

Session Plan (2 Hours)

Objectives of the Session:

For participants to:

- Explore their own financial situations and the emotional impact of these
- Identify areas around their finances which are currently causing them problems
- Begin to think of ways to manage money better

NB: Materials in *italics* are things that are NOT provided in your resource box and you will need to get yourself

	Activity	Materials	Time (mins)	Notes
1	Welcome If you are using name badges or registration forms hand them out now	- <i>your own registration forms if using</i>		
2	Introductions & Ice Breaker Introduce yourself & the aim of the course. Ask group to introduce themselves, ages of their children (if relevant) & their first memory of money. OR: ask what they want to get out of the group.		10 (10)	
3	Taste Test 1 (e.g. Jaffa cakes) See cheat sheet for how to run	- A&B cards - Taste test cheat sheet - <i>Taste test items</i> - <i>Plates/cups</i>	15 (25)	
4	Group Contract As one group (or split into 2 if needed) formulate contract ideas for the course- e.g. respecting each other, listening, not using bad language... Write on flipchart paper and stick on wall if needed.	- <i>Flip chart</i> - <i>Markers</i> - <i>Blu Tack</i>	10 (35)	
5	Jelly-Bear Money Trees Give out 'Jelly-Bear Money Tree' sheets, & ask people to identify which jelly-bear best represents (1) how they currently feel about their financial situation and (2) how they would like to feel. People can share their answers & reasons, if they would like but no pressure to.	- 'Jelly Bear Money Tree' handouts - <i>Coloured pencils /pens</i>	10 (45)	
6	Realistic Goal Setting Ask group to share their hopes for ideal financial situation- stress that it's <u>not</u> fantasy but something possible e.g. get papers organized, clear credit cards, start saving £1 a week etc. Write them up on flip chart.	- <i>Flip chart</i> - <i>Markers</i>	10	

7	<p>What Influences our Spending?</p> <p>What impacts on our financial situation? Is it just money coming in and then going out- or are there are forces & habits that influence how, when and where we spend? Use ‘What Influences our Spending?’ discussion cards. Go through each one and have people say if this rings true.</p> <p>If time, then then choose the top three cards that people identify with and as a group think of solutions to them.</p>	-‘What Influences our Spending?’ discussion cards	15 (1h)	
<p>Break 10 minutes (1hr 10mins)</p> <p>may be good time to get latecomers to fill in registration forms etc!</p>				
8	<p>Help us to Help You- Initial Questionnaire</p> <p>Hand out evaluation sheet (double sided) and ask people to fill them in. Stress that they are confidential and information won’t be shared.</p>	- Initial questionnaire handouts	10 (1h 20)	
9	<p>Take Home Activity: Spending Diaries</p> <p>Give everyone a spending diary and explain the principles. Use the ‘Spending Diary Cheat Sheet’ for tips. If you have done your own spending diary, you may want to share some of your own experiences.</p>	- Spending Diaries - ‘Spending Diaries’ cheat sheet	10 (1h 30)	
10	<p>Where Do Children Get Messages About Money?</p> <p>Use Where do Children Get Messages About Money? discussion cards. Split into two groups and get groups to order which has the <u>greatest</u> to the <u>least</u> impact on what their children think, feel and know about money. Is this the order you would like? Use cheat sheet to help if you need some discussion prompters.</p>	- ‘Where do Children Get Messages About Money?’ discussion cards you will need to cut these -cheat sheet	15	
OPTIONAL- AND/OR USE IN SESSION 6				
11	<p>Sum up</p> <p>Each shares their feelings about today’s session and what they hope to get out of remaining sessions. Talk through what covered in next session—budgeting, briefly outline rest of sessions too.</p>		10 (1h 40)*	

**Note: Whilst this session without optional activities is very short, we often find on the first session, participants are late or discussions need more time.*

What you need for this session:

Provided in this pack:

- Taste Test A& B cards x 2 sets
- Taste Test cheat sheet
- Jelly-Bear Money Tree Handouts
- 'What Influences Our Spending?' discussion cards
- 'Your Money & You / Communication' Evaluation handouts
- Spending Diaries
- Spending Diaries cheat sheet
- 'Where Do Children Get Messages About Money?' discussion cards x 2 sets **you will need to cut these 1st time around**
- 'Where Do Children Get Messages About Money?' cheat sheet

Not Provided:

- Registration Forms (if using them)
- Name Labels (if using them)
- Flip Chart paper
- Flip Chart pens
- Coloured plates / bowls / cups for taste test
- Item to taste test: supermarket own-brand & branded
- Biro / colouring pens & pencils
- Blu-Tack
- Refreshments (if offering them)