

SKINT!

Extra resources for facilitators

SKINT!

Resources to use with Jamie's story



Resource developed by Made of Money, a project of **Quaker Social Action**, for *Skint!*.

Skint! was originally produced by **Scottish Book Trust** with support from the Scottish Government.

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Skint! Resources Introduction

The following resources are designed to be used alongside Jamie's story in *Skint!*. They are primarily for use in groups, and are structured in this way. However, most can be used in one to one or small group settings with minimal adaptation.

The discussion questions in the exercises are suggested as prompts, however please do tailor the questions, and the activities, to the young people you are working with. A number of the resources have cards and hand outs which are available as a separate PDF, formatted for double sided printing. These resources can be found on the website, www.skintbook.org.uk.

Whilst the resources cover a number of topics and can be used flexibly, there are themes running through the book that you may wish to cover. These are focused on in the activities as outlined on the next page.



For more ideas of ways to use *Skint!* and sample session plans please visit www.skintbook.org.uk.



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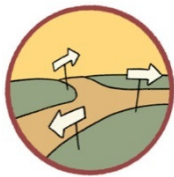
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Getting Help?

Topic:	Signposting
Goes with:	Jamie's Story, Tuesday <i>Jamie & Brian talk at the Jobcentre</i>
Page:	63
Activity:	Signposting for help with employment and advice services for young people

The main aim of this exercise is to ensure the young people are aware of the help they can access locally for issues such as employment, benefits and debt. However, the aim can be broadened to cover all sorts of issues which your group may need support and advice with.

As a group, read the beginning of Jamie's story when he is in the Jobcentre. You could act out the scene or read it sitting. Then start a discussion with the group about what help there is available locally for them. This discussion can start by focussing primarily on job-searching and employability, as it does for Jamie, but it can then be broadened. Keep the discussion general and avoid discussing individual's experiences with local services.

You may need to do some research into local advice services prior to this discussion. Please also see the information about advice services in the facilitator notes on page 3. You will also need a flip chart, markers, A4 paper and pens. Here are some questions to ask the group:

- Do you know where to access advice on issues like employment, benefits and debt?
- Are there any other issues which we might need advice on?
- How can a young person access these services? (by phone, in person, online, drop in or appointment)
- Do you need a referral to access any of these services?
- Have you heard any stories of how good these services are?
- Is there any charge for these services?
- Can they provide literature or leaflets to explain what they offer?



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Once you have had a general discussion with the group about local services, split the group into pairs or if more appropriate you could make this an individual exercise.

Ask them to discuss or write on A4 paper a positive experience they have had with a local service. You could also ask:

- Which local services have you accessed to get support from? How did you find the service they provided?
- What local services or advice have you heard about but not necessarily used? What do you know about them?

When they have had a few minutes to do this bring the group back together for feedback. Write up a list of places that the young people have already used and write down their experiences. The more positive feedback you can draw out of the group the more likely the young people are to access the services discussed.

If they bring up negative experiences remind the group that staff change, that it may have been a one off and not to be put off seeking advice.

You could also say to the group that if there are any other areas of their lives that they need support with but don't want to discuss with the group then they can speak to you after the session.

From this you can talk about information you have about local services and hand out any appropriate leaflets you have.



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Getting Help?

Facilitator Notes

Advice Services

This is a list of services to get you started. However, it is not extensive and there may be local services available that provide a better quality of service.

- Citizen's Advice Bureau (see www.adviceguide.org.uk for your local bureau)
- Free Debt Advice (see page 33 of Kelli's resources for more information about organisations that offer free debt advice!)
- Advice Centre (you may find one at: www.adviceuk.org.uk)
- Law Centre/Legal Aid centre
- Local Credit Union
- Food bank (you may find one at: www.trusselltrust.org)
- Council for Voluntary Service (CVS' are places that co-ordinate all local voluntary services and charities)
- Local independent charities offering services for young people (you can often get a list from your CVS)
- Local council Youth Services (including education, sexual health, addiction support, benefits advice, etc)

There may be specific criteria for being able to access local advice services. If you are considering referring a young person then make sure they are eligible first.

Find out where your local law centre or credit union is on the Money Advice Service website (www.moneyadviceservice.org.uk).



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Wants or Needs?

Topic:	Spending priorities
Goes with:	Jamie's Story, Monday <i>Brian & Jamie talk about cars</i>
Page:	65
Activity:	Discussion cards showing the difference between wants and needs

The aim of this exercise is to help the group understand the difference between a 'need' (i.e. things they can't do without) and a 'want' (i.e. things that are not essential). It is important to stress that needs and wants differ for everyone as people have different values, lifestyles & circumstances. Challenge the group, but make it clear that it's up to each person to decide what their needs and wants are.

For example, having a car may be a 'want' at one stage as it would be nice, but you can get a round without it. However, if you then get a job that requires you to have a car it suddenly becomes a 'need'.

Print and cut out as many sets of the cards on page 6 as you need. Split the group into pairs or small groups of three or four and provide a set of cards for each group. Ask each group to put their cards into a pile of 'wants' and a pile of 'needs' based on the consensus of the group.

Let them have discussions and debates about which go in each pile and make sure everyone gets a say. Once each group has split the cards, some questions you could ask the group are:

- Which of these are the easiest to categorise (i.e. which apply to everyone)?
- Which were the hardest?
- Were there some you really disagreed on? If so, why?
- Are there any of your 'needs' that would have to become 'wants' if your income reduced?
- Equally, are there any 'wants' that would become 'needs' if you had more money?



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- What does society tell us we 'need'? And how do we get these messages?
- If your income reduces due to a change in circumstances do you re-evaluate your wants and needs?
- What is the hardest thing about living on a low income? And the hardest decision to make between what you need and what you want?

This exercise works really well with the budgeting and spending diaries exercise on page 34 of Kelli's resources. Once you have finished discussing needs and wants you could move onto the exercise on budgeting as it will allow the young people to analyse their own spending. It also gives them a tangible task to go away with from the session.

If you do not have time, or if you have already completed the spending diary exercise, you could set the group a challenge for the week instead. Ask them to pick one thing they spend money on, which is a 'want', and to reduce their spending on that item. Follow up with them the week after to see if they managed to save any money.



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Print out as many copies of this page as you need and cut along the line for each 'set' of cards.

Car	Rent	Cigarettes & drinks	Eating out & takeaway
Travel	Gas & Electricity	Basic Clothes	Loan repayments
Council tax	Presents & cards for others	Fashion clothes	Furniture
Water	TV licence	Food shopping	Going out
Gadgets (iPad, Xbox, TV etc)	Mobile phone & contract	Internet/broadband	Savings
Insurance (for phone, contents etc)	Downloads, games, music	Cable TV subscription	Anything else?

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Worth a Gamble?

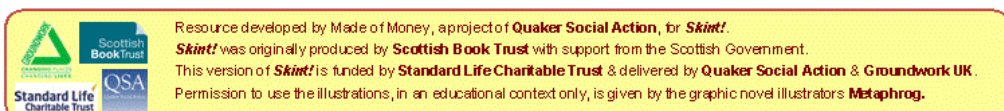
Topic:	Gambling, risking money
Goes with:	Jamie's Story, Tuesday <i>In the pub talking about betting</i>
Page:	75
Activity:	Discussion cards showing the risks involved with gambling

The aim of this activity is for the young people to think about their attitudes towards risk and to understand the risks involved with different forms of gambling. Everyone's attitude towards risk differs so it is worth stressing to those who are more comfortable with taking risks to think about whether they can really afford to lose.

Print out the cards on page 9 and 10 before you start the exercise.

This exercise can work well having read through pages 72 - 75 as a group in a role play scenario or one to one with the young person and facilitator taking multiple characters' roles. Following on from Jamie's conversation in the pub with Pavel and Bobby, have a discussion about taking risks with money. Some questions to start:

- How much of a risk taker are you? Can you rate yourself on a scale of 1-10 from 'never take risks' to 'very happy to take big risks'?
- Have you ever gambled? What happened?
- What did you feel about it before and afterwards?
- What do you think makes people want to gamble?
- Does your gambling experience reflect your attitude towards risk?
- What do you think about your attitude to risk with money?
- How does society and marketing portray gambling? Is this realistic? Do they portray all of the risks involved? (This is a good opportunity to explain that some people go into debt through gambling.)





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- Where would people go for help who are struggling with addiction to gambling? (This is a good opportunity to explain that gambling can become an addiction. Links for support are in the facilitator notes below).

After the discussion split the group into pairs or small groups and give them the first sets of cards from page 9.

Ask the groups if they have heard of all of the different forms of gambling and whether they have any experience with any of them?

Then ask them to put the cards in order of those where the risk of losing your money is the highest down to the least risk of losing your money.

When they have finished summarise which forms of gambling appear to be the most risky in terms of losing your money. After summarising give the groups the second set of cards from page 10 and explain that the aim now is to look at the actual odds associated with each form of betting. Ask them to match up the odds with each corresponding win (i.e. the odds of winning the National Lottery jackpot are 1 in 13,983,816).

Ask the group if they can explain what 'odds' mean and how they are used to measure risk (please see the facilitator notes on page 11 for more information about odds).

Check to see if the group's answers are correct and see how they compare to how risky they feel each form of betting is from the first set of cards. Ask the groups if any of the odds surprise them. Does this information make them think twice about gambling?




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First set of cards:

Playing the National Lottery	Buying a scratch card	Betting on the horses: 'Bang on the Door' at 12 to 1	Live betting: Rooney to score at 6 to 1
Putting your money on red in Roulette	Playing the Euro Millions	Betting on the dogs: 'Aiming to Win' at 8 to 13	Playing slot machines

LOWEST <i>risk of losing money</i>	MEDIUM <i>risk of losing money</i>	HIGHEST <i>risk of losing money</i>
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Second set of cards:

Winning the National Lottery Jackpot	Winning £250,000 on a scratch card	Winning on the horses: 'Bang on the Door' at 12 to 1	Winning on Live betting: Rooney to score at 6 to 1
Winning on red in roulette	Winning the Euro Millions	Winning on the dogs: 'Aiming to Win' at 8 to 13	Winning the Jackpot on a slot machine

1 in 13,983,816	1 in 4,787,120	1 in 13	1 in 7
47.37%	1 in 116,531,800	61.9%	1 in 262,144




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Worth a Gamble?

Facilitator Notes

Here are the odds of winning on a number of bets with the highest probability of winning at the top:

1. 61.9% – winning on a dog called ‘Aiming to win’ with the odds 8 to 13.
2. 47.37% – winning on red in roulette
3. 1 in 7 – winning on live betting with Rooney to score first at 6 to 1
4. 1 in 13 – winning on a horse called “Bang on the door” at 12 to 1
5. 1 in 262,144 – winning the jackpot on the slot machines
6. 1 in 4,787,120 – winning £250,000 on a scratch card
7. 1 in 13,983,816 – winning the National Lottery jackpot
8. 1 in 116,531,800 – winning the Euro Millions jackpot

More information on odds, which is very detailed but may help to answer questions!

What are ‘odds’?

‘Odds’ are an expression of the probability or likelihood of something happening. Often ‘odds’ are quoted as “odds against”, especially when it comes to betting.

When a bookmaker offers betting odds of 5 : 1 against something happening (eg a horse winning a race), it means that they are prepared to pay out a prize of 5 times the initial bet (stake) and return the stake as well.

If the event doesn’t happen (eg a horse doesn’t win the race) the bookmaker keeps the stake.

But if the event does happen, the higher the odds, the more you win. For example, a winning bet of £10 at 5 : 1 will win $5 \times £10 = £50$ with the original £10 stake also being returned = £60.

“Odds on”, means that the event is more likely to happen than not. This is sometimes expressed with the smaller number first (1 : 2) but more often using the word “on”. 2 : 1 on, meaning that the event is twice as likely to happen as not. For example, if the odds of a horse winning a race are 1 : 3 (3 : 1 on) this



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means there is 1 chance of the horse losing and 3 chances of the horse winning so the percentage probability of it winning is $3 \div 4 = 75\%$

(Note: Betting odds are skewed to ensure that the bookmaker makes a profit. If 'real' odds were offered, the bookmaker would only break even in the long run)

Different ways of expressing odds:

If there is 1 in 4 chance of picking a diamond in a pack of cards:

The easiest way to show this is as a FRACTION i.e. $1 / 4$ - there are four possible outcomes and only one of them is a winner.

Another way to show this is as a PROBABILITY. Probability ranges from 0 (impossible) to 1 (certain). The card bet above would be shown as 0.25.

In BOOKMAKER odds, this would be shown as 3 /1, which means 3 to 1. You might think it would be 4/1. It isn't, because bookies odds show the chances against the event. As there are 3 cases where this bet won't win and 1 where it will, the odds are 3/1.

In DECIMAL odds, this bet would show as 4.0. Remember, in decimal odds, the number shown is the pay out, not just the winnings. A £1 bet on this result would give you £4 (£3 winnings plus your £1 stake)


In PERCENTAGE odds, this bet would be shown as a 25% chance.

Gambling as an addiction

Gambling can be a serious addiction. If any of the young people you work with are suffering from a gambling addiction there are a number of support groups you can refer them to. Please see the list below:

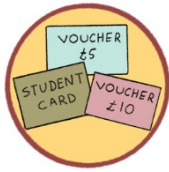
- Gamcare – support, information and advice for anyone suffering from a gambling addiction www.gamcare.org.uk
- Gamblers anonymous – fellowship group of people working to address their own gambling issues and support each other www.gamblersanonymous.org.uk
- Gam-anon – sister organisation to gamblers anonymous, support group for those affected by other people's gambling www.gamanon.org.uk

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Stuff for Free?

Topic:	Attitudes to Spending
Goes with:	Jamie's Story, Monday <i>Dani & Dev in the Park</i>
Page:	83
Activity:	Discussion about spending attitudes. Are you a spender or a saver?

The aim of this discussion is for the young people to analyse their attitudes towards spending and saving. Individuals tend to think of themselves as either spenders or savers. In this exercise the young people will decide which they think they are. They will explore the benefits and drawbacks of each, and consider what they would do in an emergency if they had no savings.

Note: The topic of whether young people would buy from charity shops is covered in the next exercise, so you may want to postpone discussions around this.

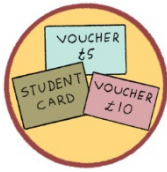
Some questions to start the discussion:

- Who do you relate more to, Dani or Dev? Are you a spender or saver?
- Why are you a spender or a saver? Is it just part of your personality?
- What are the benefits and drawbacks of being a spender like Dev?
- What are the benefits and drawbacks of being a saver like Dani?
- Do you think you get the balance right between not spending on things you don't need, whilst also enjoying the money you have?
- If you had an emergency and needed some money but had no savings what would you do?

The exercise on page 16 of Jamie's resources about borrowing is a good follow up to this last question as people can often resort to borrowing. Also see the information on page 15 of Kelli's resources about credit unions as an alternative way to borrow. Stress that building up savings to use in an emergency is always going to be cheaper than borrowing.



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Stuff for Free?

Topic:	Top tips on saving money
Goes with:	Jamie's Story, Monday <i>Dani & Dev in the Park</i>
Page:	83
Activity:	Group brainstorm. What can you get for free or at low cost in your area?

The aim of this exercise is for the young people to share their knowledge on how to save money, and where to go to get things for free or at a low cost.

Are there ways you can save money on every day things?

Give out post it notes to the group and get them to write down ideas of ways to save money. If your group has a low level of literacy you can ask them to shout out ideas instead whilst you write them down on flip chart paper. You might want to split the group in to pairs or smaller groups and assign topic areas. For example, shopping, food/cooking, going out, household costs. You may want to focus on what is cheap or free to do in the local area. The more local knowledge you can share the better.

One discussion that may come up, or that you can prompt, is about charity shops, and if people would buy clothes from them. If not, why?

You can also discuss branded goods, and if the group are happy buying non branded products if similar or identical products are cheaper. If not, why? People might buy brands for a number of reasons, including peer-pressure, packaging, advertising, location in a store, personal preference or habit. Try to draw out as many reasons as possible.

Read the facilitator notes on page 15 for ways to save. Set the young people a challenge for the week to use one of the ideas they come up with to try to save some money.



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Stuff for free?

Facilitator Notes

This is a great exercise to show the young people that they all have something to contribute. Try to encourage them to think of ideas and to discuss and share them with the group, rather than you leading the discussion.

However, here are some useful ways to save money if they need prompting:

- Martin Lewis' website, www.moneysavingexpert.com – great for special offers, freebies, vouchers and other things
- Specific offers for young people – e.g. young person's railcard, NUS card, etc.
- Any free or cheap entrance to cinemas and other local entertainments that you're aware of for young people and those on a low income
- Free local give away and recycling schemes such as freecycle, uk.freecycle.org
- Furniture reuse projects in your area where people on a low income can buy cheap furniture and white goods.
- Discounted travel if you are receiving certain benefits, <http://www.tfl.gov.uk/tickets/14306.aspx>
- The Money Advice Service also have a lot of tips on how to save money, www.moneyadviceservice.org.uk
- You can get free advice from the energy saving trust on how to make your home more energy efficient, www.energysavingtrust.org.uk

It is also a good idea to use comparison websites to shop around for your fuel provider. For example, compare the market, confused and money supermarket.

There are many other ways in which we can save money so try to draw as many ideas out from the young people. It can really help if you have time to write up all of the ideas and provide each young person a copy that you can give them next time you meet.



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Is it Legal?

- Topic:** Illegal and legal lending
- Goes with:** Jamie's Story, Tuesday
Jamie & Bobby chat outside the bookies
- Page:** 87
- Activity:** Quiz exploring the difference between legal and illegal lending (loan sharks)

The aim of this exercise is for the young people to understand the difference between legal and illegal money lenders. At the end of the exercise they should know how to identify an illegal lender and how to report one.

In the story, Jamie talks about how someone would come round to the house to collect money. This may have been a doorstep lender, or it may have been a loan shark. It's not clear! This quiz and discussion highlights the differences between legal lenders, like doorstep lenders or payday loan companies, and illegal money lenders (also known as loan sharks).

Start the discussion by brainstorming different places that your group know of to borrow money. For information on types of credit, see page 22 of Kelli's resources. Then ask the group:

- How many of these are legal and how many are illegal?
- What do you know about illegal money lending? What is a loan shark?
- Could you spot the difference between a legal and illegal lender? (Hand out the quiz on page 17 or complete it together as a group).
- Where would you go to report a loan shark?

It is not always clear whether someone is a loan shark just because they lend money without an OFT licence. See the facilitator notes on page 20 for information on how to spot one. This should also help answer questions about lending money to friends. Other activities on credit are in Kelli's resources on page 1 and 17.



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Are YOU LOANSHARK-PROOF?
Here are 10 “facts” about borrowing money:

Are they true or false?

	True	False
1. Anyone can lend money so long as they tell you how much you owe and when to pay it back		
2. If you don't have any paperwork for a loan then it's illegal		
3. Payday lenders are loan sharks		
4. Loan sharks can take you to court for money you owe them		
5. Loan sharks are mostly men		
6. Lenders legally can't change the amount you owe or APR without telling you first		
7. If you borrow from a loan shark you are breaking the law		
8. There is nothing you can do to report a loan shark once you borrow from them, until you've paid them back		
9. Loan sharks are your only option if you have a poor credit history		
10. Payday lenders, doorstep lenders and loan sharks all have about the same interest rate		

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How did you do?

1-4:

Watch out you don't get caught out - check everything out before agreeing to borrow. You don't want to be a victim of a shark attack!

5-7:

Not bad - you know your borrowing options, but make sure you check any small print and don't be tempted by what seems too good to be true.

8-10:

Well done - you're a savvy borrower. You shouldn't get caught out by a loan shark, but be sure to stay alert if you decide to borrow money.



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Are YOU LOANSHARK-PROOF?

ANSWERS

	True	False
1. NO, only people with a licence from the Financial Conduct Authority (FCA) can lend. If you don't have a licence, you are lending illegally.		X
2. YES, usually you would be provided with a credit agreement from a lender, which sets out your terms and conditions. One sign that someone is a loan shark is a lack of this paperwork. If they won't offer it to you, avoid the loan!	X	
3. NO, payday lenders may seem very expensive but they have licences from the FCA so they are allowed to charge interest. They can charge whatever they want as there is currently no cap on APR in the UK. People may call them loan sharks but they're legal.		X
4. NO, because they're operating illegally they have no way of legally getting the money back from you (e.g. going to court).		X
5. NO, in fact they can be women and of any age. The old stereotypes are not accurate, so don't make assumptions!		X
6. YES, this is all part of your credit agreement. If you don't have a credit agreement, or the lender changes the amount you owe or the interest repayments without you being notified, they are probably a loan shark.	X	
7. NO, they are breaking the law and you are a victim. Report them to stop other people also getting stung. You won't be prosecuted.		X
8. NO, you should report them as soon as possible. See the facilitator notes for how.		X
9. NO, you always have legal options even if it means a high APR. You could try borrowing from your local credit union if your credit history is poor.		X
10. NO, interest rates vary hugely between lenders. Shop around just like you would anything else. And don't borrow if they won't tell you the APR. It's likely to be a loan shark.		X




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Is it Legal?

Facilitator Notes

'Loan shark' is the term used for anyone who lends money illegally, without an Office of Fair Trading (OFT) licence.

Here are some facts about loan sharks from the OFT:

What makes a loan shark?

Loan sharks do not have a licence, issued from the Office of Fair Trading, to lend money legally. They trap people in a spiral of debt with extortionate rates of interest. We have seen interest rates as high as 131,000% APR. They can then use threats, intimidation and even violence leaving their victims living in fear.

Is the person I'm borrowing from a loan shark?

Watch out for the following warning signs:

- A lender who gives you little or no paperwork
- A lender who won't tell you how much you still owe or what the interest rates are
- A lender who adds random charges to the loan or continues to increase the amount
- A lender who takes items as 'security' (These could include passports, bank or benefits cards)
- A lender who is intimidating, threatening or violent

What if I get in trouble for taking out the loan?

You have done nothing wrong or illegal, the unlicensed lender has. You will not be in trouble with the authorities.

I've been threatened by the loan shark and I'm worried I won't get any support.

Debt to a loan shark can't be enforced by law. The longer you leave the problem the more financial difficulty you will get into and the greater the threat of violence against you.

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Extra resources for facilitators

Reporting Loan Sharks

If you think a loan shark may be operating in your area or if any of the group might have been a victim of a loan shark then call the 'Illegal Money Lending Team's' confidential hotline on 0300 555 2222.

The 'Illegal Money Lending Team' also offer more information about loan sharks and run community activities to help stop them. They operate all over the country, and will often come to do community engagement. Check out www.facebook.com/stoploansharksproject

To report loan sharks you can also text 'loan shark + your message' to 60003 or e-mail reportalianshark@stoploansharks.gov.uk For more information about loan sharks go to www.gov.uk/report-loan-shark

Questions to ask before taking out credit

- Does the lender have an OFT licence?
- Do I need to borrow or can I delay the purchase?
- How much is it going to cost?
- When and how do I make repayments?
- Can I afford the repayments?
- Could I qualify for an interest free loan from the Social Fund or my local council?
- Where else could I borrow the money and how much would it cost?
- Would I qualify for any grant support?
- Is the interest rate fixed or will it change over the course of the loan?
- Would the loan be cheaper if I paid more back each month or if I paid it back over a shorter amount of time?
- Are there any charges if I repay the debt early?
- Is my home being used as security?
- What happens if I miss a payment?
- Do I need payment protection insurance (PPI)?

For more information about credit visit the borrowing money section on the money advice service website, www.moneyadvice.org.uk.



Extra resources for facilitators



What makes you spend?

Topic:	Spending/budgeting
Goes with:	Jamie's Story, Tuesday <i>Auntie May offers breakfast</i>
Page:	88
Activity:	Discussion with cards about emotional triggers to spending

The aim of this activity is to help the young people understand why they spend money. They will be able to identify why they make certain choices and this will help them to make more informed choices about what they spend their money on.

Print out one set of cards from page 23 for every two young people in the group and cut them out. Before you hand them out, introduce the discussion to the whole group by asking the following questions:

- What sorts of things make you spend money?
- Is it a case of always just buying what you need, or is it more complicated than that?


You could write a few of the ideas on flip chart paper. Then split the group into pairs and hand out the cards. Ask the pairs to discuss whether any of the 'triggers' lead them to spend money.

Bring the whole group back together after a few minutes and try to identify which triggers are the most common and start a discussion about them:

- Are these positive reasons to spend money? Why or why not?
- If the reasons are negative and you don't need to spend, are there ways we could change this and make different decisions?

If the young people are struggling to come up with ideas then prompt them with a few suggestions.

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Extra resources for facilitators

Print out as many copies of this page as you need
and cut along dotted line for each 'set' of cards.

I've budgeted for this so I know I can afford it	I always go into a shop for one thing and end up coming out with loads!
If I'm feeling annoyed or upset, spending money cheers me up	I've been saving for ages for this
I don't have any other options, I have to buy this, whatever it costs	She bought me a present for my birthday, I have to buy her something back
Life's too short to worry about the cost. I want it now, not in a year's time	It was a good deal. I can't resist a bargain
I deserve a treat, life's tough	It's the latest model, it's just come out and I need to have it to keep up
I stick it on my card and worry about it next month	It's expensive but it will last me
Everyone else has one	It's a good brand



Extra resources for facilitators



Making ends meet?

Topic:	Budgeting and benefits
Goes with:	Jamie's Story, Tuesday <i>Jamie at the job centre</i>
Page:	91
Activity:	How to do a basic budget, benefits entitlement, budgeting sheets, tips & notes

The aim of this exercise is for the young people to plan their budgets. By the end of the exercise the group should have a good idea of what will be coming in, what they will be spending their income on, the tools they need to budget regularly and how to check their benefits entitlement.

Print out a copy of the budgeting sheets on page 25 and 26 for each person in the group. Introduce the exercise in the context of Jamie's situation—in the story he is deciding whether he can afford to take the job being offered to him. Questions you may want to use to start the discussion are:

- Have you ever been in a situation like Jamie's, where you weren't sure if you would be better off taking a job because it would affect your benefits?
- Do we think Jamie should take the job?
- How can he be sure he won't be worse off?
- What can he do to help him make the best decision?
- Have you ever used online tools to get a benefits estimate?
- Have you ever completed a budget planner?

Use the facilitator notes to refer the young people to online tools they can use to help them check their benefits entitlement and to help them plan their budgets. Give each person in the group a copy of each budgeting sheet and encourage them to fill it in during the session or at least to make a start. If they don't feel comfortable filling it in then set it as a task.



Extra resources for facilitators

Use the following columns to fill in different parts of your budget. Then on the next page copy all the information into one sheet to see how it all fits together. Do your totals either **WEEKLY** or **MONTHLY** but don't mix the two.


Coming in	
Wages	
Benefits	
Student loan	
Other:	
Total	

A. Bills	
Rent	
Council Tax	
Gas	
Electric	
Phone	
TV licence	
Water	
Total	

B. Other stuff	
Food	
Going out	
Travel	
Total	

C. Debts	
Loan	
Credit card	
Total	

D. Less regular stuff (monthly, yearly, one offs)	
Parties/presents	
Christmas	
haircuts	
Clothes	
Insurance	
Furniture	
Total	


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Remember to make sure that **ALL** your totals are either **WEEKLY** or **MONTHLY**. Don't mix the two.

If you are making a weekly plan, but have monthly amounts for your income or expenditure, you can change them to weekly amounts: Multiply (x) the **monthly amount** by **12**. This gives you the yearly amount. Divide (÷) this by **52** which gives you the **weekly** amount.

If you decide you want to do a monthly plan, but have some figures weekly: Multiply (x) your **weekly figure** by **52** to get a yearly figure. Divide (÷) by **12** to give you your **monthly** amount.

	Total Per
Coming in	
A. Bills	
B. Other stuff	
C. Debts	
D. Less regular stuff	
Going out (A + B + C + D)	
Coming in - going out Leaves you	


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Extra resources for facilitators

Making ends meet

Facilitator Notes

Budgeting


There are lots of online tools which the young people can use to help them budget. You could refer them to the budget planner on the Money Advice Service website, www.moneyadviceservice.org.uk.

They could also see if their banks have any tools to help them on their websites.

Unemployment and Benefits

Young people living in foyers and youth hostels can often feel trapped on benefits because they think they will be better off on benefits than in work. If this is the case then stress that there are benefits to being in work even if their income might not be that much higher. You could discuss as a group what these benefits might be, such as improved self esteem and mental well being, building their skills, and improved future income.

Refer the young people to either the benefits adviser tool on www.gov.uk or the benefits checker on www.turn2us.org.uk. This way they can get an estimate for how much they might be entitled to if they take a job offer, and they can plan their new budget. NOTE: these tools only provide an **ESTIMATE**. The only way to find out exactly what they are eligible for is to make an application and wait for a decision.



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Extra resources for facilitators



What should Jamie Do?

Topic:	Reflection on money decisions
Goes with:	<i>What should Jamie do?</i> decision page
Page:	95
Activity:	Personal reflection about what influences your decisions about money

This exercise is similar to the last exercise on page 38 of Kelli's resources. The aim is for the group to think about the decisions they make with their money and to think about the consequences of their decisions.

Ask the group the following questions and give them time to think:

- What should Jamie do?
- What are the competing pressures on him?
- How would you react in this situation?
- Which pressure would win out?
- Who influences your decisions about what to do or where to go? Are these negative or positive influences?

You may also want to use this as an opportunity to discuss the *Skint!* story, and all the activities around it:

- What have you learnt that you didn't know before? How do you feel about it?
- What is the one thing you'll remember and take away?
- What habits or patterns in your life do you want to change?

Challenge the group to set themselves some goals of things they want to do. If helpful, use the sheet on page 29. We've put Jamie in as an example, but the group can work through it for themselves either written or verbally depending on literacy skills.

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Extra resources for facilitators

Setting some Goals

	Jamie	Me?
My ultimate Goal is...	<i>Own my own garage</i>	
Other things I'd like to do...	<i>Go out with Kelli</i>	
	<i>Have a bit of money to go out with</i>	
	<i>Not go back to prison</i>	
Three things I need to do to start getting there...	<i>See if I can put some money aside</i>	
	<i>Research training or apprenticeships</i>	
	<i>Get a part time job</i>	
Things I'm NOT going to do...	<i>Do work for Dave!</i>	
This week to make a start I'm going to...	<i>Get Aunty May to help me with a budget and get a list of free access courses</i>	

Are there people you can share this with who will help you on the way and keep you on track (like Jamie's Aunty May)?


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Extra resources for facilitators



Jamie's Budget

Topic:	Budgeting
Goes with:	<i>What should Jamie do?</i> decision page
Page:	95
Activity:	Looking at/contributing to doing a budget for Jamie's new life

The main aim of this exercise is for the group to get an understanding of a realistic and achievable budget. It also provides a basis for comparison to their own budgets and will help inform their spending decisions.

This exercise can be used alongside the budgeting and benefits exercise on page 24, or as a stand alone exercise.

Print out copies of Jamie's budget on page 33 and hand them out (one copy for each person). This is also on page 110 of *Skint!*. Give them a minute to look through the budget and ask them to think about three things they notice about Jamie's budget. After they have had a minute or two to think start the discussion.

Questions you might ask:

- What do you think of Jamie's budget? Is it realistic?
- Where do the group think Jamie is spending too much money and where too little?
- Can Jamie afford not to have insurance?
- What kind of presents could Jamie buy Leon that Kelli would appreciate
- What could Jamie, Kelli and Leon do together for free?
- Is it worth Jamie trying to get some extra hours?
- What pressures are there of living on such a tight budget?

The facilitator notes on page 31 explain how we calculated Jamie's budget.

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Extra resources for facilitators

Jamie's Budget

Facilitator Notes

Assumptions we have made:

- Jamie works 12 hours per week at £6.50 per hour (just over the national minimum wage of £6.19 per hour as at December 2013)
- Jamie shares with 2 other lads and they split equally rent, TV licence and other bills
- Jamie has started to save by smoking roll ups and has managed to cut down to 8 a day
- Working in the pub is great, people buy him drinks! So far he has avoided buying his own
- Jamie is using a Samsung Galaxy Y phone on a monthly contract: 600 minutes, unlimited texts and 250 mb data at £26 pcm incl. VAT
- Jamie walks to the pub and does not go outside his own locality. Once a week he shares a taxi home from the town centre
- Housing benefit and council tax reduction calculations have been done on the basis of living in Colchester

We have used benefit regulations and cost information as at December 2013 to create this budget. Whilst we have tried to make the budget as realistic as possible as time goes on some of our assumptions will cease to hold.

We have made a few notes below but remember your role is not to be a benefits or money adviser. If people start to ask detailed questions about their own situations please sign post them to advice providers.

- Jamie's low wages mean he doesn't have to pay tax (PAYE) or NI. As at December 2013 the weekly thresholds for tax and NI are NI £109 per week and tax £181.50 (tax calculations are actually on an annual basis, this figure is just to give you a rough feel for the sorts of levels)
- As Jamie is under 25 he does not get any job seekers allowance despite working fewer than 16 hours. This is because the government believes the minimum he can live off is £56.80 per week (as at December 2013). Jamie earns more than this



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- As Jamie is single, under 35 and does not have any children his housing benefit calculation is made on the assumption he will share accommodation
- Jamie's position if he could get a pay rise or extra hours is not straightforward to assess. For example, if he got a pay rise to £6.75 per hour after one month's work he would earn an extra £3.00 per week. Under the current housing benefit calculations his housing benefit would then reduce by £1.95 so he would get to keep £1.05 of his extra earnings. His council tax support would also be reassessed. The rules around this vary according to local authority
- The Department of Work and Pensions has stated that under Universal Credit people will keep more of their earnings and will always be financially better off in work

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Extra resources for facilitators

Jamie's weekly budget

Now Jamie is working in the pub he has sat down with Auntie May and worked out a budget. He has more money coming in than when he was unemployed but not that much more! Luckily he has no debts to pay off.

Money coming in	(as at December 2013)	£
Employment	Wages	78.00
Benefits	Housing benefit & council tax reduction	57.99
<i>Total</i>		135.99
Money going out	(as at December 2013)	
Bills	Rent/mortgage	63.50
	Council tax	6.28
	Electricity/gas	5.00
	Water	3.09
	TV licence	0.93
	Mobile/broadband	6.00
	Insurance	0.00
	Total bills	84.80
Weekly spending	Food	25.00
	Travel/petrol	2.00
	Household	2.43
	Clothes	3.00
	Cigarettes/drinks	11.76
	Eating out/takeaway/trips	4.00
	Presents for Leon	2.00
	Total weekly spending	50.19
Savings	Garage fund	1.00
<i>Total</i>		135.99
What's left	RESULT!	0.00

He thinks he should have insurance, but can't afford it at the moment. He is sharing a flat with two others so bills are split which makes things manageable.

Auntie May has said that even saving £1 a week is a start.

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