

TEACHING FINANCIAL LITERACY IN PRIMARY SCHOOL

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INTRODUCTION

The ability to manage one's personal finances is widely considered a core life skill for participating in modern society. Low levels of financial literacy often lead to poor financial decisions which may have a lasting negative effect on individuals and their families, and are also associated with a lower standard of living and decreased psychological and physical well-being. As not all parents are capable of teaching their children responsible financial behaviour, public and private initiatives worldwide recognize the importance of doing so in schools, starting as early as possible. Following the long-standing recommendations of the OECD, the European Commission and many other international organizations, topics such as saving and investing, budgeting, financial risk and being a smart consumer have now been included in the official primary and secondary school curricula in Spain.

This course aims to provide primary school teachers with the training and resources needed to feel confident teaching financial literacy in their classes, independent of their prior expertise in the subject.

LEARNING OBJECTIVES

Students should be able to:

1. Feel confident teaching financial literacy topics to primary school students.
2. Explain the importance of financial literacy as a core life skill.
3. Distinguish the essential messages to transmit to primary school students to improve their financial knowledge and awareness and to develop positive values, attitudes and behaviours, in accordance with the RD 126/2014, PISA's definition of financial competency and other international standards for financial education.
4. Design and develop attractive and engaging lesson plans to improve financial literacy and create or adapt relevant teaching materials.
5. Analyse and improve one's own financial situation. Read, write and converse about financial literacy topics in English.

COURSE CONTENT MODULES

1. Earning and Using Money (22/02 – 07/03)

- 1.1 What is Money and Why Do We Need It?
- 1.2 How People Earn Money (earned and unearned income, jobs, importance of education);
- 1.3 How People Use Money: save, spend and donate;
- 1.4 What Does It Mean to be Financially Responsible? (Model of financial security)
- 1.5 Taxes.

Objectives: Design creative and age appropriate lesson plans to explain the important role money plays in our lives, how people can increase their income and job opportunities by acquiring more education, work experience and job skills, the basic choices we have for using our money (spending, saving and sharing with others), and what it means to be financially responsible.

2. Smart Money Choices (08/03 – 23/03)

- 2.1 Needs vs. Wants (scarcity)
- 2.2 Spend Now or Save for Later?
- 2.3 Setting Goals
- 2.4 Basic Budgeting
- 2.5 Borrowing and Lending

Objectives: Design creative and age appropriate lesson plans to explain the concept of scarcity, the difference between needs and wants, and how to set and prioritise financial goals. Unit 2 will focus on cash and credit management and developing basic budgeting skills, especially how to budget for a targeted surplus (savings). We will also evaluate the pros and cons of using credit, and the effects of borrowing on our budgets.

3. Saving and Protecting your Money (28/03 – 10/04)

- 3.1 What Might the Future Bring?
- 3.2 Where to Keep your Money;
- 3.3 Making your Money Grow (What is Investing?);
- 3.4 Insurance;
- 3.5 Watch out! (Danger and Costs of Sharing Personal Information);

Objectives: Design creative and age appropriate lesson plans to explain two very important elements of financial security: 1) Wealth building and 2) risk management. While the focus of Unit 2 is cash and credit management for ongoing needs, Unit 3 looks at preparing for the future, including both those events we can anticipate, like retirement and other long term goals, and those we cannot see coming, like emergencies or catastrophic events. Lesson plans for primary school children should focus on the importance of saving and protecting their money, protecting themselves from financial fraud, and how long term investing is part of planning for the future.

4. How to Be a Smart Shopper (11/04 – 22/04)

4.1 The Intelligent Consumer

4.2 Do I Really Need It? (review wants vs. needs, impulse buying);

4.3 Why Do I Want It? (advertising, peer pressure, emotions);

4.4 Which Is the Better Deal? (comparison shopping, unit price comparison)

4.5 Smart Shopping Tips;

Objectives: Design creative and age appropriate lesson plans to develop conscientious consumers and foment good spending habits through self-awareness and critical thinking. Unit 4 includes emotional financial intelligence and media literacy, how to do price comparisons, and how to teach kids to consider the effects of their consumption on the environment, and on others.

COMPETENCIES USED AND DEVELOPED IN THIS COURSE

- Maintain/improve current knowledge needed to teach one's subject matter.
- Self-awareness.
- Employ appropriate teaching strategies that actively engage students and achieve desired outcomes.
- Evaluate and adapt instructional resources.
- Creative thinking.
- Use of new instructional technologies to support learning.
- Develop and improve foreign language skills (English).

KEY COMPETENCIES REENFORCED WITH THIS COURSE

- Financial competency
- Digital competency
- Linguistic competency in English language

INSTRUCTIONAL METHOD AND EVALUATION

The participants will complete all study and activities online, through the learning platform Aula Virtual. All content, resources and activities will be in English. The course structure is modular, with each module containing:

- A brief video and/or audio introduction with graphics.
- Theoretical concepts:
 - Importance and general explanation of each concept (adult learning).
 - Synthesis of the essential messages to transmit to primary school students (contextualization).

- A selection of additional relevant links to recommended reading, videos and other resources for teachers.
- An example of an integrated lesson plan (UDI) for teaching the concepts studied in the module.
- Exercises and activities:
 - A quiz or other evaluation to ensure comprehension of theoretical concepts and vocabulary.
 - Creation of an integrated lesson plan (UDI), following the example and tailored to the participant's students and school curriculum.
 - One or more relevant activities using learning technologies or the social interaction tools provided by the platform.
- Participants will benefit from a personal tutor at their disposal throughout the duration of the course. The role of the tutor is to motivate and support, answer questions, evaluate the exercises and activities and foment personal reflection and the exchange of ideas and perspectives.

In addition to the four content modules there is an introduction module and final exam.