

Needs and Wants



Objectives

By the end of the lesson, students will be able to:

- a) Understand the difference between needs and wants
- b) Identify savings goals based on needs and wants



Instructions

1. Ask the students: What is the difference between needs and wants?
2. Explain that they will now vote to share whether they think something is a need or a want by standing up or sitting down. Inform them that you will read out some items that most children can buy for themselves if they think that it is a 'need' they should stand up if they think it is a 'want' they should sit down.
3. Read out the following items, one by one. Once the students have answered, ask some to explain their reasons
 - Snacks and drinks for school recess
 - Potato chips
 - Bottled water
 - School notebook
 - Pens or pencils
 - Fancy multi-colored pen
 - New bike to ride to school
4. As a class, make a list on the board of all the items that students would like to save up for. Items could include both needs and wants.
5. Ask students to form pairs and select one of the items listed on the board or another item to make a plan for how they might save up to purchase it.
6. Explain to the students that when they make plans, they should remember to make them **SMART**. That means that the plan is:
 - Specific: should be clear to anyone what you mean, and it should not be broad (e.g. it should be something like 'improve my average score in Maths', not 'to do better in school').
 - Measurable: you can decide if it was successful by a simple 'yes', 'no', or some other measurement, such as a grade in a class.
 - Action oriented: it is clear what you (or other people) need to do.
 - Realistic: it can be done given your time and resources.
 - Time-bound: you have a schedule for when to do each activity.
7. Each pair should then create a plan for how they will reach the goal.
8. Students should then present their plans to the rest of the class

Saving Money



Objectives

By the end of the lesson, the students will be able to:

- a) Identify various financial institutions in their community
- b) Understand how to save using available financial institutions



Instructions

1. Ask students to share as many places as possible where people keep money and ask for a volunteer to write the ideas on the board.
2. Divide the students into groups of five to seven and ask them to discuss the following questions in their groups.
 - o Where do people in your community save most often?
 - o Where would you prefer to save?
3. Next, draw the KWL Chart (below) on the board:

About Financial Institutions for:	Know <i>What do we already know</i>	Want <i>What do we want to learn</i>	Learn <i>What did we learn today</i>
Saving			
Borrowing			

4. Ask students to share what they already know about financial institutions and have a new volunteer write the answers in the *Know* column in the relevant row,
5. Then ask students to do the same with what they want to learn about financial institutions in the *Want* column in the relevant row. Remind the students that they will come back to this chart and fill in the final column at the end of the activity.
6. In their groups ask the students to discuss the following questions. After they finish discussing ask one person from each group to share their thoughts with the rest of the class.
 - From what types of financial institutions can you save and borrow money? Include both formal and informal institutions or locations for borrowing.
 - What are the different types of financial institutions commonly found/available?
 - Are there any financial institutions in your community? What are they?
 - How do you borrow money from a financial institution?
 - What is a loan?
 - How can you create a connection/relationship with a person from the financial institution, or make him/her an offer of some kind? Is this corruption?
 - What is corruption?
 - What is the difference between corruption and assistance?
7. Finally, have the groups fill in the final column of their KWL Charts with what they learnt in the discussion.
8. End the class by sharing the information materials below on Types of Financial Accounts, their Advantages, important banking terms, and questions to ask when visiting a bank.



Materials: Types of Information on Banking

Types of Accounts

Current Accounts: Some people have businesses, shops. They have to deposit or withdraw money often. Such accounts are called Current Accounts. The money in these accounts does not accrue any interest. But the account holders can deposit or withdraw money from their accounts several times in a day.

Savings Accounts: Majority of the people however, deposit or withdraw money only a few times. The money saved by them accrues interest. Such accounts are called Savings Accounts. Money can be deposited in these accounts for any number of times, but there are rules about the number of times that money can be withdrawn from the account in one week.

Fixed Deposit Accounts: Some people deposit money for a particular duration, like 1 year or 2 years, etc. This is called Fixed Deposit Account. The account holder cannot use the money for the duration for which it has been deposited. If there is a severe need, then the fixed deposit can be broken and the money can be used but the interest accrued is reduced. If the money is taken after completing the duration, the interest accrued is more.

Recurring Deposit Accounts: Some people decide that they will save a fixed amount every month regularly for a period of 2 years or 3 years without withdrawing it. For e.g. saving Rs.500/- per month for a period of 3 years. The account holder cannot use this money for the duration that he decides to save. If there is a severe need, then the fixed deposit can be broken and the money can be used but the interest accrued is reduced. If the money is taken after completing the duration, the interest accrued is more. Such an account is known as Recurring Deposit account.

Advantages of Opening and Using an Account

Safety: Money kept at home in a box, under the mattresses or even in purses can be stolen. It can also be lost during natural calamities like floods, etc. while in the bank money is safer. Since the banks insure our bank accounts and also gets help from the Central Banks, our money is well-protected.

Growth: We accrue interest on the money kept in the bank account, this helps our money to grow. Money kept at home cannot grow. Similarly money invested in other trades or businesses cannot be guaranteed to grow.

Loans: On the basis of our savings, fixed deposits or recurring deposits, bank can give us loans for our needs like buying a house or for education. Other financial institutions also provide loans on the basis of the savings in your bank account.

Important Banking Terms

Withdrawal: This is the money that you take out of your account to pay for something. It is also called a 'debit'.

Deposit: This is the money that you add to your account. It is also called a 'credit'.

Balance: This is the amount of money that you currently have in your account. When you calculate your balance it is the total of all deposits minus the total amount of withdrawal.

Interest: Interest is a percentage that determines the growth of the amount of money you have or owe, such as 15% per year. The simplest way to calculate the effect of interest is to follow the following calculations called the *Rule of 72*: If you divide 72 by the yearly percentage of interest, the result is the number of years you have to wait for your money to double if you don't add or remove any! So an interest rate of 15% on a savings account means you have to divide 72 by 15 and you'll find that your money will double by itself in just 4.8 years.

Questions Guide for Banker/Financial Institute Employee

General Questions

- Do the accounts that you offer have a minimum amount of money that we must have in it at all times to benefit?
- How much interest do the accounts earn as an interest?
- What monthly fees do you charge?
- How much do you charge if...
 - I do not keep the minimum balance necessary in my account?
 - I make a deposit or withdrawal?
 - I go overdrawn by pulling out more money than I have in the account?
 - I close my account (with or without notice)

- I make an inquiry such as what my balance is?
- How much money can I withdraw at one time? How often can I withdraw money? How soon can I withdraw my money after depositing it?
Regarding modern technological ways to operate
- Can I use an ATM machine?
- Can I use the telephone or Internet to inquire about account information?
- Can I use the Internet to manage my account?
Regarding rules of owning an account
- Do you offer special student or youth accounts?
- If not, how can a student/youth have an account? (There have been instances where students/youth have opened an account as a group, or have had a parent/guardian stand in for them.)
Regarding other financial services that Banks/Financial Institutions provide
- Apart from account management, what other services does your institute provide?
- Are these services available to children and young people our age?

My Account



Objectives

By the end of the lesson, the students will be able to:

- a) Open their own bank account.



Instructions

1. Explain to the children that today they are going to learn about how to open a bank account. However, you the teacher will not be teaching them. Today, they are going to teach one another.
2. Divide the class into seven groups and have them sit together. Give all the children in group one a copy of Slip One from the materials below. Give all those in group two a copy of Slip Two. All those in group three get a copy of Slip Three etc.
3. Tell each group that they now have five minutes to read and understand the information on their slip. If they have any questions, they should ask someone in their group. The group must work together. Their job is to help each other understand the information in the slip that they all share.
4. After five minutes, re-arrange the groups into new teams. Each team should have a person who has Slip One, someone with Slip Two, someone with Slip Three, someone with Slip Four, a person with Slip Five, someone with Slip Six and someone with Slip Seven. Now give each team a name such as Red Team, Blue Team etc.
5. Tell the children that they now have fifteen minutes to work as a team. Taking it in turns, each person should explain to the others in the team all the information that is on her slip. So the person with Slip One starts. She shares all the information that is on her slip. The other six children in each team listen and learn. They can take notes if they like. Then the person with Slip Two teacher the rest of the team what is on his slip. And so on. Finally explain to the children that at the end of the exercise you will collect all the slips and give each team a test. So team members need to work together.
6. After fifteen minutes, collect all the slips.
7. Tell the children that they now have ten minutes to study their notes and prepare for the test.
8. After ten minutes, ask the children to put away the notes and give them the test. Explain that you want to see which team gets the highest mark.



Materials: Steps to Opening an Account (Slips 1 – 7)

1. **Think about what you want to do with your money.** If you are 12 years old or over you can open a bank account. An account is a safe place in the bank where they keep your money for you. There are different types of accounts. Some are for when you want to put money in and leave it there for a long time to help you save up for something. Can you think of something you'd like to save for? Others are just for when you want a safe place to keep your money but also want to be able to take some out as often as you like. Which would you like?
2. **Visit the bank and talk to someone who works there.** Once you know what sort of account you want you should visit a nearby bank with your mum or dad or with the person who looks after you. Talk to the people at the bank officer and explain that you want to open an account. Don't be shy – they are there to help you. The bank officer will give you a form to write in. Some banks also visit schools to make things easier!
3. **Fill in the form.** You have to fill in all of the form. They will ask your name and address. You will also need to sign your name. The bank will also ask you to give them copies of your photograph. Remember to smile for the camera!
4. **Get a letter from somebody who knows you.** The bank asks for a letter from someone who knows you, saying that you are honest. The bank is in charge of looking after a lot of people's money so they want to make sure the person wanting to open an account is honest.

5. **Give the form back to the bank.** Once you have answered all the questions in the form give it back to the bank. They will read your answers. Banks are very careful about who they work with! Sometimes a letter from the school principal explaining that he or she knows you can help. Do you think you can get one? Ask nicely!
6. **Someone at the bank will read your answers.** Someone at the bank reads your answers to make sure they are all correct. Don't worry – it isn't a test! The bank just wants to know who you are! If you were making a new friend you would want to know who they were, wouldn't you? Then the bank will open your account for you. The bank might give you a pass book and a cheque book. Are you excited!
7. **Put in some money.** As soon as the account is open the bank will ask you to Rs50 into it. You must always have at least Rs50 in there. Now it's time to start saving! Good luck.

Saving Resources



Objectives

By the end of the lesson, the students will be able to:

- a) Save energy resources using various strategies.
- b) Understand how saving resources can help save money.



Instructions

1. Ask the students:
 - Why do we need to use fans and light in our homes?
 - What is the importance of electricity?
 - Do you know how much your home pays for electricity each month?
 - How much do you think the electricity bill for the school is? (Allow the students to guess before you provide an estimate of the cost).
2. Inform the students that electricity isn't free, and that the adults in their home/school pay for the all the electricity they use.
3. Explain, therefore, that wasting electricity is the same as wasting money, which is never a good idea!
4. Ask students to mingle in the classroom, and ask at least five other students how they can save electricity.
5. Ask the students to share what they found during their interviews, one by one.

Intro to Budgeting



Objectives

By the end of the lesson, the students will be able to:

- a) Understand that a budget helps them distinguish between needs and wants



Instructions

Before the lesson you should have asked your students to bring in some newspaper pages showing the pictures of different items and their prices. You might want to bring some in too. For the final activity you will need ten pebbles or coins or balls of paper.

1. Write the word '*Budgeting*' on the board. Ask the students;
 - What does this word mean?
 - Have you ever had to budget before, or seen anyone else do it?
 - How about when you go to the shop and want to buy lots of things but don't have enough money?
 - Do you decide what you want to buy and what you are willing to let go?
 - When your parents take you out to buy something, do they question what to buy and what you are willing to let go?
 - Do you think it is difficult to budget?
2. Place the newspaper pages showing the pictures of items and prices in different places around the classroom.
3. Have the students form groups of four or five and give each group a sheet of paper and pencil. Ask the groups to split their sheets of paper into two columns – one headed *Needs* and the other *Wants*.
4. Inform the students that they will take part in a 'Running Dictation' activity. Explain that one member of each group will remain seated with the paper and pencil while the other group members go around the classroom looking at the newspaper pages. The students walking around need to memorize an item that they see on the newspaper page, return to their group member, tell him/her what they saw and together list it in the appropriate column.
5. Have the students form a circle and hand out the ten pebbles to random students. Inform the class they will play 'pass the pebble' in which they need to pass the pebbles around the circle and when you say 'stop' the ten students holding a pebble will (one by one) need to answer the following questions.
 - Have you ever wanted to spend money on something just because you saw the advertisement? Do you think this is a good reason to buy something?
 - How could you use what you learned today to make your own budget to save for something you want or need?
 - How might other, non-financial resources add to the amount of money we have?

If you are working in a crowded class with many students you do not need to form a circle. In that case simply ask students to pass the pebbles to other students who are sitting nearby.

Budgeting to Save



Objectives

By the end of the lesson, the students will be able to:

- a) Why a budget can help you to save better.
- b) How to create a budget.



Instructions:

Before beginning the lesson you will need to prepare a Personal Budget on the Board for students to copy.

1. Begin by quickly ask the class what are some reasons why people sometimes cannot save. Accept their answers without criticism.
2. Ask them to listen while you tell them the story of John.

“John is a 12 year old boy who lives in the city. He goes to a public school and is in the 6th grade. His mother gives him weekly allowance/pocket money of (think of a reasonable amount of local currency). His mother leaves his spending decisions up to him. He has the option of taking a short bus ride to school or walking. He can also choose to buy food at the school canteen or bring a packed meal. He can also decide to buy stuff like sweets or comics or toys. John enjoys his life in the city. There are more things to do and see than in the country where he used to live. But he also misses his relatives in the country. Summer break is fast approaching and he looks forward to visiting them. His mother told him that he can go if he saves enough money for the trip!

This left John a little confused. He didn’t know how he was going to budget his money so he would have enough saved in time for his summer trip. He knows he can save money by cutting down on some of his expenses but he sometimes can’t help wanting to buy things that he finds at the store. To help John, his mother asked him to make a list of his monthly income and a list of his monthly expenses. When he filled it in, he realized that because he hadn’t been planning or keeping a record he was spending all his money and not leaving enough to save.”

3. Now draw the children’s attention to the Personal Budget you have drawn on the board and ask them to copy it into their notebooks quickly.

Personal Budget			
MONTHLY INCOME		MONTHLY EXPENDITURE	
Allowance		Savings	
Jobs/chores		Sweets	
Gifts		Toys	
Other		Transport	
Other		Other	
Total income		Total expenses	
		Balance (total income minus total expenses)	

4. Ask the children to take five or ten minutes to fill in the table above for themselves.
5. When they have finished ask them to think about the following three questions.
 - Of all the money that you get (i.e. income), do you spend it all or do you keep some aside to use in the future?
 - On this list are there more things that you spend money on for immediate satisfaction, such as sweets?
 - If you plan ahead and change the way you spend, will you be able to save money?
6. Finally, ask the children how much money they would like to save in a month. Then ask them to change the amount they will spend on each item in the Expenditure Column so as to create that amount of savings.

Action Planning



Objectives

By the end of the lesson, the students will be able to:

- a) Divide a goal that students plan to implement into steps
- b) Understand the difference between short, medium, and long-term goals



Instructions

1. Ask the students to raise their hands if they have ever planned ahead for something short-, medium-, or long-term, and tally the number on the board:
 - **Short Term:** For a day and/or a week (e.g. what you will eat).
 - **Medium Term:** For a month or so (e.g. how you will learn for an exam).
 - **Long Term:** For three to five years (e.g. what you will do when you finish school).
2. Explain that, today, the students are going to plan towards a medium-term goal - a school flower garden.
3. Divide the class into two groups:
 - One group will make a plan for how to prepare for and start a flower garden.
 - The other group will make a plan for how to maintain and use the flower garden once it has been started. They should also design a log to keep track of this ongoing work.
4. Write the planning charts on the board and ask students to use the charts to help them create their plan by deciding what needs to be done, when it should be done, who will do it, and if it will cost any money. If the students seem to be struggling with the task, you can help by making suggestions as shown in the Teacher's Example Plans sheet.

Group 1: Planning Chart				Group 2: Monitoring and Maintenance Plan			
Steps	Deadline Day/Month/Year	People Responsible	Cost	Task	Day/Time	People Responsible	Cost

5. When they are ready, have each group present their plan to the other students, and discuss it to finalise the responsibilities.
6. Remind students that each day, the students that check on the flowers will need to log their activities/findings, and report back to the class on how the garden is doing.
7. End by asking if any of the students plan on planting a garden at home or in their neighbourhood.



Materials: Teacher Example Plans

Preparing A Garden Plan			
Steps	Deadline Day/Month/Year	People Responsible	Cost
Get permission for having a garden at school.	Next Week	Teacher	No
Choose flowers to have in the garden.			
Buy the flowers.			
Etc			
Monitoring & Maintenance Plan			
Task	Day/Time	People Responsible	Cost
Daily check and water (if needed)	Monday @ 8:30am	A, B, C	
	...		
	Friday @ 3:00pm	D, E, F	
Weeding			

Life Goals



Objectives

By the end of the lesson, the students will be able to:

- a) Make a connection between responsibility and making good life choices.



Instructions: 60 min

1. Lead the students into a discussion, using the following questions:
 - Are there any experience(s) you have had of poor decision-making? (Ask some volunteers to share their experiences)
 - Did you wish you had made a different decision or taken a different action?
 - Why is it important to make good choices?
 - How is responsibility a factor in making good life choices?
 - How do your actions affect others?
 - How do you assess/know the right thing to do?
2. Have the students form groups of five to seven and ask each group to prepare a skit or song on the topic: Making good life choices.
3. Give them a few minutes to prepare, and then have each group present their skit or song to the rest of the class.
4. Ask students who were watching the presentations what the meaning was for them. Encourage students to share different perspectives and speak up if they disagree or have a different view point.

My Future



Objectives

By the end of the lesson, the students will be able to:

- a) Understand that various professions require different sets of skills, education, and commitment
- b) Be willing to take on different responsibilities on to pursue their goals.



Instructions

1. Have the students form a circle, and hand out the ten pebbles to random students.
2. Inform the class that they will play 'Pass The Pebble', in which they need to pass the pebbles around the circle, and when you say, "Stop", the ten students holding a pebble will come up to the board, and write down names of different careers.
3. Ask the students to start passing the pebbles around, and after a short while, say, "Stop". Continue this process for five to ten minutes.
4. Ask the students to imagine themselves at age 25 and write down what type of career they might want at that age. Ask them to be sure they include all of the following factors/elements:
 - The level of responsibility involved in the work
 - The level of education required
 - The specific skills required to be successful in that career
 - The amount of risk involved in that type of work (e.g. health risks or job reliability)
 - The amount of time required per day or per week
 - The level of payment (low, medium, high, very high)
 - The demand for the type of service or product the career provides (market need)
5. Have the students pair up and share their answers with each other. Encourage them to ask each other questions, and to be open to each other's goals.
6. After sharing with their partner, ask the students to work individually again, and to think through the steps they need to take that will lead them to their career.
7. After 10 minutes to do this, ask students to pair up again with the same student and share their answers.
8. Ask as many pairs as time allows to share their discussions with the rest of the class and consider the following questions:
 - Was it easy to pick a specific goal for when you will be 25 years old? Why/why not?
 - Was it easy to write out the steps needed to achieve those goals? Why/why not?
 - What are some of the similar steps that you and your partner identified? Are there people who could help you?
1. Emphasise the importance of setting a goal and identifying steps to reach it. Point out that at times, it will not be easy to work towards achieving the goal, and that the goal may even change, but having a goal, identifying steps towards it or people who could help, and setting their mind to achieve it will increase their chances of realising that dream.