



**FINANCIAL LITERACY  
THROUGH PUBLIC  
LIBRARIES**

Co-funded by the  
Erasmus+ Programme  
of the European Union



## **EDUCATIONAL MEETING SCENARIO WITH LIBRARY USERS FOR LIBRARIANS-EDUCATORS SAVING AND INVESTING MODULE NO. 4 / 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 saving / investing money etc. on a piece of 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**

SAVING AND INVESTING

## **EDUCATIONAL GOALS OF THE MEETING**

1. Increasing knowledge and motivation regarding saving and investing.
2. Increasing the skills of establishing bank deposits.
3. Increasing knowledge about investments and the risks associated with investing.

## **STAGES OF THE MEETING**

STAGE 1 (approx. 15 min.) - Greeting the meeting participants

STAGE 2 (approx. 15 min.) - Briefly about the topic, goals and rules of the meeting

STAGE 3 (approx. 45 min.) - What is saving and what is investing?

STAGE 4 (approx. 45 min.) - With a calculator into the world of bank deposits

STAGE 5 (approx. 45 min.) - Profit and risk - about investing without secrets

STAGE 6 (approx. 35 min.) - Summary and conclusion

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

### STAGE I

1.1 Name of the stage: Greeting the meeting participants.

1.2 Educational purpose of the stage:

a) integration of participants and invitation to the first joint activity

1.3 Organizational issues:

1.3.1 Planned time for activity: 15 min.

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

1.3.3 Required materials to conduct the educational meeting: painter's tape, colored markers.

1.4 Activity (description and additional comments):

1.4.1 Welcoming meeting participants

1.4.2 Introduction of the person conducting the meeting.

1.4.3 Mini-integration of meeting participants. Introductions of each participant in the meeting.

Take advantage of the group integration proposal and suggest the exercise: "One advice for thrifty people". Invite the participants for a short round to get to know each other better and, above all, to "warm up" before working together. Let everyone share their advice on saving money. It is about savings both big and small. Examples: the computer can only be used in the library (you save on hardware, wiring and electricity, but who does it?). The more abstract and fun the ideas are, the better the participants will feel in their company.

Summarize the integration exercise. Finally, thank the participants for their activity and comment on the exercise in which they participated.

After completing the integration exercise, you can additionally ask the participants to make "business cards" with the name using painter's tape and colored markers.

Offer the participants an online round. Each person turns on and off the camera and microphone in turn, thus practicing the use of online tools. Then everyone makes a virtual business card by typing their first and last name - only their first name, but in the form they want to be referred to during the meeting. For example, Sławomir Nowak writes: Sławek.

If necessary, show the participants on their own example how to do it and give the instructions: "in the window, where you can see yourself, in the upper right corner, click on the hidden menu - graphic symbol 3 dots" ... ", then the Rename [ English] - which means "rename, name again", click on Rename and in the text field enter your name in place of the previous name, close the window, confirm the change".

Then each person in turn gives one piece of advice for the thrifty.

## STAGE 2

2.1 Name of the stage: Briefly about the topic, goals and rules of the meeting.

2.2 Educational purpose of the stage:

- a) integration of participants and invitation to the first joint activity
- b) familiarizing participants with the topic of the meeting and the benefits of participation

2.3 Organizational issues:

2.3.1 Planned time for activity: 15 min.

2.3.2 No. slides in an online course: online course slide with a description of the module's objectives and topics ("What is this course about?").

2.3.3 Required materials to conduct the educational meeting: computer, projector, flipchart, colored markers, small cards.

2.4 Activity (description and additional comments):

2.4.1 Information about the project.

Start with a brief information about the project. Inform the participants that the meeting is part of an economic education project FINLIT and such meetings are organized in many European countries.

2.4.2 Presentation of the goals and topic of the meeting.

Say what is the overall educational goal of the project: that it serves to increase in adults the skills necessary to navigate the world of finance.

Show the main thematic blocks of the meeting:

- 1) What is saving and what is investing?
- 2) With a calculator in the world of bank deposits
- 3) Profit and risk - about investing without secrets

You can write each rule on a separate colored longitudinal belt.

First, ask if the participants agree to it, then put on a flipchart and so on - until you use up the rules you have prepared.

[Use the initial screens of the online course with a description of the objectives and structure of the course by sharing your screen with participants \(Share Screen function\).](#)

2.4.3 Set the rules of cooperation with the participants at the meeting. Justify why setting rules is important to the group.

They can be referred to when needed and the participants feel secure.

This helps to avoid difficult situations when communicating with others and when working together.

Offer a contract - sample list:

- We speak for ourselves.
- We speak one by one.
- We use arguments, not ratings.

- We listen to each other.
- We don't judge others.
- We turn off or mute phones.
- We work in pairs at the computer.
- We follow the principle of punctuality (a break of 10 minutes means 10 minutes).
- We follow the principle of four walls (what happens at the meeting remains only between us).
- Ask if everyone agrees to these rules.
- Hang the card in a visible place for everyone.

Prepare a sample contract with a group for an online meeting and display (Share Screen function).

Then ask if participants agree with the rules or if they have their own suggestions.

*When listing the goals of the meeting, also use the course screen that describes the goals of the module. The same goals are spelled out in terms of benefits for the participants - read them one by one so that everyone can find out right away what they would gain from having an online course. Show the benefits of participating in a meeting, because it motivates and affects the involvement of people.*

2.4.4 Enter a time frame for the meeting.

In a place that is visible to everyone (a place under a flipchart contract, a wall above the computers, a table with refreshments, etc.), hang two pieces of information on a piece of paper (example): Time of the meeting: 2:00 pm - 5:00 pm / Break: 3:45 pm.

## STAGE 3

3.1 Name of the stage: What is saving and what is investing?

3.2 Educational purpose of the stage:

a) increasing knowledge and motivation regarding saving and investing

3.3 Organizational issues:

3.3.1 Planned time for activity: 45 min.

3.3.2 No. screens in an online course: online course screens (Chapter no. 1 of the course)

3.3.3 Required materials to conduct the educational meeting: computer, projector, scissors, A4 sheets, markers, CONCEPT CARD: WHAT HELPS IN SAVING? (attached at the end of this scenario, for printout).

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

### 3.4.1 Experience

Invite participants to a discussion that will be an introduction to the topic of saving. ask participants questions:

- Who saves a specific amount every month?
- Who is saving for a specific purpose?

- Who writes down the expenses?
- Who knows how much he spends annually on water, electricity and food?

Conduct an online discussion and encourage participants to speak in front of the camera.

Regardless of feedback from participants, say that even if we are already saving, it is worth finding out more.

Now invite 3-6 people to one table (depending on how many people are present at the meeting).

Announce the next exercise and ask the participants: "What helps in saving?"

You give each group an envelope with 8 strips of paper - one slogan for each of them:

(1) budget analysis, (2) planning expenses, (3) time, (4) regularity, (5) definite purpose, (6) knowledge, (7) reason, (8) patience.

Provide instructions for the exercise: The task of each group is to briefly justify the question of how each of the hint entries helps to save.

The participants of the meeting use the method of "brainstorming".

You can use various online groupware tools for this exercise, e.g. the Etherpad tool (text document) or the virtual Jamboard flipchart.

As an online meeting leader, you need to prepare these tools in advance and edit them for the exercise. In the Etherpad document, on the virtual Jamboard, enter 8 passwords hint passwords: (1) budget analysis, (2) planning expenses, (3) time, (4) regularity, (5) definite purpose, (6) knowledge, (7) reason, (8) patience. Divide participants into groups to work in virtual rooms.

Each group analyzes how each hint helps in saving.

### 3.4.2 Reflection

Then ask questions to reflect on what just happened. Examples of questions you can ask:

- Which of the 8 keywords do you consider the most important?
- Which do you think is the most difficult to apply and why?

Then each group reports its conclusions by answering the above questions to the camera.

### 3.4.3 Knowledge/ theory

Suggest that participants sit down at computers in pairs and read the first chapter of the course What is saving and what is investing?

Everyone goes through a part of the course (Chapter 1).

You do the same during the online training. Participants go through the course on their own.

You can suggest that those willing to share their screen (Share Screen function) and read successive screens aloud for the whole group.

### 3.4.4 Application/ deployment

Make a brief summary. Say that the purpose of the exercise was to increase knowledge and motivation to save. Ask directly whether the knowledge and motivation of the meeting participants in terms of saving increased after this exercise ("hand up" method - and you will quickly find out what the situation is in the group). Have two options ready to comment on what will happen after the question is asked.

- 1) If everyone confirms (that is, raise their hand up) that their knowledge and motivation to save have increased - invite them to use the hints discussed in the exercise and wish them success in staying motivated to save.
- 2) If there are people who still have "little" (implicitly - in terms of the knowledge presented here and ways of motivating in the context of saving) - ask what else they need to properly motivate themselves to save, or why their motivation to save is low. Offer educational materials that they can use on their own after the meeting. Among these materials are interesting online blogs with recommendations on how to build and keep your incentive to save.

As a facilitator, you need to prepare for the possible versions of events:

- everyone will confirm that their knowledge and motivation to save have increased,
- some have doubts,
- the third option, that nobody confirms the increase in knowledge and motivation, you should probably not expect it.

You can do a short online survey and ask a question in the group forum. If there are people whose motivation to save after the exercise has increased - I raise my hand up (Reaction function in Zoom). Other people can choose from various icons that, for example, show their insufficient motivation, e.g. a sad face, etc.

## STAGE 4

4.1 Name of the stage: With a calculator into the world of bank deposits.

4.2 Educational purpose of the stage:

a) acquiring the ability to set up bank deposits and calculate their profits

4.3 Organizational issues:

4.3.1 Planned time for activity: 45 min.

4.3.2 No. slides in an online course: online course screens (Chapter no. 2 of the course).

4.3.3 Required materials to conduct the educational meeting: flipchart, overhead projector, screen, A4 sheets, markers.

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

### 4.4.1 Experience

Offer participants to perform two exercises in pairs at the computers:

Exercise 1: "How much will I earn on the deposit?"

Explain that by doing this exercise they will learn a special online tool - the deposit calculator, which is used to calculate the profit on an investment.

Instructions for the exercise:

Enter the bank deposit calculator that you can find on the Internet.

Then enter the sample data in the appropriate calculator fields:

- deposit amount (e.g. PLN 10 000)
- interest rate (e.g. 2.5%)
- deposit period (e.g. 2 years)
- interest capitalization (make calculations for different periods of interest capitalization, e.g. monthly, semi-annual, annual, select: 1 month, 6 months etc.).

#### Exercise 2: "How can I open a deposit online?"

Immediately afterwards, suggest a second computer exercise and give the instruction:

- go to the example Bank Demo page
- log in to the bank using the test login details (you need to click "next" and then "log in");
- go to the "Deposits" tab and check the information about deposits by clicking on the "show deposit details" tab;
- then, using the "New deposit" tab, analyze the next stages of opening a deposit via the Internet (select the type of deposit, e.g. "3-month renewable deposit" and go "next" ...)

Try to do the same exercises online. Allow participants time to complete tasks on their own with computers.

You can also offer to share your screen (Share Screen function) and explain step by step what to do first.

Then everyone does these steps on their computer. In case of problems, they can ask a question and ask for help.

#### **4.4.2 Reflection**

Ask the participants:

- What was the use of the deposit calculator about?
- What is the relationship between the frequency of capitalization of interest and the profit on the investment they see?
- What did they do in order to set up a deposit online?

You can pair participants up in the Breakout Rooms so that they try to answer the above questions in small groups.

Another option: you ask questions one by one in the forum of the whole group and ask for comments for the camera.

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

Now, suggest organizing the reflection after the exercise, learning about deposits and organizing the rules of operation of the tested tools (calculator, bank DEMO) - everyone goes through a part of the course - chapter 2 of the module.

Participants go through the course on their own. You can suggest if there is someone willing they can share their screen (Share Screen function) and read the content aloud on the following screens of the course for the whole group.

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

Ask the participants questions: When will you use the calculator? What will you need it for?

You can do a short online survey (e.g. in the MENTIMETER application) or ask a question in the group forum.

Another option: request comments in chat. In each case, summarize the activity of the participants.

## STAGE 5

5.1 Name of the stage: Profit and risk - about investing without secrets.

5.2 Educational purpose of the stage:

a) increasing knowledge about investment forms and the risks associated with investing.

5.3 Organizational issues:

5.3.1 Planned time for activity: 45 min.

5.3.2 No. slides in an online course: online course screens (Chapter no. 3 of the course).

5.3.3 Required materials to conduct the educational meeting: flipchart, overhead projector, screen, A4 sheets, markers, flipchart card with a large piggy bank.

5.4 Stages of the Kolb cycle (description and additional comments)

### 5.4.1 Experience

Invite participants to exercise: "What do you know about investing money"?

Hand out colorful cards and markers. Ask the participants in pairs or threes to talk about what they know about the concepts of investing money, and what names, terms, concepts etc. they associate with it. Then have them write their ideas on cards - one name per one piece of paper. They use as many pages as they need.

In the meantime, ask an additional support question:

- Have any of you heard (from friends, from the press, television, etc.) about any possibilities of multiplying savings other than bank deposits?

What was that? Couples / three talk, write their suggestions on cards.

You can prepare a quick survey in the MENTIMETER app by asking them the question above: "What are the concepts of investing money?"

Don't forget to set multiple responses in the app. Provide participants with the generated code at [www.menti.com](http://www.menti.com) via chat. Immediately after completing the survey, you can present the results on the big screen.

### 5.4.2 Reflection

Prepare a flipchart card with a large piggy bank stuck or drawn in the center. Ask meeting participants to post a post turn all your cards on the flipchart card around the piggy bank - this way a map of concepts related to saving and investing will be created.

Read the entries on the cards, group the same names if they appear.

Ask questions:

Was it easy to collect all these concepts about investing?

Where do you get information on this topic?

Ask the same questions to the participants after the exercise in the MENTIMETER application.

Encourage participants to express their views and to argue. The presentation of the groups should take place at the flipchart, then the groups can indicate their cards. They can also stay at the tables where they worked, if there are few cards.

**5.4.3 Knowledge/ theory**

Suggest to supplement your knowledge on the different ways of investing savings and the concepts related to them with the help of the course. Then they all sit down in pairs at the computers and pass through part of the course (Chapter 3).

You do the same during the online training. Participants go through the course on their own.

You can suggest that those willing to share their screen (Share Screen function) and read successive screens aloud for the whole group.

**5.4.4 Application/ deployment**

Ask participants to apply what they learned:

- Will you need knowledge about investing?
- Will you consider a new way of investing your savings in the near future?

Suggest that they discuss personal plans to invest savings in pairs rather than in the group forum.

Discussion in pairs gives more freedom and encourages conversation.

Speaking about personal finances requires the so-called behind-the-scenes conditions.

Participants in pairs listen to each other, inspire and thus learn from each other how to use what was discussed in the meeting.

After group discussions, ask who would like to share their idea of investing savings in the group forum.

During the online training, join participants into teams of 2-3 people and propose a behind-the-scenes online discussion in virtual rooms (Breakout Rooms). Plan the division of participants into groups depending on the number of people present at the training.

**STAGE 6**

6.1 Name of the stage: Summary and conclusion.

6.2 Educational purpose of the stage:

a) summary of the course content.

6.3 Organizational issues:

6.3.1 Planned time for activity: 35 min.

6.3.2 No. slides in an online course: course slides with assessment tool

6.3.3 Required materials to conduct the educational meeting: computer, projector.

6.4 Activity (description and additional comments):

6.4.1 Participants sit down in pairs at the computers and they solve the knowledge test.

6.4.2 Summarize the meeting: recall the topic and goals meetings.

It is worth emphasizing that the meeting did influence the awareness that it is worth saving.

6.4.3 Thank you for being active. Invite for a short reflection.

Someone starts with a volatarius or a designated person.

Ask a question:

What do you get out of this meeting?

Also, be brief about what you, like the leader, are ending with this meeting.

Ask the participants to finish the sentence during the chat: In today's meeting I found out / found out .... "

**7. Methodical materials:**

**7.1 List of materials and and equipment needed to conduct an educational meeting:**

training room equipment - computers with internet access multimedia projector, screen tables for group work (optional), flipchart, A4 sheets, small colored sticky notes painter's tape, scissors;

materials for participants - writing materials (notes) for participants, markers in several colors, 4 envelopes;

exercise materials for participants (to be printed out): CONCEPT CARD: WHAT HELPS IN SAVING?

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:
What is saving and what is investing?	3	1	all screens	all screens
With a calculator into the world of bank deposits	4	2	all screens	all screens
Profit and risk - about investing without secrets	5	3	all screens	all screens

Place for notes:

.....

.....

.....

**CONCEPT CARD: WHAT HELPS IN SAVING?**

(Print, cut into individual strips and put all 8 strips in one envelope. Prepare several envelopes with the same content. The number of envelopes depends on the number of groups that will be created among the meeting participants. You decide about it yourself).

✂ - - - - - ✂

**BUDGET ANALYSIS**

✂ - - - - - ✂

**EXPENSE PLANNING**

✂ - - - - - ✂

**TIME**

✂ - - - - - ✂

**REGULARITY**

✂ - - - - - ✂

✂ - - - - - ✂

**DEFINED PURPOSE**

✂ - - - - - ✂

**KNOWLEDGE**

✂ - - - - - ✂

**REASON**

✂ - - - - - ✂

**PATIENCE**

✂ - - - - - ✂