



Financial Training

Ages 9-12

Total Time: 1.5 Hour

PART 1: Icebreaker

PART 2: Understanding Currency

PART 3: Earning, Spending, and Saving Money

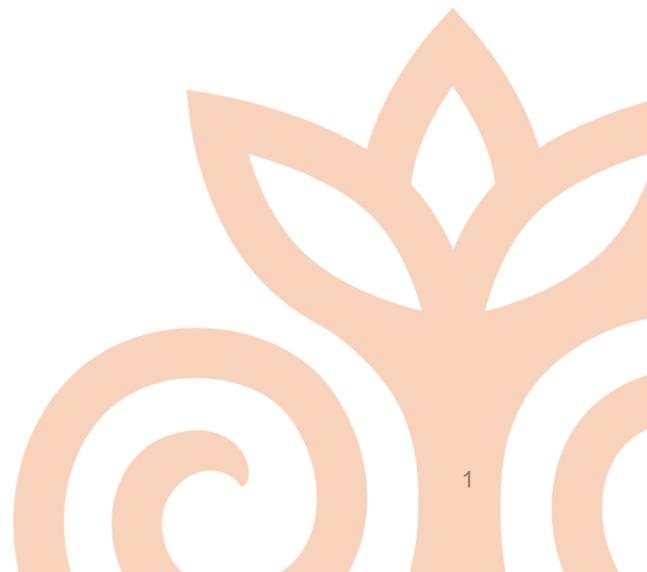
PART 4: Needs vs. Wants

PART 5: Follow-Up Activities

ANNEXURE 1: Evaluation

ANNEXURE 2: Play Money

POWER POINT: Financial Training Ages 9-12





Part 1: Icebreaker

Time:

10-15 Minutes

Objective:

Participants will take part in an activity designed to give them an opportunity to introduce the topic of the session.

Materials:

- None

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: True or False – Explain to the group that they are going to participate in a short game in which they will make two statements, one will be true and one false. The statements will be regarding something they would love to buy if they had the money. The rest of the group will guess which statement is true. For example, “I would love to buy a horse.” – (False, I am afraid of horses) “I would love to buy some pretty new clothes.” (True)

Give the group a few minutes to think of their sentences, and then go around the circle allowing each child to make their statements while the rest of the group guesses which is true.

Option Two: Lottery Winners – Tell the group to pretend that they have each won 10 Lakhs in the lottery. Give the group some time to think about what they would do with the money. Next, go around the room and ask each child to introduce themselves and talk about what they would do with the lottery winnings. Would they spend it, save some, and/or give some away?



Part 2: Understanding Currency

Time:

15 Minutes

Objective:

Participants will learn about currency and the different denominations of banknotes and coins.

Materials:

- PPT: Financial Training Ages 9-12
- Two sets of all denominations of currency notes and coins (not larger than 100 rupees)

Techniques:

- Presentation
- Activity

TRAINER INSTRUCTIONS:

1. Explain that in this unit you will be discussing money and the different types of currency, how to use it, spend it and save it.
2. Note that money includes coins and banknotes used as a way to pay for items, services and to pay people for their work.
3. Begin the Power Point and tell the group that in India we use rupees and paise as money. Money is available in two forms: coins and currency notes - show the slides of the coins and notes as you explain:
 - **Slide #2 Coins** – (paise) come in different shapes, values and sizes and are changed from time to time. Coins come in the following denominations: 1, 2, 5 and 10. Point out the numbers on the coins.

- **Slide #3 Notes** – (rupees) come in different values and sizes and is made of paper. Notes come in the following denominations: 1, 2, 5, 10, 20, 50, 100, 500 and 2000. Show how they can tell the difference between the notes.

4. Pause the Power Point

5. Lay out all the different denominations of notes and coins on a table. Then invite the participants to gather around the table to see and touch the currency as you explain to them what each one is. Give them some time to view the currency, then ask children to demonstrate the following:

- Call out various coins/notes and ask for a volunteer to pick it out of the currency on the table.
- Practice counting out money.
- Show how different coins added together can make the same amount of money.
- Sort money into piles by type.
- What coins/notes would make: Rs. 25? Rs. 125? Rs. 255?



Part 3: Earning, Spending, and Saving Money

Time:

45 Minutes

Objective:

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

Materials:

- Paper
- Crayons and markers

Techniques:

- Presentation
 - Activity
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TRAINER INSTRUCTIONS:

Earning:

1. Explain that when the children are older, they will go out and work to earn money.
 - You earn money to pay for the things that you need. As you get older, you will have more freedom to spend money on your own.
 - 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. Restart the PPT at slide # 4 and explain that there are many different ways to earn money including:

- **Slide #5 – You can work for a company or organization**. Some examples include teacher, police, doctor, business person.
 - **Slide #6 – You can start your own business**. You can own your own shop selling different types of goods such as foods, flowers or jewelry for example.
 - **Slide #7 – You can pursue a creative interest**. Some examples include starting a dance class, writing a book or being an illustrator or graphics designer.
3. Pause the PPT at slide #7 and ask the group the following questions to start a short discussion to assess their understanding of ways to earn money:
 - What are your favorite subjects in school?
 - Can you think of any jobs that might relate to those subjects?
 - What are your favorite hobbies?
 - Can you think of any ways to turn a hobby into a job?
 4. Explain that you will be discussing the concepts of spending and saving money.
 - Spending means 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 unnecessary things that we do not really use, we are not spending carefully.
 5. Restart PPT at slide # 8 and tell the group that we spend on **goods** that are physical objects that we can touch and feel such as: food, furniture and clothes.
 6. **Slide #9** – 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.
 7. **Slide #10** – Explain that we all have to make spending choices. Saving money is important and the more money you save, the more money you will have for emergencies, important purchases or to fund your future goals. It is not always easy to save the money you earn or receive because it is more tempting to spend it on the things or experiences you want; it takes a lot of discipline.
 8. **Slide # 11** – Explain that when you decide to save your money you have to have a place to save 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, when you get older and have at least a few hundred rupees to save, you may want to visit a bank and open a savings account. Banks keep your money safe.
 9. Pause PPT until next part.

10. Distribute paper and crayons/markers to each child. Instruct them to imagine that they are working and earning money. Ask them to illustrate the things they would like to save their money to purchase. Once they are finished, ask volunteers to share their illustrations with the rest of the group.



Part 4: Needs vs. Wants

Time:

20 Minutes

Objective:

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

Materials:

- Annexure 1: Evaluation

Techniques:

- Presentation
- Activity

TRAINER INSTRUCTIONS:

1. Restart the PPT at slide #13 and 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:
 - **Slide #13** – We use money to buy our daily needs. Ask the group: what are things you need to live? **Needs** are items you need to survive such as basic food, shelter, clothing, healthcare and even education.
 - **Slide #14** – We also use our money to buy things we enjoy and want but are not necessary to survive. Ask the group: what are some things you don't need, but you want? **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. Explain that each of us has a limited income and we should always make sure to meet our daily needs before considering any wants. Also, the more money you spend on things you want, the less money you will be able to save and invest for your future.

3. Using the game section of the PPT (slide #15), click through each slide and have the children determine whether the image is that of a need or a want item.

Note to Trainer: Some items could be a need or want, depending on the purchase. For example, basic clothes are a need, but upscale clothes would be a want. Food is a need, but gourmet food is a want.

4. Distribute Annexure 1 and instruct the children to fill out the evaluation.



Part 5: 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 2: Play Money (make copies and cut out before the session)
- Various shopping items from around the house
- Shopping bag
- Paper for price tags
- Pens or markers

Option Three:

- Poster board or paper
- Pens, pencils, crayons, markers

Techniques:

- Applying learning to daily life
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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: Teaching Through Theatrics – Divide the participants into groups of three to five (**note to trainer:** *make sure to have at least one older child in each group that can help lead the skit development*). Tell the groups they will each be given a financial topic to role play as a short skit. The skits should be effective in teaching the assigned concept to the rest of the participants. You can assign the same topic to more than one group if necessary. Topics to assign to each group include:

- **Needs vs. wants** – tell the group they must create a skit that highlights the difference between a need versus a want and how to spend their money wisely.
- **Earning money** – tell the group to role play different ways in which each group member can earn money.
- **Saving money in a bank** – tell the group to create a skit that shows the process of earning money and then taking it to a bank to save.
- **Spending money** – tell the group to create a skit that highlights the different ways one can spend money, how spending should be approached and wise spending habits.

Option Two: Pretend Market Visit – Find many different items that are around the house including fruits, drinks, cups, utensils, candy, toys, clothing or anything else you can easily bring to the room; items should be a mix of what can be classified as needs and wants. Using these items, set up pretend markets in the room and put the items on display on several tables around the room. Put a price tag next to each item so the participants will know how much each item costs.

Next, divide the participants into several groups and give each group a certain amount of play money. You will need to have at least one member of each group who is capable of adding prices and counting money.

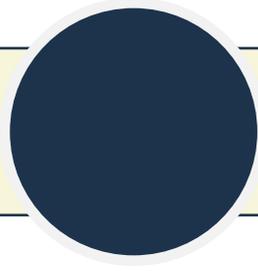
Note to Trainer: The groups are only given a limited amount of money so they can apply the concepts of saving, wise spending and choosing needs over wants. Be sure to explain this to the groups.

Allow each group a visit to a market (each group shops at one table). Hand them a shopping bag and the play money and allow them to spend ten minutes pretend

shopping. After they are finished bring the groups back together and ask each group to show everyone what they purchased and why they decided to use their money that way. Consider the following questions after each group's shopping presentation:

- Did the group use their money wisely?
- Did the group buy more needs or wants?
- Did the group use up all their money or save some?

Option Three: Draw Your Future Life – Pass out poster boards, pens, pencils, markers and crayons to all the participants. Tell the children to pretend that they are all adults earning a great salary from their jobs. Tell them to draw how and what they would spend their money on; to draw how they imagine their lives to be as a working adult. After they have all finished drawing, give them a chance to share with the rest of the class.



Annexures

Financial Training

Ages 9-12

ANNEXURE 1: Evaluation

ANNEXURE 2: Play Money





Annexure 1: 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, and Saving Money	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	
Part 4: Needs vs. Wants	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	
Overall Score	1 2 3 4 5			



Annexure 2: Play Money





