

LESSON PLAN

Learn ways to achieve financial stability and justice, compare large corporations and small businesses, and think critically about how trade and labor conditions shape financial realities worldwide.



Finance provides youth with knowledge and skills to equip them to explore a career in the financial field. Youth consider ways that careers in finance promote a person's or country's financial stability and how the notion of financial stability varies between and within countries, communities, and circumstances. Youth learn how the finance industry approaches concepts of justice and sustainability, explore pay differentials based on gender, concepts of 'rich' and 'poor', as well as how small and large businesses affect local economies. They will think critically about how trade and labor conditions shape financial realities worldwide. From personal finances to global dynamics of consumer culture and dependency networks, youth will learn how to prepare for a career in finance.

About Global Nomads Group

For over 25 years, Global Nomads Group has leveraged technology to host digital safe spaces for young people around the world to share their stories, challenge assumptions, engage with and learn from each other, and, by doing so, foster a more just world.

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Objectives

By the end of this module, students will:

1. Explore the impact of finance on individuals, communities, and circumstances.
2. Reflect on pay differences and explore stories about financial inequalities.

Introduction

Ask students to share their experiences of learning about money and what they already know about the concept 'financial inequality'

Classroom Discussion: Personal Connection to Finance

Display the image of the jar with money and ask students to think about the reasons they have the money they currently possess.

Discuss the following questions:

1. What is the reason you have the money that you do, in any amount that you have?
2. Did someone give you money?
3. Did you lend money to someone else?
4. Did you just get paid for a job you currently do?
5. Did you just spend all of your money to help cover family expenses?
6. Does someone give you money regularly?
7. Do you have access to a credit card or a bank account?
8. Encourage students to share their thoughts and experiences. (In small groups?)

Video: “Youth and Money: Exploring Financial Literacy Around the World”

- Show the video provided in the prompt to explore how youth around the world learn about money.

- After watching, facilitate a class discussion on the similarities and differences about how different people are taught about money in their youth.

Reflection on Financial Status

- Ask students to reflect on their own financial standing and consider their understanding of the terms “rich” and “poor.”
- Discuss the factors that influence their perception, such as comparison to others from the same or different countries, genders, races, ethnicities, and ability/disability statuses. Engage in a *privilege walk* exercise where students physically move forward or backward based on their responses to prompts related to financial standing and perceptions of wealth, reflecting on the factors that influence their position and facilitating discussions on the impact of these factors on financial inequalities.
- Encourage students to think critically about how these factors shape financial inequalities.

Review and Introduction to Sustainable Development Goals

- Introduce the United Nations Sustainable Development Goal 10, “Reduced Inequalities”.
- Ask your students to brainstorm ideas on how to reduce inequalities in their own country, list all the ideas on the board and ask your students to discuss how inequality threatens long-term social and economic development, harms poverty reduction, and destroys people’s sense of fulfillment and self-worth.

Case Study: Gender Inequality in the Workplace

- Present the case study of financial inequality based on gender in the workplace.
- Discuss historical earnings disparity, household dynamics, and women's limited rights to property in various countries.

- If possible, split the class into small groups; then they can each research different countries' situations.

Introduction to Sustainable Development Goal 5: Gender Equality

- Present the United Nations Sustainable Development Goal 5, “Gender Equality”.
- Discuss the significance of gender equality as a fundamental human right and its role in creating a peaceful, prosperous, and sustainable world.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompt:

1. Tell us the story of a time when financial inequality affected you, either because you experienced or observed a form of financial injustice.

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Objectives

By the end of this module, students will:

1. Learn about small versus large businesses.
2. Explore entrepreneurship.
3. Reflect on local economies.

Introduction

Begin the session by asking students the following question:

1. Imagine you needed a new pair of shoes: Where would you go to get them?

Allow students to share their answers briefly.

Discussion on Acquiring New Shoes

- Show the provided images of shoes and ask students to identify the three ways to get shoes mentioned in the content: second-hand/hand-me-downs, local small businesses, and large businesses.
- Discuss with students the implications of choosing each option, such as supporting the local economy, environmental impact, and social equality.

Exploring Entrepreneurs

- Write the word “entrepreneur” on the board and then the students take it in turns to go up to the board and write anything they think that relates to this word and comes to mind.
- Define the term “entrepreneur” and emphasize that anyone can become an entrepreneur regardless of age, gender, race, ability/disability status, or culture.
- Discuss the characteristics of entrepreneurs and their role in identifying challenges or unmet needs in the market.

- Highlight the process of starting a business, including market research, pitching ideas to investors, and solving problems.

Tip! A way of doing this could be to draw out a timeline or diagram showing the process of starting a business so students can see the linear timeline.

Small Businesses and the Local Economy

- Ask the students to name their favorite small business.
- Explain the concept of small businesses, their independence, and their focus on niche consumer goods or services.
- Discuss the benefits of small businesses for the local economy, including reduced carbon footprint and encouraging sustainable practices.
- Introduce the United Nations' Sustainable Development Goal 12, “Responsible Consumption and Production”.
- Discuss how small business owners can contribute to this goal by investing in the local economy and promoting sustainability.

Businesses in Times of Crisis

- Explain the impact of crises, such as the Covid-19 pandemic, on small and large businesses.
- Discuss Sustainable Development Goal 8, “Decent Work and Economic Growth”, and its response framework to support countries in recovery.
- Ask the question:
 - What challenges do you think small businesses face during crises?
- Encourage students to reflect on the challenges faced by small businesses during crises and their importance in the economic landscape.

Investing in Small Businesses

- Introduce the concept of investors and their role in providing financial support to businesses and entrepreneurs.
- Do the same word game on the board with “investor” and see what words the students link to this concept.
- Discuss the importance of investors considering financial inequalities and investing in businesses that reduce inequality.
- Explain different investment structures, such as loans, returns on units sold, and returns in ownership.
- Highlight the need for investors to support businesses aligned with a more just and sustainable world.

Tip! A way to work with definitions and their meaning is to write each word on separate pieces of paper, and the definitions on others, and get the students to match them with the word with its definition.

Large Businesses and Sustainability

- Ask students to shout out some large businesses that they know. Write them on the board.
- Define large businesses and discuss their growth and revenue compared to small businesses.
- Highlight the hidden costs of mass production and the impact on the environment and workers in the textile industry.
- Introduce Sustainable Development Goal 12 again and discuss the negative consequences of fast fashion and worker exploitation.
- Emphasize the importance of intentionally seeking sustainable practices and just treatment of workers as a large business owner.
- Ask the students to think of some sustainable practices that large companies could put in place in order to seek a more just and sustainable world.

Conclusion and Reflection

Engage students in a brief reflection activity by asking them to write down one action they can take to support small businesses, promote sustainability, or reduce inequality in their community.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompt:

1. Tell the story of your favorite local business.
 1. What does it do and where is it located?
 2. What are some of the challenges it has faced, if any?
 3. How does it support the community?
 4. How does the community support it?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Objectives

By the end of this module, students will:

1. Explore the concept of trade.
2. Learn about Multinational Corporations.
3. Learn about Environmental, Social, and Governance standards.

Introduction

- Begin by asking students about their personal devices and their origin.
- Use the provided questions in the content to engage them in thinking about the various components, manufacturing process, countries involved, and trade agreements.

Tip! Ask questions in this format:

1. Where did you get it?
2. How much did it cost?
3. Where are the parts from, where was it assembled?
4. How did it move from parts to assembly to retail?
5. How many countries were involved?

Global Journey of Devices

- Discuss the global journey of devices by using Apple's iPhone as an example.
- Share the video on the global journey of each phone (if available) and provide the link to Apple's suppliers list.
- Emphasize the global interconnectedness of countries through the sourcing of components, assembly, and retail.

Trade and Trade Routes

- Print out the table of all the trade routes and their region, goals, and benefits provided on the content. You can also project it onto the wall/whiteboard.
- Split your students into groups and get each group to work on one specific trade agreement. Research this agreement in more detail and see if they can add to the information provided on the original table.
- Define trade and trade routes, using [The Silk Road](https://en.wikipedia.org/wiki/Silk_Road) (https://en.wikipedia.org/wiki/Silk_Road) as a historical example.
- Discuss how trade routes connect countries, spread ideas and resources, and contribute to global markets and multicultural cities.
- Explain the concept of regional trade agreements and their goals, benefits, and environmental implications.

Cash Flow and Guaranteed Payments

Do the matching exercise of definition with its term for the following words:

- Cash flow
- Guaranteed payment
- Minimum amount
- Property theft
- Intellectual property theft
- MNCs
- Sweatshop labor
- Worker exploitation

Highlight the importance of understanding cultural differences and adapting to a global market.

Tip! A way to work with definitions and their meaning is to write each word on separate pieces of paper, and the definitions on others, and get the students to match them with the word with its definition! You can also use apps like quizlet.

Intellectual Property Theft and Multinational Corporations

- Explain the concept of intellectual property theft and its impact on original creators and businesses.
- Introduce multinational corporations (MNCs) and their advantages and disadvantages in developing countries.
- Get the students to write on the board the MNCs they can think of and create a big list.
- Discuss the issue of worker exploitation, including poor working conditions, unfair wages, unreasonable hours, child labour, and lack of benefits.

Sustainable Development Goals and Finance

- Introduce Sustainable Development Goal 8, “Promote Sustained, Inclusive and Sustainable Economic Growth, Full and Productive Employment, and Decent Work for All.”
- Discuss how finance can contribute to sustainability, such as investing in green energy projects and supporting companies with good governance.
- Connect Sustainable Development Goal 16: “Peace, Justice and Strong Institutions” to finance and reduce inequalities.
- Explain the concept of financial instability and its causes, such as interest rate fluctuations and stock market declines.
- Discuss the impact of the COVID-19 pandemic on financial stability, including job losses and government efforts to support the economy.

ESGs and Sustainability

- Define ESGs (Environmental, Social, and Governance factors) and their role in assessing sustainability.

- Discuss the importance of ESGs in evaluating companies' and countries' contributions to climate change, human rights, labor standards, and good governance.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompt:

1. Click on this [list of multinational companies](https://en.wikipedia.org/wiki/List_of_multinational_companies) (https://en.wikipedia.org/wiki/List_of_multinational_corporations), and choose one that you have bought something from.
 1. Look up the company's name + "commitment to sustainability".
 2. Can you find out if this company has any eco-friendly policies or efforts?
 3. Have they made any changes to what they did on behalf of the environment?
 4. Can you find evidence that they have had a harmful impact on the environment or if they have tried to limit their harmful impact on the environment?

*Be careful! Make sure to check your sources to make sure they are credible.

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Objectives

By the end of this module, students will:

1. Read about the skills needed for a career in finance.
2. Design goals in order to further explore a career in the financial field.

Introduction

- Ask students if they have ever thought about working in the field of finance.
- Explain that today's lesson will focus on exploring various careers in finance and the skills needed to succeed in the industry.

Career in Finance

Discuss each career listed below, briefly explaining their roles and responsibilities:

- Commercial Banker
- Investment Banker
- Financial Planner
- Quantitative Analyst
- Financial Analyst
- Actuary
- Accountant
- Chief Financial Officer
- Auditor

Encourage students to read the descriptions and ask any questions they may have.

Tip! A way to work with definitions and their meaning is to write each word on separate pieces of paper, and the definitions on others, and get the students to match them with the word with its definition.

Skills for Success in Finance

- Ask the students to write on the board the skills they think are needed to go into the finance industry.
- Discuss the skills necessary to be successful in the field of finance.
- Explain each skill and its importance in the finance industry.
- Engage students in a brief discussion about how these skills can be developed and applied in various finance-related roles.

Academic Pathways

- Discuss the importance of choosing relevant subjects in school for pursuing a career in finance.
- Explain that subjects such as math, biology, engineering, accounting, finance, statistics, economics, and business administration can be beneficial for a finance career.
- Emphasize the value of pursuing higher education in finance-related fields, such as obtaining a Bachelor's Degree or even advanced degrees.

Benefits and Opportunities in Finance

- Discuss the benefits and opportunities available in the finance industry.
- Explain that finance is a stable job force with global opportunities and clear progression routes.
- Display the visual aid with the person sitting on the white floor.
- Discuss how finance professionals can work in various sectors and how technology has made the industry more integrated and accessible.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompts:

1. No matter your interest in the finance industry, you can still take action related to this field for a more just and sustainable world. Using the template below, create a SMARTIE Goal.

A Smartie Goal should be:

S - Specific: Reflects a concrete, definable goal that you seek to accomplish, connected to a broader values-based purpose. Guiding Questions: What specifically do you want to do? Is the purpose of your goal clear? What is your desired result?

M - Measurable: Includes clear measures that show whether the goal has been reached (in numbers or a measurable change). Guiding Questions: How will you measure your progress? How will you know when you have achieved your goal?

A - Ambitious: Challenging enough that reaching the goal will make a difference in people's lives. Guiding Questions: Is your goal aligned with the issue? Is your goal challenging enough? Is your goal meaningful and relevant? Why does your goal matter? What makes attaining this goal important?

R - Realistic: Something you can actually accomplish. Guiding Questions: Is this goal within your power to accomplish? Do you have the resources you need to accomplish your goal? Do you have access to the contacts, support, training, facilities, education, skills that your goal requires?

T - Time-bound: Includes clear deadlines. Guiding Questions: When exactly do you want to accomplish this goal? What time frame do you need to reach your goal? When will your goal be achieved and at what pace?

I - Inclusive: The goal brings people who are directly affected, particularly those most impacted, into reaching the goal. Guiding Questions: Are all the people affected accounted for in your goal? Does it bring in traditionally marginalized people? How can you make your goal be inclusive towards/positively impact people from marginalized groups? Is your goal taking a diverse universe into consideration?

E - Equitable: Seeks to address injustice, inequity, and oppression. Guiding Questions: Does it seek to address systemic injustice, inequity, or oppression? How can you adapt your goal so that it actively and intentionally seeks to promote equity and limit the disparity of access to resources? How can you make your goal purposefully seek to share power amongst groups?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.