

# TEACHER HANDBOOK

## FINANCIAL EDUCATION WORKBOOK

4



School \_\_\_\_\_

Teacher \_\_\_\_\_

Class \_\_\_\_\_ Lessons no. \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_

<p><b>Content:</b></p> <p><b>Chapter:</b> Planning and budget management</p> <p><b>Subchapters:</b> Needs and wishes Household budget Risk and uncertainty Planning</p>	<p><b>Goals:</b></p> <p>Understand the difference between the necessary and the superfluous. Link expenditures and income. Assess financial risks and uncertainty. Highlight the relevance of planning in the medium and long term.</p> <p><b>Student Profile Areas of Competence:</b></p> <p>A, B, C, D, F, G, H, I</p> <p><b>Interdisciplinary:</b></p> <p>Financial literacy is addressed in the Citizenship and Development component, but can be worked on in various secondary education curricular learning contexts, in the development of projects and within the scope of different disciplines.</p>
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of preparing and managing a budget.</li> <li>• Distinguish necessary expenditures from superfluous expenditures and fixed expenses from variable expenses.</li> <li>• Identify impulse buying.</li> <li>• Identify expenditures and income, both within the family and personal context, then calculate the balance.</li> </ul>	
<p><b>Resources:</b></p> <p>Video projector, computer with internet</p>	
<p><b>Activities proposed:</b></p> <p>Explore students' <b>previous ideas</b> about consumption and how money can/should be spent. If necessary, ask a few questions: – Is the money used to satisfy needs? – Is the money used to fulfil wishes? – Should we plan expenses before implementing them or not? Why?</p> <p>Promote the resolution, in pairs, of the activity <b>Think about it</b> on <b>pg. 5</b> of the <i>Financial Education Workbook</i>.</p> <p>Record students' answers to <b>question 1</b> and ask them to identify what is essential from the list. Do they correspond to needs or wishes?</p> <p>Promote discussion on the <b>differences between needs and wishes</b>.</p> <p><b>Analyse</b> and promote the <b>discussion</b> of answers to <b>questions 2 and 3</b> proposed by each pair of students. Record the main <b>conclusions</b> to be drawn from the above analysis and discussion.</p> <p>Still in pairs, ask students to record other examples of needs and desires. Divide the board in half to write down the examples in <b>two lists: needs and wishes</b>.</p> <p>Question the students, 'And for your parents, will the needs and wishes be the same? Why?'</p> <p><i>Needs change throughout life. Wishes too. They depend on the age, but also on culture and society, especially desires.</i></p> <p>Now focus the discussion on the <b>consumption of goods and services, asking for examples of different types of expenditures/expenses</b> and their classification as <b>necessary</b> or <b>superfluous</b> and as <b>fixed</b> or <b>variable</b>.</p> <p>Ask one male and one female student to present the texts <b>from the case study on pg. 6</b> of the <i>Financial Education Workbook</i>, preferably in a role-play scenario, and read the respective questions in turn, allowing time for some answers to be written down by each pair of students.</p> <p>Conduct the <b>discussion</b> of responses by different pairs, conclude on the existence of different types of needs (short-term, long-term) and goods (which can be single use and lead to more immediate satisfaction or can have various uses and lead to longer-lasting satisfaction), then ask the class some questions:</p>	

- How can we make balanced choices?
- How should we avoid excessive consumption and debt?
- What are the goals of advertising?

**Project** for 10 seconds each of the images from the **Think about it** activity on **pg. 7** of the *Financial Education Workbook*, asking students to retain the important information, and then ask:

- How much does the TV cost?
- How much do the sweaters cost?

**Analyse** and promote **discussion** of responses, projecting the images again.

Record the main **conclusions** to be drawn from the above analysis and discussion.

Based on watching the video ‘**Eu vou levar**’ <https://www.youtube.com/watch?v=FdTip4SdWMw> promote a debate on the consequences of spending our money impulsively, instead of planning expenses in advance according to our needs.

Explore students' **previous notions** about family budgeting by posing some questions:

- What is a budget?
- Have you ever made a budget?

View presentation on **household budget**:

[https://elearning.todoscontam.pt/citilearn/data/bp/aula\\_2/material\\_apoio/orcamentofamiliar\\_apresentacaojovens\\_1\\_.pdf](https://elearning.todoscontam.pt/citilearn/data/bp/aula_2/material_apoio/orcamentofamiliar_apresentacaojovens_1_.pdf)

Ask students to use the **simulator** with the Frazão family's data (or other, fictitious data) and then present a summary report:

<https://www.todoscontam.pt/simuladororcamentofamiliar>

**Additional resources** to explore topics:

‘**A importância de fazer o orçamento familiar**’

[https://elearning.todoscontam.pt/citilearn/data/bp/aula\\_1/saber\\_mais/orcamentofamiliar\\_videoebsvc.mp4](https://elearning.todoscontam.pt/citilearn/data/bp/aula_1/saber_mais/orcamentofamiliar_videoebsvc.mp4)

**Lesson on ‘Como elaborar o orçamento familiar’**

<https://elearning.todoscontam.pt/#areas-formacao/familia/t1hekhlmhecjcmjccmhclhejkbcbccbi8/slide1>

**Support slides for the lesson on ‘Como elaborar o orçamento familiar’**

[https://elearning.todoscontam.pt/citilearn/data/bp/aula\\_1/material\\_apoio/aula\\_1\\_material\\_de\\_apoio\\_identificar\\_rendimentos\\_e\\_despesas.pdf](https://elearning.todoscontam.pt/citilearn/data/bp/aula_1/material_apoio/aula_1_material_de_apoio_identificar_rendimentos_e_despesas.pdf)

[https://elearning.todoscontam.pt/citilearn/data/bp/aula\\_2/material\\_apoio/aula\\_2\\_material\\_de\\_apoio\\_elaborar\\_o\\_orcamento.pdf](https://elearning.todoscontam.pt/citilearn/data/bp/aula_2/material_apoio/aula_2_material_de_apoio_elaborar_o_orcamento.pdf)

#### **Evaluation:**

Direct observation of student participation and attitudes in the course of class dynamics.

Record it in evaluation heading tables.

#### **Related and complementary content:**

*Todos Contam* website > <https://www.todoscontam.pt/>

*Todos Contam* e-learning platform > *Apresentação* > <https://elearning.todoscontam.pt/#apresentacao>

*Todos Contam* e-learning platform > *Áreas de Formação* > <https://elearning.todoscontam.pt/#areas-formacao>

E-learning: classes and quizzes on the *Todos Contam* website > <https://www.youtube.com/watch?v=sJc3iEX90-s>

Libraries: teaching materials available on the *Todos Contam* website > <https://www.youtube.com/watch?v=AOJY5N-O5LM>

#### **Glossary:**

*Todos Contam* website > <https://www.todoscontam.pt/glossario/glossario/a>

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<p><b>Content:</b></p> <p><b>Chapter:</b> Savings</p> <p><b>Subchapters:</b> Savings goals Savings investments</p>	<p><b>Goals:</b></p> <p>Know what savings is and what your goals are. Learn about ways to invest and a return on savings.</p> <p><b>Student Profile Areas of Competence:</b></p> <p>A, B, C, D, F, G, I</p> <p><b>Interdisciplinary:</b></p> <p>Financial literacy is addressed in the Citizenship and Development component, but can be worked on in various secondary education curricular learning contexts, in the development of projects and within the scope of different disciplines.</p>
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of savings.</li> <li>• Identify savings goals.</li> <li>• Identify different financial products for investing savings and their respective payment and associated risks.</li> </ul>	
<p><b>Resources:</b></p> <p>Video projector, computer with internet</p>	
<p><b>Activities proposed:</b></p> <p>Explore students' <b>previous ideas</b> about <b>savings</b>, starting with a few questions:</p> <ul style="list-style-type: none"> <li>– After satisfying our needs and some wishes, should there be some money left over?</li> <li>– What is this money for?</li> <li>– What may happen if we don't have some money to spare?</li> </ul> <p>Request two students to read aloud each of the <b>case studies</b> on <b>pg. 26</b> of the <i>Financial Education Workbook</i>; ask them to respond in pairs and promote analysis and discussion based on responses from different groups.</p> <p>To <b>recap</b> what savings is and to present the different financial saving investment products and their associated risks:</p> <ul style="list-style-type: none"> <li>– On the <i>Todos Contam</i> e-learning platform, access the lesson '<b>Noções básicas sobre aplicação de poupança</b>' <a href="https://elearning.todoscontam.pt/#areas-formacao/poupar/t2amgdddlakhlgkefjkhghdgedmg6/slide1">https://elearning.todoscontam.pt/#areas-formacao/poupar/t2amgdddlakhlgkefjkhghdgedmg6/slide1</a> and/or – Project <b>slides 3 to 11</b> from the PDF '<b>Noções básicas sobre aplicação de poupança</b>': <a href="https://elearning.todoscontam.pt/citilearn/data/bp/aula_3/material_apoio/aula_3_material_de_apoio_nocoas_basicas_sobre_aplicacao_de_poupanca.pdf">https://elearning.todoscontam.pt/citilearn/data/bp/aula_3/material_apoio/aula_3_material_de_apoio_nocoas_basicas_sobre_aplicacao_de_poupanca.pdf</a></li> <li>– Suggest the prior exploration of the content available in <a href="http://www.boaspraticasboascontas.pt/jovens.asp">http://www.boaspraticasboascontas.pt/jovens.asp</a>, specifically the 'Vamos lá poupar?' tab.</li> </ul> <p>Form <b>9 groups</b> of students (with 2 to 3 students each) and distribute the following activities:</p> <ol style="list-style-type: none"> <li>1) Promote resolution of the activity <b>Think about it</b> on pg. 35 of the <i>Financial Education Workbook</i>, and the groups may use the savings simulator for the goals defined in this activity (<a href="https://www.todoscontam.pt/simulador-da-poupanca">https://www.todoscontam.pt/simulador-da-poupanca</a>).</li> <li>2) Make a list with <b>saving tips</b>, watching the video 'O Piano ou a Aninha' <a href="https://www.youtube.com/watch?v=X1UZuQ8h30o">https://www.youtube.com/watch?v=X1UZuQ8h30o</a> and refer to the suggestions on <b>pg. 27</b> of the <i>Financial Education Workbook</i> (tips can be put together on a poster to be put up at school, or can be published on the school's website or blog, for example).</li> <li>3) Compare savings products, by analysing the <b>case study</b> on <b>pg. 33</b> and by performing the activity <b>Think about it</b> on <b>pg. 41</b>.</li> </ol>	

Promote the **presentation** of activities created by each classroom group.

**Discuss** the main **conclusions** of each group with the class-group.

Form **6 groups of students** (with 4 to 5 students each). From **pgs. 36-41** of the *Financial Education Workbook*, assign a financial product (stocks, bonds, investment funds, pension funds, savings plans and capitalisation insurance) to each group.

Each group must identify:

- 1) the associated risk;
- 2) the expected payment;
- 3) the maturity period.

With an aim towards diversifying in order to mitigate risk, each group may be asked about:

- 4) the proposal to associate its product with the investment in a second product.

Promote the **presentation** of different situations and responses from each group to the class.

**Discuss** the main **conclusions** of each group with the class-group.

#### **Evaluation:**

Direct observation of student participation and attitudes in the course of class dynamics.

Record it in evaluation heading tables.

#### **Related and complementary content:**

To better understand concepts about financial products, it is suggested to view several materials:

Lesson (video) on the *Todos Contam* e-learning platform '**Depósitos a prazo**': <https://elearning.todoscontam.pt/#areas-formacao/poupar/t2mbilalajhadjiiakcbhekimlaeeecbmg6/slide1>

Lesson (video) on the *Todos Contam* e-learning platform '**Ações**': <https://elearning.todoscontam.pt/#areas-formacao/poupar/t2fabmkaedlgldiaagakcfdljfhadfk10/slide1>

Lesson (video) on the *Todos Contam* e-learning platform '**Obrigações**': <https://elearning.todoscontam.pt/#areas-formacao/poupar/t2eeiefhjhjmhcfcglhedmheccdelj9/slide1>

Lesson (video) *Todos Contam* e-learning platform '**Fundos de Investimento**': <https://elearning.todoscontam.pt/#areas-formacao/poupar/t2dhjeilecjbfaafgefaabljjbaahjdha0/slide1>

Lesson (video) on the *Todos Contam* e-learning platform '**Planos de Poupança Reforma**': <https://elearning.todoscontam.pt/#areas-formacao/poupar/t2fgachjemjieiafkbbdfaejldkfgeke4/slide1>

APFIPP Video '**Fundos de Pensões: Uma estratégia para preparar a Reforma!**': <https://youtu.be/UOabDxELA2U>

Class (video) from the e-learning platform '**Perfil do investidor**': <https://elearning.todoscontam.pt/#areas-formacao/poupar/t2lfbakhddgefegeblkahgbdhfhejdcgch7/slide1>

CMVM brochures '**Investir em Ações**', '**Investir em Obrigações**' and '**Investir em Fundos de Investimento**' and '**Faça investimentos à sua medida**': <http://www.cmvm.pt/pt/EstatisticasEstudosEPublicacoes/Brochuras/Pages/brochuras2019.aspx>

*Todos Contam* website, '**Poupar e Investir**' tab: <https://www.todoscontam.pt/pt-pt/poupar-e-investir>

APFIPP video '**Poupar e Investir**': <https://www.youtube.com/watch?v=2k096tb3X3M>

*Todos Contam* website '**Poupe-se... poupando!**':

[https://www.todoscontam.pt/sites/default/files/taxonomy\\_file/cppf\\_poupe-sepoupando.pdf](https://www.todoscontam.pt/sites/default/files/taxonomy_file/cppf_poupe-sepoupando.pdf)

*Todos Contam* website > <https://www.todoscontam.pt/>

*Todos Contam* e-learning platform > *Apresentação* > <https://elearning.todoscontam.pt/#apresentacao>

*Todos Contam* e-learning platform > *Áreas de Formação* > <https://elearning.todoscontam.pt/#areas-formacao>

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<p><b>Content:</b></p> <p><b>Chapter:</b> Credit</p> <p><b>Subchapters:</b> Financial needs and capabilities Costs of credit Credit responsibilities</p>	<p><b>Goals:</b></p> <p>Characterise financial needs and capabilities. Identify different credit costs. Understand the responsibilities arising from the use of credit.</p> <p><b>Student Profile Areas of Competence:</b></p> <p>A, B, C, D, F, G, I</p> <p><b>Interdisciplinary:</b></p> <p>Financial literacy is addressed in the Citizenship and Development component, but can be worked on in various secondary education curricular learning contexts, in the development of projects and within the scope of different disciplines.</p>
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of credit.</li> <li>• Identify advantages and disadvantages and assess the need to resort to credit.</li> <li>• Calculate the effort rate and assess the financial capacity for indebtedness.</li> <li>• Identify different credit goals and link them to the types of existing loans.</li> <li>• Understand concepts associated with the cost of credit: fixed interest rate, variable interest rate, indexation, spread, Annual Percentage Rate of Change (APR) and Total Amount to be Reimbursed (TAR).</li> <li>• Compare credit proposals, identifying the factors that influence the cost of credit in addition to the interest rate: maturity, fees, insurance costs, among others.</li> <li>• Identify the responsibility for credit repayment and the consequences in case of credit default.</li> </ul>	
<p><b>Resources:</b></p> <p>Video projector, computer with internet</p>	
<p><b>Activities proposed:</b></p> <p>Explore students' <b>previous ideas</b> about <b>credit</b>, starting with a few questions:</p> <ul style="list-style-type: none"> <li>– What is credit?</li> <li>– Why is credit necessary?</li> </ul> <p><b>Start with an example:</b> if one of the students wants to buy a skateboard, but they still lacks some money, and if a friend lends them that money, can this be considered credit? What if it's their mum? Conclude that there is always a responsibility to return the money, but that credit is obtained from a financial institution.</p> <p>On the <i>Todos Contam</i> e-learning platform, access the lesson (video) '<b>Noções básicas sobre crédito</b>' <a href="https://elearning.todoscontam.pt/#areas-formacao/habitacao/t6hllalgkikmjdefmicehlabeikhmhjal11/slide1">https://elearning.todoscontam.pt/#areas-formacao/habitacao/t6hllalgkikmjdefmicehlabeikhmhjal11/slide1</a></p> <p>Alternatively, project <b>slides 3 to 7</b> from the PDF, '<b>Noções básicas sobre crédito</b>': <a href="https://elearning.todoscontam.pt/citilearn/data/bp/aula_6/material_apoio/aula_6_material_de_apoio_nocoas_basicas_sob_re_credito.pdf">https://elearning.todoscontam.pt/citilearn/data/bp/aula_6/material_apoio/aula_6_material_de_apoio_nocoas_basicas_sob_re_credito.pdf</a></p> <p>Ask students to list the advantages and disadvantages associated with credit, then project the <b>table</b> at the end of <b>pg. 47</b> of the <i>Financial Education Workbook</i>. Present the <b>Think about it</b> situation from <b>pg. 50</b> of the <i>Financial Education Workbook</i> and use the classroom chart divided into 3 columns to identify the advantages and disadvantages of each option with the class-group.</p> <p>Request the reading of the <b>case studies</b> on <b>pg. 49</b>; ask students to answer in pairs and promote the correction of question 1 and discussion of the answers to question 2, starting from answers with different groups.</p>	

Ask students to look for examples of **credit advertising ads** and ask the following questions:

- What types of credit do they know about?
- What types of credit are advertised?
- What credit costs are shown in the advertisements (e.g. interest rate, fees, APR, TAR)?
- What other credit characteristics are presented in the advertisements (e.g. credit amount, term, instalment)?

Record the answers and compare them with the definitions and characteristics for types of credit listed on **pg. 51** of the *Financial Education Workbook*.

To consolidate the differences between the **types of credit**, access the following lessons (videos) on the *Todos Contam* e-learning platform:

- **Todos Contam e-learning platform** > **Crédito à habitação** > <https://elearning.todoscontam.pt/#areas-formacao/habitacao/t6kkgichelmildjabhjfdmhgiciidehgm12/slide1>
- **Todos Contam e-learning platform** > **Crédito pessoal** > <https://elearning.todoscontam.pt/#areas-formacao/habitacao/t6clbjdgkkgkhdeckkkakbdbjdeedmmi8/slide1>
- **Todos Contam e-learning platform** > **Custo do crédito** > <https://elearning.todoscontam.pt/#areas-formacao/habitacao/t6eflekjlalkejhgkkglhmmijhlibhkhhd3/slide1>

Also based on the credit proposals collected in the advertisements, ask students to search online for the respective Standardised Information Sheets (SIS). Then propose the comparison of conditions for the proposals by using the home loan and consumer credit simulators, available on the Bank Customer Website at:

- Mortgage credit simulator > <https://clientebancario.bportugal.pt/en/credito-habitacao>
- Consumer credit simulator > <https://clientebancario.bportugal.pt/en/creditos-consumidores>

Moreover, it is suggested to explore the specific rules that credit advertising must comply with, by consulting the Bank Customer Website at <https://clientebancario.bportugal.pt/en/loan-advertising>, and verify that they are fulfilled in the advertising of credit that was analysed in previous activities.

Explore topics about credit responsibility using **slides 3 through 5** on the Central Credit Register (CCR) [https://elearning.todoscontam.pt/citilearn/data/bp/aula\\_12/material\\_apoio/aula\\_12\\_material\\_de\\_apoio\\_responsabilidades\\_de\\_credito2.pdf](https://elearning.todoscontam.pt/citilearn/data/bp/aula_12/material_apoio/aula_12_material_de_apoio_responsabilidades_de_credito2.pdf) and **slides 4, 5 and 7** on non-compliance (origin and consequences, prevention and regularisation) [https://elearning.todoscontam.pt/citilearn/data/bp/aula\\_14/material\\_apoio/aula\\_14\\_material\\_de\\_apoio\\_sobre\\_endividamento.pdf](https://elearning.todoscontam.pt/citilearn/data/bp/aula_14/material_apoio/aula_14_material_de_apoio_sobre_endividamento.pdf).

To consolidate the concepts introduced, promote the analysis, in pairs, of the **case studies** on **pgs. 55 and 57** of the *Financial Education Workbook*. Request the preparation of answers to associated questions and discuss the answers from different groups with the class-group.

End with a **brainstorming session** about the rights and duties in taking out credit. Collectively, prepare a table divided into two columns, one for rights and another for duties, while two volunteer students record their colleagues' answers. At the end, they should compare the list obtained with the information available through the link: <https://clientebancario.bportugal.pt/en/rights-and-duties-when-taking-out-loans>

#### Evaluation:

Direct observation of student participation and attitudes in the course of class dynamics.

Record it in evaluation heading tables.

#### Related and complementary content:

There are other e-learning resources available on the *Todos Contam* website, which can also be used:

- **Todos Contam e-learning platform** > **Cartões de crédito** > <https://elearning.todoscontam.pt/#areas-formacao/habitacao/t6fdihdjagddklhkaikhlfkafacjijhdi8/slide1>
- **Todos Contam e-learning platform** > **Crédito automóvel** > <https://elearning.todoscontam.pt/#areas-formacao/habitacao/t6aljlbbalkdcdfdmlmjhidcbhcjilkik10/slide1>
- **Todos Contam e-learning platform** > **Responsabilidade de crédito** > <https://elearning.todoscontam.pt/#areas-formacao/habitacao/t6bfidghmkfhaceledcdbifijmaikajem12/slide1>



– **Todos Contam e-learning platform > Garantias de crédito** > <https://elearning.todoscontam.pt/#areas-formacao/habitacao/t6bckahchbmmekemigemckecdabekcbhb1/slide1>

– **Todos Contam e-learning platform > Sobre-endividamento** > <https://elearning.todoscontam.pt/#areas-formacao/habitacao/t6fldemdhidamijhifaahaglicdchfimj9/slide1>

*Todos Contam* website > <https://www.todoscontam.pt/>

*Todos Contam* e-learning platform > *Apresentação* > <https://elearning.todoscontam.pt/#apresentacao>

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**Glossary:**

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<p><b>Content:</b></p> <p><b>Chapter:</b> Insurance</p> <p><b>Subchapters:</b> Insurance contract Types of insurance</p>	<p><b>Goals:</b></p> <p>Know what insurance is and its function. Learn about the main types of insurance and their characteristics.</p> <p><b>Student Profile Areas of Competence:</b></p> <p>A, B, C, D, F, G, I</p> <p><b>Interdisciplinary:</b></p> <p>Financial literacy is addressed in the Citizenship and Development component, but can be worked on in various secondary education curricular learning contexts, in the development of projects and within the scope of different disciplines.</p>
<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• Define insurance as risk coverage by mutuality.</li> <li>• Learn about examples of existing insurance, distinguishing mandatory coverage from optional coverage.</li> <li>• Recognise the relationship between the price of insurance and the associated risk.</li> <li>• Understand insurance coverage and the roles of insurance undertakings and insurance intermediaries.</li> </ul>	
<p><b>Resources:</b></p> <p>Video projector, computer with internet</p>	
<p><b>Activities proposed:</b></p> <p>Explore students' <b>previous ideas</b> about <b>insurance</b>, exploring unforeseen situations in everyday life that can be taken care of by contracting them.</p> <p>For example, remember that in the costs of a home loan, there is always a cost related to associated insurance, and by asking the students:</p> <ul style="list-style-type: none"> <li>– Are there other insurances? Which ones?</li> <li>– Why do they exist?</li> <li>– Is there compulsory insurance? Give examples.</li> </ul> <p>To explore the <b>notion of risk</b> and the need for insurance, and if deemed appropriate, explore parts of the <i>O Risco Espreita, Mais Vale Jogar pelo Seguro</i> book, about the history of risk and insurance, by Ana Maria Magalhães and Isabel Alçada, <a href="https://www.apseguradores.pt/Portals/0/doc/publicacoes/O%20risco%20espreita.pdf?ver=2019-03-11-095852-673">https://www.apseguradores.pt/Portals/0/doc/publicacoes/O%20risco%20espreita.pdf?ver=2019-03-11-095852-673</a> (on risk – pg. 5; on the history of insurance – pg. 44 to 60; on the different types of current insurance – from pg. 61).</p> <p>To explore some concepts related to motor insurance and personal injury insurance, take a look at the <i>Encontro Acidental</i> book by Ana Maria Magalhães and Isabel Alçada, <a href="https://www.apseguradores.pt/Portals/0/doc/publicacoes/Encontro%20acidental%20-%20FINAL.pdf?ver=2019-03-08-172727-147">https://www.apseguradores.pt/Portals/0/doc/publicacoes/Encontro%20acidental%20-%20FINAL.pdf?ver=2019-03-08-172727-147</a> (pgs. 125 and 126).</p> <p>To explore some concepts related to home insurance, take a look at the <i>Alerta Máximo</i> book by Ana Maria Magalhães and Isabel Alçada, <a href="https://www.apseguradores.pt/Portals/0/doc/publicacoes/Alerta-Maximo-2019.pdf?ver=2019-10-24-154329-983">https://www.apseguradores.pt/Portals/0/doc/publicacoes/Alerta-Maximo-2019.pdf?ver=2019-10-24-154329-983</a> (pg. 143 to 147).</p> <p>It can be complemented with the following <b>lessons</b> (videos) about the various types of insurance, available on the e-learning platform of the <i>Todos Contam</i> website: <a href="https://elearning.todoscontam.pt/#areas-formacao/seguro/t4cfhmkhbjdkchcibbbbbidjmdddchblb1/slide1">https://elearning.todoscontam.pt/#areas-formacao/seguro/t4cfhmkhbjdkchcibbbbbidjmdddchblb1/slide1</a>.</p>	

Perform the following **activity**:

Ask students, in groups of two or three, to study the **definitions of the concepts** on **pg. 64** of the *Financial Education Workbook*:

– Policyholder, insured person, insurance undertaking, risk, claim, coverages, sum insured, exclusions, premium, compensation, deferred period, deductible.

Groups must be numbered from 1 to 12. Each group must read a definition, in numerical order and in turn. The other groups, without having their books available, must indicate the correct answer (the name of the concept whose definition was read).

They can only answer once and they have to be the first to raise their hands.

If the group makes a mistake, another group can try to respond.

Record the definitions for each concept and note the correct answers from each group.

At the end, the seven groups with the fewest correct answers should prepare a short presentation to the class about one of the following types of insurance (function and main characteristics):

– Home insurance, health insurance, personal injury insurance, accidents at work insurance, motor insurance, electronic equipment insurance, life insurance.

Promote the analysis, in pairs, of the **case study** on **pgs. 66-67** of the *Financial Education Workbook*.

Request answers to **questions 1 through 5** by different pairs of students and discuss the answers from different groups about **question 6** with the class-group, leading to the conclusion that health insurance can help us take care of unforeseen and high expenses, which might otherwise unbalance the household budget.

Discuss the concept of mutualism based on its historical dimension and using examples from different periods of human history (primary forms of social organisation, Greeks, Romans, medieval times); parts of the book *O Risco Espreita, Mais Vale Jogar pelo Seguro* on the history of risk and insurance, by Isabel Alçada and Ana Maria Magalhães

<https://www.apseguradores.pt/Portals/0/doc/publicacoes/O%20risco%20espreita.pdf?ver=2019-03-11-095852-673>,

pgs. 6-43, and help students understand that it is the basic principle of insurance. Discuss the question ‘Why is it known by the principle, “One for all and all for one?” ’

Explore the situation from **Think about it** on **pg. 69** of the *Financial Education Workbook* and ask students if they know of other similar cases.

#### **Evaluation:**

Direct observation of student participation and attitudes in the course of class dynamics.

Record it in evaluation heading tables.

#### **Related and complementary content:**

To better understand concepts about insurance, it is suggested to view different materials:

– **Todos Contam e-learning platform > Seguro de habitação > <https://elearning.todoscontam.pt/#areas-formacao/seguro/t4elecimaiikmaehjaijdcilfeijlkkib1/slide1>**

– **Todos Contam e-learning platform > Seguro automóvel > <https://elearning.todoscontam.pt/#areas-formacao/seguro/t4akjkkjilmkkmkekkihkhkdimblbhichjd3/slide1>**

– **Todos Contam e-learning platform > Seguro de saúde > <https://elearning.todoscontam.pt/#areas-formacao/seguro/t4mdjejeffdffcelhclfggcdmjkfggfch7/slide1>**

– Informational brochures on various types of insurance: <https://www.asf.com.pt/NR/exeres/B478D1C9-FD1B-49A1-BB5F-805A668FA151.htm> (also available here: <https://www.todoscontam.pt/pt-pt/biblioteca>)

*Todos Contam* website > <https://www.todoscontam.pt/>

– *Todos Contam* e-learning platform > *Apresentação* > <https://elearning.todoscontam.pt/#apresentacao>

*Todos Contam* e-learning platform > *Áreas de Formação* > <https://elearning.todoscontam.pt/#areas-formacao>

E-learning: classes and quizzes on the *Todos Contam* website > <https://www.youtube.com/watch?v=sJc3iEX90-s>

Libraries: teaching materials available on the *Todos Contam* website > <https://www.youtube.com/watch?v=A0JY5N-O5LM>

#### **Glossary:**

*Todos Contam* website > <https://www.todoscontam.pt/glossario/glossario/a>

School \_\_\_\_\_

Teacher \_\_\_\_\_

Class \_\_\_\_\_ Lessons no. \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_

<b>Content:</b>	<b>Goals:</b>
<p><b>Chapter:</b> Basic financial system and products</p> <p><b>Subchapters:</b> History and functions of currency Inflation Bank accounts and payment methods Financial institutions</p>	<p>Learn about the history and functions of currency. Understand what inflation is. Distinguish between the different payment methods. Understand the functioning of the financial system.</p>
	<b>Student Profile Areas of Competence:</b>
	A, B, C, D, F, G, I
	<b>Interdisciplinary:</b>
	Financial literacy is addressed in the Citizenship and Development curricular component, but can be worked on in various secondary education curricular learning contexts, in the development of projects and within the scope of different disciplines.
<b>Summary:</b>	
<ul style="list-style-type: none"> <li>• Define currency, identifying its functions and understanding its historical evolution.</li> <li>• The euro – the official currency of Portugal and other European countries.</li> <li>• Exchange rate and conversion into euros for values expressed in other currencies and vice versa.</li> <li>• Understand the concept of inflation and distinguish the real interest rate from nominal interest rate.</li> <li>• Know what a current deposit account is and how it works.</li> <li>• Identify the various payment methods.</li> <li>• Understand that the credit card can be a form of debt and that there are specific precautions to be observed when using it.</li> <li>• Identify various types of financial institutions, exemplify their main functions and understand how they act in the financial system.</li> <li>• Know what the stock exchange is by identifying securities traded on the stock exchange and the actors involved.</li> <li>• Identify the roles of various players in the capital market.</li> </ul>	
<b>Resources:</b>	
Video projector, computer with internet	
<b>Activities proposed:</b>	
<p>Explore students' <b>previous ideas</b> about currency. If necessary, ask a few questions:</p> <ul style="list-style-type: none"> <li>– What is currency and what is it for?</li> <li>– Has it always existed?</li> <li>– Is it universal?</li> </ul> <p>Ask students to read the <b>history of currency</b>, described on <b>pg. 75</b> of the <i>Financial Education Workbook</i>, and ask them in groups to make a scheme that translates it in a simple way. At the end, a volunteer should go to the board to share the outline for their group, and a discussion can be opened about the reasons that led to the change in the characteristics of currency over time.</p> <p>To consolidate the knowledge acquired, project the image on the functions of currency on <b>pg. 76</b> of the <i>Financial Education Workbook</i> and ask different groups to explain their three functions.</p> <p>Present the euro by exploring the links:</p> <ul style="list-style-type: none"> <li>– European Central Bank &gt; <a href="https://www.ecb.europa.eu/euro/html/index.en.html">https://www.ecb.europa.eu/euro/html/index.en.html</a></li> <li>– Banco de Portugal &gt; Euro coins: <a href="https://www.bportugal.pt/en/page/denominations">https://www.bportugal.pt/en/page/denominations</a></li> <li>– Banco de Portugal &gt; Euro banknotes: <a href="https://www.bportugal.pt/en/page/banknote-denominations">https://www.bportugal.pt/en/page/banknote-denominations</a></li> </ul>	

Refer to the existence of other currencies and simulate conversions to the current date (using the currency converter at <https://www.bportugal.pt/en/convertor-moeda> based on Bruno's example, described on **pg. 77** of the *Financial Education Workbook* (other countries can be suggested for Bruno's Erasmus, as long as they have currencies other than the euro). Propose a supplement to the activity:

Bruno gets a part-time job and over the course of Erasmus he manages to save 10 000 zlotys, which he will have to convert to euros when he arrives in Portugal. On the current date, how many euros would that be?

Explore students' previous ideas about **inflation**, by asking questions such as:

– Have you ever heard of price increases in goods and services? Do you know what inflation is?

After a short discussion of ideas, access the **class** (video) available on the *Todos Contam* e-learning platform, about inflation: <https://elearning.todoscontam.pt/#areas-formacao/sistema/t12mebkaemgihlmjjaidljldgmikjdfgj9/slide1> (between 0:15 and 1:45)

To understand what inflation is and 'Why price stability is important', explore the following link on the European Central Bank's website:

<https://www.ecb.europa.eu/ecb/educational/explainers/tell-me-more/html/stableprices.en.html>

To understand the influence of inflation on interest rates, share the information available on nominal interest rates and real interest rates available through the following link on the European Central Bank website:

[https://www.ecb.europa.eu/ecb/educational/explainers/tell-me/html/nominal\\_and\\_real\\_interest\\_rates.en.html](https://www.ecb.europa.eu/ecb/educational/explainers/tell-me/html/nominal_and_real_interest_rates.en.html)

Present the formula for calculating the real interest rate and its application to the example on **pg. 80** in the *Financial Education Workbook*; propose practicing **exercise 6** on **pg. 90** in the *Financial Education Workbook*.

Present the different payment methods from the **pgs. 83-85** in the *Financial Education Workbook*, remembering that it is necessary to hold a current deposit bank account in order to have access to the most common payment methods.

Consult additional information on the *Todos Contam* website, under the 'Fazer pagamentos' tab (<https://www.todoscontam.pt/pt-pt/fazer-pagamentos>) and on the Banco de Portugal's website, under the Payment systems > Payment instruments tab (<https://www.bportugal.pt/en/page/payment-instruments>).

Form groups and propose that each one to make a brief presentation on different payment methods (payment cards, transfers, direct debits and cheques), based on the respective **classes** (videos) available on the *Todos Contam* e-learning platform at: <https://elearning.todoscontam.pt/#areas-formacao/pagamentos/t11chgbhhjgeblgeldfmbearlhlmecafea0/slide1>.

Promote the resolution, in pairs, of the **Think about it** activity on **pg. 85** of the *Financial Education Workbook*.

**Analyse** and promote **discussion** of responses and record the main conclusions.

From here, explore the box at the bottom of **pg. 84** of the *Financial Education Workbook* about the care to be taken when using a credit card.

Promote the analysis, in pairs, of the **case study** on **pg. 86** of the *Financial Education Workbook*. **Analyse** and promote **discussion** of responses and record the main **conclusions**.

Present the different financial institutions, using the *Todos Contam* e-learning platform, by accessing the following **class** (video):

– **Todos Contam e-learning platform > Instituições financeiras >**

<https://elearning.todoscontam.pt/#areas-formacao/sistema/t12jdfmmakleciajbillmggjagdakmkcaj9/slide1> (0:21 - 3:40)

To deepen your knowledge on capital markets, look at the **lesson** (video) on the *Todos Contam* e-learning platform '**Bolsa de Valores**': <https://elearning.todoscontam.pt/#areas-formacao/poupar/t2ejkhiakkgklmbifjgckejkbcjfgig6/slide1>

To consolidate the knowledge acquired, look at the European Central Bank video 'ECB and the Eurosystem explained in 3 minutes': <https://www.youtube.com/watch?v=TAIcFwGIQBg>

**Evaluation:**

Direct observation of student participation and attitudes in the course of class dynamics.  
Record it in evaluation heading tables.

**Related and complementary content:**

To understand 'How the ECB keeps inflation rates low and close to 2 %', the following infographic on the European Central Bank's website can be explored:

[https://www.ecb.europa.eu/ecb/educational/explainers/show-me/html/app\\_infographic.en.html](https://www.ecb.europa.eu/ecb/educational/explainers/show-me/html/app_infographic.en.html)

*Todos Contam* website > <https://www.todoscontam.pt/>

*Todos Contam* e-learning platform > *Apresentação* > <https://elearning.todoscontam.pt/#apresentacao>

*Todos Contam* e-learning platform > *Áreas de Formação* > <https://elearning.todoscontam.pt/#areas-formacao>

E-learning: classes and quizzes on the *Todos Contam* website > <https://www.youtube.com/watch?v=sJc3iEX90-s>

Libraries: teaching materials available on the *Todos Contam* website > <https://www.youtube.com/watch?v=A0JY5N-O5LM>

**Glossary:**

*Todos Contam* website > <https://www.todoscontam.pt/glossario/glossario/a>

School \_\_\_\_\_

Teacher \_\_\_\_\_

Class \_\_\_\_\_ Lessons no. \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_

<b>Content:</b>	<b>Goals:</b>
<b>Chapter:</b> Digital Channels	Know how to protect yourself from digital financial fraud. Identify the precautions to be taken when using digital channels.
<b>Subchapters:</b> Risks and fraud Precautions to be taken when using digital channels	<b>Student Profile Areas of Competence:</b> A, B, C, D, F, G, I
	<b>Interdisciplinary:</b> Financial literacy is addressed in the Citizenship and Development component, but can be worked on in various secondary education curricular learning contexts, in the development of projects and within the scope of different disciplines.
<b>Summary:</b>	
<ul style="list-style-type: none"> <li>• Learn about the risks associated with access to financial products and services through digital channels.</li> <li>• Know that you must protect personal data and codes.</li> <li>• Identify different types of digital financial fraud.</li> <li>• Understand the risks associated with e-commerce.</li> <li>• Learn about preventative measures to protect against digital financial fraud.</li> </ul>	
<b>Resources:</b>	
Video projector, computer with internet	
<b>Activities proposed:</b>	
<p>Explore the concept of financial fraud and the different forms of financial fraud on <b>pg. 95</b> of the <i>Financial Education Workbook</i>.</p> <p>Ask students if they have made any payments online and if they have heard of digital fraud.</p> <p>Explore the contents of the Banco de Portugal’s <b>digital financial education campaign #toptip</b>, through the following <b>videos</b>:            Banco de Portugal &gt; Digital financial education campaign #toptip &gt;  <a href="https://www.youtube.com/watch?v=QUJWUBXCBgQ">https://www.youtube.com/watch?v=QUJWUBXCBgQ</a>            Banco de Portugal &gt; Online Fraud: Precautions to be taken: <a href="https://www.youtube.com/watch?v=W5GaWV1c-U">https://www.youtube.com/watch?v=W5GaWV1c-U</a></p> <p>Explore the CMVM - Securities Market Commission video &gt; <i>Prevenção da fraude &gt; A fraude no investimento em valores mobiliários</i>: <a href="https://vimeo.com/464965126">https://vimeo.com/464965126</a></p> <p>To recap the precautions to be taken to avoid digital fraud, refer to the publication ‘5 tips for staying safer online #toptip’, available on the Banco de Portugal’s website, at:  <a href="https://clientebancario.bportugal.pt/en/material/5-tips-staying-safer-online-toptip">https://clientebancario.bportugal.pt/en/material/5-tips-staying-safer-online-toptip</a></p> <p>Also explore the contents of the <b>pgs. 127-139</b> of the <i>Armadilha Digital</i> book, by Ana Maria Magalhães and Isabel Alçada  <a href="https://www.apseguradores.pt/Portals/0/doc/publicacoes/Armadilha%20digital_12_11_2018%20-%20FINAL.pdf?ver=2019-03-08-172237-017">https://www.apseguradores.pt/Portals/0/doc/publicacoes/Armadilha%20digital_12_11_2018%20-%20FINAL.pdf?ver=2019-03-08-172237-017</a></p> <p>and look at videos from the Portuguese Association of Insurers on the following topics:</p> <ul style="list-style-type: none"> <li>– Cloning of bank cards &gt; <a href="https://www.youtube.com/watch?v=Ld_oCLpUrFQ">https://www.youtube.com/watch?v=Ld_oCLpUrFQ</a></li> <li>– Identity theft &gt; <a href="https://www.youtube.com/watch?v=vaHbr2t7378">https://www.youtube.com/watch?v=vaHbr2t7378</a></li> <li>– Phishing &gt; <a href="https://www.youtube.com/watch?v=xDI4p4f4R60">https://www.youtube.com/watch?v=xDI4p4f4R60</a></li> <li>– Scam &gt; <a href="https://www.youtube.com/watch?v=j_xPHQu6P4c">https://www.youtube.com/watch?v=j_xPHQu6P4c</a></li> </ul>	

Perform the following **exercise** with students relating to the videos we have already explored:

- After watching the various videos, ask students to individually identify their risky behaviours in using mobile phones or internet access in their daily lives;
- Identify, in the class, the 3 most frequent behaviours and discuss their consequences and ways to avoid them together.

Promote the resolution, in pairs, of the **case study** on **pg. 101** of the *Financial Education Workbook*.

**Analyse** and promote **discussion** of responses and record the main conclusions.

From here, explore the advice on the precautions to take in order to avoid digital fraud on **pg. 100** of the *Financial Education Workbook*.

Form 5 groups and assign each of them the performance of a short role-playing video for one of the following situations:

- how to detect emails with fraudulent intent (phishing email);
- how to detect an SMS with fraudulent intentions (smishing or sms phishing);
- how to detect phone calls with fraudulent intent (vishing or voice phishing);
- how to prevent a virus (pharming) or a malicious programme (spyware) from being installed on your computer;
- how to prevent them from copying my mobile phone's SIM card (SIM card swap or SIM swapping).

**Analyse** and promote discussion about the videos made and take note of the main **conclusions**. **Disseminate** videos to the school community.

#### **Evaluation:**

Direct observation of student participation and attitudes in the course of class dynamics.

Record it in evaluation heading tables.

#### **Related and complementary content:**

There is information on the *Todos Contam* website that can be explored alternatively or as a supplement to the suggested activities. For example:

<https://www.todoscontam.pt/pt-pt/prevenir-fraude>

<https://www.todoscontam.pt/pt-pt/cuidados-gerais> (explore several tabs)

*Todos Contam* website > <https://www.todoscontam.pt/>

*Todos Contam* e-learning platform > *Apresentação* > <https://elearning.todoscontam.pt/#apresentacao>

*Todos Contam* e-learning platform > *Áreas de Formação* > <https://elearning.todoscontam.pt/#areas-formacao>

E-learning: classes and quizzes on the *Todos Contam* website > <https://www.youtube.com/watch?v=sJc3iEX90-s>

Libraries: teaching materials available on the *Todos Contam* website > <https://www.youtube.com/watch?v=A0JY5N-O5LM>

#### **Glossary:**

*Todos Contam* website > <https://www.todoscontam.pt/glossario/glossario/a>



The Teacher Handbook is designed to help secondary education teachers approach topics from the Core Competencies for Financial Education dealt with in the six chapters of the Financial Education Workbook 4: Budget planning and management, Savings, Credit, Insurance, System and basic financial products and Digital channels.

This Handbook is organised into six Activity Sheets that recommend ways of exploring the topics from each chapter of the Financial Education Workbook 4. Practical exercises and supplementary materials are available, which intend to stimulate students curiosity and interest and promote the debate about topics on financial literacy, in the context of the classroom.

The Teacher Handbook is available in digital format on the website of the Portuguese National Plan for Financial Education (*Todos Contam* website) on [www.todoscontam.pt](http://www.todoscontam.pt), in the area dedicated to the Financial Education Workbook 4.

