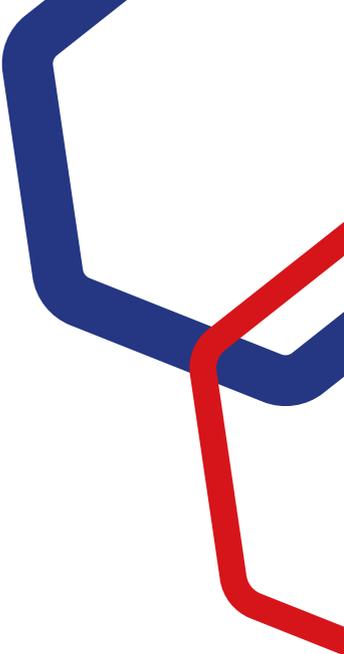


**Our
Teaching
Methodology**



We've previously shared the principles we use to effectively teaching teenagers about money, it's time to take a closer look at the methodology.

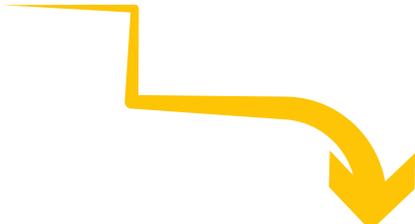
When it comes to teaching teens about personal finance, there's not much difference in 'what' is taught, by various entities who take on this task.

And there are tons of tons of books and resources detailing what should be covered. From topics that range from Needs & Wants and Spending Styles, to Budgeting and Compound Interest, there's a universal commonality to the content being taught.

We however, have expanded on the usual content to include topics and aspects that are both intriguing and compelling - like behavioral finance and investing. But mainly what is different in our case, is 'how' we teach this to teenagers.

We have devised a number of models to ensure that the learning process is both compelling and enjoyable for the teenagers.

As I mentioned before, this isn't a skill we want our teens to learn just to tick the proverbial box; given how crucial and life-changing this skill is we need them to willingly absorb the learning, effectively retain it and then efficiently implement it.



The first model is called the Triple T:

Train

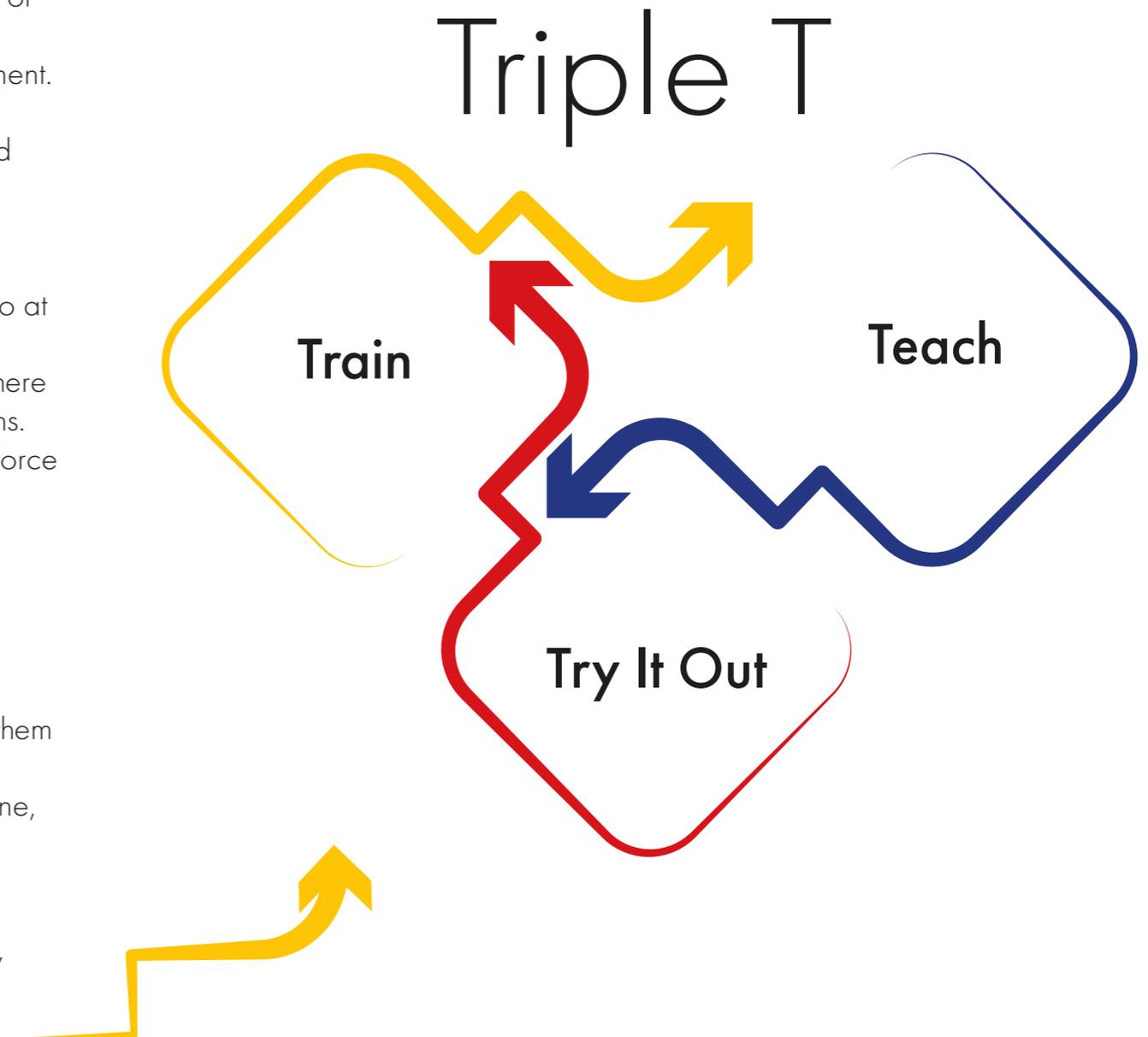
Whatever we teach them, serves to train their RAS (Reticular Activation System) to be more aware of situations around money. This effectively builds their awareness around the topic, which is a key part of financial empowerment. These teens now pay more attention to conversations around money and, they are sensitized to circumstances that involve money. As a result they are more mindful about what they spend on and other money decisions they take. This step alone is extremely powerful as it gets them to think differently about money.

Teach

The next T stands for teach. Here we get the teens to commit to teaching everything they learned to at least one other person. This is another powerful technique because when they teach, they learn twice, they learn better. There is something about teaching someone that encodes the information in a different way in their brains. Going over the content while teaching it, is a great way for them to efficiently revise and thus reinforce the content. The feedback and reaction they get from the person they teach plays a big role in cementing the effectiveness of this strategy.

Try It Out

This third T, Try It Out, makes the learning tangible. When we end each session with how they can now practically use this information in their everyday lives, it brings the learning to life. This dramatically increases their motivation because they see how it benefits them and this makes them eager to put into practice what they've learned. It's important to do this for each concept of the program as it emphasizes the usefulness of each one, again serving to buttress their engagement and motivation. These three steps ensure that the teens are actively engaging with the content, not just passively absorbing it. As with every model, each of the T's are powerful and effective in their own right but together they serve to leverage the entire learning process.



R.A.P.I.D. Transformation

Over the years of educating students about money, I've found that the R.A.P.I.D. transformation model detailed below leads to quick and lasting change. This model works in tandem with the Triple T model explained in the previous section.

Revise:

Revision of content previously covered is key, especially as this isn't taught as a test-oriented subject.

Going over the main concepts covered in the last session, does a lot to scaffold the upcoming lesson, while reinforcing the past content.

This is particularly important in this subject of financial education because each topic builds on the previous one and is critical for an in-depth understanding of the subject as a whole.

It is also important as this is likely the first and only time these teens will undergo a formal training on the subject and so it's doubly important that the concepts are explained and understood well.

Repetition in this context gets them to look at the content with fresh eyes, in light of what they've covered since, and this helps them gain new insights.

Advise:

Here I don't mean give advice, I mean get some case studies and ask the students what they would advise the person to do.

Teens love this flipping of roles, especially since they are usually on the receiving end of advice from most grown-ups.

Asking them what they think about how they would advise someone to solve a problem gets them thinking critically about the problem. It helps them draw from their recent learnings and find ways to implement these concepts.

Giving advice also unconsciously makes them behave congruent to this advice in their own lives.

It's always amazing to see the well-thought-out advice these teens come up with in many situations where adults fumble regularly.

Getting them to repeatedly think in this mode helps them recognize patterns quicker and this helps them respond better when faced with these situations in real life.

Personalize:

It's interesting to personalize the content when we can. For example, if I know a student is studying to be a chef and dreams of opening his own restaurant, or if I know the students will be off to University and living on their own soon; I can personalize the examples to suit their particular situation.

This works well because it gets their attention, as they are now seeing the content from a very personal point of view, which of course makes it more relevant and thus immensely more interesting to them.

Personalizing it also has the effect of getting them to engage with the material in a way that's more meaningful and ultimately more memorable.

It also has the added benefit of building richer relationships in class as students feel seen as individuals, not just a class as a whole.

This makes more involved and committed students.

Internalize:

This is where we ensure that students are so well versed in the topics that we have moved them from 'unconscious incompetence' where they didn't know that they didn't know; to a palace of 'unconscious competence'.

This is where they are so good at this skill that it becomes second nature to them. Kind of like riding a bike, they now know to ride and don't have to be so keenly conscious of their actions and movements when they are riding.

With regard to money, they no longer have to consciously think hard about their decisions, they automatically make the right ones because they have internalized the learnings so well and are implementing these learnings on a regular basis.

This doesn't mean they are less mindful, it just means it takes less effort for them to make the right decisions.

This is because they have internalized the concepts and their brains are now effectively hardwired to work in that way.

Devise:

This is where we constantly devise ways increase the social interactions in class. While passive learning might feel easier, active learning is a whole lot more effective and long lasting.

Teens learn best by discussing, debating and asking questions. Working together in small groups makes their ideas and brain circuits come alive.

Teens also seem to enjoy it more and again this goes a long way to building richer relationships with the students, and also among students.

As Dr. David Rock states in his book *Your Brain at Work*, there are additional benefits to harnessing the power of social interactions. There is a memory network that gets activated when information is social that turns out to be more robust than a memory without a social element.

Devising ways to get the teens to open up and interact with each other takes the engagement and enjoyment level up several notches and has the added impact of making the learning more memorable. Win-win all around.

R.A.P.I.D. Transformation

Revise

Advise

Personalize

Internalize

Devise



GENERATION WEALTH:
SMARTER RICHER BRAVER

Contact us to book a free discovery call

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