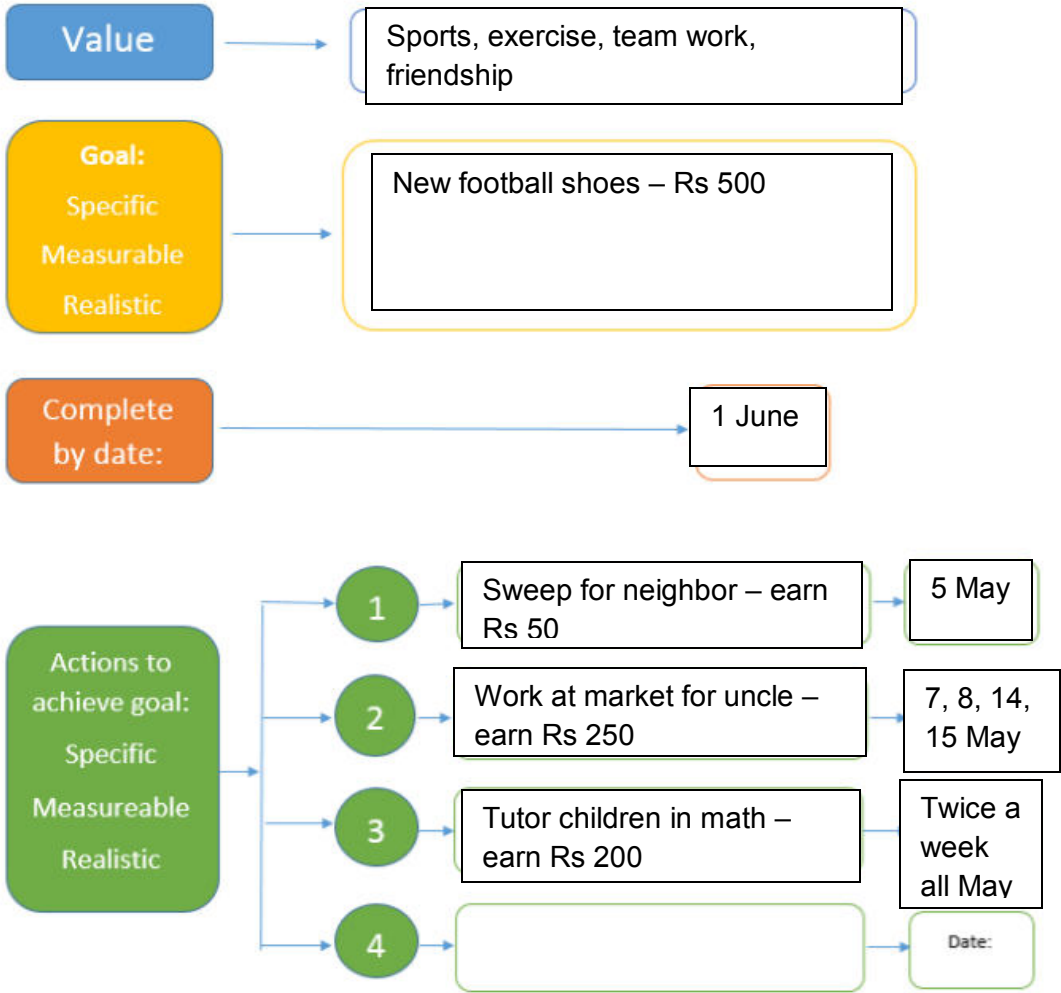
Goal Setting Worksheet

The diagram illustrates the layout of a goal setting worksheet. It consists of several sections:

- Value:** A blue rounded rectangle labeled "Value" with an arrow pointing to a white rectangular box.
- Goal:** A yellow rounded rectangle labeled "Goal:" with sub-points "Specific", "Measurable", and "Realistic". It has an arrow pointing to a larger white rounded rectangular box.
- Complete by date:** An orange rounded rectangle labeled "Complete by date:" with an arrow pointing to a small white square box.
- Actions to achieve goal:** A green rounded rectangle labeled "Actions to achieve goal:" with sub-points "Specific", "Measurable", and "Realistic". It has four arrows pointing to a vertical list of four items, each consisting of a green circle with a number (1, 2, 3, 4), a white rectangular box, and a "Date:" label in a white rounded rectangle.



Goal Setting Worksheet Sample

Goal Setting Worksheet





Annexure 4: Evaluation

Unit 20 - Financial Training	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About	
Part 1: Icebreaker	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	
Part 2: Understanding Currency	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	
Part 3: Earning, Spending, Saving, and Banking your Money	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	
Part 4: Basic Budgeting	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	
Part 5: Needs vs. Wants	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	
Part 6: Marketing and Peer Pressure	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	
Overall Score	1 2 3 4 5			



Annexure 5: Can I Afford It?

Instructions: Your salary is Rs. 4,000 and your regular expenses are Rs. 3,400. You want to buy a mobile phone that costs Rs. 3,000. Read each scenario below and decide if you can afford to buy the mobile phone.

Circle the correct answer and explain why or why not.

- You have Rs. 2,500 in savings and borrow Rs. 500 from a friend to buy the phone.

CAN AFFORD CANNOT AFFORD

Explanation: _____

- You take a loan of Rs. 2,500 to buy the mobile.

CAN AFFORD CANNOT AFFORD

Explanation: _____

- You have Rs. 3,000 in cash today for the mobile but will have to take a loan of Rs. 2,000 next month to help pay for your sister's wedding.

CAN AFFORD CANNOT AFFORD

Explanation: _____

- You have Rs. 3,000 in cash today for the mobile but if you buy the phone you will not be able to eat for the next three days until you get your next salary.

CAN AFFORD CANNOT AFFORD

Explanation: _____

- You have Rs. 1,000 in cash today and you can take Rs. 2,000 from your savings.

CAN AFFORD CANNOT AFFORD

Explanation: _____

- You have Rs. 2,800 that you have been saving for a mobile, and you can get another Rs. 200 by not going to a movie this month like you usually do.

CAN AFFORD CANNOT AFFORD

Explanation: _____