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Name of the project: “Development of the Key Competences of Adults by Innovation Program of Consumer Education”

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<b>Name of the lesson</b>	<b>Family budget</b>
<b>Identification of educational needs</b>	Research about the needs of the target group of unemployed adults under 29 with low skills or low qualifications confirmed their interest to voluntarily participate in consumer education programs. The participants selected the most important consumer themes with which they already have some experience and they are motivated and attracted to continue in their education (the following topics were selected in the Czech Republic: Family budget and Electronic communications services).
<b>Educational objectives</b>	<b>Social and civic competences</b> - act responsibly with limited sources  <b>Communication in Mother Tongue</b> - formulate oral and written arguments
<b>Materials</b>	Case Study : <b>Family budget</b> Consulting manual : <b>Family budget</b> Pens or pencils and squares of paper Flipchart Calculator
<b>Duration</b>	90 minutes
<b>Content of the Case Study</b>	The case study describes the financial situation of a young man who is currently in a phase of independence from his parents. He manages limited financial resources and chooses between different



	<p>ways. He discovers that adulthood brings not only freedom but also great responsibility.</p>
<b>Questions of the Case studies</b>	<p><b><u>Question 1</u></b></p> <p>Make Radek's real budget, for the first month of independent life. Underline the items that are mandatory (Radek has to pay them every month) and the items that are impacting.</p> <p>Did Radek make a mistake somewhere? What should Radek have done differently? What else would you do?</p> <p><b><u>Question 2</u></b></p> <p>What's his budget? Surplus, balanced or was Radek in negative? In order to balance or even surplus the budget, it is necessary to increase income or reduce spending. Evaluate Radek's options to reduce spending or increase income. What would you do in Radek's place?</p> <p><b><u>Question 3</u></b></p> <p><b>Compare Radek's financial situation</b> when he lived with his parents (Do you consider Radek's contribution to his parents for food and housing, given how much he earned, enough?), after his independence, and during the time living with his roommate Michael.</p> <p><b><u>Question 4</u></b></p> <p>What has changed after Michael's moving in? How could Radek handle the money he would save on living?</p> <p><b><u>Question 5</u></b></p> <p>Radek would like to go for a holiday at the seaside with Michael and his two friends in half a year. The holiday will cost 500 €. All the savings so far are gone, so Radek has to start from scratch. Radek is also considering a loan. Consider Radek's options and recommend appropriate steps.</p>

**RECOMMENDED COURSE OF THE LESSON:**



<b>SUBJECT (subsections)</b>	<b>DURATION (minutes)</b>	<b>Educational techniques</b>	<b>Teaching tools</b>
1. Introduction, Introduction to the issue	5	Oral Presentation	
2. Case study: Family budget Familiarization of the students with Case Study	10	Individual/group reading	Case study PPT Presentation
3. Case study (Q.1)	15 + 5 (presentation)	Work in small groups	Case study (Q.1) Worksheets/paper Consulting manual Flipchart, PPT Presentation
4. Case study (Q.2)	20	Brainstorming (Brain writing)	Case study (Q.2) Papers, Flipchart
5. Case study (Q.3, Q. 4)	10	Free discussion	Case study (Q.3, Q. 4) Consulting manual Flipchart
6. Case study (Q. 5)	20	Pro and con grids	Flipchart Worksheets/paper Consulting manual
7. Evaluation	5		

**INSTRUCTIONS FOR TRAINERS**



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### **1. Introduction to the issue**

Short introduction to the issue. Tip: Draw connections to real life. If students don't believe that what they're learning is important, they won't want to learn. Demonstrate how the subject relates to them.

### **2. Case study: Family budget**

Familiarization of the students with Case Study. Ask students to read the case study individually or alternatively read the case study together aloud.

#### **Recommended question:**

Which basic financial terms appeared in the case study? What is the basic structure of the family budget?

### **3. Case study (Q.1)**

Ask students to split into groups of 4-5. Encourage students to **build a simple family budget**. Give students a family budget table with pre-filled item names or an empty family budget table (based on student level).

As students do their work, circulate among the groups and answer any questions raised, but avoid interfering with group functioning. End with a plenary session in which students do group reporting.

Bring the students together and ask them to present their results to whole group.

### **4. Case study (Q.2)**

#### **Brainstorming:**

In the group, try to evaluate Radek's options to reduce his spending or increase income. Have a group brainstorming session! More brains are better than one!

TIPS:

**Brain Writing.**



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Get a group of students and have them write their ideas on a sheet of paper (everyone writes one concrete idea to reduce Radek's spending or increase his income.) After 20 - 30 seconds, rotate the sheets to different student and try again (ideas on one paper cannot be repeated). Continue until everyone has written on everyone else's sheet or less (depending on group size).

### **Try to choose the best ideas**

**TIP: Rolestorming.** What would you do if you were Radek?

#### **4. Case study (Q.3, Q.4)**

##### **Free discussion**

Act as a mediator of the discussion. Don't offer your own opinion except to provide guidance on the process. Develop discussion by asking appropriate questions.

#### **5. Case study (Q. 5) Bad or good loans**

Radek would like to go for a holiday with his friends but he doesn't have enough financial resources. As one option, Radek is considering a loan.

##### **Pro and con grids**

Pro and Con Grids can be used in any discipline and allow students to consider the advantages and disadvantages of an identified issue, procedure, action, or decision. This activity promotes a deep level of thought by requiring interaction and encouraging the sharing of ideas. Students should be able to make comparisons in a variety of contexts.

Divide students into small groups, if necessary.

Create a spreadsheet with two columns: pro and con. Copy the spreadsheet into multiple tabs based on the number of groups you will have and label tabs accordingly.

Indicate the number of pros and cons each individual or groups should develop. Allow five to ten minutes for discussion or silent thought.

Students in groups create a list of pros and cons within your assigned tab.



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Ask for input: write pros on one side of the board and cons on the other side. Combine pros and cons that are very similar, and count the number of times they recur to show their perceived importance.

Consider using the pros and cons as the basis for a debate. Motivate students to think creatively, to develop new ideas, etc., by unrestrained and spontaneous participation in discussion.

## 6. Evaluation

### ASSESSMENT OF THE LEARNING OUTCOMES

Assessment tools must help the teacher to determine how successful the development of key competences has been.

In order to assess development of **Social and Civic Competences** and **Communication in Mother Tongue** in this lesson we suggest to teacher to use an observation.

The observation sheet is a simple structure in which the indicators show three different levels of a quality development of the student's key competences.

### **Educational Purposes of Sample Teaching:**

By the end of the project, the trainees will be able to:

- understand the basic financial concepts related to the family budget and build a simple family budget (Social and civic competences: act responsibly with limited sources)
- express and present their own opinions and experiences, express and understand different viewpoints (Communication in Mother Tongue: formulate oral and written arguments)



**ASSESSMENT OF THE DEVELOPMENT  
OF SOCIAL AND CIVIC COMPETENCES**

(act responsibly with limited sources)

*The student will be able to:*

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
build a simple family budget with necessary help, student can recognise the difference between needs and wants	build a simple family budget and find suitable savings opportunities in a negative budget	build a balanced family budget and make budget decisions in the light of the long-term implications
identify simple financial terms and concepts related with family budget and interpret basic information	explain common financial terms and concepts related with family budget and interpret basic information	explain common financial terms and concepts related with family budget and apply their understanding of commonly used financial concepts to real situations
distinguish between good and bad loans (good and bad reasons leading to debt)	distinguish between good and bad loans (good and bad reasons leading to debt) Prefer balanced budget management and take a negative stance on irresponsible debt.	distinguish between good and bad loans (good and bad reasons leading to debt) Prefer balanced budget management and take a negative stance on irresponsible debt. Motivate yourself to create savings.



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**ASSESSMENT OF THE DEVELOPMENT  
OF COMMUNICATION IN MOTHER TONGUE**

(formulate oral and written arguments)

*The student will be able to:*

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
formulate his / her thoughts, opinions in both oral and written form.	clearly and comprehensibly articulate his thoughts and opinions in everyday situations (in both spoken and written form).	formulate his / her thoughts, opinions at a very good level (in both spoken and written form).
listen to others	actively listen to others	actively listen to others with respect for the right to a different opinion
tell others his/her idea when asked.	voluntarily tell others his/her idea.	confidently present his/her views in front of group. He/she is active.