



**FINANCIAL LITERACY
THROUGH PUBLIC
LIBRARIES**

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



EDUCATIONAL MEETING SCENARIO WITH LIBRARY USERS FOR LIBRARIANS-EDUCATORS CENTRAL BANK MODULE NO. 6 / BASIC 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 given by the teacher, e.g. "write some of your associations with the central bank on a piece of paper and read your answers to other participants course").

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 planned for a few hours. It may be too long for one educational meeting with the residents. You can choose from among the substantive stages of the meeting and decide which stages you will eventually complete during an educational meeting with a group of participants. It all depends on the specificity of the age group of students and their personal needs in terms of knowledge contained in the module and interest in the subject.

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 script. 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

CENTRAL BANK

EDUCATIONAL GOALS OF THE MEETING

1. Understanding the essence and purpose of the functioning of the central bank.
2. Understanding the difference between issuing money and making it physically.
3. Understanding the inflation phenomenon in the economy and the need to maintain the stability of money.
4. Understand how the central bank operates interest rates and how it affects each of us and the entire economy.

STAGES OF THE MEETING

STAGE 1 (about 15 min.) - Welcome the participants. Presentation of the project, goals and rules of the meeting.

STAGE 2 (about 60 min.) - Briefly about the central bank

STAGE 3 (about 30 min.) - Issue of money

STAGE 4 (about 40 min.) - Inflation and stability of money

STAGE 5 (about 30 min.) - Central bank interest rates

STAGE 6 (about 5 min.) - Summary and conclusion

STEP-BY-STEP DESCRIPTION OF THE EDUCATIONAL MEETING

STAGE I

1.1 Name of the stage: Welcome the participants. Presentation of the project, goals and rules of the meeting.

1.2 Educational purpose of the stage:

- a) getting to know each other of the participants of the educational meeting
- b) integration of participants and invitation to the first joint activity
- c) presentation of the topics and goals of the educational meeting

1.3 Organizational issues:

1.3.1 Planned time for activity: 15 min.

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

1.3.3 Required materials to conduct the educational meeting: flipchart, large sheet of paper.

1.4 Activity (description and additional comments):

1.4.1 Introduce yourself, and then, in order to integrate the group, conduct one of the proposed integration games:

Game no.1

Integration of the group in which the participants know each other and the group that does not know each other. Group of 3–30 people.

Ask the group to stand in a circle. Then ask each participant to name the four words (things / features / colors / animals) that best describe him/her (e.g. pot, hardworking, yellow, elephant).

Game no. 2

Integration of the group in which the participants know each other and the group that does not know each other. A group of up to 10 people.

Prepare coins with different dates of putting them into circulation (from the last 5-10 years). Distribute one coin to the participants, and then ask them to share in 2-3 sentences what has happened in that year in their lives.

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 whiteboard or

(2) write in chat - give their name along with the character trait, starting with the first letter of the name, eg Ania - ambitious, Emil- eloquent.

1.4.2 Briefly introduce the participants to the project, its topic and objectives of the meeting.

Access the initial screens of the online course with a description of the objectives and structure of the course by sharing your screen (Share Screen).

Offer the participants to write down a "contract" for the classes - rules to which everyone is committed.

Ask them to propose rules that will allow you to spend your meeting time well and effectively.

On a large worksheet, write down the rules everyone agrees to.

Sample contract content:

1. We speak by name.
2. We are polite to each other.
3. Everyone has the right to express their own opinion.
4. We listen to each other, we don't interrupt each other.
5. If we criticize, it is the opinions, not the people who expressed them.

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.

STAGE 2

2.1 Name of the stage: Briefly about the central bank.

2.2 Educational purpose of the stage:

a) understanding the essence and purpose of the functioning of the central bank

2.3 Organizational issues:

2.3.1 Planned time for activity: 60 min.

2.3.2 No. slides in an online course: chapter no. 1 of the course.

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

2.4 Stages of the Kolb cycle (description and *additional comments*)

2.4.1 Experience

Ask everyone to try to answer the questions:

- What are the main goals of the central bank in your opinion?
- How are the actions of the central bank felt by the proverbial Kowalski?

Choose and offer participants one of the applications to ask questions and collect answers: Jamboard virtual flipchart or quick poll in Mentimeter. Before that, you, as the instructor, have to prepare these applications and send the link to the participants, e.g. via chat.

2.4.2 Reflection

If there are any bank targets, ask: Are these goals important and why? Recall the concept of central bank independence.

Think if you have heard about this concept, why is it so important, how can it translate into goals that the bank is pursuing?

Suggest a discussion in the group forum. Give the participants a voice, encourage them to speak.

2.4.3 Knowledge/theory

Ask participants to complete the online course through the initial course screens with basic information about the central bank. Then ask participants to take any banknote (if they have one) from their wallet and look for the following text: "Banknotes issued by the National Bank of Poland are legal tender in Poland". Ask if it would be convenient if everyone the poviast / district / voivodeship produced its own banknotes and coins that can only be paid in a small area. Ask for examples of the concrete impact of the NBP's activities on the daily affairs of many citizens and companies.

You can propose the same actions to participants in an online meeting. The questions asked can be answered by the camera (people willing).

2.4.4 Application/deployment

Prepare a 4-column table for a flipchart / blackboard. Title your columns activity, small, medium, large.

Then add a few lines with your daily activities, e.g.:

- payment in cash in the store,
- cost of a medical visit,
- transfer of charges for electricity/ water,
- going on a trip abroad,
- cost of the mortgage.

Start a discussion with the group whether a given activity / activity / activity of NBP is influenced by small, medium or large.

Complete the table on a regular basis.

Suggested answers:

- Payment in cash in the store - large. Without NBP there would be no commonly accepted cash. The value of banknotes and coins results only from the agreement between citizens and the NBP and the guarantees given by the NBP that anyone who has the appropriate "NBP paper" with the inscription "PLN 100" can buy goods and services for PLN 100, despite the fact that the "paper" (a banknote as preprinted paper) itself is worth much less.

- Cost of a medical visit - small. The NBP's policy on economic impact will affect the prices of everything (including the prices of medical appointments), but this is a direct impact.

- Transfer of charges for electricity / water - large. Thanks to the NBP, there is an electronic payment system (transfers) that is trusted by both the sender and the recipient, although they cannot see the money being transferred and it is not possible to check how it works.

- Going on a trip abroad - big. The activities of the NBP in many respects affect the stability of the economy and interest rates, and thus also the interest in buying (or wanting to get rid of) our currency. This in turn causes the price of the currency to rise / fall, respectively. The increase in the price of the zloty means that holidays abroad are taking place cheaper, and in decline - they get more expensive. In addition, we often pay abroad with cards, the correct operation of which is supervised by the National Bank of Poland.

- Mortgage cost - average. The NBP sets the interest rates at which banks borrow funds, and also - thanks to open market operations - calms down or stimulates the economy. All this affects the amount of long-term floating rate loans, although these changes are not large. As a result, the installment to be repaid can increase / decrease by a few / several percent (e.g. from PLN 1,300 to PLN 1,400). Summarizing the exercise, show how the politics and activities of the central bank actually have a strong impact on everyday life. How much we are unaware that the central bank is the regulator of so many important issues of our functioning in the economy and society.

Prepare the same exercise in the Etherpad application and send the participants a link to the document.

In Etherpad, enter the following content:

Consider the influence of the NBP (small, medium or large) on the following activities.

- Payment in cash at the store
- Covering the cost of a medical visit
- Transfer of charges for electricity / water
- Going on a trip abroad
- Payment of the cost of the mortgage

Then enter one of the possibilities (small, medium or large) for each of the following steps. Prepare an oral justification.

Use the suggested responses as needed and in addition to participants' comments.

STAGE 3

3.1 Name of the stage: Issue of money.

3.2 Educational purpose of the stage:

a) Getting to know the concept and process of money issues.

3.3 Organizational issues:

3.3.1 Planned time for activity: 30 min.

3.3.2 No. slides in an online course: chapter no. 2 of the course.

3.3.3 Required materials to conduct the educational meeting: computer, projektor, flipchart, blackboard.

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

3.4.1 Experience

Ask participants to search the Internet for information on what is issuing money.

Participants independently search for information on the web.

3.4.2 Reflection

Ask if anyone can explain the bank's operating principle in a few words. What's the easiest way to do this?

You can suggest trying to view the bank as a regular store.

- What can you buy in it?
- Who is the bank's supplier and who is the recipient?

The answers to the questions are included in the online course.

Ask questions to participants via the Mentimeter quick poll or in chat (e.g. for a digitally less fit group).

If you choose the Mentimeter application, you need to prepare it in advance and provide the survey code.

3.4.3 Knowledge/theory

When displaying the appropriate course screen, ask participants if they know how much it costs to produce banknotes and coins in Poland. Explain that these costs are several hundred million zlotys a year. Ask if they think it is money well spent, and if there are any other costs to the economy in using cash. Expect responses related to escorting, storage at store cash desks, counterfeit costs, losing money, manufacturing and securing ATMs, etc. Ask if it would not be a good idea to give up cash. Then, ask to read all of the course screens in chapter 2.

Offer an online interview. You can read the content of the module together. Share the course screens (Share Screen function) and invite willing participants to read the content on role screens (e.g. one screen for one person).

3.4.4 Application/deployment

Encourage participants to browse the NBP website dedicated to banknotes and coins.

If your time is lavish, you can suggest a conversation about coin collecting. Maybe some of the participants have experience in this?

Show the page to the participants, get them interested in the subject. ask if there are any numismatist enthusiasts at the meeting

STAGE 4

4.1 Name of the stage: Inflation and stability of money.

4.2 Educational purpose of the stage:

a) Understanding the inflation phenomenon in the economy and the need to maintain money stability.

4.3 Organizational issues:

4.3.1 Planned time for activity: 40 min.

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

4.3.3 Required materials to conduct the educational meeting: computer, projektor, flipchart, blackboard.

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

4.4.1 Experience

Offer the participants to watch a film about money stability together (material prepared by the NBP).

You can find the link to the movie on the kuru screen or in the supplementary materials.

4.4.2 Reflection

Ask whether, after watching the video, participants feel how much the stability of money has an impact on daily life.

Then explain that taking care of it is the primary and most important responsibility of the central bank.

Ask if they have an idea of how the bank is taking care of this stability. Most likely there won't be many replies.

If any suggestions are made, don't go into details and continue the conversation.

Possible suggestions can be written on a flipchart / blackboard. It's just an attempt to pay attention to what will happen next.

[Ask the same questions to the participants at the online meeting and ask them to speak to the camera.](#)

4.4.3 Knowledge/theory

Ask to read the inflation slides. While others are reading, draw an axis with the inflation target on the flipchart/ blackboard.

The inflation target is 2.5% with a symmetrical band for deviations of +/- 1 percentage point.

For inflation understood as the annual percentage change in the consumer price index.

Slides require attention, so ask for silence and read the descriptions carefully.

These are not complicated issues, but it is very easy to get lost if you do not read in silence and concentration.

[You can try to prepare a drawing of the axis with the inflation target on the Whiteboard.](#)

4.4.4 Application/deployment

Divide the participants into groups of 3-4 people and ask the question: The Monetary Policy Council estimates that inflation may rise to 5%.

What do you suggest to do to keep the inflation target? (answer: reduce the amount of money; increase interest rates).

Ask a group representative to present the results of the group's work.

Ask for an explanation of the answer. The correct explanation is one that goes through the following stages:

less money -> money increases -> you can buy more with it -> because prices go down.

You can repeat this exercise proposing a different level of prices expected by the Monetary Policy Council.

[You can prepare the exercise in Breakout Rooms, use the Jamboard application or share a PowerPoint presentation with a table.](#)

STAGE 5

5.1 Name of the stage: Central bank interest rates.

5.2 Educational purpose of the stage:

a) understand how the central bank operates interest rates and how it affects each of us and the entire economy.

5.3 Organizational issues:

5.3.1 Planned time for activity: 30 min.

5.3.2 No. slides in an online course: chapter no. 4 of the course.

5.3.3 Required materials to conduct the educational meeting: computer, projektor, flipchart, blackboard.

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

5.4.1 Experience

Ask the participants if they have ever heard (e.g. in the news) information that the Monetary Policy Council lowered interest rates.

Has this information been passed on to anyone present?

Ask if anyone knows the amount of any NBP interest rate.

You can ask questions in the group forum and ask for a speech to the camera, if anyone would like to speak.

5.4.2 Reflection

Discuss with participants that in recent times the volatility of the reference rate is small, but at one time (about 20 years ago) this volatility was much higher. Ask if anyone knows why. Explain that one of the activities that make our economy much more stable than 20 years ago is the operation of the central bank, also in the field of interest rates.

5.4.3 Knowledge/theory

Ask participants to read the slides of Chapter no. 4 of the online course and pay attention to the information about the consequences of changing central bank interest rates, i.e. what does an increase / decrease in interest rates mean?

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

Draw a table on a flipchart as shown below and ask participants to fill in the blank column where the heading is: "Central bank rates" and ask in which row to enter ↑ and which row should be entered into ↓. The actual table should look like the one below. Ask participants what needs to be done to lower the price level (answer: rates up) and what needs to be done to raise the level (answer: rates down).

| Central bank rates | The amount of money | Value for money | How much can you buy with it ... | ... because the prices went in ... |
|--------------------|---------------------|-----------------|----------------------------------|------------------------------------|
| ↓ | ↑ | ↓ | ↓ | ↑ |
| ↑ | ↓ | ↑ | ↑ | ↓ |

To present a table, share the file on a large screen (Share Screen function) and ask which arrows should be used to complete it.

STAGE 6

6.1 Name of the stage: Summary and conclusion.

6.2 Educational purpose of the stage:

a) summary of the educational content of the course module

6.3 Organizational issues:

6.3.1 Planned time for activity: 10 min.

6.3.2 No. slides in an online course: Assessment tool at the end.

6.3.3 Required materials to conduct the educational meeting: computers for participants.

6.4 Activity (description and additional comments):

6.4.1 Thank participants for attending the meeting. Encourage them to return to the course at home for consolidation knowledge.

6.4.2 Ask participants to do the Assessment tool.

7. Methodical materials:

7.1 List of materials needed to conduct an educational meeting: training room equipment - computers, flipchart and markers, internet course; materials for the trainer (optional) coins with different mintage dates, (optional) photos/ postcards.

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: |
|----------------------------------|----------------------|---------------------------------|---------------------------------|-----------------------|
| Briefly about the central bank | 2 | 1 | ---- | --- |
| Issue of money | 3 | 2 | all slides | all slides |
| Inflation and stability of money | 4 | 3 | all slides | all slides |
| Central bank interest rates | 5 | 4 | all slides | all slides |

Place for notes:

.....

.....

.....