



FINANCIAL LITERACY  
THROUGH PUBLIC  
LIBRARIES

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## EDUCATIONAL MEETING SCENARIO WITH LIBRARY USERS FOR LIBRARIANS-EDUCATORS SECURE FINANCES ON INTERNET MODULE NO. 3 / ADVANCED LEVEL OF THE COURSE

--->>> **If you will conduct an educational meeting in a stationary mode, use this version of the scenario prepared in black.**

--->>> **If you are conducting an online educational meeting, use the methodological guidelines prepared in blue.**

This is the scenario of a stationary educational meeting on financial education for final recipients, i.e. residents of the commune / region - library users. The scenario is adapted to the corresponding online course module located on the FINLIT platform: <https://finlit.eu>.

Therefore, financial education in the library will take place in a mixed learning formula. During the on-site training for library users, online educational resources will be used on the FINLIT e-learning platform.

The scenario proposes the use of adult learning methodologies according to David Kolb's concept. The scenario supports the leaders and provides them with methodical inspiration for educational work with library users. Using this scenario, the librarian who had previously completed the training for financial education trainers will conduct an educational meeting.



As an online meeting leader, use the functionality of your chosen remote working platform to guide your course participants through the training content of the module. Participants will also be able to perform specific activities stationary at their place of stay during the online meeting (i.e. they will be able to perform short tasks on their own according to the instructions provided by the teacher, e.g. "write some of your associations with internet safety / online threats, etc. on a piece of paper. paper and read your answers to other course participants"). Participants will also take part in various online activities proposed by the trainer, such as speaking in front of the camera, asking questions, commenting / answering in a chat, participating in surveys, working in virtual rooms, performing short tasks alone or in a group. During the online training, educational materials and short exercises from the course screens on the e-learning platform of the FINLIT project will be used.

#### Caution:

The stages of the educational meeting are scheduled for several hours. It may be too long for one educational meeting with the locals. Therefore, you can choose from among the substantive stages and decide which stages you will eventually complete in an educational meeting with a group of participants.

It all depends on the specific age group of the students and their personal needs in terms of the knowledge contained in the module and interest in the topic.

Remember, however, that if you decide to carry out a selected stage of the educational meeting - make sure to guide participants through the entire activity described in this stage (do not shorten a given stage of the meeting and do not select only individual parts from it!).

Try to complete all 4 stages of the Kolb cycle, such as: experience, reflection, knowledge/ theory and application / implementation) described in the scenario. It is important that the goal of a given stage of the meeting that you carry out with the participants is achieved while maintaining the principle of adult learning in accordance with the Kolb cycle proposed in the scenario.

After selecting the stages of the meeting that you plan to carry out with the participants, do not forget to plan two breaks (15 minutes each) between each stage of the meeting.

## **TITLE OF THE EDUCATIONAL MEETING**

SECURE FINANCES ON INTERNET

## **EDUCATIONAL GOALS OF THE MEETING**

1. Raising the level of knowledge on the protection of access to internet banking and the security of banking operations via the Internet.
2. Getting to know and better understand the methods of fraud and extortion used by criminals operating on the Internet.

## **STAGES OF THE MEETING**

STAGE 1 (approx. 20 min.) - Welcoming participants, getting to know each other

STAGE 2 (approx. 15 min.) - Presentation of the project, goals and rules of the meeting

STAGE 3 (approx. 60 min.) - How to protect access to electronic banking and how to safely perform financial operations?

STAGE 4 (approx. 70 min.) - How do internet criminals work?

STAGE 5 (approx. 15 min.) - Summary and conclusion

## STEP-BY-STEP DESCRIPTION OF THE EDUCATIONAL MEETING

### STAGE 1

1.1 Name of the stage: Welcoming participants, getting to know each other.

1.2 Educational purpose of the stage:

a) meeting participants and the trainer getting to know each other

1.3 Organizational issues:

1.3.1 Planned time for activity: 20 min.

1.3.2 No. of slides in an online course: no slides.

1.3.3 Required materials to conduct the educational meeting: small cards, pens or other writing utensils - for possible use.

1.4 Activity (description and additional comments):

1.4.1 Greet participants and introduce yourself. Explain what you do on a daily basis, where you work, what you do in your free time, etc.

1.4.2 Ask the participants for a similar presentation. Have each of them presented by the person sitting next to them. Give them time to prepare mutual presentations. If any of the participants needs it, they can use a piece of paper on which they will write down information about the presented person.

Suggest a short exercise taking into account the technological mobility of the participants:

(1) on the online whiteboard - participants write their name in color and attach a symbol using the available tools of the board or

(2) write in the chat - they state their own and character trait starting with the first letter of the first name, e.g. Ewa - energetic, Adam - ambitious.

1.4.3 Thank you for introducing the participants. Announce transition to the next stage of the meeting.

### STAGE 2

2.1 Name of the stage: Presentation of the project, goals and rules of the meeting.

2.2 Educational purpose of the stage:

a) familiarizing participants with the meeting agenda

b) discussion of working methods and organizational issues during the meeting

2.3 Organizational issues:

2.3.1 Planned time for activity: 15 min.

2.3.2 No. slides in an online course: no slides.

2.3.3 Required materials to conduct the educational meeting: flipchart, markers.

2.4 Activity (description and additional comments):

2.4.1 Inform about the project under which the educational meeting is taking place. Briefly discuss the goals and agenda of the meeting by referencing the online course. Inform that participants will use the online course and other resources during the meeting.

Ask for active participation and sharing of experiences.

Share your screen (Share Screen function) and present the initial screens of the module with a description of the benefits for participants and the topic of the course.

2.4.2 Discuss organizational matters. Ask if there are any issues at this stage that require clarification or clarification. Answer any questions.

2.4.3 Ask about the motivation and expectations for attending the meeting. Write your answers on a flipchart.

After all participants have spoken, briefly summarize the expectations expressed.

### STAGE 3

3.1 Name of the stage: How to protect access to electronic banking and how to safely perform financial operations?

3.2 Educational purpose of the stage:

a) raising the level of knowledge on the protection of access to internet banking and the security of banking operations via the Internet.

3.3 Organizational issues:

3.3.1 Planned time for activity: 60 min.

3.3.2 No. slides in an online course: chapter no. 1 and no. 2 online course.

3.3.3 Required materials to conduct the educational meeting: flipchart, markers, small cards, pens or other writing utensils.

3.4 Stages of the Kolb cycle (description and additional comments):

#### 3.4.1 Experience

Ask participants to think about the rules they know or apply to protect access to a bank account, payment card, computer, mobile phone or documents and ensure the security of transactions. Ask them to list them on the forum. Write them down on a flipchart.

Discuss which principles are key and which methods are most effective.

You can suggest that everyone write down a few such rules and briefly discuss them for the camera. Another option: divide the participants into small teams and offer to work together on a virtual flipchart (e.g. in the Jamboard application) in virtual rooms (Breakout Rooms).

Then each team presents the results of their work.

#### 3.4.2 Reflection

Ask the participants if they are applying all of the above-mentioned principles and methods in practice. If not, discuss why, despite being aware of the risks, people do not follow these rules?

Invite participants to discuss on the forum. Determine how each person speaks, e.g. start at the end of the alphabetical order according to participants' first names. Such an idea of arranging the order of statements will additionally enliven the atmosphere of the discussion.

**3.4.3 Knowledge/ theory**

Suggest that participants read the part of the online course on electronic banking access protection and secure transaction execution.

You can suggest that participants share their screen (Share Screen function) and read the course content on the screen for the whole group.

**3.4.4 Application/deployment**

Ask participants to work in pairs to create short lists (approx. 3-4 points) of specific changes aimed at increasing the level of access protection to electronic banking and other confidential banking information. The list may include such actions as, for example, changing the account password, securing the phone with a PIN code or scanning the computer with an antivirus program.

If they are willing, they can present their ideas on the forum. As a homework assignment, suggest creating a secure password using the method described in the slide in chapter no. 1

*Select that the list is created only for the needs of meeting participants and no one will verify them or ask for their implementation.*

The list of specific actions to increase the level of protection of access to electronic banking, participants can jointly create in an Etherpad document or in the Jamboard application. Earlier, as the leader, prepare the selected tool and send a link to it, e.g. via chat on the platform.

If there are not many people at the meeting (e.g. 6-8), everyone can work in one group on one virtual document without fear of chaos.

In a larger group, it is advisable to divide the participants into, for example, two teams.

**STAGE 4**

4.1 Name of the stage: How do internet criminals work?

4.2 Educational purpose of the stage:

a) getting to know and better understand the methods of fraud and extortion used by criminals operating on the Internet.

4.3 Organizational issues:

4.3.1 Planned time for activity: 70 min.

4.3.2 No. slides in an online course: chapter no. 3 online course.

4.3.3 Required materials to conduct the educational meeting: flipchat, markers.

4.4 Stages of the Kolb cycle (description and additional comments):

**4.4.1 Experience**

Ask participants if they know, at least hearsay, of frauds or extortion committed using the Internet. Ask them to tell the story of these events.

If none of the participants shared the story they heard, use the cases described by the media - examples below, in the materials for the leading person.

You can divide participants into groups in virtual rooms (Breakout Rooms) so that they can discuss their experiences in a smaller group.

Then collect information from all groups or only from one of the groups, e.g. you will decide who will share your story on the forum by drawing lots. Draw (example): there will be a group with names beginning with a letter from K to P, etc.

#### **4.4.2 Reflection**

Discuss what causes people to become victims of crime related to funded operations.

You ask the same questions in the group forum and encourage them to answer to the camera.

Summarize the answers and ask for comments - statements for the camera.

#### **4.4.3 Knowledge/ theory**

Offer participants to the part of the online course on how criminals operate.

You can suggest that participants share their screen (Share Screen function) and read the course content on the screen for the whole group.

#### **4.4.4 Application/deployment**

Have a discussion with the participants and together create a brief instruction entitled How not to be deceived when using the Internet or smartphone? You can also group participants into groups of 3-5 people. Let each of the groups work out 3-4 rules and write them down on a piece of paper. Ask each group to present the effect of your work on the forum.

Participants can work together and create rules in the Etherpad document or in the Jamboard application. Earlier, as the leader, prepare the selected tool and send a link to it, e.g. via chat on the platform. In a virtual document/ flipchart, write:

What to do in order not to be deceived when using the Internet or a smartphone?/ Suggest a list of rules.

### **STAGE 5**

5.1 Name of the stage: Summary and conclusions.

5.2 Educational purpose of the stage:

a) summary of the issues learned at the meeting

5.3 Organizational issues:

5.3.1 Planned time for activity: 15 min.

5.3.2 No. slides in an online course: assessment tool.

5.3.3 Required materials to conduct the educational meeting: computers.

5.4 Activity (description and additional comments):

5.4.1 Summarize the meeting briefly. Remind what its topic was.

Refer to the expectations formulated at the beginning of the meeting.

5.4.2 Thank you for the meeting. Inform when the next one will take place and what topic it will be devoted to.

Remind that participants can also use the online course at home. Answer any questions.

You can ask participants to complete their sentences in the chat: "After today's meeting, I know ... .."

5.4.3 Invite participants to solve the assessment tool.

6. Methodical materials:

6.1 List of materials and equipment needed to conduct an educational meeting: training room equipment - multimedia projector, computer, flipchart stand, flipchart paper - approx. 10 sheets; materials for participants - writing instruments, little sticky notes, internet course; materials for the trainer - online course flipchat markers.

7.2 List of sources for expanding knowledge - additional resources for this topic are available in each language version of the module.

8. Structure of the educational meeting:

Course issue / module:	Meeting stage (no.):	Chapter in online course (no.):	Number of slides in the course:	"From ... to" slides:
How to protect access to electronic banking and how to safely perform financial operations?	3	1-2	all screens	all screens
How do internet criminals work?	4	3	all screens	all screens

Place for notes:

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