

Facilitator's Guide

Talking Money: Financial Capacity

Building Workshops

Women



Good Shepherd
Microfinance

For further information please contact Maggie Mildenhall (maggie.mildenhall@gsmircofinance.org.au) or Dr Zara Lasater (zlasater@gsmicrofinance.org.au).

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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 DHHS, facilitate 25 financial capability workshops to specific cohorts across different geographic areas of Victoria.

Of the 25 workshops, 10 were delivered to women in living in regional Victoria. In each location the workshop was delivered in partnership with a trusted local organisation, with an overall objective to strengthen the financial resilience of participating women so that they are able to make informed and enabling financial decisions.

Workshop facilitators drew on the knowledge of the local partner to tailor the content for the specific location and 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 presentation and activities can be used as it is, or in part so as to best meet the needs of participants; 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 women. As such it represents topic areas aligned to those that design partners identified as significant to cover with regional women and able to be delivered in a two hour workshop setting. The needs of local women may call for other topics to be covered such as making the most of Superannuation, insurance and financial abuse.

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 includes local services and information on available grants and 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.

It was also important in some cases to offer a childcare service so that women with children at home could attend.

Individual Support

It is useful to have someone with specific knowledge and experience present during the workshop, (e.g. financial counsellor, financial capability or NLS worker) to address issues or questions raised throughout the workshop and individual concerns following the session. Attendance of local service providers at the session 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 the workshop is covering topics such as family violence or financial abuse it may be useful to have someone with specific capability in this area to support participants if they are triggered by certain conversations.

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. Often participants have not been asked to share their money experiences or spoken of times of financial difficulty and it can be confronting for those sharing and those listening. Therefore things you may wish to include are:

- 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 amongst your participants. Therefore a facilitator will need to ensure the sessions 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.

Women specific learning needs

Further to the above general learning principles, the facilitator may want to include elements that particularly enable women:

- Creating points of inspiration and deeper connection building for participants during the session;
- Building in connection points with the local partner organisation or with other workshop attendees to see if money goals are kept on track;
- Bringing a strong empowerment agenda to the session content and delivery.

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/goal and have the facilitator post it to them in a month's time. Often workshop participants walk out of a session feeling inspired about what they have learnt and what actions they are going to take, and then of course life happens. So it can be very useful for participants to be provided with a memory jogger in the following month or two.
- Explore the desire for participants to stay in touch via a Facebook group or future workshops. Women often thrive on connection and in regional communities participants may already be connected on community social media groups, so it may not be a stretch to start a group focussed on money experiences, to share tips, strategies and local bargains.

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 worked well?
- What did not work well?

- Did participants grasp the key messages?
- Were topics and case studies relevant?
- Were activities engaging?
- Were there unexpected questions from the participants?
- Are there things which could be done differently next time?

Course Outline

This workshop is designed to transfer knowledge and build skills that will enable women to feel more empowered to manage their money wisely. It is good to leave ample time for discussions as participants are likely to have examples they want to share; learning from the experiences of other women who are in a similar situation can be extremely impactful.

Learning Outcomes

The following Learning Outcomes are based off the session topics identified as important by the stakeholders involved in the initial design process and were used to guide the development of the pilot workshops.

Learning Outcome	Description	Participants will be able to:	Knowledge Check
LO 01	Power up your savings.	Participants can identify ways they can manage their bills as well as save money.	KC 01 KC 02
LO 02	Understanding where you can access safe and affordable credit.	Identify the dangers of fast money and where they can access affordable credit	KC 03 KC 04
LO 03	Knowing local Support Services available.	Identify the Support Services available and describe how they assist people.	KC 05 KC 06
LO 04	Identify a realistic money goal and supporting strategies to achieve this.	Set a SMART money goal and create supporting strategies to achieve this.	KC 07

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 Women Talk Money and Playing to Your Strengths topics as introductory exercises. Women responded well to beginning the workshop by acknowledging and being able to share any current or previous financial challenges, articulating goals or desires to do with money, then identifying their strengths.

The example activities in the following overview match the PowerPoint (PP) provided and are further detailed in the Facilitator’s Notes section of this Guide, along with some variations on activity ideas.

Session Title	Session Topic	Activities	Options for Assessment	LO	Timing
Introduction and Acknowledgement of Country	Welcome, session overview and getting to know you	Participants share their name and expectations of workshop Activity can be conducted via individual post-it activity, group discussion or pair and share.	N/A	N/A	10 mins
Women Talk Money	Everyone has their own money story, and talking about it is important. Many women face particular financial challenges	Participants use post-it notes to answer the questions “What does money mean in your life and your family? What do you want in your life that money can enable?” Facilitated discussion around the importance of understanding our money beliefs and where they stem from and role modelling good money management practices for the next generation. Further discussion around particular issues faced by women such as time out of employment due to caring roles, smaller amount of Superannuation.	Participants reflect on their money story.	N/A	15 mins

Playing to your strengths	Knowing your strengths and using them to overcome challenges.	<p>Participants brainstorm and discuss different money strengths.</p> <p>Activity can be conducted via individual post-it activity, group discussion or pair and share.</p> <p>Handout Suncorp Money Profiles for participants to take home with them for further reflection.</p>	<p>Participants identify their personal strengths and areas for improvement.</p> <p>(This can be filled in on the worksheet)</p>	N/A	10 mins
Budgeting for life	Creating a money plan or budget enables you to have control over your finances.	<p>Facilitated discussion around different budgeting methods such as cash envelope/spreadsheet/Apps/separate bank accounts. Encourage participants to share their own methods.</p> <p>Participants to receive a copy of the A3 Money Plan worksheet to fill in throughout the workshop.</p> <p>Plug a spending leak activity.</p>	<p>Participants identify a spending leak they would like to save on.</p> <p>(This can be filled in on the worksheet)</p>	N/A	15 mins
Power up your savings	Understanding energy bills, ways to reduce usage, applying for concessions/hardship and getting a better deal	<p>Using PowerPoint slides or handouts as a prompt, participants share tips and tricks for saving money on household bills.</p> <p>“What are your energy guzzlers at home?”</p> <p>Facilitator to provide information and factsheets about concessions, Utility Relief Grants, applying for hardship, setting up payment plans and Centrepay.</p>	<p>Participants identify ways they can manage their bills as well as save money.</p> <p>(This can be filled in on the worksheet)</p>	LO 01	20 mins
BREAK – 5 minutes					
Smart spending	Risks of fast money and where to access safe credit	Overview of cost/risks associated with credit (Buy now pay later services, payday loans, rent to buy contracts)	Participants identify the dangers of fast money and	LO 02	25 mins

		Use PowerPoint slides/handouts or relevant case studies to explain things to look out for when considering credit. Facilitator (or NILS/StepUP worker) to explain eligibility and application process for safe and affordable credit options.	where they can access affordable credit. (This can be filled in on the worksheet)		
Build a Savings Habit	Having an Emergency Fund or savings buffer allows us to avoid expensive credit in an emergency	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. Encourage participants to share their own savings tips and tricks.	Participants identify a savings challenge/strategy to try. (This can be filled in on the worksheet)	N/A	5 mins
Who you gonna call?	Support services that can help	Information about local support services that are available to help you get on top of, and discussion around the importance of staying on top of your financial wellbeing. (If possible have a service provider attend as a guest speaker to discuss their service)	Participants identify support services available and describe how they assist people.	LO 03	10 mins
Workshop close	Goal setting and reflecting on what has been learnt Thank you!	Set a SMART money goal with steps to achieve it. Recap/reflections- "What have you learnt today?" "What action(s) are you going to take as a result of today?"	Participants set a SMART goal	LO 04	5 mins

Knowledge Check Questions

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

Knowledge Check	Learning Outcome	Topic Area	Question	Responses
KC 01	LO 01	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 02	LO 01	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. c) Ask your energy provider about getting into their hardship program. d) All of the above	d) All of the above
KC 03	LO 02	Risky credit Vs safe and affordable money	True or False Lucy needs a new washing machine but doesn't have enough money to buy it outright. She finds a store offering rent to buy deals on the washing machine she is interested in and enters into a four year contract. At the end of the four years, the washing machine is now Lucy's.	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!
KC 04	LO 02	Risky credit vs safe and affordable money	When applying for a loan, who is responsible for ensuring you can repay the money? a) It's your responsibility to make sure you can afford the repayments on a loan	b) Both you and the credit provider are responsible for making sure any loan is appropriate for you.

			<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>	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.
KC 05	LO 03	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>	Financial Counsellors
KC 06	LO 03	Support services that can help you	<p>Which of the following provides a free and confidential service?</p> <p>a. 1800RESPECT</p> <p>b. Gambling Helpline</p> <p>c. Lifeline</p> <p>d. National Debt Helpline</p> <p>e. All of the above</p>	d. All of the above
KC 07	LO 04	Setting and achieving financial goals	<p>True or False</p> <p>Lizzy has set a goal to save \$5000. She has created a vision board and hung it on her fridge.</p> <p>Now all she needs to do is wait a while and her goal will be achieved.</p>	<p>False. To have the best chance of achieving financial goals, they should be:</p> <p>Specific- outline steps/actions to take</p> <p>Measurable- what does success look like</p> <p>Achievable- set a target that is possible</p> <p>Realistic- unrealistic goals set us up to fail</p> <p>Time-based- set a timeframe to work within</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. 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 activities and what you choose will depend on who is in the room (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 to begin the session as participants warm up, this is especially beneficial for young women or groups who don't know each other at all:

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

Women talk 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 then 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
- Many women face specific challenges when it comes to finances, such as time out of workforce due to caring roles, traditional gender roles and financial abuse. They also have a longer life expectancy than men, so lower savings/Super for retirement makes them especially vulnerable

Activity suggestions:

This activity is intended to building self-awareness about participants' personal money story and their aspirations.

Activity #1	Duration	Resources Needed
What is your money story?	10 mins	Post-it notes

		Pens Butchers paper/wall for displaying post-it notes
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Have two areas on the wall/butchers paper, one for each question:

- What does money mean in your life and your family?
- What do you want in your life that money can enable?

Write up the questions and ask participants to write their answers to the two questions on separate post-it notes and stick it on the wall. The facilitator can then group the responses and facilitate discussion. There are likely to be some similarities or challenges/issues that will be addressed throughout the workshop which can be highlighted.

The facilitator should point out the importance of understanding our money beliefs and where they stem from and the way this process can also help participants to role model and shape good money management practices for the next generation.

Activity #2	Duration	Resources Needed
Video: ASIC's MoneySmart presents Women talk money with Kate Ritchie	10 mins (Video 5:40)	Facilities to show video www.youtube.com/watch?v=qYEYmZYsd0U

Following the video, participants may want to discuss or share their reflections own their own money story. The facilitator could lead the discussion by asking a question such as “What has been your best or worst financial decision?” or allow the conversation to flow naturally. Depending on time available, participants could share with the person next to them so that everybody has an opportunity to speak.

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 PowerPoint slide or their own examples 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 #3	Duration	Resources Needed
Brainstorming money strengths	5 mins	Butchers paper/markers

In small groups, ask participants to brainstorm all the ways they are good with money – with prompts from facilitator if needed. Each group can put their butchers paper on the wall and compare ideas with the rest of the participants. Another possibility is to use the Suncorp Money Profiles handout provided in the resource section. They can also be found here along with further explanation about each profile: <https://www.suncorp.com.au/money-profile/about.html>

Activity #4	Duration	Resources Needed
What's your money profile?	10 mins	Suncorp money profile handouts Laminated profile cards (if possible)

Handout the money profiles and ask participants to choose the profile they most identify with- they could be a mix of two or more profiles. The facilitator can either use the profiles as a prompt for general discussion or go through each profile with the whole group. Then ask participants to chat with the person next to them about why that profile resonates and which of the suggested tips they can put into action.

If there is time the pairs can bring their responses back to the group- it is often less confronting to talk about someone else's strengths in a group rather than your own.

Participants receive laminated money profile cards to take home with tips and tricks relating to their money profile.

Budgeting for Life

Key messages:

- A money plan/budget 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

This section is to explore the benefits of a budget or money plan, how to create one by tracking spending and the importance of finding a method or template that will work for the individual. It can be useful to talk about a money plan instead of a budget (particularly with younger 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 #5	Duration	Resources Needed
Budgeting Tools and templates	15 mins	Money plan templates Plain envelopes with categories GSM Play money Butchers paper/markers

Facilitator to explain and demonstrate various budgeting methods and 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. Participants may want to share their own budgeting methods and strategies. Facilitator can record strategies on butchers paper.

Activity #6	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. They can fill in the space provided on the A3 worksheet.

It is impactful 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.

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).

Activity suggestions:

Activity #7	Duration	Resources Needed
Energy Guzzlers	15 mins	Slides/handout with "Free ways to reduce your bill" Concessions info: https://services.dhhs.vic.gov.au/energy

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 to create a quiz or true or false game to embed energy saving knowledge.

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

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 #8	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>

Smart spending

Key messages:

- If managed well, using credit can be helpful. But it can also get you caught in a cycle of debt. You need to read the fine print and you need to be aware of the risks.
- There are some safe, affordable and reliable credit options for when the unexpected happens.

Participants' needs and behaviours relating to credit will inform which credit products and services are covered in the workshop. For instance, lessor 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). 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.

Discussion points:

- 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 and rent to buy) 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 #9	Duration	Resources Needed
Credit case studies and what are my other options?	20 mins	Case studies/credit contract examples Butchers paper or paper/pens for group answers

For a more interactive activity around credit, break into smaller groups and provide each group with a different case studies or a credit contract example. Invite each group to list and discuss the financial risks of their credit example and how they might mitigate those risks.

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:

Now that participants have identified some savings they can make, whether through plugging a spending leak, reducing energy use or something else, it is helpful to give some ideas/tools to create a savings habit.

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

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 #11	Duration	Resources Needed
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52 Week Savings Challenge	10 mins	52 Week Challenge handout
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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

Who you gonna call?

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.
- Seek help early

Activity suggestions:

Activity #12	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.

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 #13	Duration	Resources Needed
Services Bingo	10 mins	Local service information Service & Resource 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 #14	Duration	Resources Needed
Set a SMART goal	5 mins	SMART goal 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 walk 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.

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 A3 HMoney Plan
- 2 Suncorp Money Profiles
- 3 ASIC Money Smart Budget Planner
- 4 First Nations My Money Plan
- 5 GSM Play Money
- 6 Free Ways to Save Power
- 7 52 week challenge
- 8 Service & Resource Bingo
- 9 SMART goal
- 10 Services Info example
- 11 Services Info example 2