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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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Author	Mgr. Ing. Renata Horáková © 2019
Name of the lesson	Family budget
Identification of educational needs	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).
Educational objectives	Social and civic competences - act responsibly with limited sources Communication in Mother Tongue - formulate oral and written arguments
Materials	Case Study : Family budget Consulting manual : Family budget Pens or pencils and squares of paper Flipchart Calculator
Duration	90 minutes
Content of the Case Study	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>
<p>Questions of the Case studies</p>	<p><u>Question 1</u></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><u>Question 2</u></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><u>Question 3</u></p> <p>Compare Radek's financial situation 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><u>Question 4</u></p> <p>What has changed after Michael's moving in? How could Radek handle the money he would save on living?</p> <p><u>Question 5</u></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:

SUBJECT (subsections)	DURATION (minutes)	Educational techniques	Teaching tools
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		



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INSTRUCTIONS FOR TRAINERS

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