



MONEY

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MONEY SMART TOOLKIT

Practical and inspiring advice and guidance on how to support the financial understanding and abilities of young adults.



Funded by



Shwmae!

Hello!

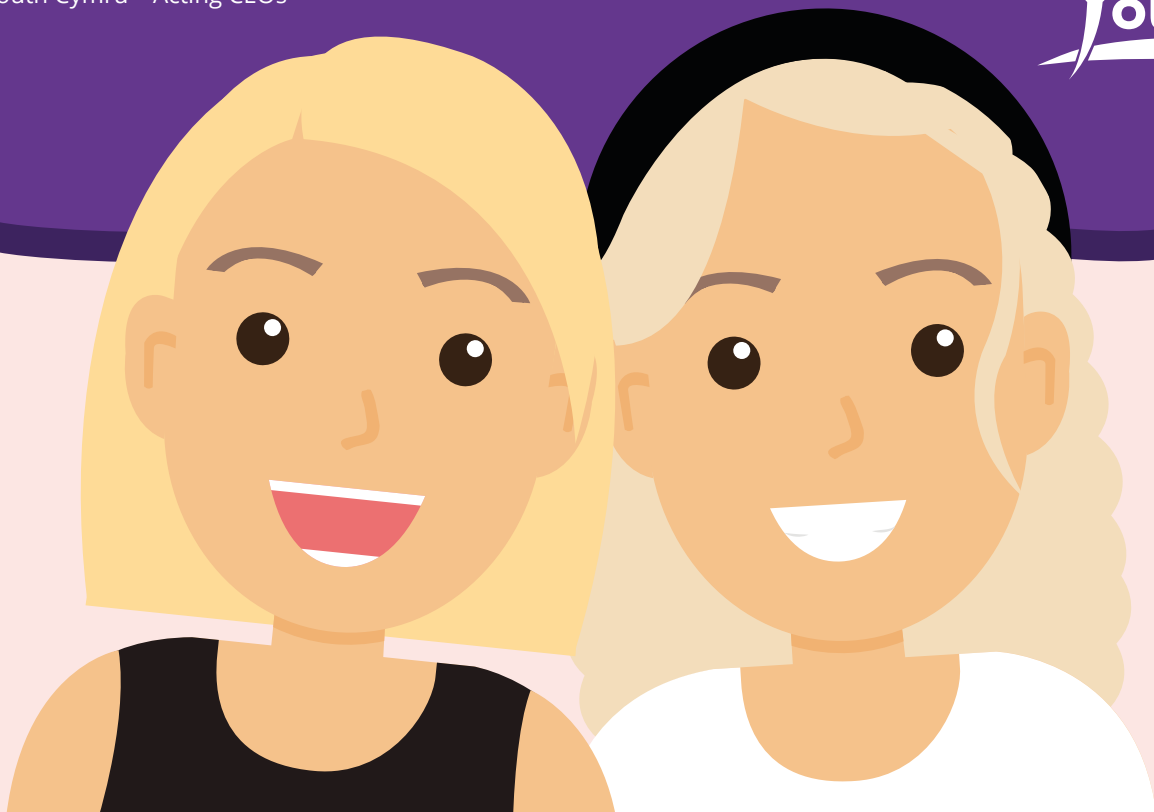
CROESO

Welcome

Welcome from Youth Cymru's CEOs

Welcome to the Youth Cymru Financial Capability Toolkit. In these pages, you will find practical and inspiring advice and guidance on how to support the financial understanding and abilities of young adults. At a time of transition to independent living, future personal financial independence can be a very real worry and challenge and we at Youth Cymru know that young people need the right attitudes, skills and knowledge to meet these new challenges. This is the perfect time to train and support young people to develop these vital skills enabling them to avoid unnecessary financial problems and issues in the future. We hope this toolkit will help you provide this support and ensure we all continue to contribute to developing their understanding of their own barriers and problems, find solutions and help them move towards becoming more financially capable now and in the future.

Mel Ryan and Julia Griffiths
Youth Cymru – Acting CEOs



What works?

In support of the UK Financial Capability Strategy, the Money Advice Service launched a new fund of up to £7 million to help develop sector wide understanding of how financial capability can be improved. The What Works Fund aims to build evidence and to establish the interventions which best help people to manage their money and it has funded the research, design and development of this toolkit.

The Toolkit

Money Smart is a toolkit for young peer educators and youth workers. It has been designed and shaped by our consultation with over 400 young people aged 16-25 who have helped us identify the barriers they face to being financially capable. Designed to be used by young people working as peer educators with other young people, its content is equally useful to youth workers or other professionals. The activities provide the resources to identify and discuss the barriers that young people face and empower them to address them, find solutions and become more financially capable as they move towards adulthood.

The sessions can be used as stand-alone activities or to compliment your own financial capability work. It is hoped this toolkit will provide a means for further development work and result in young people becoming better able to manage their money, feel confident in their skills and abilities and understand where to find support. It is also hoped that it will provide a means of sharing and valuing young people's perspectives and experiences resulting in young people and youth workers going forward supported with insights and solutions on how they can be financially capable.

Within this toolkit there are 3 sessions. The sessions can be delivered separately on different days or combined and run as a day's course. Each session will have a number of activities related to specific learning outcomes and, where applicable, resources have been included.

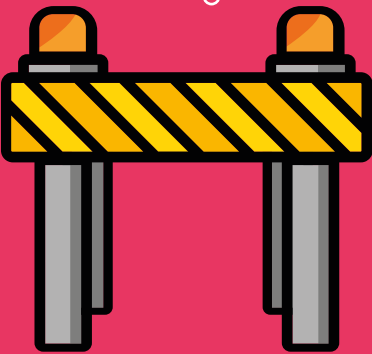
**DESIGNED AND SHAPED
BY OUR CONSULTATION**

**- WITH OVER -
400 YOUNG
PEOPLE
AGED 16-25**

**WHO HAVE HELPED US
IDENTIFY THE BARRIERS
THEY FACE TO BEING
FINANCIALLY CAPABLE**



A breakdown of each session are as follows:



SESSION 1
BREAKING BARRIERS

Stand up to barriers,
How to overcome barriers and
keeping in control of your barriers.



SESSION 2
SPENDING POWER

Essential or Luxury, Make every
penny count and Spending diary.



SESSION 3
SUCCESSFUL SAVINGS

Find the savings,
Savings galore



Evaluation

The design and development of this toolkit has provided not only a new much needed resource for the youth sector but also enabled a research project. A Randomised Control Trial has allowed us to explore the extent to which peer (or near to peer) financial capability education supports young adults in the transition to independent living and to become financially capable. Results and a more detailed report on our findings can be found at www.youthcymru.org.uk.



Acknowledgments

Our thanks to all the young people and staff at Cardiff, Cwmbran, Blackwood and Llwynypia, ACT Training Centres in Cardiff, Caerphilly and Swansea, Educ8 in Ystrad Mynach, the Money Advice Service – What Works Fund and Clear View Research LTD. A special thanks to our three Financial Capability Peer Educator Apprentices – we couldn't have done this without you.

Group Agreement



Purpose:

A group agreement is one of the most important exercises when working with a group. The purpose of a group agreement is to create an open and respectful environment in which the group can work together creatively and individuals feel safe, sharing their ideas and opinions. It is important that the group creates this not the tutor as it gives them control instead of being “told the rules”

Resources:

Flipchart paper,
Markers, blue/white
tack.

Time:

10 Minutes.

- Explain to the group that they may be talking about sensitive issues and that the group should agree to set some ground rules that they will agree to follow throughout the session
- List the rules on the flipchart. Ask all of the young people if they understand the rules or if they need further explanation. Once completed put the rules where everyone can see them throughout the session using blue/white tack to secure to surface if necessary.
- When someone breaks the rules refer them to the group rules sheet, even better if the group refers the rule breaker to the group rules sheet.

Keep the rules created and re-visit at the beginning of each session.



Ice breakers



- A training game which helps to 'break the ice' at the start of a course or session. It allows people to learn, feel comfortable and form a group in a fun non-threatening way.
- An effective way of introducing people to each other at the start of a training session where people do not know each other well. Other times to include an ice breaker could be when returning from lunch or break or after an activity that was challenging.
- Well-designed and well-facilitated, ice breakers help get things off to a great start. By getting to know each other and facilitators and learning about the objectives of the event, people can become more switched on and so contribute more effectively towards a successful outcome.
- The trainer/educator can use ice breaker games as a quick assessment of the group to gauge how much they know about the topic, how comfortable they are in groups, their backgrounds, and expertise and so on.

Successful ice breakers need to be focused on meeting your objectives and appropriate to the group of people involved.

Do's and Don'ts of Ice Breaker Games

There are many ice breaker games available in books and online, so you are spoilt for choice. You can even create your own icebreaker or modify one that you have found. The following **do's** and **don'ts** will help you choose the right kind of ice breakers for your event.

DO

- Choose the right ice breaker activity for the right group.
- Allow sufficient time for ice breaker activities.
- Use ice breakers to create a relaxed environment.
- Make the ice breaker and instructions simple.
- Monitor the participants.
- Be ready to adapt the activity according to the number of people taking part.
- Have a back-up plan. If the ice breaker isn't working, use an alternative.

DON'T

- Introduce an ice breaker activity that will make others uncomfortable.
- Limit ice breakers to the beginning of a meeting or training event - use them to revitalise the group at any time.
- Force people to participate.





Example Ice breaker



Money Bingo

The aim of this activity is for people to move around the room and talk to each other. Hand out the Money Bingo sheet to each individual and ask them to read the sheet and identify which type of spender they are. Ask the group to stand up and move around the room. They then ask each other what type of spender they are and cross off the matching statement on the sheet. Give a timeframe of around 5 minutes. The aim is to be the first to cross off all the statements and shout "BINGO". If no one shouts out Bingo then the one that has cross off the most wins the game.

MONEY BINGO

Will eat products past their sell-by date (not use-by date)

Careful with money and thinks before buying something

Cooks food from scratch instead of eating ready meals

Runs out of money before payday

Will shop around for the better deal and sale items

Will not usually lend money to anyone. Charity start at home

Saves money each month for the future

Knows exactly how much someone owes them

Spends their money as soon as they are paid

Will mostly buy the cheaper option instead of the more expensive brands when buying food

Spends most of their money on bills and rent

Needs some help managing their finances

Don't feel guilty when spending money on themselves

Spends most of their money on having fun

Loves to give presents more than receiving them

Able to save for something special



SESSION 1

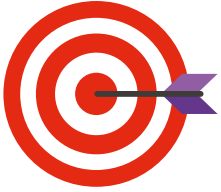
BREAKING BARRIERS

This session looks at the barriers young people face when dealing with Financial Capability. There are three activities that help identify barriers and explore solutions to overcoming those barriers. Young people will be able to look at their own barriers and put themselves back in control to manage their money better.



SESSION 1, ACTIVITY 1

Stand up to barriers



Aims:

The aim of this activity is for young people to recognise and understand the barriers that stop them from being financially capable and through group discussion to explore whether they can overcome the barriers.



Outcome:

Young people will....

- Acknowledge and understand barriers to financial capability
- Change mind-set towards financial capability
- Feel more confident in own ability to manage money
- Have increased hopefulness and motivation regarding future prospects and goals

Ice breaker

See Ice breaker example above.

Group rules:

Draw up a group agreement (first session), revisit at the start of each session.

Resources:

Flipchart paper, pens, Barrier cards, In Control an Out of Control cards.

(see page 12 and 13)

Running the activity

1.

Explain: In this session you will look at a number of barriers that may be stopping them from being able to manage their money. Place the In Control and Out of Control cards on the wall opposite sides to each other. Read out a barrier from the sheet and explain to the young people to think about whether if this is a barrier and if so, can they overcome that barrier and how. If they are able to they are in control and go to the In Control card side but if not, they are to go to the Out of Control card side.

2.

Ask the class to get up on their feet. Read from the barrier cards one at a time and ask the young people to stand by the most appropriate control card.

3.

Wait until they have made their selection. Turn to the group stood by the Out of Control card and ask each of them why they chose to stand there. Once they have given their answer turn to the In Control group.

4.

Ask the In Control group to explain to the other group how they are able to overcome that barrier and stay In Control.

5.

Encourage the group to debate whether the barrier is 'in control' or 'out of control' putting forward reasons for their choice. During this debate the people may change their minds and decide to swap sides.

6.

You may cover as little or as many of the barrier cards as you can depending on the depth of discussion for each barrier. You might not be able to cover them all in the allotted time.

7.

Q&A/discussion opportunities:

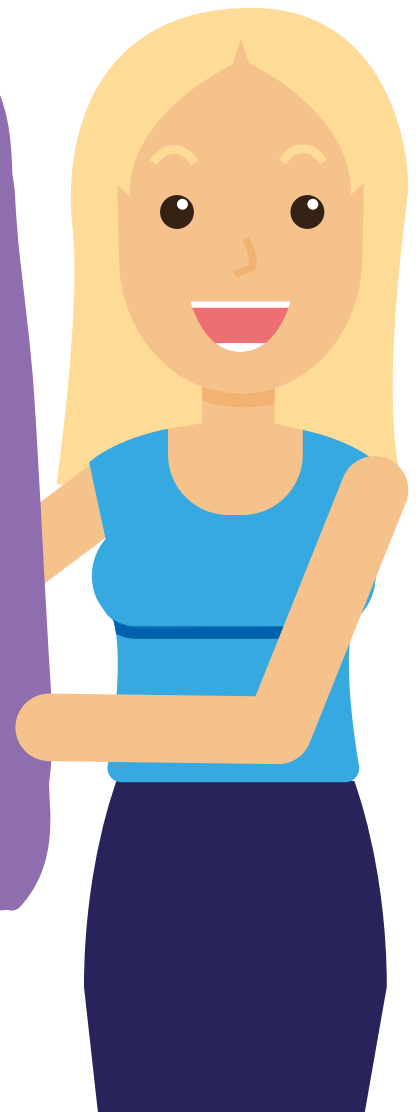
- Encourage debate, you can ask questions to guide the discussion but do not give them the answer or tell them they are wrong.
- To overcome the barrier they may not be able to change the situation or the reason for the barrier however they could change their behaviour e.g. phone bill has increased. If for example they are unable to set up on a cheaper plan they will need to look at their other expenditure and reduce their spending in other areas to accommodate the increase.
- Ask whether anyone has changed their view following each of the debates and if yes they can change sides
- If individuals feel that they are unable to overcome the barrier ask them why this is and turn to the group one last time to see if further debate can change their mind-set.



Helpful Tips



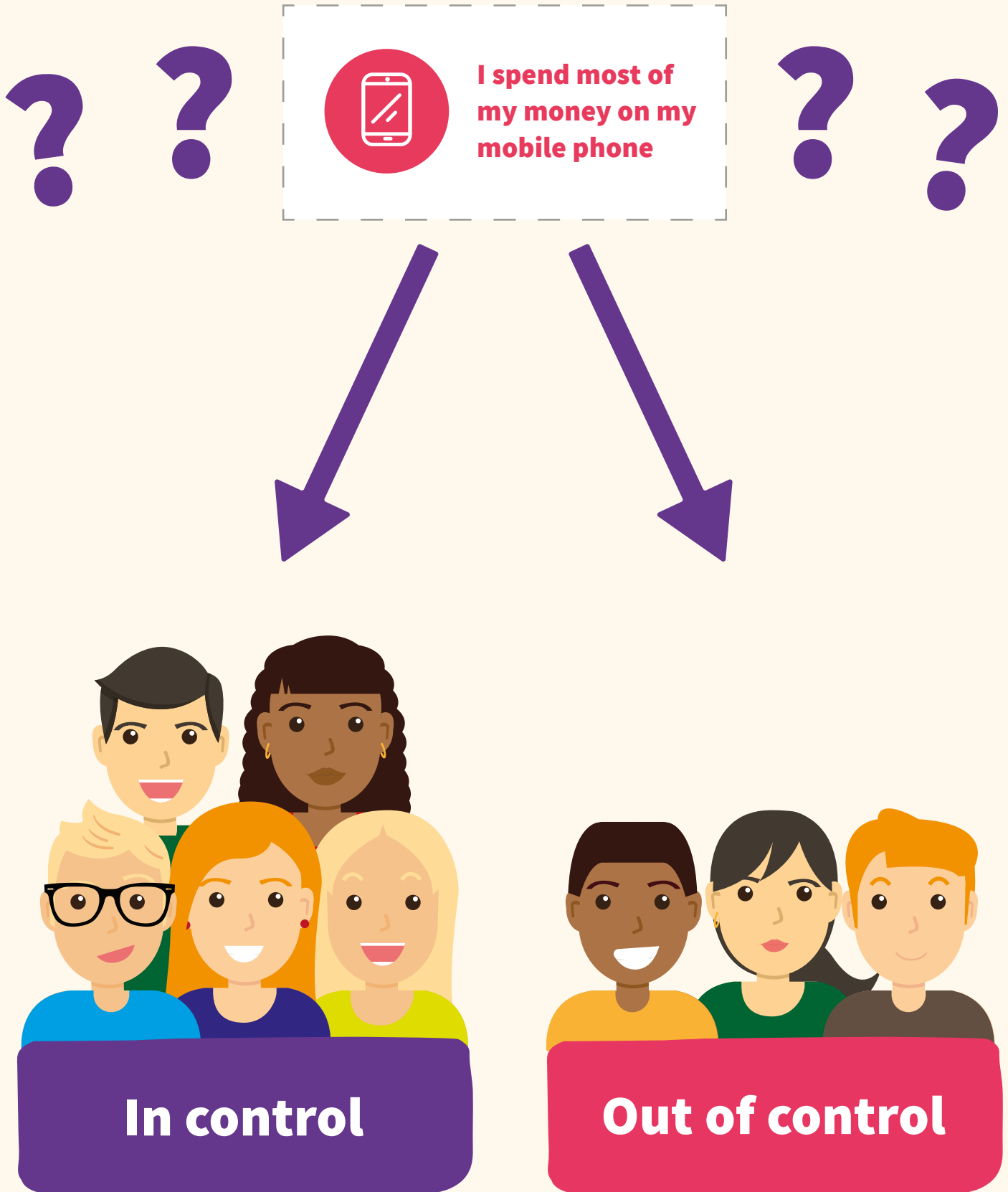
- * See Barrier Cards below that can be copied and cut into individual cards.
- * Familiarise yourself with the cards and the Example Solution Sheet before the session
- * Discussion and debate is good, make sure young people keep within the group agreement and that it does not get too heated.
- * Encourage everyone to get involved with the debate however if someone doesn't want to then that is okay. They are still involved and are listening.
- * All the barriers can be overcome but they may have reasons that they cannot find a way. That is okay and they are entitled to have an opinion.
- * Many barriers are 'out of their control' however if the young people explore different options and look at positive behaviours they will have choices and be 'in control'.
- * See '**Barrier Card – Example Solution Sheet**' can be handed out as examples of overcoming the barrier (optional).

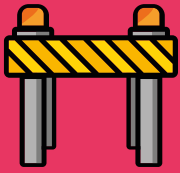


Out of control

In control

The In Control and Out of Control cards needs to be placed on opposite walls of the room where the young people can move to once they have decided which side the barrier card issue lies.





Barrier Cards Worksheets

To be printed and cut into individual cards for Activity 1. Can be enlarged or made smaller. They can be on coloured card or paper and laminated.



I don't have enough money



My rent has gone up



I spend too much money as soon as I get paid



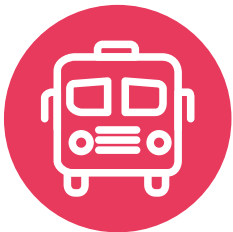
I don't have a bank account, my money goes into someone else's account



All my money is spent on bills



I don't need to manage my money as someone else does this for me



My bus fare has gone up



My friends influence me to spend money



I lend money to my friends so I don't have enough for myself



I support my family as the main wage earner



I like expensive brands and will not wear anything else



If I run out of money I ask my parent for more



I don't know where to get help from



I spend most of my money on buying fast food and takeaways



I spend most of my money on my mobile phone



I have never saved money before



I smoke too much



No one in my family works and are on benefits. There's not a lot of money to go around

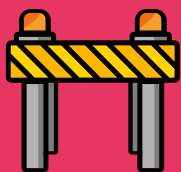


I have grown up around people spending money on drink or gambling



I borrow more money every week to pay back what I owe





Barrier Cards - Example Solution Sheets

The information below are examples on how barriers can be overcome. These examples can be used when asking open ended questions to guide discussions. Read these before the sessions to give you an understanding of how to overcome the barriers being discussed.

I don't have enough money

Look at what you are spending your money on and see where you can make savings or changes e.g. if you regularly go out for food, make this more of a treat or make food at home.

My rent has gone up

Unable to make changes for this but you could look at making changes to your spending. If it continues to be a problem try finding cheaper accommodation or change jobs.

I spend too much money as soon as I get paid

Make a budget for the week/month and work out how much your bills come to. Then decide how much money you will need each day until you get paid again and put this aside.

I don't have a bank account, my money goes into someone else's account

Open a bank account. You will need identification and certain documentation to be able to do this. If you are under 18 you may need a parent or guardian to go with you. Here is a link that explains what documentation you may need
<https://transferwise.com/gb/blog/how-to-open-a-bank-account-in-uk>

All my money is spent on bills

Make a list of your essential bills, can these be reduced?
Is there anything you can stop paying ask yourself "do I really need this?" Can you find different options?

I don't need to manage my money as someone else does this for me

If it works well and you are living within a budget ask the person who manages the money for you to help you understand so that you can start managing it yourself.

My bus fare has gone up

Research weekly tickets or discount cards where you pay a lump sum. Can you walk, ride a bike or share a car journey?

My friends influence me to spend money

Set yourself a budget and stick to it. You can only spend what you have. Look at cheaper or free days out or look at evenings in with friends.

I lend money to friends and don't have enough for myself

Stop lending if you need the money for yourself. When you lend regularly to the same person they rely on the money you give them. They do not learn to live within their means and you may go into debt.

I support my family as the main wage earner

Work out how much you need to live on for the month and put that aside such as bus fare and food.

I like expensive brands and will not wear anything else

Buy branded goods in the sale or buy them occasionally.
Shop for low cost clothing.

If I run out of money I ask my parent for more

Work out how much you need for the week and set a budget. See if you can stick to it. If you do not learn now you may find it more difficult later on.

I don't know where to get help from

There is information online. Make an appointment to visit a bank to get advice on saving and budgeting. Please see Advice and helpline Directory sheet which lists organisations that can help with this.

I spend most of my money on buying fast food and takeaways

Cook/prepare food at home. Buy food at cheaper venues. Limit yourself when you buy food in fast food restaurants.

I spend most of my money on my mobile phone

Are you going over your limits on your contract each month? Why is this? Ask your phone provider to put restrictions on your phone to stop you having an increased bill each month. If they charge you to send a picture text you could try using messenger or WhatsApp as it is free to use these apps.

I have never saved money before

Once you have taken out your expenses for the week/month from your money start saving something small. This might be as little as £1 per week. If you are able to live comfortably without this amount for a few weeks increase it by a small amount. Arrange to visit your local bank/building society or look online. They will advise you on the best savings plan for your needs.

I smoke too much

There are organisations that can help you to cut down and give up such as Ashwales or NHS Wales. If you are looking to cut down expenditure, find cheaper options.

No one in my family works and are on benefits. There's not a lot of money to go around

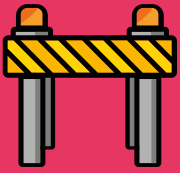
Look at what you need to spend on travel and food and budget for each day. Look at ways to save money such as making food instead of buying from fast food restaurants i.e. McDonalds.

I have grown up around people spending their money on drinking and gambling

Be sensible in what you can afford. You can do this by setting yourself an amount to spend when you go out and stick to it.

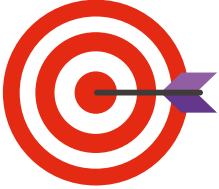
I borrow more money every week to pay back what I owe

Look at what you are spending and reduce this so that you borrow less each week until you do not need to borrow.



SESSION 1, ACTIVITY 2

How to overcome barriers



Aims:

The aim of this activity is for young people to look at their own barriers and come up with ideas on how to overcome to be more financially capable.

Resources:

Flipchart paper, pens.



Outcome:

Young people will....

- Acknowledge and understand barriers to financial capability.
- Change mind-set towards financial capability.
- Feel more confident in own ability to manage money.
- Have more self- control and improved ability to manage finances.

Running the activity

1.

Explain: In Activity 1 they should have identified barriers which can affect people from being able to manage their money. In this activity they will explore what affects them personally, discuss this in a group and find ways to overcome this barrier. Hand each group flipchart paper and pens.

2.

Ask each person to come up with one thing that stops them from being financially capable and write this on the flipchart paper.

3.

Discuss each of the barriers and write down their ideas on how to move the barrier from being 'Out of Control' to being 'In Control'. They need to think about what they can do, how they can do it and who can help them, for example they can look up money advice websites online, phone money advice agents or talk to someone in person that can help them.

4.

Ask the groups to feedback their answers to the class. Ask the class if they have any other suggestions.



Helpful Tips



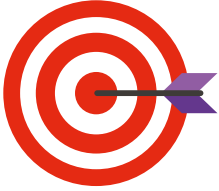
- * Encourage the groups to share ideas and to write down what they have discussed even if they do not agree with everything.
- * It is important that they have opportunity to learn from each other.
- * Walk amongst the tables and see if anyone needs help or support. Ask open questions to prompt them to find barriers which they can work on.





SESSION 1, ACTIVITY 3

Keeping in control of your barriers



Aims:

The aim of this activity is for young people to create a plan and record what changes they can make to stay in control of the barriers to make them financially capable.

Resources:

Planning my In Control activity sheet, pens.



Outcome:

Young people will....

- Acknowledge and understand the barriers to financial capability.
- Change their mind-set towards financial capability.
- Feel more confident in their own ability to manage money.
- Have more self-control and improved ability to manage finances.

Running the activity

1.

In activity 2, young people identified what barriers affected them individually. Hand each person a Planning my In Control activity sheet and ask them to read through it.

2.

Explain the columns and go through the example on the form.

3.

The young people work individually using the activity sheet 'Planning my Control' to create a plan to help them take control of their barriers in order to move forward.

4.

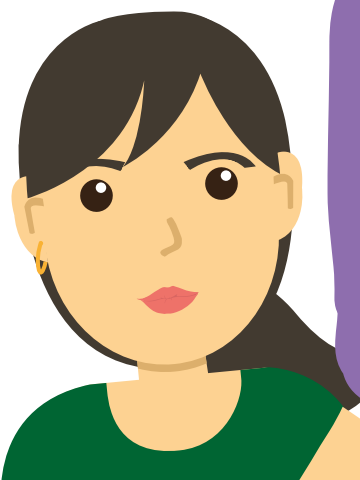
Ask the young people to keep these sheets as they become the young people's plan to help them in their steps to becoming financially capable.



Helpful Tips



- * Use the Barrier Card example sheet to help you guide the discussions if needed.
- * Encourage young people to take control and recognise that they can take charge of their finances.
- * Explain to the class that when they plan out their spending and speak to the right people they will be surprised how much money they could save.
- * Complete a Planning my in control sheet prior to the activity so that you fully understand the form and can provide real examples if necessary.



Planning my In Control activity sheet

Barrier	What needs to happen to achieve this?	Who can I speak to that can help me?	Time frame
Example: All money on bills	Reduce bills. Comparison sites. Block on phone data, mins and texts	Website, bank advisor, talking to bill providers	1 month, by the time next bill is due



SESSION 2

SPENDING POWER

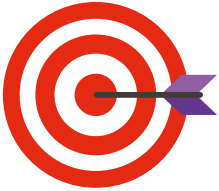
This session looks at how young people like to spend their money, their attitudes and behaviours and explores the benefits of making better choices.

There are three activities that begin with the young people questioning whether their spending is a necessity or a luxury. They are tasked to calculate how much an activity costs and what they can purchase instead if savings were made. A spending diary is introduced to allow the young people to record where they spend their money and calculate how much.



SESSION 2, ACTIVITY 1

Essential or luxury



Aims:

The aim of this activity is for young people to look at what they are spending their money on and identify what items are necessary or a luxury. This will help them to save and understand the importance of managing money.



Outcome:

Young people will....

- Change their mind-set towards financial capability.
- Feel more confident in their own ability to manage money.
- Understand the reasons for their own financial recklessness.
- Have more self-control and improved ability to manage their finances.
- Have increased their hopefulness and motivation regarding future prospects and goals.

Ice breaker

Explain and deliver an icebreaker.

Group rules:

Revisit the group agreement, ask the group if they wish to review the agreement and add anything?

Resources:

Cut up blank pieces of paper or use sticky notes, flipchart paper, pens.

Running the activity

1.

Hand out 3 blank pieces of paper or sticky notes to each person and ask them to them to write down on each paper one thing they spend their money on regularly.

2.

Split the young people into groups and hand each group a sheet of flipchart paper and pens. Ask them to draw 2 columns with the headings 'NEED' and 'WANT'.

3.

Ask the young people to consider whether their spending is a 'NEED' or 'WANT' and place the piece of paper or sticky note in the appropriate column. Two or more may have the same item and places them in different columns. It is okay to have a difference of opinion as each has their own reasons for their choice. Ask them for their reasons in their decision.

4.

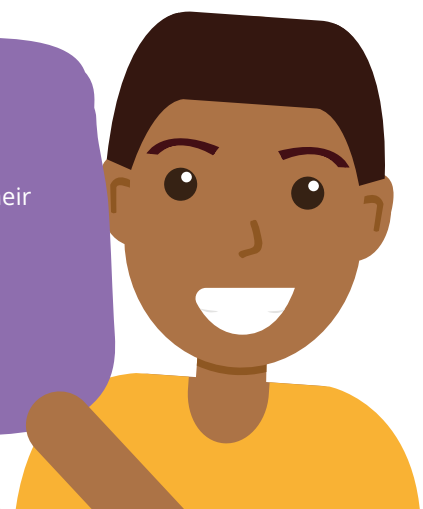
Ask the groups to feedback to the class on what they see as a Need or Want.



Helpful Tips



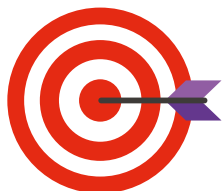
- * Encourage young people to be honest and include what they mostly spend their money on during the week.
- * Examples of things they may spend their money on include: McDonalds, cigarettes, games, coffee, bus tickets, sweets, cinema and mobile phone.





SESSION 2, ACTIVITY 2

Make every penny count



Aims:

The aim of this activity is for young people to look at their current spending and how they can make better choices. This will allow them to calculate savings and what they can spend their money on instead.



Outcome:

Young people will....

- Change their mind-set towards financial capability.
- Feel more confident in their own ability to manage money
- Have more self-control and improved ability to manage finances.
- Have increased hopefulness and motivation regarding future prospects and goals.

Resources:

Hidden Figure Activity Sheet and Hidden Figures Card Examples Sheet, pens, Calculator.

Running the activity

1.

Hand out the Hidden Figure Activity Sheet and Hidden Figures Card Examples Sheet.

2.

Go through the sheet with the class.

- * Name the item: An item that they regularly buy that is a luxury
- * How much does it cost? Individual price
- * How often do they buy this item? e.g if it is every day multiply the cost by 365

3.

Q&A/Discussion

- * Ask the class how do they feel about what they are spending?
- * Was it a surprise how much they were spending over the year?
- * What could they be buying with this money?
- * Please see page 26 for examples of what else young people could spend money on.



Helpful Tip



- * Complete a sheet prior to the session as an example of a completed sheet. You can provide real examples of savings you are able to make yourself.

THINK ABOUT SOMETHING YOU REGULARLY BUY

Name the item

How much does it cost?

How often do you spend on this item?

x365

Every day

x150

Every few days

x52

Every week

x12

Every month

Your spend for the year:

This amount can be used for...

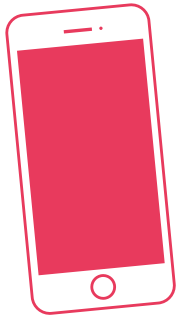
Hidden figures card examples



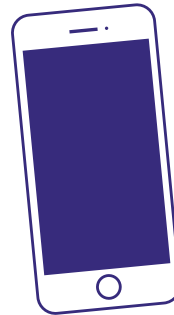
**All-inclusive
holiday
£600**



**New trainers
£60**



**iPhone 8
(pay as you go)
£600**



**iPhone 8
(contract)
£47 per month**



**Buy a car
£3000**



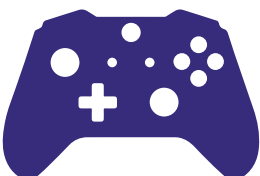
**Insure your car
£1000**



**Go travelling
for a year
£5000**



**10 Driving
lessons
£200**



**Xbox One X
£449.99**

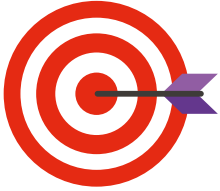
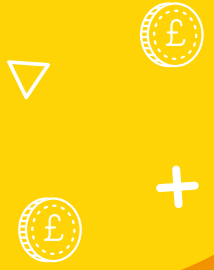


**Afternoon Tea
Pamper
£89.00**



SESSION 2, ACTIVITY 3

Spending diary



Aims:

The aim of this activity is for young people to understand the importance of budgeting to be able to achieve a goal and to recognise that they have the power to control their spending and become financially capable.

Resources:

Flipchart paper, pens, card/paper and white sticky labels.



Outcome:

Young people will....

- Change their mind-set towards financial capability.
- Feel more confident in their own ability to manage money.
- Understand the reasons for their own financial recklessness.
- Have more self-control and improved ability to manage their finances.
- Have increased their hopefulness and motivation regarding future prospects and goals.

Running the activity

1.

Hand out white sticky labels and ask the young people to write down how much money they think they spent last week and to stick it on their forehead/ jumper.

2.

Facilitate a whole class discussion using the following questions as prompts:

- * Is it easy or hard to remember everything that you spent last week?
- * Do you think that young people plan their spending? Why/why not?

3.

Hand out the spending diary worksheet and ask young people to fill it out as best they can to remember what they spent in the last seven days.

4.

Then ask them to look at what they thought they spent. Ask the young people to share with the class whether their spending diary matched what they thought they had spent. Have a discussion on how they feel about this and can they make it lower?

5.

Hand out another spending diary and ask them to write on the back what they think they will spend in the next 7 days. Ask them to consider making it lower than last week and see if they can make some savings.

6.

Ask the young people to complete their spending diary over the following week to help them keep track of their finances. At the end of the week they can compare the total amount spent against what they thought they would spend at the beginning of the week. Explain as by doing this on a regular basis they can start to manage their money themselves and in some cases make better choices.

Spending Diary

Estimated your income this week - £.....

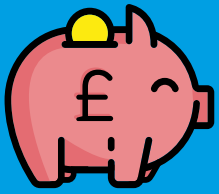


SESSION 3

SUCCESSFUL SAVINGS

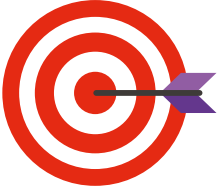
This session looks at the how young people can start changing spending habits where they identify and track savings relevant to them.

There are three activities that identify spending most relevant to young people. They explore alternative ways to be able to save money to show young people that by making small changes they can increase the amount of money they have left at the end of the week.



SESSION 3, ACTIVITY 1

What saving?



Aims:

The aim of this activity is to show young people that there are options when looking at spending their money.



Outcome:

Young people will....

- Understand the importance of managing money and help to change their mind-set.
- Change their mind-set to financial capability
- Acknowledge and understand the barriers to financial capability.
- Have more self-control and improved ability to manage their finances.

Ice breaker

Explain and deliver an icebreaker.

Group rules:

Revisit the group agreement, ask the group if they wish to review the agreement and add anything?

Resources:

Piggybank/Coin cards, Sticky notes and pens.

Running the activity

1.

Hand out one card to each young person and don't let them show anyone else. The cards are in pairs so you will need to hand out sufficient pairs to the group. If there is an odd number in your group one of the tutors will have to have a card also.

2.

Explain that on their card there will be a picture of either coins or a piggybank. If they have coins they are a spender, if they have a piggybank they are a saver. For each spender card there will be an equivalent saver card. e.g. The 'Spender Card' buys individual tickets for the family when visiting a Theme Park and the 'Saver Card' buys a family discount card saving £15 from the total cost of the tickets.

3.

On this activity the young people will work on their own. Ask them to look at their card.... e.g. they have a saver card and they need to think of what their spending card would say or if they have a saving card to think of what their spending card would say.

4.

Ask the young people to write down a few suggestions then ask them to think about how much they could save or are saving.

Piggybank/Coin cards

Cut out and laminate each card separately to be used in Session 3, Activity 1



BUS

I buy a weekly ticket to travel to college.

£13.00



BUS

I buy daily tickets to travel to college.

£18.00



WATER

I fill my bottle with water from the tap every day.

£0.00



WATER

I buy a bottle of non-alcoholic drink every day.

£1.20



PRESENTS

I buy gift items in the sales or multi-buy.

£20.00



PRESENTS

Buy gifts at full price.

£60.00



MOBILE PHONE

I use family and friends discounts, capped data usage and Wi-Fi.

£25.00



MOBILE PHONE

I regularly go over my plan every month.

£45.00



SMOKING

I buy tobacco every week.

£4.00



SMOKING

I go through 3 packets of cigarettes every week.

£26.46



LUNCH

I make food to take to college
4 days a week.

£4.00



LUNCH

I buy a McDonalds 4 days
a week.

£18.00



TOILETRIES

I buy store own brand per week.

£4.00



TOILETRIES

I buy an expensive brand every
week.

£8.00



TEA

I make my own curry for a
Saturday night treat with my
family.

£4.00



TEA

I get a takeaway once a week.

£20.00



COFFEE

I make a hot drink at home and
take in my travel mug to college
5 days a week.

£3.00



COFFEE

I buy a hot drink from
Starbucks 5 days a week.

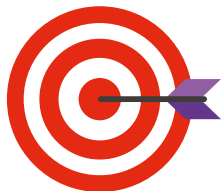
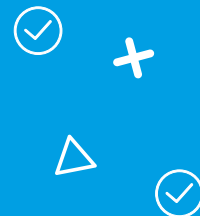
£14.75





SESSION 3, ACTIVITY 2

Find the saving



Aims:

The aim of this activity is to encourage young people to change spending habits and to look at other options.

Resources:

Piggybank/Coin cards.



Outcome:

Young people will....

- Understand the importance of managing money and help to change their mind-set.
- Change their mind-set to financial capability.
- Understand the reasons for their own financial recklessness.
- Have more self-control and improved ability to manage their finances.
- Have increased their hopefulness and motivation regarding future prospects and goals.

Running the activity

1.

Ask the group to stand up and move to an open area in the room. Explain that they now need to find their partner. Everyone with a coin needs to find its significant other, which will be a piggybank card and vice versa. e.g. the person who buys a daily bus ticket needs to find the person who buys a weekly bus ticket.

2.

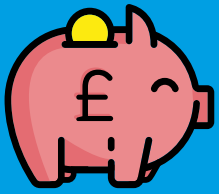
The young people must NOT say the words in purple or blue nor can they shout. They must walk around the room to find the person with the matching card and speak to them quietly so that nobody can hear what card they have.

3.

Once everyone has paired the young people can create a sign to hold to let the rest of the group know what their card is.

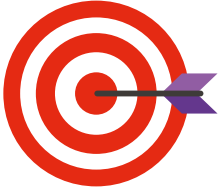
Play it differently

- Instead of the young people walking around finding their partner you can ask savers to go to one side of the room and spenders to the other side.
- In turns each person reads out their card, without saying the purple or blue word. If you think you are a match go and stand face to face with that person.
- No need to make a sign if you are going to play "play it differently" in activity 2.



SESSION 3, ACTIVITY 3

Savings galore



Aims:

The aim of this activity is to encourage young people to change their spending habits and to look at making small changes through other options and make savings.

Resources:

Savings sheet, pens, coins and Piggybank/ Coin cards (from activity 1).



Outcome:

Young people will....

- Understand the importance of managing money and help to change their mind-set.
- Acknowledge and understand the barriers to financial capability. Understand the reasons for their own financial recklessness.
- Feel more confident in their own ability to manage money.
- Have more self-control and improved ability to manage their finances.
- Have increased their hopefulness and motivation regarding future prospects and goals.

Running the activity

1.

Hand out the saving sheet to the young people and ask them to write down the item on their card e.g. bus, in the 'Item Column'. In the 'Money saved column' they need to write down what they will have saved if they used the saving tip.

2.

The young people then need to go around the room and speak to other pairs to make a find a new saving. The young people can then swap cards and signs if they are in agreement that they need their saving. E.g. Young people with the bus card go to the young people with the coffee cards and offer to swap cards. If the coffee drinkers want the bus saving they will swap. The young people can write on their saving sheet what they have saved by getting the coffee saving deal. *Young people know what each pair has, as they would have made signs in activity 2.*

3.

However, if the young people with the coffee cards do not use the bus they can refuse to swap as they do not need that saving.

4.

This continues around the room with pairs swapping cards and signs and writing down their savings until everyone has everything they need.

5.

Once they have done this they need to add up how much they have saved overall.

Play it differently

1. Hand out the saving sheet and explain that each of the cards have been listed with the prices and savings. Ask the group to calculate the money they can save with each items.
2. At the bottom of the sheet there are blank rows. Ask the group to find more savings they can make themselves and to write into the columns.
3. Ask the group to add up the savings.
4. Go around the room and ask individuals to read out what they have added to the sheet.
5. Q&A (How helpful was this session? Will you change your spending habits following this session? What will you do differently?)

Savings Sheet for Savings Galore activity

Item	Full Price	New Price	Money Saved
<i>Example: Tickets to concert</i>	<i>£120 pay at the gate</i>	<i>£60 book online</i>	<i>£60 saved</i>
<i>Total Cost</i>			

Savings Galore – Playing it differently

Calculate your savings if you are likely to purchase the items on the list. If not put a line through the box. Find more savings you can make and total up at the bottom.

Item	Full Price	New Price	Money Saved
Tickets for 4 to a theme Park	£120 pay at the gate	£60 book online	£60
Bus	£18.00	£13.00	
Water	£1.20	£0.00	
Presents	£60.00	£20.00	
Mobile Phone	£45.00	£25.00	
Smoking	£26.46	£4.00	
Lunch	£18.00	£4.00	
Toiletries	£8.00	£4.00	
Tea	£20.00	£4.00	
Coffee	£14.75	£3.00	
Total Cost			



Advice and Helpline Directory



Youth Cymru	Online contact details, current projects, training: www.youthcymru.org.uk
Citizens Advice	Online contact details and range of support and information: www.citizensadvice.org.uk
The Money Advice Service	www.moneyadviceservice.org.uk/en/corporate/young-people-and-money-toolkit-yphub
The Money Charity	www.themoneycharity.org.uk/contact-us
Money Instructor.com	www.moneyinstructor.com/budgeting.asp
Meic	www.meiccymru.org
Rightsnet	www.rightsnet.org.uk
Advice Now	www.advicenow.org.uk
Youth Access	www.youthaccess.org.uk/supernav/links
Carers Trust	www.carers.org
Carers UK	www.carersuk.org/help-and-advice
UK Youth	www.ukyouth.org/programmes.html
Youth Justice Legal Center	www.yjlc.uk
Victim Support	www.victimsupport.org.uk
Scope	www.scope.org.uk
Disability Rights UK	www.disabilityrightsuk.org/how-we-can-help
Childline	www.childline.org.uk
Combat Stress	www.combatstress.org.uk
Mind Cymru	www.mind.org.uk/information-support
SNAP Cymru	www.snapcymru.org
Princes Trust	www.princes-trust.org.uk
Princes Trust Budget planner	www.princes-trust.org.uk/help-for-young-people/tools-resources/money-management/budget-planner
NHS Direct Wales	www.nhsdirect.wales.nhs.uk/Default.aspx
NHS Choices	www.nhs.uk/pages/home.aspx
Centre Point	www.centrepont.org.uk
Barclays Life Skills	www.barclayslifeskills.com
Drugabuse.com	www.drugabuse.com/library/how-to-help-a-drug-addict
Gov.uk	www.gov.uk/contact-jobcentre-plus
GovUK	www.gov.uk/options-for-paying-off-your-debts
Money Saving Expert	www.moneysavingexpert.com/loans/debt-help-plan



Who are Youth Cymru?

Youth Cymru a national voluntary organisation with over eighty years' experience working to support youth work and young people in Wales. We provide resources, opportunities, choices and increased chances for learning, development and growth. Working with 227 member organisations, we provide training, accreditation and opportunities to thrive. We aim to enable young people to be confident and strong; empowered to fulfil their potential and to contribute to their communities. Ensuring their rights are embedded in practice, we bring about positive change for young people through our grass roots values and strategic influence. We work with our members to provide unique, innovative and life changing projects that better the lives of young people.



UK Financial Strategy

The UK Financial Strategy launched in October 2015 provides a 10-year plan aiming to support people's ability to manage money better on a day to day basis, prepare for and manage life events, and deal with financial difficulties. The strategy aims to improve financial capability across the UK. That means improving people's ability to manage money well, both day to day and through significant life events and their ability to handle periods of financial difficulty. Its main focus is on developing people's financial skills and knowledge and improving their attitudes and motivation.