



<p><b>OPTIONAL: Community Agreement</b></p> <ul style="list-style-type: none"> <li>As a wider group, expectations are determined about what rules should be adhered to. The rules are written on the flipchart by the trainer, all the learners will then sign the agreement to state they are willing to abide by them. Offer suggestions and guide YP to mention phones off, timekeeping, listening to each other, getting involved, not raising voices, working in a team etc.</li> <li>Use positive not negative language on poster.</li> </ul>	<p>Group Discussion</p> <p>Trainer Facilitation</p>	<p>Whiteboard / flipchart</p>	<p>5 mins</p>
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Section / objectives	Method	Materials	Time
<p><b>Attitudes towards Money</b></p> <ul style="list-style-type: none"> <li>Run an activity for YP to start thinking about money, and explore why it's important to learn about it e.g.               <ul style="list-style-type: none"> <li>Money word association poster / post its: positive + negative words around money</li> <li>What does money mean to you? (word-storm)</li> <li>What I want to move away from (☹) → What I want to move towards (☺) poster</li> </ul> </li> <li>Put up any group flipcharts, and summarise the course will help you move <i>towards</i> having a life being more in control of your money</li> </ul>	<p>Trainer input</p> <p>Group brainstorm / post it notes</p> <p>Individual / pair work</p>	<p>Blank paper / Post it notes</p> <p>Whiteboard / flipchart</p>	<p>5 mins</p>

<p><b>My Money Promise</b></p> <ul style="list-style-type: none"> <li>• Identify personal money habits that will either help or hinder them, considering what's been discussed about where they want to move towards.</li> <li>• Discussion around how research shows it take 21 days to make or break a habit – i.e. habits aren't set in stone for life, YOU can take control and change them</li> <li>• Make personal promises – things to stop, start and continue with regard to their money habits</li> </ul>	<p>Individual work Discussion Complete promises section of worksheet</p>	<p><a href="#">My Money Promise worksheet (MWB 6)</a></p>	<p>5 mins</p>
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Section / objectives	Method	Materials	Time
<p><b>Needs and Wants</b></p> <ul style="list-style-type: none"> <li>• Establish that being able to save money stems from acknowledging the difference between our needs and our wants and how we can prioritise in our spending.</li> <li>• Give laminates to groups, who should prioritise needs and wants on a scale in small groups on floor / table</li> <li>• Feedback and discuss grey areas, how N&amp;W change over time or depending on circumstances, and that everyone has own opinions on what's important to them</li> </ul>	<p>Trainer facilitation  Small group work</p>	<p>Needs and Wants laminates Blank paper / Post it notes Whiteboard / flipchart</p>	<p>5 mins</p>

Section/objectives	Method	Materials	Time
<p><b>Online Demotivator</b> (offline activity available)</p> <ul style="list-style-type: none"> <li>• Discuss with the group that to be financially savvy; as well as maximising your income, it's important to know how to minimise your expenditure, this can be done initially by cutting back on unnecessary spending / spending 'better'.</li> <li>• The Demotivator is used by choosing an item that is an unnecessary regular spend and to calculate the yearly costs of item, and its opportunity cost (e.g. daily coffee).</li> <li>• Ask YP to follow the link to Martin Lewis calculator or type this into a search engine – run through an example with the class (e.g. for yourself, or a youth worker)</li> <li>• Direct learners to minimum wage and benefits sample yearly income slide</li> <li>• Highlight the percentage of their own annual income being wasted.</li> <li>• Summarise that it's often possible to find <i>some</i> money you're able to save by reducing / changing regular spends a little.</li> </ul> <p>Introduce the terms needs and wants, and get a definition from the group without using word need/want in their definitions</p>	<p>Whole group discussion</p> <p>Small group activity</p>	<p>Powerpoint</p>	<p>10 mins</p>

<p><b>My Money Goal</b></p> <ul style="list-style-type: none"> <li>• Trainer explains that the focus of MW will be getting every YP to have goals / dreams that they want to aim towards with regards to improving their financial situation.</li> <li>• Ask learners to think about where they would like to be in the future: <i>What goals or ambitions do they have? (This could be buying a car, travelling, getting their own flat, having a job etc...)</i></li> <li>• Every YP should individually complete the goals worksheet. This will help streamline the session and give the learners a stronger reason to want to be financially savvy.</li> <li>• Discuss with group the link between money and their aspirations, get them to think about how their relationship and behaviour with money will help them determine the reality of their goals i.e.: A YP wanting to go on their first holiday – what steps would they need to take to make this happen?</li> </ul>	<p>Individual work</p> <p>Discussion</p>	<p><a href="#">My Money Goals worksheet (MWB 7)</a></p>	<p>15 mins</p>
Section/objectives	Method	Materials	Time

<p><b>Budget Scenarios</b> (Full Time Job/PT Job/Apprenticeship/Benefits)*</p> <ul style="list-style-type: none"> <li>• Discuss with learners that being able to prioritise and cut down on unnecessary purchases is all made easier by keeping <b>track of our spending</b> and <b>living within our means</b>.</li> <li>• Explain the term <b>budget</b> and ask learners to talk about any budgeting experience they may have had. Highlight the importance of budgeting and how it provides an extremely strong foundation to help YP manage their money better.</li> <li>• Each YP is to complete an individual budget for themselves to outline their income &amp; expenditure. Explain the worksheet carefully and hand them out.</li> <li>• Trainer should be aware that some learners may have very minimal or no income so doing a budget may be hard for them – in this case get them to choose an ‘income scenario’ from the laminates that they think most closely relates to a scenario that they see themselves in in the near future (e.g. I’m applying for apprenticeships). These YP will then budget using the income from their laminates, anticipating what their spending will be like in that situation (e.g. if I work full time, I’ll need to buy lunch every day)</li> <li>• Ask each YP to highlight on their worksheet their top 2-3 needs &amp; top wants</li> <li>• Summarise that maximising income / minimising expenditure is the aim of the game</li> </ul>	<p>Discussion</p> <p>Individual activity</p> <p>Trainer facilitation</p>	<p>Current Budget sheets (MWB 9&amp;10)</p> <p>Income scenario Laminates (Apprenticeship JSA, PT Job, FT Job)</p>	<p>10 mins</p>
<p><b>Section/objectives</b></p>	<p><b>Method</b></p>	<p><b>Materials</b></p>	<p><b>Time</b></p>
<p><b>Budgeting Summary</b></p> <ul style="list-style-type: none"> <li>• Trainer to run through slides about control of spending offering hints and tips to help stay in control</li> <li>• Medicine Cheaper- video detailing how medicine costs can be reduced</li> </ul>	<p>Trainer facilitation</p>	<p>Powerpoint</p>	<p>5 mins</p>

<p><b>Budgeting Apps</b> (offline activity available)</p> <ul style="list-style-type: none"> <li>• Present YP with screenshots from sample budgeting apps, and showcase the ease and advantages of using them to help manage your everyday spending</li> <li>• If time, YP can have a look at the android apps preloaded on MyBnk tablets</li> </ul>	Trainer presentation	MW PP Trainer Info – Budgeting Apps	5 mins
<p><b>Household Costs</b></p> <ul style="list-style-type: none"> <li>• Get YP to work in pairs to come up with a list of 10 household costs they think they'll have when living independently – these are on-going costs and not one off costs (e.g. furniture) or personal costs (e.g. groceries, clothes, travel etc.).</li> <li>• Feedback as a group, ensuring the correct answers are covered, and that YP understand each cost, and why they're either non/essential</li> </ul>	Group work  Discussion  Individual work	<a href="#">Household Costs sheet (MWB 12)</a>	10 mins
<p><b>Two Truths and a Lie</b></p> <ul style="list-style-type: none"> <li>• Present PP slides about utilities, and get YP to guess which one is the lie. Explain each statement briefly after revealing correct answers (<i>chocolate coins can be handed out for those getting correct answers.</i>)</li> </ul>	Trainer input  Class quiz	MW PP <i>Chocolate coins</i>	5 mins
<p><b>Buying Vs Renting – Video</b> TO BE USED IF THE CONVERSATION TURNS TO BUYING HOUSES AND NEEDS BALANCE</p> <p>The video explores the issues with home ownership and why renting may be a safer bet in some cases. It is very one sided as its seeking to overturn the narrative that everyone needs to buy a home so be sure to balance with a discussion of the positives of home ownership.</p>	Video  Discussion	MW PP Video: Buying Vs Renting	10 min

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<p><b>Beat the Bills</b> (offline activity available)</p> <ul style="list-style-type: none"> <li>• Hand out the beat the bills envelopes and as YP to look at the electricity bill they have been given.</li> </ul>	Pair challenge	Highlighted Sample Electricity Bills (x 4)	15 mins

<ul style="list-style-type: none"> <li>• Ask group what the bill is for; and reference key features E.g. Account Number; Billing period; Amount due (taking into account any credits / discounts); How it will/can be paid &amp; what period it covers; Contact number for customer services</li> <li>• Discuss with YP that just like they might shop around for the best deal for trainers, they can also shop around for the best deal for their energy bills</li> <li>• Direct YP to the U-switch comparison site and show them in real time how to make a comparison using the highlighted sections on their bills which they can input into the website.</li> </ul> <p>Challenge YP to see if they can find a better deal with a different provider - YP to share their annual savings with the group</p>	<p>Group feedback</p> <p>Trainer input</p>	<p>MW PP</p> <p>Trainer Info – Beat the Bills</p> <p>MyBnk Tablets</p>	
<p><b>Wrap – up</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate session; answer remaining YP questions relevant to session</li> </ul> <p>Ensure all relevant parts of the accreditation booklet are complete</p>	<p>Split team</p>	<p>MW PP</p> <p><i>Chocolate coins</i></p> <p><i>End lines</i></p>	<p>5 mins</p>
			<p><b>2 hours</b></p>