

Facilitator's Guide

Talking Money: Financial Capacity

Building Workshops

**CALD Refugee/Humanitarian
Background**



Good Shepherd
Microfinance

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Introduction

Background

This Facilitator's Guide has been developed following a 12 month pilot program which saw Good Shepherd Microfinance (GSM), funded by the Victorian Government, facilitate 25 financial capability workshops to specific cohorts across different geographic areas of Victoria.

Of the 25 workshops, 10 were delivered to culturally and linguistically diverse (CALD) communities from migrant and refugee backgrounds. In each location the workshop was delivered in partnership with a trusted local organisation, with an overall objective to strengthen the financial resilience of identified cohorts so that they are able to make enabling financial decisions.

Workshop facilitators drew on the knowledge of the local partner to tailor the content for the specific location and target cohort so that the materials, case studies and resources provided were highly relevant.

The following Guide brings together our learnings to assist local communities to deliver their own financial capability building programs.

Who is this Guide for?

This Guide is intended for use by individuals or groups who wish to deliver financial capability building workshops within their organisation or community. The course outline can be used as it is presented, or in part; the Facilitator's Notes present some variations on activities and topics, or the facilitator may wish to incorporate their own ideas depending on the needs and interests of their particular participants.

Things to Consider

Tailored content

The initial course content was developed following a consultative design process with stakeholders familiar with the issues experienced by this target group. As such it represents topic areas aligned to those that design partners identified as important. It is intended that the content be further developed and/or adjusted according to the local community to whom it is being delivered. A range of activities that were used for the workshop sessions during the pilot program are provided in this document however facilitators are encouraged to develop their own activities as appropriate.

Other specific information that will need tailoring and updating include local services and available concessions.

Time available

During the pilot program, the workshops were delivered as a two hour session, usually accompanied by a meal. In some instances the session was incorporated into an existing activity (e.g. regular gathering of a Multicultural Friendship Group or a Mums 'n' Bubs session), and sometimes it was offered as a standalone event. Facilitators should take into account time of day, how long targeted participants will be able to stay engaged on particular topics and ensure extra time for discussion is included.

Individual support

It is useful to have someone with specific knowledge and experience attend the workshop, (e.g. financial counsellor, financial capability or NILS worker, local Centrelink Officer) to address issues or questions raised throughout the workshop and individual concerns following the session. Attendance of these local service providers at the session also provides a valuable opportunity for participants to meet service providers face to face so that they might feel more comfortable to use the service if required. You may also wish to have other services attend depending on the specific cohort (e.g. housing support, emergency relief providers).

Topic sensitivity

It is important to be aware that the topic of money and financial stress can bring up a range of emotions for workshop participants. During the pilot program, an effective strategy used by facilitators was to share their own stories and experiences to build trust in the room. Participants may not have been asked to share their money experiences before, or spoken in a group of times of financial difficulty; this process can be confronting for those sharing and those listening. Therefore, facilitators are encouraged to include:

- Rapport building or ice breaking activities to create a safe and supportive space;
- Offer and provision of support or option to talk about any issues raised afterwards;
- Acknowledgement that what is shared in the room in terms of individual stories should be kept confidential.

Learning needs

In group learning situations it is important to be aware that there will be participants with different learning styles and needs in the room. There will also be different levels of knowledge and capability among your participants. Therefore, a facilitator will need to ensure the session involves:

- Multi-sense learning
- Active learning activities- learning by doing, exploring, calculating, problem solving
- Visual aids and auditory teaching methods- to meet needs of those who may not be literate
- Reflection- chance to chat and think about what is being learnt
- Meaningful material – relevant examples and useful, practical resources
- Having multiple facilitators in the room to assist when broken into smaller groups
- Using online resources and short clips to engage participants.

CALD specific learning needs

The pilot program offered a “try, test, and learn” environment through which to develop ideas and learning materials; the following elements were used with success in some or all of the CALD cohort workshops:

Intergenerational learning

In some workshops it was useful to allow all age ranges from a household to attend a workshop. Providing room to discuss the different experiences of older and younger people in a household can help to bridge the gap of understanding the different expectations and obligations each experience, as well as where both may be coming from in their experiences with money and settling into the Australian context.

Sending money overseas

The topic of remittances and sending money overseas can be covered in practical terms (i.e. security/international transfer fees) and in terms of budget priorities (see further discussion on this in Facilitator’s Notes).

CALD representation

Inviting a member of the specific CALD community to whom you are working with to be co-facilitator for the session. Materials/examples/icons used throughout the session should reflect local community. Change session titles to reflect cohort understanding of money concepts/language.

Post Workshop Support

Facilitators are encouraged to think about options to include post workshop support or activities to further embed knowledge and skills learned at the workshop(s). This could include:

- Asking participants to write themselves a note or goal and have the facilitator post it to them in a month’s time;
- Exploring the desire for participants to stay in touch after the workshop to discuss money strategies and share information (e.g. Facebook group, future workshops);
- Notification system where participants are sent texts/emails with tips such as savings strategies

Evaluation and Reflections

It is recommended that facilitators carry out a pre and post-workshop knowledge check with participants to assess any knowledge gained via the workshop. To assess behaviour change over time, you can include questions around attitudes towards and use of money, and then ask those questions of participants again one month after the workshop.

Facilitators can also use the following questions themselves to reflect on the effectiveness of the workshop:

- What did/didn't work well?
- Did participants grasp the key messages?
- Were topics and case studies relevant and relatable?
- Were activities engaging and appropriate?
- Were there unexpected questions from the participants?
- Are there things that could be done differently next time?

Course Content

This course content is designed to transfer knowledge and build skills for people from culturally and linguistically diverse backgrounds to manage money wisely and make informed financial decisions.

Learning Outcomes

The following Learning Outcomes are based off the session topics identified as important by the stakeholders involved in the initial design process.

Learning Outcome	Description	Participants will be able to:	Knowledge Check
LO 01	Understanding why tracking spending is important and how to do it.	Create a spending diary to track their spending habits.	KC 01 KC 02
LO 02	How to get a better deal on your bills.	Identify ways that they can save money on bills and concessions available.	KC 03 KC 04
LO 03	Understanding where you can access safe and affordable credit.	Identify the dangers of fast money and where they can access affordable credit	KC 05 KC 06
LO 04	Knowing the local Support Services available.	Identify the Support Services available and describe how they assist people.	KC 07 KC 08
LO 05	Goal setting for a realistic money goal.	Identify a money goal and the steps to achieve this.	KC 09

Workshop Overview (2 hours)

The following workshop overview is an example of one that was delivered as part of the pilot program. As already mentioned, each workshop was adapted following consultation with the partner organisation and their community. The sessions can be broken up and assembled according to cohort need and time available. It is recommended that any stand-alone workshop, or multiple workshop course include the “Talking Money” and “Playing to Your Strengths” topics as introductory exercises. The example activities are further detailed in the Facilitator’s Notes section of this Guide, along with some variations on activity ideas.

Session Title	Session Topic	Activity	Options for Assessment	LO	Timing
Introduction and Acknowledgement of Country	Welcome, session overview and getting to know you	Getting to know you activity: “What is your name and how long have you lived in [local town]?”	N/A	N/A	10 mins
Talking Money	Everyone has their own money story and talking about it is important	Pick an image/word/sentence which reflects your relationship with or feelings about money Discussion around the importance of understanding our money beliefs and behaviours and where they stem from.	Participants reflect on their money story.	N/A	15 mins
Playing to your strengths	Knowing your strengths and using them to overcome challenges	Discussion around acknowledging our strengths to turn our money story into a positive one. In pairs identify your own money strengths, participants report one of their partner’s strengths back to the group	Participants can identify their own strengths regarding money	N/A	10 mins
Smart Spending	Why tracking your spending is important and understanding wants versus needs	Needs and wants game (individual values/priorities)	Identify the difference between a need and a want	LO 01	15 mins
Budgeting for Life	Finding a budgeting routine or money plan strategy that works for you	Discuss different budgeting methods such as cash envelope/spreadsheet/Apps/separate bank accounts	Identify a budgeting/money plan strategy to try	LO 01	15 mins

Build a Savings Habit	Importance of having an Emergency Fund and strategies to build one	Explain the coke bottle challenge and 52 week savings challenge, both of which present good ways to engage children in money discussions in a positive way.	Identify a savings challenge/strategy to try		10 mins
5 minute break					
Power Up Your Savings	<p>Reviewing bills. Understanding ways to save on energy and water bills.</p> <p>Discounts, concessions and benefits that you might be entitled to</p> <p>Ways to pay</p>	<p>What are your energy guzzlers at home? activity</p> <p>Facilitator provides information about concessions, Utility Relief Grants, \$50 bonus via Energy Compare and payment plans.</p> <p>Discussion of benefits and risks of particular methods of payment (e.g. Centrepay/Direct Debit/BPAY etc.)</p>	<p>Energy guzzler picture quiz.</p> <p>Participants can identify what concessions they are eligible for.</p>	LO 02	15 mins
Safe and affordable credit options	The implications of fast money (Buy Now Pay Later, Payday Loans, Rent to Buy and credit cards) and better options available	<p>Discussion about unexpected expenses and how to pay for them.</p> <p>What to do when the unexpected expense is larger than your safety buffer. Safe and affordable credit options.</p>	Discussion around the cost of fast-money and importance of reviewing contracts/not trusting salespeople to tell you what is in the contract.	LO 03	15 mins
Where can I get help?	Local support services that can help you	Attending local services explain how they can help or Support Services Bingo	Identify the Support Services available and describe how they assist people	LO 04	10 mins
Goal setting	Importance of SMART goals and how they can help you	Set a SMART money goal with steps to achieve it. Facilitator to outline any follow up opportunities and thank participants for taking part	N/A	LO 05	5 mins

Knowledge Check Questions

The following are examples of questions that could be used to assess participants understanding of the course content.

Knowledge Check	Learning Outcome	Topic Area	Question	Responses
KC 01	LO 01	Track your spend	Which of the following is NOT a benefit of keeping a spending diary? a) you spend less b) you pay off your debts c) you control your finances d) you get to buy whatever you want	d) you get to buy whatever you want
KC 02	LO 01	Track your spend	True or False A spending diary only requires you to note down your large expenses for two weeks	False. To get the most out of your spending diary it is best to note down ALL your expenses for at least two weeks to start to see where the majority of your money is going. It is often the little things that end up costing the most!
KC 03	LO 02	Power up your savings	True or false? Keeping your appliances on standby can cost you an additional \$120 a year on your electricity bill.	True. Having electrical items on standby, rather than turned off can cost over \$120 per year.
KC 04	LO 02	Power up your savings	If you are having trouble paying your energy bills, what can you do? a) Ask your energy provider about whether you can enter into a payment plan. b) Ask your energy provider whether there are any rebates or concessions that may be available to you.	d) All of the above

			<p>c) Ask your energy provider about getting into their hardship program.</p> <p>d) All of the above</p>	
KC 05	LO 03	Safe and affordable money	<p>True or False</p> <p>Omar needs a new washing machine but doesn't have enough money to buy it outright. He finds a store offering rent to buy deals on the washing machine he is interested in and enters into a four year contract.</p> <p>At the end of the four years, the washing machine is now Omar's.</p>	<p>False. With rent-to-buy contracts you don't automatically own the item at the end of the rental period. Usually you will be given the option to buy the item, for a nominal amount, however the rental contract is likely to state that it's not an automatic right. Therefore it is very important to read the contract!</p>
KC 06	LO 03	Safe and affordable money	<p>When applying for a loan, who is responsible for ensuring you can repay the money?</p> <p>a) It's your responsibility to make sure you can afford the repayments on a loan</p> <p>b) Both you and the credit provider are responsible for making sure any loan is appropriate for you</p> <p>c) The credit provider must determine whether a loan is appropriate for you</p>	<p>b) Both you and the credit provider are responsible for making sure any loan is appropriate for you.</p> <p>It is important that you are honest about your financial situation and that the credit provider is satisfied you can repay the loan based on the information you have provided them.</p>
KC 07	LO 04	Support services that can help you	<p>Fill in the blank:</p> <p>_____ provide free, independent, and confidential information to assist people in financial difficulty.</p>	<p>Financial Counsellors</p>
KC 08	LO 04	Support services that can help you	<p>Which of the following provides a free and confidential service?</p> <p>a. 1800RESPECT</p>	<p>d. All of the above</p>

			<ul style="list-style-type: none"> b. Gambling Helpline c. Lifeline d. National Debt Helpline e. All of the above 	
KC 09	LO 05	Goal setting	<p>True or False</p> <p>Fast food is cheaper than cooking at home, so eating McDonalds can help save for a money goal.</p>	<p>False. Fast food is marketed at being cheaper, but actually costs more than cooking a home cooked meal.</p>

Facilitator's Notes

The next section includes key messages, notes for the facilitator and instructions for the various activities used throughout the pilot program. The topics match the two hour workshop outline above and the slides in the attached PowerPoint. If there are no facilities to display the PowerPoint, or the facilitator prefers a more informal approach, the slides can be made into handouts instead. Further topics which were used in some workshops are outlined below. Facilitators should adjust activities and topics to meet the need, learning levels and time available for their group.

Getting to know you

There are a range of ice-breaker games and what you choose will depend on who is in the room (i.e. do the participants know each other already, how many people are in the room?) Some options include:

- Tell us your name and something you buy regularly starting with the same letter as your name
- Tell us your name and the last thing you bought
- Tell us your name and what you would like to get out of today's workshop
- You can also hand out pipe cleaners or play dough and ask participants to create something they want to buy (e.g. house, car, holiday) or something that they have recently bought. They can be doing this as you give an overview of the workshop

It can also be helpful to have an activity that is not related at all to money, especially for young people, so they have an opportunity to warm up:

- Tell us your name and your favourite food, favourite TV show, who you would like to play you in the movie of your life.

Talking Money

Key Messages:

- Everyone has their own money story; our money beliefs and behaviour patterns come from the families, household, communities and cultures in which we grew up
- It is important to build awareness of where our money behaviour comes from; if there are learned behaviours that have a negative impact we can start to shift them
- In some cultures and societies, speaking about money is "taboo"; however it can be very useful to talk about money with others because they may have strategies and tips to share with you, and you may be able to share your ideas and knowledge with them

Activity suggestions:

If you haven't already done an ice-breaker or introduction game, this can be a good opportunity for participants to introduce themselves. It is helpful for the facilitator to share first.

Activity #1	Duration	Resources Needed
What does the image say about your relationship with money?	5 mins	Laminated image cards Post-it notes/pens/markers

Depending on the set up the room, arrange image cards on a table or floor and ask participants to choose an image that reflects their money story or describes how they feel about money. Ask participants to introduce themselves and tell the group about the image they chose. This activity can also be done in pairs and have one person introduce their partner as this can be less intimidating at the start of a workshop.

When using the image cards it can be useful to provide blank post-its and pens/markers in case someone wants to draw their own image or write a word.

Activity #2	Duration	Resources Needed
Discussion: where did you learn about money?	5-10 mins	N/A

Ask participants to share (in pairs or with the group) where they learnt about money (prompt: parents, grandparents, school, experience).

Activity #3	Duration	Resources Needed
Individual reflection activity	5 mins	Talking Money worksheet_CALD Post-it notes/pens/textas

Ask participants to reflect on some of the money patterns they learnt growing up and (on their worksheet) list three patterns, attitudes or behaviors they learnt to do with money that have an impact (positive or negative) on the way they feel about and use money today. If the facilitator is not using the worksheet, reflections can be written on post-its and stuck up on butchers paper or a whiteboard. Option to share with the group.

CALD participants may wish to reflect on the different money attitudes in Australia to the country where they were born or grew up.

Playing to your strengths

Key Messages:

- Everyone has their strengths, even when it comes to money.
- Understanding your strengths means you know how to build on what you are good at and know the areas to work on.

Activity suggestions:

Participants may find it difficult to identify a strength as a money strength if it is not directly related to budgeting or using money. Facilitators can use the slide or their own example to open participants' minds to possible strengths. Examples can include:

Being generous and sharing	Shops at the op shop	Goal setter
Chip in together to share costs	Live a humble life	Hard working
Learns from siblings	Enterprising	Loves to home-cook
Second-hand/vintage shopper	Car pooling	Enjoys the simple things in life

Grows vegetables	Bargain hunter	Problem solver
Lives within their means	Crafty- makes homemade gifts	Recycler/up-cycler
Confident to ask for a discount	Trades with neighbours	Meal planner
Can stick to a shopping list	Can sew and mend clothes	Helping out family in need
*		

*Add your own and your participant's examples to use in the future.

Activity #4	Duration	Resources Needed
Brainstorming money strengths	5 mins	Butchers paper/textas

In small groups, ask participants to brainstorm all the ways they are good with money – with prompts from facilitator if needed. Groups put their butchers paper on the wall and compare ideas

Activity #5	Duration	Resources Needed
What animal are you?	15 mins	Animal money styles (enlarged on the wall or smaller handouts) Laminated animal style cards (if possible)

Use the animal profiles and ask participants which animal personality they identify with. Animal profiles can be handed out individually, or enlarged and placed around the room. Ask participants to identify a strength they share with the animal and choose one of the tips they can use in their own lives. If possible, have the animal profiles and money tips laminated, so participants can take theirs home with them. The money profiles can be matched to many different animals so facilitators should feel free to use animals that their participants will be familiar with.

Activity #6	Duration	Resources Needed
Reflecting on your strengths	5 - 10 mins	Talking Money worksheet_CALD Paper/pens for recording strengths

Ask participants to reflect on their money strengths individually and (on their worksheet) list as many strengths as they can think of. Option to share with the group

Smart spending

Key Messages:

- Everyone's needs and wants will vary depending on their values and priorities; it is important to make sure your needs are accounted for first
- Tracking your spending allows you to identify your spending habits
- By working out where your money is going, you can make any adjustments in your spending that could help to make your money stretch further.

Activity suggestions:

Depending on knowledge and skill level and time available, facilitators may wish to choose to focus on the needs and wants discussion, or the practical spending diary exercise. The needs and wants game is particularly effective with

young people and intergenerational groups, as it leads to useful discussions about differing values and the importance of prioritising.

Often when working with CALD communities, there is a focus on sending money to family in their country of origin, or cultural obligations to contribute to expenses such as funerals of distant relatives. It is useful to explore these cultural factors. Facilitators should point out that there are no “one size fits all” rules, and that if a particular cultural obligation is important to them, then the household’s money plan should include a regular amount put aside so it is there when needed.

Activity #7	Duration	Resources Needed
Needs and Wants game	15 mins	Needs Vs Wants game cards

Participants can stay in their groups. Each group gets a set of “needs” cards- (cards can be added to or taken away depending on cohort and location (e.g. Uber/Uber Eats may not be relevant in some locations.) Ask the groups to look at the cards and decide what they would choose if they could only have 20 things for their household. Ask the groups to reflect – How did they feel about leaving some things out?

Now ask the groups to get rid of 10 things, as something has happened financially and they can only afford to keep 10. Ask the groups to reflect – How did they feel about it? What did they have to remove?

Facilitate discussion:

What is different about the answers the groups came up with?

Why did you choose the things you chose?

Did your group disagree on whether something was a need or a want?

Activity #8	Duration	Resources Needed
Make a spending diary	15 mins	Notebook Paper, scissors, stapler Example of a spending diary

Hand out notebooks/paper/materials to create a spending diary. Discuss the importance of noting every expense no matter how large. Explain that participants will also need to be aware of direct debits set up and when they pay for things online; these expenses also need to be written in the spending diary. It is important to keep the diary for at least two weeks; one month is better. But you need to be sure to include quarterly and annual expenses (e.g. divide your annual car registration amount by 26 fortnights and include that amount as a fortnightly expense).

Activity #9	Duration	Resources Needed
What app is that?	10 mins	Internet access and computer Handouts with app explanation/instructions

Let participants know of apps available to assist with tracking spending and budgeting. Participants can look on their own phones or if technology allows, the facilitator can demonstrate how an app is used to the group. Track My Spend and Money Brilliant are both free and easy to use.

Budgeting for Life

Key messages:

- A money plan lets you take charge of your money by allowing you to plan for future expenses so you have less stress around bills or expenses week to week
- Whether you are a spreadsheet, app or cash person, there are lots of different tools to help you to create a money plan
- Find the best money plan tool or template for YOU

Now that participants have an idea of their needs and priorities as well as how to track their spending, you can explore with them how to create a budget or money plan. It can be useful to talk about a money plan instead of a budget (particularly with young people), as “budgeting” evokes thoughts of restriction and limiting ourselves, where a “money plan” is more empowering and enables participants to feel they have some choice in where their money goes.

Like any plan or system in life, a money plan will only be effective if it’s something that is the right fit for how you live your life. For instance, if you don’t like to use computers or a smart phone, then an online or app based money plan is not going to work for you.

Activity suggestions:

Activity #10	Duration	Resources Needed
Budgeting Tools and Templates	15 mins	Money plan/budget templates Plain envelopes with categories GSM Play money Butchers paper/markers

Facilitator to explain various budgeting tools to the larger group. Break participants into smaller groups to discuss benefits and risks of the different methods.

It is useful to provide props (e.g. envelopes and play money, a variety of spreadsheet templates). Groups to share their pros and cons list with the wider group.

Activity #11	Duration	Resources Needed
Budgeting 101	10 mins	Butchers paper

Group discussion where participants are asked to share their own budgeting strategies. Facilitator can record strategies on butchers paper

Build a savings habit

Key messages:

- Having an “emergency fund” helps pay for life’s unexpected expenses
- Savings challenges are a good way to engage kids in a positive way about money

- Start slowly and you may have more chance of long term successful saving

Activity suggestions:

Activity #12	Duration	Resources Needed
Plug a spending leak	15 mins	Calculators/participant phones Examples on slides or handouts Paper/pens for recording spending leaks

Facilitator to explain what spending leaks are:

You might think that most of your money goes on big expenses. But really, it's often the small things you buy each day that can add up and cost you more over time. These small amounts of money that you spend without noticing are called spending leaks.

www.moneyminded.com.au

Use examples that are relevant to the cohort. Some examples are:

Take away coffee	Bank fees (overdraft/ATM/account)	Kids' after school snacks
Gym membership you don't use	Chocolate bar while shopping	Fast food
Fuel on unnecessary car trips	Buying appliances/gadgets you don't use	Credit card interest
*		

*Add your own and your participants examples to use in the future.

Invite participants to reflect on their own spending and see if they can identify their own spending leak. Hand out calculators or have participants use their phones to calculate the cost of their spending leak.

- What is your leak?
- How much does it cost?
- How often do you buy/spend it?
- How much could you save in one year?

Ask participants to think of a way they could stop, swap or save on their spending leak.

It is effective to have some examples of what that money may be better spent on. (E.g. \$4 coffee every day for a year (\$4 x 365 days = \$1460) is the same amount as an average family of four spends on a year of power bills in Victoria. Or it could be a return flight to LA from Melbourne.

Activity #13	Duration	Resources Needed
How much could you save?	10 mins	Calculators/participant phones Paper/pens for recording potential savings

Calculating how much you could save. Using calculators, ask participants to calculate how much they could save if they put aside \$5/\$10 per week. Ask them to reflect on what they could spend their savings on. Alternatively, flip this activity and ask participants to identify something they want to buy and then use the calculator to work out how much they need to put aside each week/fortnight/year.

Activity #14	Duration	Resources Needed
Coke bottle challenge	10 mins	1 x 1L, 1 x 600ml and 1 x 250ml empty coke bottles

Using props (empty coke bottle), ask participants to guess how many dollars worth of \$2 coins could fit inside the empty bottle. Participants' guesses are usually below the amount (1L = \$1510, 600ml = \$880, 250ml = \$350). The person with the closest guess gets to keep the bottle and try to prove you wrong!

Activity #15	Duration	Resources Needed
52 Week Savings challenge	10 mins	52 Week Challenge handout

Facilitator to explain the 52 week savings challenge. This challenge is a useful way to start a savings habit if someone has never saved before. In the first week, the saver only needs to put aside \$1. Each week thereafter, they increase that amount (the amount they put aside) by only \$1, and after 52 weeks they will have \$1378. Suggest participants think about saving in the same way you would think about doing 100 push-ups or running a marathon. You wouldn't attempt 20 push ups in the first day if you had never done push ups before. Similarly, you wouldn't try to run 10kms if you hadn't trained at all; you would probably injure your body! Saving for something or building an emergency fund is the same; you don't want to shock your budget straight away so it feels unsustainable and you give up. Start slowly and build up your savings strength over time.

- More tips and resources are available at www.moneysmart.gov.au/managing-your-money/saving

Power up your savings

Key messages:

- Energy bills can be expensive, but there are free ways you can reduce your energy consumption and the cost of your bill.
- In Victoria there are concessions and grants available to reduce your utility costs.
- Choose a method of paying your bills that won't cause you stress or cost you extra money.
- You can shop around for an energy provider with a better deal via Energy Compare Victoria (and collect a bonus \$50).

It would be useful at this point to understand the most urgent needs for participants to understand around their power bill. Depending on English literacy levels and the length of time participants have lived in Australia, it might be most useful to concentrate on energy saving tips around the house and concessions. If participants also attend an English class, perhaps their teacher could plan a lesson around understanding the different elements of a utility bill.

Activity suggestions:

Activity #16	Duration	Resources Needed
Energy Guzzlers	15 mins	Slides/handout with 'Free ways to reduce your bill'

Use slides (or handout) to stimulate discussion around free ways to reduce energy use at home. Ask participants to share their tips and tricks. Highlight energy guzzlers like heating and cooling and "vampire power"; the power that charges standby lights on out TV, microwave and WiFi.

Option: Create a quiz or true or false game to embed energy saving knowledge.

Activity #17	Duration	Resources Needed
Understanding your bill video	10 mins	Facilities to view video

Show the linked clip from the Water and Electricity Ombudsman which explains elements of utility bills:

<https://youtu.be/T4geRY3JXGE>

Activity #18	Duration	Resources Needed
Concessions and Grants	5 - 10 mins	Concession/grants info

Facilitator to provide information about concessions, Utility Relief Grants, \$50 bonus via Energy Compare and payment plans (hardship). Information about Victorian concessions available at <https://services.dhhs.vic.gov.au/concessions-and-benefits>

Activity #19	Duration	Resources Needed
Ways to Pay	10 mins	Concessions/grants info

Full group discussion of the benefits and risks of particular methods of payment (e.g. Centrepay/Direct Debit/BPAY etc.) Or break group up into smaller groups to discuss, then report back.

Safe and affordable credit options

Key messages:

- Using credit can be expensive but there are some safe, affordable and reliable credit options for when the unexpected happens.
- Remember the borrowing basics: Can I afford the repayments? Why am I borrowing? Is borrowing my best option?
- If you don't understand a financial product, service or contract, don't sign it! Ask someone you trust (or a financial counsellor) to help you understand if it is suitable for you.

Participants' needs and behaviours relating to credit will inform which credit products and services are covered in the workshop. For instance, lesser known and newer forms of credit such as buy now pay later services (e.g. Afterpay and Zip Pay), along with extremely expensive credit options like rent to buy contracts and payday loans, were seen as more important to include than other credit types (e.g. credit cards, mortgages or bank loan). Some of the concepts and language may be difficult for CALD learners, so it is a good idea to use case studies and examples to explain the risks.

Depending on time available, it may be useful to ask what sort of credit participants use; if people are not using payday loans, rent to buy or buy now pay later services, it would be better to spend more time outlining options such as NILS (the No Interest Loans Scheme); what is needed to apply and which local services provide them.

It is also important to be aware that people might not like to say that they use these services, so it is useful to have handouts regarding each credit product and let people know they can ask questions after the session. Activity suggestions:

Activity #20	Duration	Resources Needed
Credit overview and what are my other options?	20 mins	Slides or handouts on different forms of credit Information/brochures/links about safe credit options

Facilitator to guide discussion on different forms of credit and borrowing basics. Use slides or handouts to describe the different forms of credit (cash loans, buy now pay later, rent to buy and credit cards) and facilitate group discussion around risks and benefits of using credit.

Facilitator to guide discussion on alternate options to risky and expensive credit (E.g. borrowing, saving, making, trading, using what you have).

Include an explanation of safe and affordable credit options such as NILS – it is a good idea to have a local NILS worker there to explain what is involved in a NILS application. Find your nearest provider: <https://nils.com.au/find>

Activity #21	Duration	Resources Needed
Credit case studies and what are my other options?	20 mins	Case studies or credit examples Butchers paper or paper/pens for group answers

If a more interactive activity around credit products and services is desired, split the group into small groups or pairs and give them a different case study relating to a different credit product. Invite them to think of the risks the person took in using that credit product and what they could have done differently.

Include a discussion on alternatives to borrowing and an explanation of safe and affordable credit options.

Where can I get help?

Key messages:

- There are services who can help you face to face and over the phone; the key is to ask for help early.
- There are online resources you can access if you know where to look.
- Some services have interpreters available and multilingual resources.

Activity suggestions:

Activity #22	Duration	Resources Needed
Local service provider presentations	10-15 mins	Representatives from local services

Depending on the location there may be local service providers who can attend the session and explain how they can help. Otherwise facilitators can create a local guide using the template provided, or of course creating your own. It will be particularly useful to point out which services offer an interpreting service or multilingual resources.

In small and regional towns, some people might prefer to access National services online or by phone; a list of useful services has been provided at the end of this document.

Activity #23	Duration	Resources Needed
Services Bingo	10 mins	Local services information Services & Resources Bingo

Give participants a Bingo handout, this can be done individually, in pairs or small groups. Describe something you may need help for, a service provided by a local organisation and without saying its name and ask participants to find it on their bingo board. (E.g. this service provides food vouchers for people experiencing hardship; if I have a problem with a

credit contract I can go to....) It is useful to provide logos on the bingo board so participants can begin to easily recognise the different services.

Set a SMART goal

Key messages:

- Make your goals Specific, Measurable, Achievable, Realistic and Time-based for more chance of success

Activity #24	Duration	Resources Needed
Set a SMART goal	5 mins	SMART goal template Envelope/pens

Setting a SMART goal is a good way to achieve what you want and hold yourself accountable. And to offer some more accountability, so participants don't work out of the session and forget everything they've heard, facilitators can offer to take participants' written down goals and post them out to them in a month's time.

Facilitator to hand out goal template and envelope and invite participants to write their money goal, including the actions they need to take to achieve it, and place it in the self-addressed envelope so the facilitator can mail it out a month later.

Reducing your supermarket bill (additional)

In one of the pilot program workshops, participants wanted to learn about reducing their supermarket bill. This topic was included as part of the Smart Spending and Budgeting for Life sections, using the regular grocery shopping as one place to start tracking spending and adjusting as required. The additional PowerPoint slides (at the end of the side pack) can be used partially or as they are to accompany this topic.

Key Messages:

- Supermarkets use lots of tricks to get you to spend more time and money in their stores
- By following a few tips, you can avoid being tricked, and reduce your grocery spending

Activity #25	Duration	Resources Needed
Which price is right?	10 mins	Produce cards

Following an explanation of the price per kilogram slide, break participants into groups, giving each group a set of produce cards. Ask the groups to arrange the cards in order of the best value. They will need to take note of the price per gram or kilogram.

This activity could also be done to highlight the varied prices of branded and no-name products, or examples of a "special" that is not a "special". Simply look through the major supermarket catalogues or take images off their online shopping website.

Additional Resources

The following resources and templates are based on what was used in the pilot program and it is intended they be amended to meet cohort needs.

1. Money story images
2. A3 Money Plan
3. Animal money styles
4. Need vs wants game cards
5. ASIC Money Smart Budget Planner
6. First Nations My Money Plan
7. GSM Play Money
8. Free Ways to Save Power handout
9. 52 week savings challenge
10. Service & Resources Bingo
11. Service Info example_CALD
12. SMART goal