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# The ERASMUS+ Programme

„Stop being couch potatoes! Developing social  
and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335



# Workshop scenario

## General information about the workshop

### Managing a budget

<b>Name of Entrepreneurial Competence</b>	Financial Literacy
<b>Name of the workshop</b>	Managing a budget
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● to learn to use social media to one´s advantage</li> <li>● ability to set personal time management strategy</li> <li>● awareness of personal habits and behavior patterns regarding time management and overall efficiency</li> <li>● to identify one´s key competences</li> <li>● to improve one´s self- confidence</li> <li>● to learn how to present oneself</li> <li>● to realize what (what values) is important for them in the field of work</li> </ul>
<b>Duration</b>	5 hours
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>● name tags</li> <li>● flipchart</li> <li>● markers</li> <li>● blank sheets of paper</li> <li>● pens</li> <li>● worksheets</li> </ul>
<b>Innovative approach</b>	Write it down here
<b>Learning results/outcomes</b>	<ul style="list-style-type: none"> <li>● to learn to use social media to one´s advantage</li> <li>● ability to set personal time management strategy</li> </ul>



	<ul style="list-style-type: none"><li>• awareness of personal habits and behavior patterns regarding time management and overall efficiency</li></ul>
<b>Attachments listed</b>	<ul style="list-style-type: none"><li>• 1_Competition_form_social_media</li><li>• 2_Test_questions_social_media</li></ul>

## Agenda of the workshop

1. Getting acquainted
2. Course content, course rules
3. Financial Literacy
  - 3.1. Internship abroad
  - 3.2. Money in the family
4. Evaluation and closing



## Description of the activities

<b>Activity 1</b>	<b>Getting acquainted</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• name tags</li> <li>• blank sheets of paper</li> <li>• pens</li> </ul>
<b>Type of activity</b>	Game

### Description

Participants are seated in a circle. A lecturer asks participants to introduce themselves in three sentences (E.g. Who am I? What am I currently doing? Where am I from?). The participants receive name tags from the lecturer and stick them to their T-shirt/blouse/sweater. Next, the trainer asks participants to think about the proverbs they know. They should select the proverb which somehow characterizes them or they identify with it. The participants share in a group the proverbs they have come up with.

The written description of the activity. Please don't make separate tables for points 3.1, 3.2, etc. In this example scenario, it's 5 tables.

<b>Activity 2</b>	<b>Course content, course rules</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• flipchart</li> <li>• markers</li> </ul>
<b>Type of activity</b>	Brainstorming

### Description

The trainer introduces shortly course aims and course programme to participants. With the help of a brainstorming technique the participants determine course rules (e.g. It is necessary to respect others, their feelings and opinions.)



## Description of the activities

<b>Activity 3</b>	<b>Financial literacy</b>
<b>Didactic materials needed</b>	<ul style="list-style-type: none"> <li>• Attachments</li> <li>• Worksheets “Internship abroad”</li> <li>• two sets of exchange rate lists of six banks and exchange offices with different dates to show a different exchange rate for the same currency.</li> <li>• at least one calculator per group</li> </ul>
<b>Type of activity</b>	Game

### Description

#### 3.1. PREPARATION:

Two lessons before the activity were given to the pupils in the following homework: Explain the terms of the exchange rate, foreign currency, currency, foreign exchange based on the information you have found.

One lesson before the activity was carried out was devoted to the task control and to the common explanation of the above terms. At the end of the lesson, the pupils were divided into four and five-member groups.

PROCEDURE:

The Internship Abroad activity was started by a teacher by distributing a worksheet with a task entry and two sets of exchange lists of different banks and exchange offices dated 1 July and 1 August.

The assignment was always the same for at least 2 groups, so that the results of these groups can be compared at the end of the lesson.

The teacher briefly summarized that the task of the individual groups is to dispose of the entrusted funds (CZK 20,000) so that as much money as possible remains when returning from the internship. She recalled that all exchanges would be free of exchange fees, although these charges are important for an ordinary citizen in practice.

Pupils were asked to work collectively. Working with the calculator was allowed.

The groups worked separately for 15-20 minutes. Mostly one member of the group counted, one wrote, one searched for exchange rates and one advised.

The teacher walked between the benches, watched the work of the pupils, and explained, if necessary, some of the confusion about the assignment.

At the end of the work, representatives of the individual groups who planned a foreign internship in the same country were invited to present their results. The teacher has made an overall assessment of the results of the work of the individual groups, which have been supplemented by very interesting remarks.



### 3.2.

Most pupils do not have the necessary knowledge about making money, spending money, saving and investing. They do not know the relationship between work, wages and taxes. While keeping the domestic budget in the adult world, pupils need to learn to understand money at an early age, to build and manage a household budget, and to understand basic financial terminology. An example of good practice shows how to make students familiar with basic financial operations in the family.

## Description of the activities

<b>Activity 4</b>	<b>Evaluation and closing</b>
<b>Didactic materials needed</b>	no materials needed
<b>Type of activity</b>	Game

### Description

The trainer asks the participants to complete an evaluation form and also asks them to provide a quick oral feedback in a group.

The written description of the activity. Please don't make separate tables for points 3.1, 3.2, etc. In this example scenario, it's 5 tables.