

AN INNOVATIVE
OUTREACH
PROGRAMME TO
EQUIP ADULTS WITH
DISSABILITIES WITH
KEY COMPETENCES
(SOCIAL
ENTREPRENEURIAL
AND DIGITAL)



ENTRE4ALL COMMUNITY SUPPORT CENTRES

Project number: 2019-1-SI01-KA204-060426

O2. ENTRE4ALL back pack: Educational - learning guide for setting up digital social entrepreneurship hubs

O2.1. Teaching and learning material based on the social activation approach

TEMPLATE: Training Techniques and handouts for adult educators/trainers/trainers

Partner: equalizent

Date: September 2020



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

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Module 3. Financial competences	
Activity Number	M3-T4-A1
Topic	4. Financial planning
Learning Outcomes	Understanding and being able to implement short-term financial management, as well as planning beyond the short term
Learning approach	<input checked="" type="checkbox"/> Blended-learning opportunities <input checked="" type="checkbox"/> F2F training <input type="checkbox"/> Individual e-learning <input type="checkbox"/> Open-distance learning <input type="checkbox"/> Work-based learning <input checked="" type="checkbox"/> Community work <input type="checkbox"/> other (please specify)
Training Technique	Brainstorming
Duration	30 minutes
Facility/ Equipment	None
Participants will need:	Flipchart and paper, marker pens, moderation cards, masking tape.
Attached worksheets	None
Main Tasks / Procedure	<p>Step 1: In groups or pairs, participants collect ideas (brainstorm) what costs should be considered when financial planning? The ideas are collected on moderation cards or on flipchart paper.</p> <p>Step 2: Participants should group the costs into one-off costs and regular costs and stick them on flipchart paper or the classroom wall.</p> <p>Step 3: The whole class shares their ideas about financial planning costs and the trainer supplements any important areas missing from the discussion.</p>
Useful Resources referenced to DATABANK (IO2-A2)	
Tips	When working with Deaf learners, care should be taken on the arrangement of the room, ensuring that the trainer stands where there is a clear sight line for every participant. Trainers should not multitask (i.e. speak and write on the board at the same time) or expect participants to multitask (i.e. listening and taking notes at the same time).