



Living in Safety and Stability





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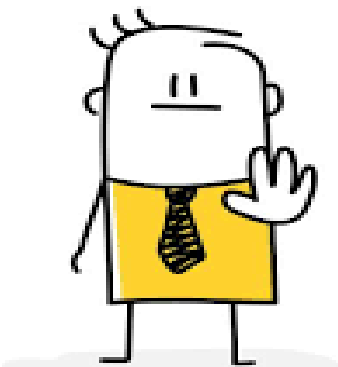
Purpose: To enable participants to develop the skills, attitudes and knowledge to make better financial decisions now and in the future.

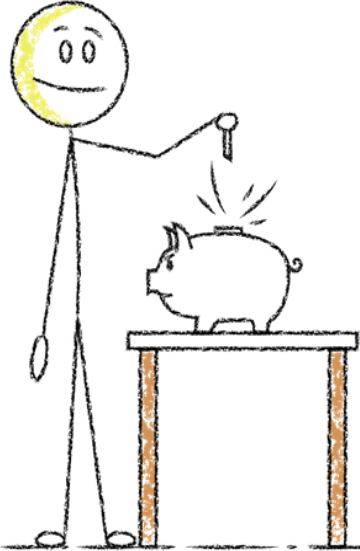
Participant learning objectives:

1. Understand the difference between essential and non-essential
2. Understand the importance of safe spending and saving
3. Learn some tips on how to make/ save money

CONTENT	METHODS/ RESOURCES <i>Slides 91 - 101 can assist with this session.</i>	APPROX. TIME
<p>Want and Need – Desert Island</p>	<p>Resources: Post-its Pens</p> <p>Inform participants of the purpose of today’s session – to enable them to develop the skills, attitudes and knowledge to make better financial choices and become more aware of the importance of money matters now and in the future.</p> <p>Ask participants to sit in a circle. Firstly, ask them to write on a Post-it, on a scale of 1-10, how important money is to them. Once participants have revealed their answers, ask them to explain their answer. What is more important than money? If they had loads of money, would they still rate it as highly important?</p> <p>Now ask participants to imagine that they are stranded on a desert island. They don’t know how long it will be before they are found – it could be hours, days, weeks, months or even years! Go around the circle and ask participants to tell the group three items that they would want to bring with them and why. Probe their choices as appropriate.</p>	

	<p>To keep it a realistic exercise, inform participants that items must be readily accessible to them (at home etc.) and could be carried/ brought along to the desert island with ease.</p> <p>The leaders can have a go once all participants have finished!</p> <p>Ask participants to explain the main reason for choosing their items – hopefully the answer is survival. Show participants Slide 93 and the difference between want and need, and essential/non-essential. Ask them to identify which category their three items fall in to. Ask them to provide some other examples.</p>	
<p>Does shopping make us happy? - Small Group Reflection</p>	<p>Now ask them, in small groups of 3-4, to discuss with their peers the last non-food item they bought/ they asked someone else to buy for them.</p> <p>Ask them to discuss the following questions:</p> <ul style="list-style-type: none"> • How did it make you feel? • How often have you used it? • Did you NEED it/ Was it ESSENTIAL? • Do you feel pressure sometimes to buy things because other people (friends etc.) have it? <p>Once all participants have had an opportunity to discuss the questions in their small groups, ask them to re-group. Select a few participants to share their items (aim to pick some high price non-essential items and some smaller essential items).</p> <p>Debrief: It is important to remember that material things such as the latest iPhone or the latest Nike trainers, do not make us happy. The feeling we get when we buy something new is only short-term and will not last. Ask participants to think of things that truly make them laugh/ smile e.g., friends, family, experiences, kindness etc.</p>	<p>30 minutes</p> 
<p>How Much Money Do We Need? – Brain Teaser</p>	<p>Ask participants to guess how much money the average family here spends per week on essential items (please use up-to-date figures). You can do this as a group, or you can ask participants to write their answer down individually.</p> <p>Provide participants with the correct figure – are they surprised by this? Why did they think it might be higher/ lower? Remind participants that this is an average sum – some families spend much more and some families spend much less.</p> <p>Now ask participants how much the average person earns per week in NI (again, please use up-to-date figures).</p>	<p>20 minutes</p>

	<p>Are they surprised by the actual figure? Why did they think it might be higher/ lower? Remind participants that this is an average wage per week – some people earn much more, and some people earn much less.</p> <p>Calculate how much money is left over per week on non-essential items (for families with two working parents remind participants of childcare costs, additional car costs etc.). Is this surprising? Does this allow enough spare cash for household appliances, car repairs, holidays, uniforms etc.? How might people pay for things they can't afford?</p> <p>Debrief: Ask participants to be mindful that core essential household bills/ food etc. are more important than non-essential items such as new shoes, iPhones etc. Tell participants to go home and chat with their parents about money in the home.</p>	
<p>Spend or Save? - Group Task</p>	<p>Resources: Paper Pens</p> <p>Split participants into groups of 3-4. Provide them with a set budget. Ask them to organise a day out for their friends/ family/ youth group using only the money they have been given. Remind them they need to cover all costs from transport, food, entrance charges, parking fees etc. Once all groups have agreed and organised a day out, ask them to present their day out and costings to the group.</p> <p>Debrief: Was this exercise hard or easy? Did they research online cheaper options such as discounts, family tickets etc.? Did they have any money left over in the event of an emergency/unexpected cost? Why may this be important?</p>	<p>40 minutes</p> 
<p>Small Sacrifices, Big Savings!</p>	<p>Resources: Weekly spend diary (in Participant Workbook)</p> <p>Ask participants to think about what they typically spend in a week. Once they have calculated how much they spend, and what on, ask them to think about one thing they could sacrifice each week. Ask them to take the price of this item and multiply it by 52 to figure out how much they could save in one year.</p> <p>To encourage saving, get them to think about what they could possibly spend this saved money on.</p>	<p>15 minutes</p>

<p>Saving Tips</p>	<p>Resources: Flipchart Markers</p> <p>Split participants into small groups and ask them to think of ways they can make money, save money, and make their money go further! Ideas can be documented on flipchart.</p> <p>Some ideas to make money may include:</p> <ul style="list-style-type: none"> • Chores around the house • Helping grandparents/ neighbours etc. • Get a part-time job • Sell items you no longer want or need (with the help of your parents) <p>Some ideas to save money may include:</p> <ul style="list-style-type: none"> • Setting yourself a goal or something you want to save up for • Setting up a savings account with birthday monies, percentage of wages etc. • Using a piggy bank that can't be opened as and when (e.g. smash one/tin one) • Refraining from spending money on sweets/drinks etc. when out and about • Eating breakfast at home and bringing snacks and lunch to school, instead of buying food on-the-go <p>Some ideas to make their money go further may include:</p> <ul style="list-style-type: none"> • Getting a good interest rate on a bank account • Buying things in bulk to last the week/month at a cheaper cost • Compare prices of things at different shops • Avoiding fast food/ takeaways and eating homemade meals. 	<p>20 minutes</p> 
<p>Traffic Light Evaluation</p>	<p>Resources: Red, green and orange markers Flipchart Blu-Tac</p> <p>Draw a traffic light on a piece of flipchart and stick it at the front of the room. Ask participants to list one thing they will stop doing as a result of this session (beside red), one thing they will find out more about (beside amber) and one thing they are going to do (beside green).</p>	<p>10 minutes</p>
<p>Check-Out/ Evaluation</p>	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>