Managing My Money

An Initiative funded by

Adult Literacy for Life Collaboration & Innovation Fund 2025

Adult Literacy is co-funded by the Government of Ireland and the European Union

Rialtas na hÉireann
Government of Ireland

Arna chomhchistiú ag an Aontas Eorpach

Co-Funded by the European Union

Managing My Money

Lesson 1

Main Topic:

Income and Money

Learning Outcome 1

By the end of this lesson the learners will know how to recognise the money and the management of cash.

Materials Required:

- Soft Ball for icebreaker exercise.
- Worksheets on Euro notes and coins.
- Notes & coins for cash recognition and role play.
- Some items that can be "purchased" with real coins in role play situation e.g. Pringles, bottle of Coke, sweets, toiletries. The items have prices on them (sticky notes).
- Sample Receipts.

Lesson Plan:

- Ice-breaker exercise for the class. The learners sit in a circle. The soft ball is thrown to a learner. The ball is thrown until all learners have had a chance to tell us the last item they purchased. When each person catches it, they say their name and share something they have bought recently (it can be something small, like a snack or a cup of tea). If someone struggles, offer gentle prompts or examples. Purpose: To help tutors get to know the learners and start thinking about how they use money in everyday life.
- Explain "income" and what this means. Relate how income and spending are connected. This can be through the medium of cash or card. Income can be obtained from employment, social welfare payments and money from family.
- Recognise Euro notes and coins and how to write them. Learners will be shown authentic Euro notes and coins.
- Understand how to handle cash – recognise the value of each note and coin.
- Know how to pay for an item correctly and how to check your change after you make a purchase.
- Understand the cost of items – how to make your money work for you – shop around, discount store cards, etc.
- Make decisions by understanding the cost of items before you buy them.
- Checking the receipt after making a purchase to verify the details are correct.
- Asking for a receipt if you have not received one.

Teaching Methods:

- Class discussion – learners will be asked to contribute to group discussions in the classroom.
- Group work/individual work – learners will complete written worksheets on cash recognition and spending and receiving change.
- Group work/ individual work - learners practise with real cash and incorporate role play.
- Ask the learners to go into a “shop”. Imagine the card machines are not working; the store can only take cash to pay. The learners must “buy” items and pay the correct amount in cash.
- Group work – learners coming up to the SMART Board for interactive coin exercise.
- Group work/individual work – learners will examine sample receipts from shops.
- Individual work – learners will be asked to bring a recent receipt to next week’s class.

Check for Learning:

Re- cap and check understanding by asking students some questions on the main topics we have covered.

Managing My Money

Lesson 2

Main Topic:

Understanding bills. Identifying what essential (needs) and non-essential (wants) items are when shopping.

Learning Outcome 2

By the end of this lesson the learners will have a basic understanding of household bills and be aware of their own living expenses. The learners will also know how to read and understand price lists and menus.

Materials Required:

- Sample utility bills.
- Sample grocery receipts.
- Sample menu/price lists.
- Whiteboard exercise with worksheet on "Needs versus Wants".

Lesson Plan:

- Identify what a utility bill is and give a breakdown of different utilities i.e. heating, electricity, phone and internet.
- Reading sample utility bills to understand them.
- Look at the frequency of the bill, how often is it issued?
- Take an average of these bills and see what it costs on a weekly or monthly basis.
- If you pay rent or have a mortgage, work out how much your rent or mortgage is on a weekly/monthly basis.
- Have a look at grocery bills, work out your average weekly/monthly food bill.
- Have a look at sample grocery receipts, identify what offers/discounts you received.
- Have a look at discount store cards, learn how to shop around and see where you get the best value.
- Transport; how to work out how much it costs each week.
- The learners will be able to identify what other bills or expenses they have.
- The learner will look at sample menus and price lists and work out the costs for what they will order.

Needs & Wants:

- Recognise the difference between what our needs and wants are.
- What are essential items?
- Do some exercises on the whiteboard on needs and wants.
- Learn how to prioritise needs and wants before we design our budget.

Teaching Methods:

- Class discussion – learners will be asked to contribute to group discussions in the classroom.
- Class discussion and Individual work – learners will be asked to think about essential items (needs) and will be invited to write them on the SMART Board.
- Class discussion and individual work – learners will be asked to think about items that are wants and will be asked to write them on the SMART Board.
- Group work/individual work – learners will complete written worksheets on their own needs versus wants and discuss their answers with the class.

Check for Learning:

- Re- cap and check understanding by asking students some questions on the main topics we have covered.
- Check receipts which the learners have brought in from last week's class.

Managing My Money

Lesson 3

Main Topic:

How to create a weekly budget.

Learning Outcome 3:

By the end of this lesson the learners will understand what a budget is and how to set up a budget.

Materials Required:

- Individual budget template (each learner fills one out).
- Group budget worksheet.
- Calculators.
- Savings worksheet.
- Copy of a weekly schedule of activity from the learners.

Lesson Plan:

- Recap from last week on needs versus wants.
- What is a budget?
- Learners will be asked to discuss what a budget is in class; why do they think that they need a budget? Does anyone have a budget?
- Using the SMART Board the learners will be shown an example of a sample budget.
- Have a look at what income (money) comes in and what the outgoings (money that goes out) are.
- List essential outgoings i.e., bills, food, phone, transport and clothing etc. (blank budget template for each learner on essentials).
- Have a look at your weekly schedule – where are you spending your money, what do you need money for?
- Now have a look at your essential (needs) and non-essential (wants).

- Look at the money (income) you start your budget with. What if the rest of your income does not cover your wants? Do you think they are important? Should you have any of these wants in your essentials list in your budget?
- Now have a look at your wants – is there money left over to cover your wants and if there isn't what can you do?
- What happens if something unexpected arises? Give an example i.e. something needs replacing, (maybe your phone), unexpected party invitation etc.
- The learner will be faced with having to make a choice when making a purchase. They will understand the concept that purchasing a "need" should take precedence over purchasing a "want".
- The learner must work out what remains of their income after covering essential items.
- Now the learner can decide on what can be done with this remaining money.
- The learner will be asked to think about savings.
- They will be asked about how you save and the need to save.
- Savings are essential and should be included in their weekly budget.

Teaching Methods:

- Class discussion – learners will be asked to contribute to group discussions in the classroom.
- Whiteboard activity on what they could use any left-over money for and what if there is not enough money to cover what they want to do with it?
- Individual work – learners will be asked to think about how much income they have per week and how much their essential items (needs) cost. They will fill in their own budget on a template worksheet.
- Individual work – worksheet on savings.

Check for Learning:

- Re- cap and check understanding by asking students some questions on the main topics we have covered.

Managing My Money

Lesson 4

Main Topic:

Sticking to a budget

Learning Outcome 4

The learner will understand strategies to help them stick to their budget and understand the consequences of overspending.

Materials Required:

- Price lists/brochures from supermarkets.
- Worksheet on the budget and spending.
- Worksheet on discounts.
- Calculators.

Lesson Plan:

- Each learner will have a look at their own individual budget (from last week's class) and decide if they are happy with what they have set or do they need to make any adjustments to it.
- Each learner will examine what will happen to their budget if they stray from it e.g., what happens if they overspend. We will look at the importance of keeping track of spending.
- The learners will then make decisions on how to stick to their budgets.
- Each learner will understand smart shopping – comparing prices of branded versus store own brand items in supermarkets, discount stores – Aldi, Lidl, Mr Price, Euro Savers etc.
- Be familiar with the different discount cards for supermarkets. Examine the club/value cards available for each store and any price reductions they offer.
- Watch out for special offers – shop wisely – don't buy item on special unless you need it.
- Have a look at items on sale which have a discounted price – the learner will be asked how do you work out discounts.
- Do up price list with 10 items – compare own brand with branded products. Compare prices – work out your costs. (develop worksheets with picture and prices).
- Clothing – are there generic brands available – if you really want a particular brand, do you wait and buy in a sale?

Teaching Methods

- Class discussion – learners will be asked to brainstorm about coming up with ideas how they can stick to their budget. The tutor will write these on the SMART Board.
- Worksheet – learners will complete a “brands versus generic” worksheet to understand how the difference in price can influence their purchasing choices in the supermarket.
- Worksheet - Discounts and how to calculate them. The learners will be given guidelines from the tutor and given calculators to work out the discount.

Check for Learning:

- Re- cap and check understanding by asking students some questions on the main topics we have covered.

Managing My Money

Lesson 5

Main Topic: Banking

Learning Outcome 5:

- The learners will gain an understanding of what a bank is for and the different types of banking available today.
- The learners will explore the difference between using banking methods versus cash. The learners will be able to recognise the difference between card and cash transactions.
- The learners will be advised to consider any bank charges involved in running a bank account and to include these charges in their budget. The learners will be reminded that every time they 'Tap' their bank card they are spending REAL CASH.
- The learners will discuss which method they find easier to control their budget.
- The learners will explore basic tips on banking and keeping personal data safe.

Materials Required:

- Image of ATM to show on the SMART Board (Link for ATM image)
- Worksheet on safety of personal information.

Lesson Plan:

- Group discussion on banking, i.e., What is a bank? Who has a bank account? What do you use it for?
- Look at the sample picture of an ATM - How does it work? Has anybody used one?
- What do you use an ATM for? Checking your balance, withdrawing or lodging cash.

Highlight banking safety –

- How do you protect your PIN and password.
- Never share your PIN with anyone, cover the keypad with your hand when entering your pin so no one can see it.
- Use ATMs in a well-lit area, preferably inside a bank.
- If the ATM looks damaged – do not use it – choose another one.
- Put your money away before you leave the ATM and make sure you have your card and receipt with you.
- Why do you protect your PIN and password - discussion on identity & money theft.
- What personal information do you think you need to be careful of?
- On-line shopping – be alert – be aware! Stick to websites that end in .i.e., where possible. The safe websites start with a locked padlock  and https://.
- Your bank will never ask you for your PIN – keep your personal information private.
- Does any learner have or use on-line banking? What safety precautions do they use? What do they use online banking for?

Teaching Methods:

- Class discussion – learners will be asked to discuss about how they do their banking. The tutor will write these on the SMART Board.
- Worksheet – on keeping personal information safe.

Check for Learning:

- Re- cap and check understanding by asking students some questions on the main topics we have covered.
- Ask the learners if there is any budget related item they would like to explore in the final session next week.

Managing My Money

Lesson 6

Main Topic: Bringing it all Together

Review of the following lesson plans to determine the knowledge gained by the learners on this course.

1. Income and Money
2. Needs versus Wants
3. How to create a Weekly Budget
4. Sticking to a budget
5. Banking and safety of personal information
6. Following the review a practical exercise on dining out.

Learning Outcomes:

By the end of this lesson the learners will have revised and evaluated the topics we have covered in the previous lessons. This is an opportunity for the learners to give their input and to go over any area they are unsure of.

Materials Required:

Cafe Menu Price List.

Feedback Sheet.

Lesson Plan:

Provide the learners with a menu/price list for a trip to the college café. Upon completion of the practical hands-on exercise the learners will demonstrate how they;

- Reveal their understanding of money by selecting items that fit within their budget.
- Select choices that will determine their needs versus wants i.e., what they can order to eat at a price within their budget.
- Manage the payment from their own income.
- Exhibit the skill of checking their change and receipt for the transaction.

For further details contact

Adult Literacy Office
City of Dublin FET College Crumlin
Crumlin Road
D12N921

01 4547054
or
info.crumlin@aes.cdetb.ie

Arna chomhchistiú ag an Aontas Eorpach
Co-Funded by the European Union