



## Facilitator's Guide

### Youth Financial Empowerment Curriculum

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A project of the Financial Empowerment Resources Network (FERN), an initiative of the Community Social Planning Council of Greater Victoria

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# INTRODUCTION

## About FERN

This curriculum was developed through FERN – the Financial Empowerment Resources Network – an initiative of the Community Social Planning Council of Greater Victoria. Founded in 2013 with funding from SEDI/TD Financial Literacy Grant Fund, FERN’s purpose is to improve the financial security of low-income individuals and families in the Capital Region. FERN does this through several types of activities:

- Community-owned curriculum development for financial empowerment for various vulnerable populations;
- Supporting professional development in the field of financial empowerment for staff of community organizations, social workers and other kinds of people who work with and support people who are living on low incomes;
- Promoting the development and continuation of innovative service delivery for low-income audiences that addresses financial literacy, inclusiveness of/access to financial services and building assets;
- Providing a community resource for learning and sharing about best practices in supporting low-income populations to develop and enhance their financial knowledge, assets to financial services.

Creation of this Youth Financial Empowerment Curriculum is just one of the projects under the FERN initiative.

## About the Youth Financial Empowerment Curriculum

### Purpose of Curriculum

The curriculum is intended to support low-income youth in developing skills in financial literacy. Youth participants are seen as active participants in their own learning, and are given opportunities to explore their values, feelings and assumptions about money as well as engage with key concepts and strategies in financial literacy throughout the program. We hope they will leave the program feeling more comfortable to use financial-related resources in their community as well as explore further financial-literacy related topics on their own. The program is intended to support youth to kick-start their own journey on the path to becoming financially secure, active and engaged citizens of their communities.

### Access to Curriculum

We intend for this curriculum to be shared widely and freely with community agencies and organizations that work with low-income and vulnerable populations around financial-literacy related matters.

We hope that organizations will adopt a co-facilitation model, pairing a more experienced facilitator (perhaps someone who has facilitated financial literacy-related curriculum before) with a newer facilitator

who could be mentored through the process. The next time the newer facilitator co-facilitates the program they would become the mentor, working with another new facilitator. We invite organizations to collaborate with each other to provide this training where possible, and we hope that organizations will very much consider including youth facilitators.

Guest speakers may be included in the program according to the organization's choice.

Organizations that wish to use this curriculum are encouraged to connect with the FERN website and the Community Social Planning Council of Greater Victoria for guidance. We would love to know how you're using this resource and would like to receive feedback so we can continue improving these tools. There are some resources referenced in this Facilitator's Guide which are kept current by the Community Social Planning Council as long as funding persists, so please contact us for the most recent versions.

### **How to Use This Facilitator's Guide**

This guide was created to assist organizations and facilitators in implementing the program within their own contexts, customizing the materials as desired to fit different groups of participants.

The program is comprised of five two-hour sessions. Session lesson plans are described in detail below and handouts, additional resources and activities are included in the appendices.

The program is designed to be learner-centered, incorporating active learning strategies, choice of activities, and real-world applicable content. Large and small-group activities are included, as well as times for individual work and reflection. These activities should be adapted by youth workers who understand the needs of the participants.

Each session lesson plan includes:

- Learning outcomes for the session
- Brief description of the session
- Detailed timeframe for each lesson segment
- Detailed content/topic information per segment
- Details of facilitator and participant activities
- Resources and materials needed

Most of the handouts and activity sheets for each session are included in the Participant Workbook document. Some resources for this program are gathered from agencies like Credit Counselling Society or Consumer Protection BC. Contact FERN through the Community Social Planning Council for assistance in accessing these resources.

During our pilot programs, we found that some participants misplaced their workbooks, which were provided in three-ring duotang folders. As a facilitator, you may decide to just print the handouts which will be used for each session so that participants have what they need each session.

## **Guiding Principles**

We expect that every session will foster and promote a general spirit around working with youth that involves speaking and acting respectfully, building trust, being non-judgmental, recognizing and valuing youths' experiences and prior learning, and meeting youth where they are at.

We also believe that youth should play an active part in decision-making and design for programs they participate in. In the process of designing this curriculum, we asked for input prior to each pilot, and incorporated the feedback as we went along. Wherever possible, youth participants should be invited to direct choices about topics, activities or time spent on different things.

## **Trauma-Informed Practice**

Many people have experienced financial situations as traumatic, especially when a lack of money or a change in financial situation puts a person at risk or directly in danger. When delivering this curriculum, it is valuable to consider the principles of trauma-informed practice:

- Trauma Awareness
- Emphasis on Safety and Trustworthiness
- Opportunity for Choice, Collaboration and Connection
- Strengths-Based and Skill-Building

This Trauma-Informed Practice Guide may be particularly useful to review before embarking on a financial literacy component of your programming.

[http://bccewh.bc.ca/wp-content/uploads/2012/05/2013\\_TIP-Guide.pdf](http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf)

## **Sustainable Livelihoods Framework**

This curriculum uses the “five asset types” model of the Sustainable Livelihoods Framework. This allows youth participants to see themselves as having strengths, and to see that their ability to build a positive life for themselves is about more than just their current financial situation.

The Sustainable Livelihoods Framework is a model for approaching capacity-building with vulnerable populations. It identifies a Vulnerability Context – those systems, structures, policies and life circumstances which create challenges for people – and defines five types of assets or strengths which can help people to cope, adapt and thrive. The Framework was developed in the United Kingdom and adapted for use in Canada over the past 15-20 years.

This document provides a brief introduction to the Sustainable Livelihoods Framework, and some links to further reading.

[http://tamarackcommunity.ca/downloads/vc/Sustainable\\_Livelihoods.pdf](http://tamarackcommunity.ca/downloads/vc/Sustainable_Livelihoods.pdf)

## **Financial Well-being**

There are many different terms used in the field of financial education. “Financial literacy” is the most commonly-heard term, and it generally refers to having the knowledge and skills necessary to manage one’s financial affairs. Financial literacy has been described as a “super-vitamin” for social interventions, because research has shown that adding financial interventions to other types of programs relating to housing, employment, health, and others, seems to increase the effectiveness of other programs.

Other research shows that emphasizing knowledge and skills alone is not sufficient to change a person’s circumstances. There are many systemic and structural factors that cause poverty, and knowing how to budget or use credit wisely isn’t going to help somebody when their income isn’t sufficient to provide them with basic needs, or when there are health or safety issues threatening a person’s wellness.

The term “financial well-being” is being proposed by some researchers because it relates not just to what a person knows (or does) individually, but their relationship to financial services and whether their environment is conducive to them having a stable financial situation. The US Consumer Financial Protection Bureau is leading research in this area. Financial well-being has been defined as, in summary, is a state of being wherein a person can fully meet current and ongoing financial obligations, has secured the future, and is able to make choices that allow enjoyment of life.

In creating this curriculum, we tried to focus on what aspects and drivers of financial well-being can be controlled by a person who is living on a low income and is in the early stages of establishing their independence. Our Financial Well-being Inventory draws on research on the drivers and factors that influence financial well-being.

For a useful read on the topic of financial well-being (recognizing it comes from a US-based context which may have some cultural differences from the Canadian youth perspective), check out this report: (links to digest version and full report) <http://www.consumerfinance.gov/reports/financial-well-being/>

## SESSION PLANNING GUIDELINES

### Authentic and Participatory Learning

People learn best when their learning situations are as close to real life as possible, they can see the relevance in what they are learning, and their learning is as active and participatory as possible. Keep these things in mind when facilitating the sessions, especially if you wish to redesign any of the individual segments.

Your paramount questions should include asking:

- *Who are my participants and what do they already know? How can I draw that out during the sessions?*
- *What do we hope they will be able to know or do by the end of this session/program? (learning outcomes)*
- *How can I create a participatory learning environment for my participants so that they can learn what they need to in the best way possible?*

Consider that the sessions are an opportunity for the facilitators to share what they know with the participants but also a chance for participants to share what they know with each other. The lesson plans in this program currently attempt to balance the two in terms of content and activities. We know that participants' brains can only take so much content input at a time!

In two of our pilot programs, we asked participants to identify what elements of financial knowledge were most relevant to them, and we sought to structure the remaining sessions to allocate time according to the priorities expressed by participants. We learned that in any group there will be very diverse interests, so we ended up covering most of the same materials. When preparing to deliver this curriculum, we encourage you to ask for input prior to the sessions to see if there are any topics not covered here, or any particular interest in a specific topic, and allocate time accordingly.

If you choose to alter the lesson plans in this program, keep the following ideas in mind for creating a participatory learning environment:

- Include short amounts of time where you present content and ideas for the group to consider, followed by time for participants to use the content and ideas
- Ask great questions (that you have planned ahead of time so that they are "meaty" enough) to encourage large group sharing and discussion
- Divide the participants into smaller groups or pairs to discuss concepts more in depth, or to allow them to apply the concepts to their own lived experiences and knowledge
- Balance active and passive activities; consider how long participants have been sitting in their chairs and when they may need opportunities to move around (e.g. after breaks or at the end of a long day or in the later evening)

- Be aware of how well the group knows each other and how much risk you are asking them to take in terms of their participation – both the amount of participation and the nature of it
- Always consider having participants *do* something instead of just *hearing* about it

Keep in mind that there should be a reason for all of your content, activities and the way you check learning – these should all relate back to the learning outcomes that you are trying to have the participants achieve by the end of the session or program.

### **Logistics and Equipment**

This program should be held in a comfortable environment. Arrange the seating in such a way so that participants can see each other. Good layouts include sitting in couches or chairs arranged in a circular pattern, U-shape at tables, or round or square tables. You may choose to give the participants access to table space for when activities require them to do writing.

Try to avoid “classroom-style” set up, which involves all the participants sitting facing the facilitators, as much as possible. We want to encourage interaction between the participants themselves as much as interaction between the participants and the facilitators.

Equipment and materials needed are detailed in the session lesson plans. This program is very low tech. Flipcharts may be the largest piece of equipment that you will need.

### **Play Money**

FERN has created a PDF which will allow you to print and cut double-sided bills representing \$100, \$50, \$20, \$10 and \$5. These are useful for budgeting activities.

<http://fern.communitycouncil.ca/wp-content/uploads/2014/09/Play-Money1.pdf>

### **Youth Honorariums**

During the development of this program, we provided an honorarium of \$125 to each participant, in recognition of their willingness to try something new with us and give us feedback about what worked (or didn't). The \$125 was provided to any participant who attended 4 out of 5 sessions, and was paid in cash with “no strings attached”. During the program, the honorarium provided an opportunity to talk with youth about how extra money would help their budget, or how they might use it to save towards a goal.

## PROGRAM LEARNING OUTCOMES

By the end of the sessions, participants will be able to:

- Explore their values, feelings and assumptions about money, developing self-awareness
- Explain key concepts and strategies in financial literacy
- Identify and use financial-related resources in their local community
- Identify and feel comfortable exploring more financial literacy topics after the sessions that they would like to learn about, based on their needs

## PROGRAM PLAN

Date	Part 1*	Part 2
Session 1	5 Asset Types Vulnerability Context	Self-Assessment of Financial Well-being Request your credit report
Session 2	Exploring Assets: Personal Assets – values, beliefs Physical Assets – looking after housing, food, clothing	Cash Flow & Budgeting <ul style="list-style-type: none"> <li>• Regular / irregular expenses</li> <li>• Fixed / variable expenses</li> <li>• Give your money a job</li> </ul>
Session 3	Exploring Assets: Human Assets – your skills, readiness for work Social Assets – relationships, trust, networks	Banking Accounts <ul style="list-style-type: none"> <li>• Choosing &amp; getting an account</li> </ul> Credit <ul style="list-style-type: none"> <li>• What is it? Why do you want it?</li> <li>• Credit concepts</li> </ul>
Session 4	Exploring Assets: Financial Assets – your income, savings, access to credit Thinking about goal setting	Credit cont'd <ul style="list-style-type: none"> <li>• Credit ratings &amp; scores</li> </ul> Building Financial Assets <ul style="list-style-type: none"> <li>• Short/medium/long-term savings</li> <li>• RESPs, RRSPs, TFSAs</li> </ul> Tax Returns & Tax Credits <ul style="list-style-type: none"> <li>• Completing your return</li> <li>• Tax Credits available</li> </ul>
Session 5	Self-Assessment Update Preparing My Asset-Building Plan – set goals, assign strategies, identify allies Celebration / Graduation	

\*Part 1 is intended to occur before a short break. Part 2 is intended to be after a break.

## SESSION 1

Timing	Content	Materials
0:00 5 min	<b>Introductions</b>	Nametag stickers if needed
0:05 5 min	<b>Background of Program</b> <ul style="list-style-type: none"> <li>FERN is an initiative of Community Social Planning Council, intended to address financial literacy and well being for people living on low incomes.</li> <li>This program was created by working with three groups of youth at Quadra Village Community Centre and Threshold Housing Society. The creation of the program was financially supported by Coast Capital Savings Credit Union's Community Grants program.</li> </ul>	Hand out activity pack in binders & pens
0:10 8 min	<b>Objectives of this Program</b>  <u>ASK</u> What are you hoping to get or learn from this program? What's important to you about finances?  <u>SHARE</u> List of program objectives in handout binder.	Program Objectives
0:18 2 min	<b>Objectives of this Session</b>  <u>TALK</u> Tonight we're going to look at our beliefs around money, and how they can help us or limit us. We'll also look at a different way of thinking about money and assets. Then we'll set up our program by creating a fictional character to use as our example throughout the sessions. You'll also have a chance to look at some self-assessment tools.	
0:20 5 min	<b>Emotional Currency</b>  <u>SHARE</u> Quote about Emotional Currency in handout binder. Read it out. <u>TALK</u> It can be really tricky to talk about money, with friends or family or support people or especially strangers. <u>ASK</u> What are some of the things that make it hard to talk about money? <i>Invite responses – let people "riff" off each other. Suggested responses:</i> <ul style="list-style-type: none"> <li>It's not "Canadian" or accepted in some cultures (others it is!)</li> <li>People may have had really negative experiences</li> <li>We live in a culture that suggests if you don't have \$ you're nothing – talking about \$ affects self-worth</li> <li>Envy/jealousy makes talking about it with friends difficult</li> </ul>	Emotional Currency quote

Timing	Content	Materials
0:25  25 min	<p><b>Money Messages</b></p> <p><u>TALK</u> Sometimes the things we believe about money can make it hard for us to deal with money issues. We hear “messaging” about money all the time and it gets in our head, making us believe things that aren’t always true.</p> <p><u>SHARE</u> Handout page with belief statements about money (in binder).</p> <p><u>ASK</u> What are some of the “sayings” you’ve heard about money, or things you think are true about money in your life? You might have learned these from family, friends, media or other sources. Use the “Money Beliefs” table in your binder to write down the statements that resonate with you, on the left hand column.</p> <p><i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>• If you don’t have money, you’ll never amount to anything.</li> <li>• Money buys happiness.</li> <li>• He/she who dies with the most toys, wins.</li> <li>• People who have money are greedy and materialistic.</li> </ul> <p><u>ASK</u> How can we “flip around” these statements to be more positive or self-affirming, if they are limiting?</p> <p><i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>• Money doesn’t define our self worth.</li> <li>• You can be happy for free!</li> <li>• Material possessions don’t make a person a “winner”.</li> <li>• Anyone can have money and be really nice.</li> </ul> <p><b>Optional Activity:</b></p> <p><u>INVITE</u> participants to fill in the final row of the worksheet with things they’ve learned about money from their family, and how they want to handle finances THEIR way. This can be a challenging activity for youth whose family situations were difficult or painful. Make sure this is clearly optional. It might be a good subject to talk about with a support person.</p>	Money Messages Table
0:50  10 min	<p><b>Break</b></p>	Snacks

Timing	Content	Materials
<p>1:00</p> <p>5 min</p>	<p><b>Sustainable Livelihoods Approach</b></p> <p><u>TALK</u> The Sustainable Livelihoods Approach is an international theory, used in all kinds of community development work around the world. It's a way of looking at a community and the individuals in that community and addressing the context or the system as well as the needs of the individuals.</p> <p><u>ASK</u> What are the things that make people vulnerable to poverty? Invite discussion. <i>Suggested responses:</i></p> <ul style="list-style-type: none"> <li>• Coming from a family that was poor</li> <li>• Being sick</li> <li>• The economy crashed</li> <li>• Have to have experience to get a job</li> </ul> <p><u>SHARE</u> "What Makes People Vulnerable to Poverty" table.</p> <p><u>TALK</u> The top row of the table shows the things that can happen to people that mean they're more likely to be experiencing poverty. The bottom row shows the trends and systems that tend to make poverty worse, or stop people from escaping poverty.</p>	<p>Flip chart &amp; markers</p> <p>Sustainable Livelihoods Framework graphic</p> <p>What Makes People Vulnerable to Poverty? table</p>

Timing	Content	Materials
<p>1:05</p> <p>20 min</p>	<p><b>ASSETS</b></p> <p><u>ASK</u> What are the things we rely on to get by in life?  <i>Record responses individually on sticky notes – one idea per note. You can ask a participant to help you capture suggestions. Put the sticky notes onto a wall where everyone can read them.</i></p> <p><u>TALK</u> These things we’ve been listing are examples of <b>assets</b> – things or people that we count on to help us meet our needs. We rely on all kinds of assets. Having what’s required to meet your needs is referred to as having a <b>sustainable livelihood</b>. This approach talks about five types of assets, which support and reinforce each other. Assets provide us with resilience and the things we need to live.</p> <p><u>DRAW</u> On chart paper, draw the five assets diagram and label each of the sections. As you describe each of the areas, invite participants to take <i>sticky notes with the brainstormed assets</i> from the wall and put them in the area you’re describing. E.g. if someone has written “food” on a sticky note, when you’re talking about Physical Assets, it would be stuck there.</p> <p><u>SHARE</u> Five Asset Types table and self-assessment table in workbook.</p> <p><u>TALK</u> We’ll be going into more depth about each of these asset areas in the next three sessions. There is no official list of what it takes to be “complete” in any one asset type. You can be well off in one area and use it to compensate for weaknesses in another area.</p> <p><u>ASK</u> In your workbook, there’s a diagram with numbers 1-5 in each area. Ask yourself, “how happy am I with my assets in each area?” and colour in a 1 for “not that happy” up to a 5 for “super happy”. Note that this is a self-assessment – nobody else’s opinion matters.</p>	<p>Sticky notes Markers</p> <p>Five Asset Types table and graphic</p> <p>Flipchart paper (Use two stuck together to make wider)</p>

Timing	Content	Materials
<p>1:25</p> <p>10 min</p>	<p><b>Financial Well-Being</b></p> <p><u>TALK</u> We're moving now from talking about our assets as a whole, to specifically look at financial well-being. Our finances still touch almost every aspect of our lives, but we're going to get more specific about different aspects of finances as we go through this program.</p> <p><u>ASK</u> What does "financial well-being" mean to you? Encourage discussion and different opinions.</p> <p><u>TALK</u> about different aspects of financial well being to summarize the discussion.</p> <ul style="list-style-type: none"> <li>• Being free from worry about one's finances (being free from unmanageable debt, having peace of mind);</li> <li>• Having control over one's finances (being able to make ends meet, pay bills);</li> <li>• Having the capacity to absorb a financial shock;</li> <li>• Being on-track to meet financial goals;</li> <li>• Being able to make choices that allow one to enjoy life (e.g. eat out now and then, go back to school, take vacations).</li> </ul> <p><u>ASK</u> What are the things needed to be in a "good place" with financial well being?</p> <p><i>Suggested responses:</i></p> <ul style="list-style-type: none"> <li>• Knowledge – learning, researching</li> <li>• Behaviours – saving money, budgeting</li> <li>• Opportunities – your context, being able to access things</li> <li>• Personal characteristics – be a saver not a spender, etc.</li> </ul>	<p>Financial Well-Being definition</p>

Timing	Content	Materials
<p>1:35</p> <p>10 min</p>	<p><b>My Financial Well-Being Inventory</b></p> <p><u>SHARE</u> Financial Well-Being Inventory worksheet. This self-assessment can help you identify what aspects of your financial life are doing ok, and where you might want to work on things.</p> <p>Participants complete inventory on their own. (7 min). <i>Provide red, yellow and green filing dot stickers to people and let them indicate their current status like a traffic light. Let people know their understanding and situation will probably change through this program, and also over the coming year as they work on some of their financial goals.</i></p> <p><u>ASK</u> Are there some specific areas where people are most concerned – most want to spend some time learning in this program? (Discuss – 3 min) <i>This is your opportunity to gather information about the needs/wants of your group, to customize future sessions. This curriculum reflects the interests of our pilot program participants, but your group’s interests may vary. Looking at the Financial Well-being Inventory may show areas where people want to do more exploring.</i></p>	<p>Financial Well-being Inventory</p> <p>Red / yellow / green filing dot stickers</p>
<p>1:50</p> <p>10 min</p>	<p><b>Review &amp; Looking Ahead</b></p> <p>Challenge for the week ahead:</p> <p><u>ASK</u> Try to notice some examples of money being talked about in the media or in your life, and make a note of how our society’s treatment of money affects us.</p> <p>OR</p> <p>Work on your “Money Message” table and think about ways you can flip your money beliefs.</p> <p>Don’t forget to bring your handout pack BACK to next session!</p>	
<p>2:00</p>	<p><b>End of Session 1</b></p>	

**Session 1 Optional Activities:**

5 min	<p><b>Credit Rating Report Requests</b></p> <p><u>SHARE</u> Credit Report Request forms for TransUnion &amp; Equifax, and envelopes. Ask each person to fill out their forms and provide to coordinator to mail them, so each person's report comes by Session 4, when we may (optionally) look at Credit Reporting.</p> <p>Transunion Credit Bureau form: <a href="http://bit.ly/1KFnDnL">http://bit.ly/1KFnDnL</a> Equifax Credit Bureau form: <a href="http://bit.ly/1Ad3HVN">http://bit.ly/1Ad3HVN</a></p> <p><b>IMPORTANT:</b></p> <p>Requesting your credit file means you will have to provide your current address to the credit bureau, confirming your identity and present contact details. If a creditor (someone you own money) has been trying to collect a debt from you, or you have another reason to not want to report or reveal your current address to a creditor, we do not recommend filing this request form. This may be a personal safety concern for some individuals.</p>	Provide envelopes, request forms and postage for each request
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## SESSION 2

Timing	Content	Materials
0:00  10 min	<p><b>Check-In</b></p> <p>Welcome participants back. Check that people have their binders.</p> <p><u>ASK</u> What examples did you see of money in advertising or news? Did you see any “messaging” that you would challenge, based on our discussion last week? <i>Invite discussion of 1-2 examples.</i></p>	Binders – bring 1-2 extras for newcomers.
0:10  5 min	<p><b>Objectives of this Session</b></p> <p>By the end of this session you will be able to:</p> <ul style="list-style-type: none"> <li>• Describe some of your personal assets, and identify what kinds of personal assets you’d like to develop further.</li> <li>• Describe some of your physical assets, and identify what kinds of physical assets you’d like to develop further.</li> <li>• Identify your expenses and create a spending plan.</li> </ul> <p><u>ASK</u> What questions would you like us to try to answer as we go through these topics? <i>Record questions on flip chart paper.</i></p>	Flip Chart Paper & Markers
0:15  20 min	<p><b>Personal Assets</b></p> <p>Personal assets are our identities, values and beliefs, motivation and self-confidence. They help us be strong, stay grounded in life, and work hard to succeed.</p> <p><u>SHARE</u> Personal Assets Worksheet</p> <p><u>ASK</u> What comes to mind when you think of “personal assets”? <i>Participants may use the list from their binder, or come up with fresh ideas. Suggested responses include:</i></p> <ul style="list-style-type: none"> <li>• Self-worth, self-confidence, being a hard worker</li> <li>• Being a person who “plans ahead”</li> <li>• Spiritual practices that “ground” you</li> <li>• Motivation, humour, assertiveness</li> </ul> <p><i>If participants struggle to suggest things, use a prompt: “What personal qualities do you admire in other people?” Encourage participants to write in examples of personal assets in the worksheet.</i></p> <p><b>OPTIONAL:</b> <i>We used the Virtues Card Deck from the Virtues Project that contains a broad selection of personal virtues, which are like assets. These were handed around so people could select cards showing</i></p>	<p>Put up the chart drawing of the five asset types.</p> <p>Personal Assets Worksheet (needs to include space for a goal to be set)</p>

Timing	Content	Materials
	<p><i>virtues/assets that they felt they possessed (strengths) and virtues/assets they wanted to work on. These cards provide a definition of different virtues and some inspirational text. For more information, visit: <a href="http://www.virtuesproject.com/">http://www.virtuesproject.com/</a></i></p> <p><u>ASK</u> participants to identify some of the personal assets that they are proud of having. Give about 3-4 minutes to write down some of these things. Repeat for “what personal assets would you like to develop?”</p> <p><u>ASK</u> What are some ways that we can build our personal assets?  <i>Suggested responses:</i></p> <ul style="list-style-type: none"> <li>• Make time for spiritual practice</li> <li>• Volunteer to do things with our skills</li> <li>• Cognitive Behavioural Therapy</li> <li>• Set small goals and achieve them</li> </ul> <p>Give participants 3-4 minutes to think about a strategy they want to try. Tell them they’ll have time to discuss this plan with their coordinator sometime during this program.</p>	

Timing	Content	Materials
0:35  20 min	<p><b>Physical Assets</b></p> <p>Physical assets are the basic material goods and services everyone needs to survive.</p> <p><u>SHARE</u> Physical Assets Worksheet</p> <p><u>ASK</u> What are some examples of physical assets?  <i>Suggested responses:</i> Food, Clothing, Shelter, Tools, Child Care, Car, Heat / Power, Slow cooker, Bus pass. Encourage participants to write the list of examples in their worksheet.</p> <p><u>ASK</u> participants to identify some of the physical assets that they are proud of having. Give about 3-4 minutes to write down some of these things. Repeat for "what physical assets would you like to develop?"</p> <p><u>ASK</u> What are some ways you can build your physical assets?  <i>Suggested Responses:</i></p> <ul style="list-style-type: none"> <li>• Buy – new/used</li> <li>• Borrow long-term</li> <li>• Trade/swap</li> <li>• Share with roomies</li> <li>• Decide you don't need something</li> <li>• Bus pass subsidy program</li> </ul> <p>Give participants 3-4 minutes to think about a strategy they want to try. Tell them they'll have time to discuss this plan with their coordinator sometime during this program.</p>	Physical Assets Worksheet
0:55  5 min	<p><b>BREAK (SHORT)</b></p>	

Timing	Content	Materials
<p>1:00</p> <p>10 min</p>	<p><b>Cash Flow/Budgeting Principles</b></p> <p><u>ASK</u> Who thinks budgeting sounds like fun? (joke)  <u>SHARE</u> Funny budget cartoon</p> <p><u>ASK</u> Who likes feeling in control of what's happening to you, and being able to make choices about your money? <i>Discussion.</i></p> <p><u>TALK</u> Budgeting or talking about expenses can be a downer, especially when we don't have enough money to do everything it seems we need. But sticking our head in the sand and <i>not</i> planning actually means we're more vulnerable, and less in control. Try thinking about budgeting as the act of <b>giving our money a job</b> – so money works for us, not the other way around.  Our goal today is to give you some different ways of thinking about your expenses, to make budgeting easier.</p>	<p>Funny budget cartoon</p>
<p>1:10</p> <p>5 min</p>	<p><b>Regular and Irregular Expenses</b></p> <p><u>TALK</u> One of the tough things about budgeting is that some things are consistent, like rent or cell phone basic plans, while other things change and don't happen every month. Just when you think you've figured it out, you get a bill you forgot about.</p> <p>Regular expenses are things we can count on happening all the time, often monthly or bi-monthly. Irregular expenses can happen every few months, a couple of times a year, or once a year. When we're preparing a budget, it helps to remember these irregular things and put money into each budget to save for them when they come up.</p> <p><u>ASK</u> What are some types of each type of expense?  <i>Suggested responses:</i></p> <ul style="list-style-type: none"> <li>• Regular: rent, food, cell phone, transportation, utilities</li> <li>• Irregular: clothing, personal care, car insurance, damage deposit, household repairs (lightbulbs!), education</li> </ul> <p><i>Write responses on sticky notes using different colours of note or pen to denote regular/irregular. Attach the sticky notes to the flip chart in two columns (irregular/regular) so people can see them.</i></p>	<p>Flip Chart and Markers</p> <p>Sticky Notes</p>

Timing	Content	Materials
<p>1:15</p> <p>3 min</p>	<p><b>Fixed vs. Variable Expenses</b></p> <p><u>TALK</u> Some of the costs in your budget don't change and can't be changed no matter how much you try to be frugal. If we can't easily change an expense, we can call it "fixed" whereas if we can make choices that change the expense, we call it "variable." Some variable expenses, like clothing, might actually be irregular expenses – you don't always spend money on clothes every month.</p>	
<p>1:18</p> <p>12 min</p>	<p><b>Allocating a Limited Budget</b></p> <p><u>ASK</u> Of our regular expenses, which ones are fixed?</p> <p><i>Using a wide table in front of everyone/in the middle, lay out the sticky notes for the fixed, regular expenses first.</i></p> <p><u>ASK</u> How much should we put aside for each of these expenses?</p> <p><i>Distribute the play money, putting each amount on top of or tucked underneath the sticky note for that expense type. Repeat for the variable expenses, asking people to choose the most important expenses first and put money towards them. This will result in a discussion because people don't prioritize things the same way. You can point out the Worksheet in the handout pack and suggest that people can begin writing down what their expenses are and how they would prioritize them. Emphasize that these choices are a matter of personal choice, and try to discourage judgment.</i></p> <p><u>SHOW</u> Costs of Living reference sheet for examples of costs.</p>	<p>Play Money – count out approximately \$1200, which is roughly a full-time minimum wage income monthly.</p> <p>My Regular Expenses worksheet</p> <p>Typical Costs of Living reference sheet</p>
<p>1:30</p> <p>5 min</p>	<p><b>Planning For Irregular Expenses</b></p> <p><u>ASK</u> What kinds of irregular expenses can you think of? How much are they, and when do they happen? <i>Create sticky notes for irregular expenses, and ask people how much they might put aside each month to make sure they can afford these things. Allocate any remaining play money accordingly. Invite people to fill in their own expenses on their worksheet.</i></p> <ul style="list-style-type: none"> <li>• Car insurance</li> <li>• Getting my hair cut</li> <li>• Moving/damage deposit</li> <li>• Vet bills for pets</li> <li>• Dental appointments/issues</li> </ul> <p><u>ASK</u> How are you going to make sure you have the money to pay for these things? <i>Invite discussion. Suggested responses:</i></p> <ul style="list-style-type: none"> <li>• Divide up the annual costs by 12 and put money aside</li> </ul>	<p>Flip Chart &amp; Markers</p> <p>My Irregular Expenses worksheet</p>

Timing	Content	Materials
	<p>each month OR quarter</p> <ul style="list-style-type: none"> <li>• Make sure there's room on a credit card</li> </ul> <p><i>If you have time, allocate any play money left over.</i></p>	
<p>1:35 10 min</p>	<p><b>Sometimes There Isn't Enough Money!</b></p> <p><u>ASK</u> What are some things you can do if you don't have enough income for your expenses? <i>Invite discussion. This is a very challenging and sensitive topic. Be sure to affirm that it is not someone's <u>fault</u> that they have a low income, and that it doesn't make you a bad person.</i></p> <p><i>Some suggested strategies:</i></p> <ul style="list-style-type: none"> <li>• Make sure you get every single bit of social assistance you're entitled to – tax credits, supplements, etc. Visit Together Against Poverty Society if you're having trouble getting access to income entitlements.</li> <li>• Make changes in your variable expenses, e.g. finding frugal living choices, getting the right data package for your phone.</li> <li>• Use your other assets &amp; skills to provide for your needs without using money.</li> <li>• Talk to someone at WorkBC (GT Hiring / WorkLink) about access to skills training subsidies so you can get qualified for a higher-paying job.</li> </ul> <p><i>This discussion can be a creative exchange of money-saving ideas. Try to keep the conversation focused on what can be done positively, steering away from "if you were just better/smarter/more responsible you'd be better off".</i></p>	<p><b>Optional:</b> Food in Greater Victoria Hand-out from Coalition to End Homelessness Print from: <a href="http://bit.ly/1ySq9CL">http://bit.ly/1ySq9CL</a></p>
<p>1:45 8 min</p>	<p><b>Keeping Track – Being the Boss of your Money</b></p> <p><u>TALK</u> You've given your money a JOB – now keep track to make sure your money is doing its job! By following your expenses, you find out more about whether your spending plan was right – it's rare to be absolutely right on the first try. There are usually things we forget we spend money on.</p> <p><u>ASK</u> What are some ideas for keeping track of your spending – being the BOSS of your money? <i>Invite discussion about different methods and their pros/cons. Suggested responses:</i></p> <ul style="list-style-type: none"> <li>• Put your money into envelopes when you get your pay, and only spend what's in each envelope.</li> <li>• Save receipts &amp; write things down</li> <li>• Use an app like Mint.com to track your spending if most of your money goes via debit card</li> </ul> <p><u>INVITE</u> participants to use a tracking tool for the next week to see if they've forgotten anything in their spending plans.</p>	<p>Money Tracking Worksheet for tracking expenses for a week (provide 4-6 copies)</p>

<b>Timing</b>	<b>Content</b>	<b>Materials</b>
1:53  7 min	<p><b>Check-Out</b></p> <p><u>LOOK</u> at flip chart from beginning of session and check whether all participant questions were answered to their satisfaction.</p> <p>Remind people to bring back their workbooks next session!</p>	
2:00	<b>End of Session 2</b>	

## SESSION 3

Timing	Content	Materials
0:00  10 min	<p><b>Check In</b></p> <p>Welcome people back. Check that people have their binders.</p> <p><u>ASK</u> Did you track your expenses? (Did anyone?) What was it like? Easy or hard? <i>Invite discussion.</i></p>	
0:10  5 min	<p><b>Objectives of This Session</b></p> <p>By the end of this session, you will be able to:</p> <ul style="list-style-type: none"> <li>• Describe some of your human and social assets, and identify what kinds of assets you'd like to develop further.</li> <li>• Identify your banking needs, determine if you need new/different banking services, and make a plan to address that.</li> <li>• Describe the types and uses of credit, and how to use credit wisely within your life.</li> </ul> <p><u>ASK</u> What questions would you like us to try to answer as we go through these topics? <i>Record questions on flip chart paper.</i></p>	

Timing	Content	Materials
<p>0:15</p> <p>15 min</p>	<p><b>Human Assets</b></p> <p><u>TALK</u> Human assets are our <b>skills, knowledge, ability to work</b> and <b>good</b> health. These things enable you to obtain the necessities of life, either directly or through earning money.</p> <p><u>ASK</u> What are some examples of human assets? <i>Write responses into the section for human assets on the wall chart. Invite participants to write responses into their worksheet. Suggested responses:</i></p> <ul style="list-style-type: none"> <li>• Training you've taken, certificates, work experience, being healthy – having a doctor you can go to, things you've learned through experience, like when/where food banks are open</li> </ul> <p><u>TALK</u> Notice that "good health" is different from "food" which was listed when we looked at physical assets. You can have food but not be healthy!</p> <p><u>ASK</u> What kinds of human assets do you have? (brainstorm). <i>Encourage participants to write down responses on their human assets worksheet.</i></p> <p><u>ASK</u> How do you develop human assets? <i>Invite discussion and encourage participants to write down responses on their human assets worksheet.</i></p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Volunteering for experience &amp; learning</li> <li>• Reading books / take courses – Khan Academy</li> <li>• Things that can make you healthier e.g. diets, stop-smoking programs, seeing a doctor</li> </ul> <p><u>INVITE</u> participants to identify one or two goals they have for developing human assets, and pick a strategy to work on them. They'll have a chance to discuss these with their coordinator.</p>	<p>Chart of Five Asset Types</p> <p>Human Assets worksheet</p>

Timing	Content	Materials
0:30  15 min	<p><b>Social Assets</b></p> <p><u>TALK</u> Social assets are our relationships, community and networks.</p> <p><u>ASK</u> What are some examples of social assets? <i>Encourage participants to write down responses on their social assets worksheet, while you write responses onto the chart. Some responses:</i></p> <ul style="list-style-type: none"> <li>• support from family, friends, community groups</li> <li>• trust you've built up with people in your life</li> <li>• volunteer work or activist groups you belong to</li> </ul> <p><u>ASK</u> What kinds of social assets have you developed? <i>Invite discussion and encourage participants to write down responses on their sheet.</i></p> <ul style="list-style-type: none"> <li>• Threshold Housing group, Youth In Care network, other programs you belong to</li> <li>• Friendships</li> <li>• Roommates (help pay the rent!)</li> <li>• Things you volunteer for (there's trust there)</li> </ul> <p><u>ASK</u> How do social assets influence the other types of assets? <i>Invite discussion. Suggested responses:</i></p> <ul style="list-style-type: none"> <li>• Sharing things lowers the cost</li> <li>• Knowing people helps you get a job</li> <li>• Having friends supports your self-worth - personal assets</li> </ul> <p><u>ASK</u> How can you build your social assets? <i>Invite discussion, and encourage participants to write ideas down in their Social Assets Worksheet.</i></p>	Social Assets Worksheet
0:45  10 min	<p><b>BREAK</b></p>	
0:55  12 min	<p><b>Bank Accounts</b></p> <p><u>ASK</u> Why is having a bank account important for you? <i>Suggestions:</i></p> <ul style="list-style-type: none"> <li>• Ability to cash cheques, receive money electronically – no hold period on direct deposits!</li> <li>• Store money securely – safer than a jar or sock</li> <li>• Build a relationship with a financial institution</li> <li>• As of April 2, 2016 the government of Canada won't be sending out cheques – you have to register for direct deposit. <i>Ask people if they have signed up for direct deposit for their payments, like GST Credits. If not, hand out the direct deposit forms for them to fill out and send.</i></li> </ul> <p><u>ASK</u> Who has a bank account of their own? Do you feel "happy", "meh" or "bleh" about your bank? What are the things you find good or bad</p>	Handout: Your Rights When Opening a Bank Account (from FCAC website) <a href="http://bit.ly/1IN8tPT">http://bit.ly/1IN8tPT</a>

Timing	Content	Materials
	<p>about your bank? <i>Use a flip chart to record good and bad responses under "YAY" or "MEH/GRR" columns. This validates people's experiences with banking.</i> This conversation can lead to people sharing tips about dealing with their banks and learning from each other.</p> <p><u>TALK</u> The important thing about a bank account is that it meets your needs, which can be different from your friends and families or co-workers needs. Knowing your rights and shopping around can help you find a bank that's right for you.</p>	<p>Handout: CRA Direct Deposit form  <a href="http://bit.ly/VVL7BB">http://bit.ly/VVL7BB</a></p>
<p>1:07  3 min</p>	<p><b>Credit Unions and Banks</b></p> <p><u>ASK</u> How is a Credit Union different from a Bank? <i>Invite responses, then show the credit unions/banks comparison chart.</i></p>	<p>Credit Unions vs. Chartered Banks comparison chart</p>
<p>1:10  5 min</p>	<p><b>Credit Introduction</b></p> <p><u>ASK</u> What is credit? <i>Invite discussion. Suggested responses:</i></p> <ul style="list-style-type: none"> <li>• A contract that you will receive something today, but you promise to pay for it later</li> </ul> <p><u>ASK</u> What do we use credit for?</p> <ul style="list-style-type: none"> <li>• Things we need</li> <li>• Things we want</li> <li>• Things we weren't expecting to pay for</li> </ul> <p><u>ASK</u> Is credit good or bad? <i>Invite discussion</i></p>	
<p>1:15  15 min</p>	<p><b>Credit Scenario</b></p> <p>You're in the Bay downtown, shopping for a new raincoat. There's a sale on, and you've found one that you can just barely afford. When you take it to the checkout, the saleswoman tells you that if you apply for an HBC MasterCard today, you'll receive an extra 10% discount off your purchase. Seems legit... what questions would you ask the salesperson? <i>Write down the questions that people suggest. You don't have answers right now, but let's explore some of the questions you might want to ask.</i></p>	
<p>1:30  10 min</p>	<p><b>Credit Concepts</b></p> <p><u>Prep</u> – Print and cut out the Credit Concepts flash cards before the session.</p> <p>In this activity, the participants will share what they know about credit concepts and fill in any gaps in their knowledge.</p>	<p>Credit Concepts Flash Cards (see appendix)</p> <p>Credit Card Concepts definitions (in handout)</p>

Timing	Content	Materials
	<p>Option: If your group has fun with friendly competition, divide them into two teams and let them try to define the terms first, or take turns trying to share something about the term – if they get it right, they “collect” the flash card and get some kind of prize, e.g. first pick of dessert.</p> <p>Participants are free to use their handouts to come up with answers. The point of this exercise is to put knowledge into people’s hands/minds, not make them memorize things. Using the handout reinforces the idea that it’s a <b>good thing</b> to look up information that you don’t know!</p>	
<p>1:40</p> <p>15 min</p>	<p><b>Solving Our Credit Scenario</b></p> <p><u>ASK</u> If you were offered a credit card now, what kinds of questions would you ask about the offer? <i>Allow people to look at their handouts for credit concepts. Echo back and validate people’s suggestions. If the group is interested, you can share some of the details of the HBC card offer – mostly as a warning about store credit cards!</i></p> <p><u>HBC ANSWERS:</u> Here are some facts taken from the HBC Financial Website:</p> <ul style="list-style-type: none"> <li>• The HBC MasterCard has an initial annual interest rate of 29.9%, which goes down to Prime + 17% after your first purchase outside of HBC stores.</li> <li>• The HBC Credit Card has an annual interest rate of 29.9%.</li> <li>• The grace period is 21 days.</li> <li>• There are no annual fees.</li> <li>• The minimum payment is either \$10 or 1% of your NEW account balance PLUS interest charges PLUS past due amounts</li> <li>• Extra fees include \$29 if you go over your credit limit.</li> <li>• If your balance is less than \$1.00 (but more than zero) for more than 100 consecutive days, they can double that balance on you.</li> <li>• If you use your card in the USA, there’s a 2.5% currency conversion charge on top of the actual currency exchange rate.</li> </ul>	
<p>1:55</p> <p>5 min</p>	<p><b>Check-Out</b></p> <p><u>ASK</u> Did we answer your questions today? <i>Check back to the check-in/objectives questions list.</i></p>	
<p>2:00</p>	<p><b>End of Session 3</b></p>	

## SESSION 4

Timing	Content	Materials
0:00  10 min	<p><b>Check In</b></p> <p>Welcome people back. Check that people have their binders. Ask if anyone received their credit report.</p>	
0:10  5 min	<p><b>Objectives of This Session</b></p> <p>After participating in tonight’s session, you’ll be able to:</p> <ul style="list-style-type: none"> <li>• Describe the types of strengths that make up your financial assets, and what parts of your financial assets you’d like to develop further</li> <li>• Describe some simple strategies or tools for building your financial assets (e.g. savings and investments, money skills, credit building)</li> <li>• Describe some best practices for handling credit and building your credit history</li> <li>• Pursue tax credits or benefits that you’re eligible to receive by completing a tax return or finding someone to help you do it.</li> </ul> <p><u>NOTE:</u> Because we’re focusing on financial assets, tonight’s session might be tough to get through – you might feel anxious or sad. If you need to take a break, that’s okay. Please ask for help if you need it.</p>	
0:15 10 mins	<p><b>Building Your Money Story</b></p> <p><u>ASK</u> How many of us connect money with something uncomfortable or unhappy in our past experiences? Does that make it difficult to think about money and work on it?</p> <p><u>TALK</u> So many people experience money as a harmful thing – it can be connected with a lack of security or safety, damaging relationships, being a victim of circumstances beyond our control. Let’s give ourselves the freedom to “see” the trauma that each of us has experienced personally in life related to money. Everyone’s story has been different and we’re all affected differently by this.</p> <p>When we talk about financial assets, it’s not just about your income or credit or savings. We’re really talking about creating a safe relationship with money in our lives, recognizing it might not have been safe in the past. Spending or saving habits you’ve had in the past might be ways you’ve been adapting to trauma and coping with the challenges in your life.</p> <p>Tonight we’re going to talk about money and financial assets as a way to move forward and create safety and security for ourselves. Financial well-being feeds your whole well-being as a person. That’s what we want to</p>	

Timing	Content	Materials
	<p>seek, because we all deserve that kind of well-being.</p> <p><u>ASK</u> Does anyone want to share how they feel about working this way?</p> <p><i>Allow time for some quiet reflection and then some discussion. Some people might want to share their story or feelings.</i></p>	
<p>0:25</p> <p>15 min</p>	<p><b>What are Financial Assets?</b></p> <p><u>ASK</u> What are the things we can describe as Financial Assets? <i>Use a marker to fill in the suggestions into the Sustainable Livelihoods 5-piece chart that you've been building. Invite people to make notes in their own workbook on the Financial Assets worksheet.</i></p> <p>Suggested responses:</p> <ul style="list-style-type: none"> <li>• Income</li> <li>• Savings (or Debt)</li> <li>• Access to Credit</li> <li>• How we understand money, how comfortable we are with money concepts</li> <li>• Our ability to keep track of money</li> <li>• Our willingness to research and explore money topics</li> </ul> <p><u>ASK</u> What are some strengths you feel you currently have in this area? <i>Encourage people to write down their strengths.</i></p> <p><u>ASK</u> If you were to choose just one or maybe two things in this area, what kinds of financial assets would you like to develop for yourself in the coming year? <i>Allow time for discussion. People may have difficulty identifying a financial asset they want to work on if they're feeling overwhelmed or anxious. If that's the case, you could suggest "financial safety" as an asset, and ask "what might that start with for you?"</i></p>	<p>Financial Asset Worksheet</p> <p>Flip Chart and markers</p>
<p>0:40</p> <p>15 min</p>	<p><b>Building Your Financial Assets – Developing Good Credit</b></p> <p><u>SHOW</u> 5 Myths about Credit – in people's workbooks.</p> <p><u>ASK</u> Are these statements true or false? <i>Allow people to discuss what they know, and share the following knowledge:</i></p> <ol style="list-style-type: none"> <li>1. <b>If I can afford the minimum payment, I can buy this – FALSE</b> – minimum payment lets you keep from getting sued, but you might take years to pay it off.</li> <li>2. <b>I need a lot of credit cards to build my credit score. – FALSE</b> – having just one credit card you use wisely, as well as a cell phone contract, can do it. A variety of credit types is better than lots of credit cards, plus the more credit you have, the more of a risk you</li> </ol>	<p>5 Myths About Credit statements</p>

Timing	Content	Materials
	<p>are.</p> <ol style="list-style-type: none"> <li>3. <b>To build good credit, I pay my credit card as soon as I use it. – FALSE</b> – if you don't wait for the bill, then what's happening is your credit report is seeing a zero balance every month. We'll get into that more when I explain credit ratings.</li> <li>4. <b>Using a credit card for points is a great way to save money. – FALSE (probably)</b> – most points cards have annual fees and higher interest rates, that usually cancel out the benefits of the points, unless you're charging a LOT of purchases (most low-income ppl don't charge enough to earn enough points to cover the fees!) Plus, you have to spend money to earn the points!</li> <li>5. <b>Racking up my card to max and then paying it off will build good credit. – FALSE</b> – if you go over about 60% of your allowable credit on a monthly statement, that shows a high need for credit, which means you appear more risky.</li> </ol> <p><u>SHARE</u> An excellent website for learning about credit is <a href="http://www.nomoredebts.org">www.nomoredebts.org</a>, the website from the Credit Counselling Society.</p> <p><u>SHOW</u> Handout brochures from Credit Counselling Society, and the purple Credit Report and Credit Building sheet. (<i>Contact FERN Coordinator for copies of these!</i>)</p>	
0:55	<b>BREAK</b>	

Timing	Content	Materials
<p>1:00</p> <p>15 min</p>	<p><b>Building Your Assets – Learning About Savings &amp; Investments</b></p> <p><u>ASK</u> Have you had experience with savings, perhaps when you were younger, or seen friends or family working on their savings? What worked well? <i>Encourage people to share an experience or lesson learned about saving money.</i></p> <p><i>Note: when talking about savings, it's important to acknowledge that if your income is barely meeting (or not meeting) your living needs, this information is for the future. These are tools to tuck away in your mind! One day, you'll find that it's helpful to know this stuff.</i></p> <p><u>ASK</u> What are some different savings tools?  <i>Suggested responses – write responses on flip chart:</i></p> <ul style="list-style-type: none"> <li>• Saving your coins in a jar</li> <li>• Having a savings account at the bank</li> </ul> <p><u>SHOW</u> Savings &amp; Investment Tools information in the handout package. This is information for saving – there's no test and you don't necessarily need to know all of this right now.</p> <p><u>NOTE:</u> Information on the Savings &amp; Investment handout is quite detailed. It may be helpful for the facilitator to identify some of the important concepts:</p> <ul style="list-style-type: none"> <li>• You can save for short-term, medium or long-term goals, and you'll probably use different tools for each.</li> <li>• Savings create a "cushion" you can fall back on if something happens to your income. Paying down debt is one part of being responsible, but giving yourself that cushion is equally important.</li> <li>• An RRSP and TFSA are different "containers" or "vehicles" for saving money that have effects on the income tax you pay, now or in the future. You often hear about the importance of saving for retirement, but what's more important is that you recognize that you are both capable and deserving of creating savings for yourself.</li> </ul> <p><i>If you aren't comfortable answering questions about this, connect with FERN to find out about guest speakers who can talk about this more, if your participants are interested.</i></p>	<p>Savings &amp; Investments sheet</p>

Timing	Content	Materials
1:15 15 min	<p><b>Building Your Assets – Being Financially Safe</b></p> <p><u>ASK</u> What comes to mind when you think about being financially safe? Write down responses as they come up and facilitate discussion. Possible responses:</p> <ul style="list-style-type: none"> <li>• Preventing identity theft</li> <li>• Consumer protection</li> <li>• Avoiding Payday Loans</li> <li>• Preventing or Responding to Financial Abuse in Relationships</li> </ul> <p><u>SHOW</u> Resources in handbook for financial safety.</p> <p><u>ENCOURAGE</u> discussion about different aspects of financial safety. Allow participants to share their experiences and knowledge with each other. As a facilitator, you may want to explore some of the listed resource websites before your session so you can build your knowledge.</p>	<p>Being Financially Safe handout</p> <p>Consumer Protection BC brochure on payday loans</p>

Timing	Content	Materials
1:30 15 mins	<p><b>Building Your Assets – Filing Taxes and Getting Credits</b></p> <p><u>ASK</u> Who likes paying taxes? (booo!) Who likes getting free money? <i>Expect a big cheer!</i></p> <p><u>TALK</u> Filing your tax return is your way of tapping in to the benefits and credits that the government uses to try to even out income inequality. Tax benefits come in different types. (Show Tax Credits &amp; Benefits handout). This handout compares different types of tax credits to coupons, discounts or gift cards. <i>Highlight the benefits that people are most likely to receive, including GST/BC Sales Tax, Low Income Climate Action, WITB, bus pass deductions.</i></p> <p><u>ASK</u> What experience do you have with filing your tax return? <i>Invite discussion, asking these follow-up questions:</i> Has anyone done it online? Have you used a service? What tips would you share with others?</p> <p><i>The following information can be shared with participants if it doesn't come up in the discussion.</i></p> <ul style="list-style-type: none"> <li>• You can file your taxes online with free software, especially if you are on a low income, but it helps to know your way around the paper forms. It really helps to have a paper copy of the Guide handy when you're filling out your taxes, or use a software like SimpleTax which is free (it's a pay-what-you-want model).</li> <li>• TAPS offers tax return filing – each Thursday, first-come-first-serve – and there are other volunteer tax preparers. (See list on handout)</li> <li>• H&amp;R Block and other services charge you fees, but provide coupons through the United Way for people living on low incomes.</li> <li>• The “tax advance return” offered by H&amp;R Block and other tax services is a high-cost loan in disguise – fees charged aren't regulated.</li> </ul>	<p>Tax Credits &amp; Benefits (handout)</p> <p>Resources for Learning About Taxes</p>

Timing	Content	Materials
1:45 10 mins	<p><b>Building Assets – What’s Important to You?</b></p> <p><u>ASK</u> We talked earlier about wanting to build some financial assets. Now that you’ve had a chance to explore some different types of financial assets, are there any other things you’d like to work on? <i>Invite discussion.</i></p> <p><u>ASK</u> What are some ways you’d like to be supported? What kind of help do you wish was available for you? <i>Invite people to talk about what help they want, and seek solutions for each other in the group or with community resources.</i></p> <p><u>SHARE</u> Financial Topics Resource List – this is a collection of links and local people willing to answer questions. You can help participants connect with more information. Emphasize that part of financial well-being is the ability (and willingness) to seek out answers to their financial questions. <i>Connect with the Community Social Planning Council to access this resource list, which provides names and contact information for people in Greater Victoria who are able to help youth explore these subjects.</i></p>	
1:55 5 min	<p><b>Check Out</b></p> <p>What savings step will you take this week?</p>	
2:00	<b>End of Session 4</b>	

## SESSION 5

Timing	Content	Materials
0:00  10 min	<p><b>Check In</b></p> <p>Welcome people back. Check that people have their binders.</p> <p><u>ASK</u> How are people feeling about the information we've been covering, and our discussions? <i>Use this to find out if people have unanswered questions they wish to explore further, or worries about things. Try to "normalize" people's concerns about financial topics – many people are in the same boat, and it's not easy to figure this stuff out. Remember the financial system is not built to be user-friendly!</i></p>	
0:10  5 min	<p><b>Objectives of This Session</b></p> <p>By the end of the session you will be able to:</p> <ul style="list-style-type: none"> <li>• Identify personal goals for asset-building</li> <li>• Identify asset-building strategies and create a personal plan for the coming year.</li> <li>• Celebrate your learning and growth</li> </ul>	
0:15  10 min	<p><b>Updating Your Asset Map</b></p> <p><u>SHOW</u> Asset Map in workbook – this is a blank copy.</p> <p>The Asset Map lets you define how content or happy you are with your present situation.</p> <p><u>INVITE</u> Take a few minutes now to reflect back on your asset map from the first session, and fill in a new one to reflect how content you are with your assets in each area now.</p> <p><i>If there's only been a few weeks since the beginning of this program, participants may not feel there has been much change in their actual assets. That's to be expected! You may want to suggest they use this Asset Map every six months or so, or just keep it as a reminder that you're more than just your financial assets.</i></p>	End-of-Program Asset Map
0:25  10 min	<p><b>Updating your Financial Well-Being Inventory</b></p> <p><u>SHOW</u> the Financial Well-being Inventory.</p> <p><u>ASK</u> What parts of financial well-being have we addressed as part of this program? <i>Invite discussion.</i></p> <p><u>ASK</u> What has changed for you? <i>Invite participants to re-assess their financial well being with red, yellow or green marks or dots.</i></p>	Financial Well-Being Inventory  Red / yellow / green dot stickers

Timing	Content	Materials
0:35  25 min	<p><b>Creating Your Asset-Building Plan for 2015</b></p> <p><u>SHOW</u> Asset-Building / Goal Setting Handout</p> <p>There are two handouts provided: one is for a short-term goal within a year, and the other is for a medium or long-term goal. Invite participants to share a goal they want to work towards, based on which of their asset areas they want to improve.</p> <p><u>Suggested Questions:</u> How do you want your life to be different in this area in one year from today? Are there longer-term goals you want to take on?</p> <p>Take some time to describe what the change is.</p> <p>What supports do you need to make this happen in each area? Who will you ask for help? What allies can you turn to for help?</p>	Asset-Building Plan handout
1:00  10 min	<p><b>BREAK</b></p> <p>Serve Dessert or other Celebratory Food</p>	
1:10  15 min	<p><b>Celebration Time</b></p> <p>Hand out certificates of completion (made in advance). <i>See Appendix for suggested format/wording.</i></p> <p>If honorariums for the participants have been part of your session plan, this is an excellent opportunity to hand those out.</p>	Certificates
1:25  35 min	<p><b>Creating Your Asset-Building Plan – Your Focus Piece</b></p> <p>Use this time to use the scrapbooking/collaging/art materials here, or take some time for personal journaling or reflection.</p> <p>Create a “focus piece” that illustrates your Asset-Building Plan. This is something to put in your room, or a place where you’ll see it all the time, to remind you of the plan. You can keep this private or show it to others.</p> <p><u>Option:</u> Create a “wallet-sized” reminder of your Asset-Building Plan – choose a quote from the list in your handouts, or an image from the magazines, and paste it on a business card. Put some words or numbers that represent your plan, and put it into your wallet.</p>	Collaging / art materials  Collections of quotes
2:00	<b>End of Session</b>	

## ACTIVITY TOOLS

### Credit Concepts Flash Cards

See next two pages. Photocopy these onto single-sided paper or card stock and cut them out separately to create a "quiz deck".

### Certificate of Completion

In our pilot programs, we used certificate paper stock from an office supply store and created certificates for each participant. Here's the wording we used (you may do whatever works for you!)

Certificate of Completion  
presented on February 3, 2015 to:

Jane Doe

We certify that the above named individual has successfully  
completed a Youth Financial Empowerment Program and has learned about  
personal money skills and goal-setting.

(certificate was signed by two program staff from Community Social Planning Council)

Principal	Loan Period or Term
Interest Rate	Compounding
Annual Percentage Rate (APR)	Daily Interest Rate
Grace Period	Late Fees

Balance	Minimum Payment
Cash Advance	Annual Fee
Credit Limit	Secured Card
Balance Protection Insurance	

## COMMUNITY-BASED LEARNING ACTIVITY

One of the key drivers of financial well-being is the willingness and ability of a person to ask questions and find out more about a financial issue that's important to them. Knowing how to frame a question, identify sources and gather information is a critical skill, not just in looking after one's financial well-being but also in many workplace or educational settings. We wanted to create a learning opportunity to develop these skills.

During our first and second pilot programs, we invited participants to choose a subject within the general field of finances and to explore it independently (or with a partner) in between sessions. We identified a number of topics in advance and compiled a Community Resource List, but encouraged participants to look up whatever topic interested them. Participants were encouraged to bring something back to the next session to show their peers what they learned.

The Community Resource List is maintained by the Community Social Planning Council (as long as funding persists) and is available by contacting them.

Some of the topics that were explored by participants in our pilot group are:

- Credit card choices – two participants looked up Capital One credit cards online and showed the group various interest rates, annual fees and benefits.
- Student loans – two separate groups wanted to know about how to get a student loan. One group contacted UVic Student Assistance and reported back verbally. Another group created a printable brochure explaining who can qualify and what is the process to apply for a student loan.
- Employment rights – one participant accessed a guest speaker who came to give the group a 10-minute talk about workers' rights to safe work and the need to report unsafe working conditions. Employment rights are critical to financial well-being!
- Stock market and investing – a group of three participants set up a Google portfolio, invested a hypothetical amount of money in three stocks (a toilet paper company, Google and a car company) and showed their fellow participants what a return on investment looked like. (They did pretty well in just a week!)
- Saving money – two participants wrote a rap song and performed it, focusing on their excitement at getting an honorarium and the need to do something wise with it, like save it or use it to pay down bills.

Feedback from the pilot group participants was that although they enjoyed this activity somewhat, it did make them feel like they were in school, and this wasn't a pleasant feeling for them. In light of this we have taken it out of our suggested curriculum, but the resources to set up this activity are available from the Community Social Planning Council if you want to use it.

## ADDITIONAL/ALTERNATIVE ACTIVITIES

### Icebreakers

Working in groups of three or four, use whatever materials you can find in the room to create a temporary "sculpture" that represents "money" for your group. Be ready to talk about your sculpture and how it reflects each of your group members' ideas about money.

### Energizers

If the participants seem to be flagging in their energy, draw out one of these energizers to perk everyone up and recapture their attention.

- **Swatting Mozzies** - Pretend the room is full of mosquitoes. They are all around us and landing and biting. Swat them with your hands - in front, down by your ankles, behind your head, on your face, to the left, to the right, by your neighbour...
- **Body Writing** - Write words in the air with parts of your body. Your right finger, left finger, right elbow, left elbow, big toe, belly button, etc.
- **As and Bs** - Stand in a circle. Ask everyone to look around and pick another person, and to raise a hand when they have done that. That other person is their A. Then ask everyone to pick a second person and raise a hand. That second person is their B. When you say go, each person tries to get as close as possible to their A and as far away as possible from their B. Then reverse it - close to B and far away from A. Stress the need for speed!  
(From "Participatory Workshops" by Robert Chambers)
- **Count Off** - In groups of 8 to 15, tell the group that you have a simple task for them. They must spontaneously count to 20, consecutively. However they can't establish any pattern to get to 20 and no one is allowed to indicate, gesture, or point to someone else that they should call out the next number.
- **Talking Ball** - Standing in a circle, throw the Talking Ball (a soccer ball with all letters of the alphabet on it) around the room until someone yells "stop". Whoever is holding the ball must announce to the group what letter their thumb is currently touching. Then everyone must immediately turn to the person standing beside them and talk about something that starts with that letter (e.g. Koala bears). Before you throw the ball again, ask all the pairs to tell the group what subject they decided to talk about.  
(From "Fabulous Facilitation" by Possibilities Training Group)

### Activities

- **Cue Card Questions** - Give each person a blank cue card and have them write on it one question they have about money issues that they think someone else in the room might be able to answer. Turn the music on and have the participants mingle around the room. When the music stops, they

are to ask their question to the other person and also try to answer the question that the other person has. Start the music again, they mingle again. Stop the music. Repeat. Do this until everyone has had a chance to talk to three or four people.

(From "Fabulous Facilitation" by Possibilities Training Group)

- **Creating a "Simulation"** – Some groups may find it easier to talk about budgeting, credit or asset-building if they can create a "fake character" to use as an example. Let participants describe who this character is and how their money story will play out. Questions that are relevant to the activities in this program are:
  - Character's name, age
  - Source of income (if any) and amount monthly
  - How does this person get around? (car, walk, bike, transit)
  - Where does this person live? (rent cost, # roommates, utilities)
  - What are this person's likes and dislikes, hobbies and interests?
  - Does this person have habits or hobbies that cost money (smoking, pot, drinking, hobbies)?
  - Does this person have a credit card? What has been their experience with credit?
  - Does this person have family members or a romantic partner they get support from, or need to support?

By giving a "focus person" for discussions, you can give participants the freedom to talk about tricky financial issues without using their personal lives as the subject.

- **Autograph Hunt** – Create a list of things like "keeps change in a sock" or "has a credit card" and put a blank line next to each one. Try to have about 75% as many items as there are people in the group to make it easier to find people. Print out this list and give it to participants, inviting them to mingle and find someone who can say "yes" to each of the money-related habits or facts.

### Closing Activities

- **Moving But Staying Connected** - Stand in a circle in a large open space. Ask everyone to look around and silently select two other people. Then everyone moves to form an equilateral, equal-sided triangle with the two selected. The effect can be remarkable, even wonderful, as all keep moving. When one moves, many others do too. After a time, stop and invite reflections - staying in touch, how we are all connected, how we can affect one another at a distance, how our small actions affect larger systems.

(From "Participatory Workshops" by Robert Chambers)

If you have suggestions for more activities, please share them with us to be included in a future version of this Guide!