

SESSION FIVE: FAMILY BUDGETING AND WAYS TO SAVE

SESSION FIVE OVERVIEW	
GOALS	<ul style="list-style-type: none"> • Parents and teens learn how to identify ways to manage money and reduce stress about money • Parents and teens learn about different ways of saving money with a particular focus on establishing plans on how to save together as a family
CORE PRINCIPLES	<ul style="list-style-type: none"> • Better management of money reduces family stress • Managing how money for the family is spent is important to ensure that parents are able to provide for their teens • Budgeting together as a family helps you to reflect on the things that are most important to the family • Planning and saving money as a family helps us to reach our goals
MATERIALS	<ul style="list-style-type: none"> • Attendance register, name tags, temporary adhesive, pens, paper, flipchart, refreshments for the break • Needs and Wants cards, beans and maize kernels • House of Support poster
PREPARATION	<ul style="list-style-type: none"> • Set up the room with chairs in a circle. • Prepare materials for name tags and refreshments for break
WELCOME (20 min)	<ul style="list-style-type: none"> • Welcome • Take a Pause • Emotional Check-In • Physical exercise
HOME ACTIVITY DISCUSSION (40 min)	<ul style="list-style-type: none"> • Remind parents/teens of core home activity • Ask parents/teens to share highlights and challenges • Discuss solutions to challenges and practice solutions
BREAK (5 Minutes)	
CORE LESSON – FAMILY BUDGETING AND SAVING (40 min)	<ul style="list-style-type: none"> • Activity: Needs and Wants • Story: Grandma Sara • Activity: Visual Budgeting • Discussion: Visual Budgeting • Activity: Coping with financial emergencies • Activity: Ways to save money • Activity: Making a savings plan
ASSIGN HOME ACTIVITIES (10 min)	<ul style="list-style-type: none"> • Establish ONE daily routine and ONE household rule with your child • Discuss with your parent/teen about how s/he can share responsibilities • Have a conversation with your parent/teen about health and safety • Spend 15 minutes each day in One-on-One Time with your parent/teen • Take a Pause whenever you are feeling stressed or upset • Other activities from previous sessions • Meet with, or contact, your PLH Buddy once during the week
CLOSING (5 min)	<ul style="list-style-type: none"> • Sharing one thing you learned with your parent/teen • Compliment Circle • Take a Pause • Emotional check-out • Remind families about next session and home activities • Thank and praise families

1 NOTES FOR SESSION FIVE

Read this in preparation for delivering the session.

1.1 Overview

Session Five is focused on helping families reduce stress around money. It is important that parents learn involve their teenagers in discussing issues about money.

Being involved in the management of money and creation of a saving plan, teens learn an important skill that will benefit them when they are adults.

Session Five, focuses on the following core skills and principles:

- Having goals can help families save money
- Budgeting – or making plans around money and saving – shows what our choices are when it comes to money
- Reducing stress about money can reduce family stress
- Understanding the different ways to save
- Understanding the benefits and risks of borrowing money
- Making small steps to reach family saving goal

This session explores some of the ways that are available to assist families to increase household income and ensure that their teens are protected from harm due to lack of income.

1.2. Making a budget as a family

Parents and teens discuss how families can better manage the household income. Having enough money for day to day living is important for every home.

Families use money to buy food, clothes, pay for education, transport to go to work or school, and to meet a number of other needs.

In many families the expenses are many and the resources are few.

If families do not manage our money well, they find themselves struggling month on month to make ends meet. Without budgeting the family expenses can become more than the amount of money that is available affecting how families live.

Families find themselves with not enough money to buy food, take the teens to school, and even get medical care when necessary.

Teenagers in the family are also affected! They might be forced to leave school due to the lack of income at home and expose them to other forms of harm.

Some people take advantage of these situations and offer teens money in exchange for sex putting our teens at risk of falling pregnant and contracting sexually transmitted diseases.

It is important that families know how to use the available money effectively and work together when such challenges come up.

1.3. Making a plan to save money

Session Five also discusses the importance of saving money as a family.

Savings are important for families. They help them achieve financial goals and to withstand some of the short-term shocks that families may encounter. These emergencies may include job loss, disability, illness or loss of property due to break in's or other disasters.

Savings help meet the family needs in the case of emergencies too. Savings also allow families to plan ahead preparing for important future events such as teens' education.

Families can also save a little bit at a time in order to be able to make bigger things possible. It is important that each and every family is able to identify ways of saving that works for them.

2 INTRODUCTION

2.1 Welcome

Welcome participants warmly and enthusiastically when they arrive to the session.

2.2 Take a Pause

Take a Pause with the participants. You can make it brief (about a minute):

- Close eyes
- Focus on thoughts, feelings, and body sensations (15 seconds)
- Focus on breath (30 seconds)
- Expand focus to the entire body and sounds (15 seconds)
- Open eyes

Remind participants that they should try to **Take a Pause** before reacting to their parents or teens when they do something that annoys or angers them.

This may help them respond in a less negative and violent way. **Take a Pause** can even be a couple deep breaths!

2.3 Emotional Check-In

Parents and teens check into the group by sharing how they feel at the beginning of Session Four. They should describe their emotion, where they feel it in their body, and what thoughts are associated with it.

You can model this: "I feel anxious. I feel it in my shoulders. I am worried about having enough money this month for food," or "I feel proud. I feel it in my chest. I did well on my math test."

2.4 Physical Exercises

Ask participants to notice how they feel at the end of the physical exercises, ask participants to notice if they feel any differences in their bodies.

Ask them if they have been doing any of the physical exercises in the morning. Praise and encourage those who are trying!

2.5 Progress on the House of Support

Show participants their progress in building the House of Support.

3 DISCUSSION OF HOME ACTIVITIES

Divide the parents and teens so that both can feel more comfortable talking about their experiences openly.

Home Activities Recap

The core home activities were to:

- Establish **ONE daily routine** and **ONE household rule** with your child
- Have a **conversation** with your parent/teen about **health and safety**

Key points to be aware of during this home activity discussion:

- Were parents and teens able to be consistent with their household rules and routines?
- Were the household rules positive, specific, and realistic?
- Do any families need extra support when talking about relationships and sexual behaviour?

Possible questions for Discussion on Home Activities in Session Five:

- What was it like to have a new household rule during the week?
- What did you do when the rule was followed or not followed?
- What was it like to have a conversation about sexual health with your parent/teen?
- Did anyone experience any challenges during the week?
- Does anyone want to share a positive experience about spending One-on-One Time with your parent/teen?

Please remember: You need to check in with **each participant** to explore his/her experience doing Home Activities:

- Explore solutions to difficulties in doing the Home Activities with parents and teens.
- Encourage parents and teens to offer ways to overcome challenges as a group.
- Choose a strategy from the group's solutions and practice it.
- Then evaluate how it worked and encourage the participant to try it again at home.

BREAK

4 CORE LESSON: FAMILY BUDGETING AND SAVING MONEY

4.1 Activity: Needs and Wants







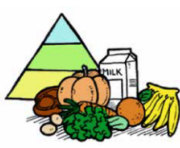









This activity helps families start to think about priorities and how they spend money. Start by asking the following questions:

- Can anyone describe what “needs” and “wants” are?
- How they are different from each other?

Facilitator to write these down on a flipchart.

How to lead the Needs and Wants Game

1. Participants stand in a circle.
2. Throw a ball or point at a participant and write a word from the list below on the flipchart.
3. The participant explains to the others why s/he thinks the item is a “NEED” or a “WANT”.
Remind participants there is no right or wrong answer.
4. Ask the other participants whether they agree or disagree. Encourage a discussion so that the group comes up with an agreement.
5. Draw a circle around “NEED” or a square around “WANT” on the flipchart.
6. The participant throws the ball or points at another person in the circle who then gets a new word.
7. Repeat steps 3, 4, 5 and 6 through all of the words
8. Discuss how this activity relates to the relationship families have with money.

Needs	Wants	Needs	Wants
Clean Air 	Fashionable Cloths 	Medical Care 	Bed 
Clean Water 	Mobile phone 	Food 	A Radio 
Shelter 	Money to Spend as you like 	Community 	A Bicycle 
Going to school 	TV 	Right to Express your Opinion 	Drinks 

4.2 Story: Grandma Sara

Read the following story to the participants:

Grandma Sara/Bibi is the mother of Mary. She takes care of her other daughter's children, **Amina** (16-year-old girl) and **Baraka** (12-year-old boy). Grandma Sara has looked after her grandchildren since their parents died of AIDS when the children were still very young.

They struggle to get by, but Bibi receives a small amount of money of 20 000 TZS from her grant to assist her in the caring for the children. Combined with the income that Grandma Sara makes from selling vegetables at the market, she can almost make ends meet. However, things get tough at the end of the month before the next grant payment.

One day, as she watches her grandchildren come in from school, Grandma Sara thinks:

"Amina is so clever! She will graduate next year and surely go to study at the university! She will need all those books for university!

And Baraka, he is just like his grandfather, honest and serious and responsible. Soon he will go to high school! But he will need a new uniform and transport money to get to school! And food!"

Grandma Sara then thinks to herself: "Times are so tough, but I want the best possible future for my grandchildren. They deserve all of the happiness and success in the world. I don't know how; I don't know where the money will come from. I could borrow the money, from the loan sharks but they are so dangerous and paying them back is so expensive. I must make money and save but how?"

This is why we are all here today. Sometimes in life there are times when it feels impossible to save money, or to avoid borrowing more and more money from other people. Not having enough money can make someone feel very stressed. Parents often also feel bad that they cannot provide for their children.

Grandma Sara's goal is to make sure her grandson can go to high school and her granddaughter could fulfil her dream of going to university. How she can solve the problem of saving a lot of money with the little money she has?

Interrupt the story and ask participants the following questions:

- 1 How much does Grandma Sara earn each month with her grant and small business?
- 2 What do you think are some of the expenses that Grandma Sara has each month?

Draw a circle around each expense that Bibi has. Then draw an additional circle and tell participants that the last circle represents SAVINGS – money that Grandma Sara will put away each month to save for Amina and Baraka's education.

Then continue the story...

It will take Grandma Sara a long time to save up for her two grandchildren that is why it is important to plan well how she will save. First, she sits down and makes a budget – a plan for how she could save her money. Then she will begin to save just a little bit of money at a time – she has even joined a savings and loans group.

Grandma Sara discusses with Amina and Baraka to choose little things that they could spend on just a little bit less on each week. The children are great at helping her to think about the things they don't need.

And over the next few years as her children grow, Grandma Sara is finally able to fulfill her dreams. Without borrowing any money from friends or loan sharks, she manages to pay for Baraka's high school costs and save some money for Amina's university expenses.

End of story.

Questions to ask about the story:

1. How did Grandma Sara help with her grandchildren's future goals?
2. How do you think Grandma Sara felt when she finally saved enough?
3. What are your and your family savings goals? Make sure that they are realistic! Make a list of saving goals shared by the participants.
4. Discuss how you might need to budget/save your money to reach these goals.

4.3 Activity: Visual Budgeting

The goal of this exercise is to practice making a budget using beans instead of money.

1. Ask parents and teens to work in pairs. Give each pair a piece of flipchart paper and crayons.
2. Ask parents and teens to draw pictures of all the things their family spend money on each month. Parents can let teens draw or do it together.
3. Ask families to think of the following when making their budgets:
 - a. What are all the needs for your family and for your household?

- b. How much do these needs cost?
 - c. What are wants for your family?
 - d. How much do these wants cost?
- 4. Walk around and make sure participants understand instructions. Remind participants to spread their drawings out.
- 5. Ask participants to share all of the things that they spend money on to the big group.
- 6. Write down answers on the flipchart.
- 7. Ask participants if there is anything they might have forgotten to put on their visual budget after hearing from other pairs. Give them time to add these.
- 8. **Explain the following scenario:**
 - a. Ask families to imagine today is grant day and they have also made some income from a small business.
 - b. Each family is going to be given beans and maize kernels. This is their income. The beans are worth more money than the maize kernels.
 - c. Distribute bean and maize bags to each team. Every bag contains 10 beans and 20 maize kernels.
 - d. Every bean is worth 10 000 TZS and every maize kernel is worth 5 000 TZS.
- 9. Ask families to make a budget with their beans and maize.
 - a. The beans and maize kernels are all the money that families have available for the next month.
 - b. Families need to think about how many things they need to buy and how many beans and maize kernels they have.
 - c. Now you will start to think about how many things you want to buy and how many beans and maize you have.
- 10. Participants put beans and maize kernels on the circles that they have drawn on their visual budgets.
 - a. They buy an expensive thing by putting down a bean on the circle; you buy a less expensive thing by putting down a maize kernel on the circle.

- b. Two things to think about when making these choices:
 - i. Which things are most important to you as a family?
 - ii. Which things do not mean too much to you?
11. Let families play around with the beans and maize kernels to create a family visual budget.
 - a. Remind families that they may have to make choices between different things.
 - b. Sometimes these choices can be very difficult.
 - c. There are no wrong or right answers!
12. Make sure everyone understands the instructions. Remind participants that this is a game and they should have fun while making their budgets.
13. Walk around and support participants who have difficulties with this exercise.
14. Praise the decisions that are being made in each of the groups!

4.4 Discussion about Visual Budgeting Activity

Ask participants the following questions about the visual budgeting activity

- Why do you think we asked you to make a visual budget?
- Teens, what did you learn about how your parents spend money?
- Did we have enough beans and maize kernels to cover our needs? What about our wants?
- What things could you try to spend less money on as a family?
- Are there ways to try and earn more?
- Did parents and teens want to spend money on the same things?
- Did we learn anything about how to handle our money?

The activity may have helped participants to think about how to spend their money without being stressed.

4.5 Activity: Coping with financial emergencies

Continue the story about Grandma Sara...

Now, let's think back to Grandma Sara. One night there was a horrible storm. The wind blew and blew so hard that Bibi's little house was shaking. All of a sudden, the roof flew off. The rain came in. Everything was flooded.

After the terrible storm, Grandma Sara suddenly had to find money as quickly as possible to get her roof fixed. She had to support her grandchildren after their parents left, and now this. What could she do...?

Ask participants to list other possible emergencies that could cause stress on home finances:

Possible ideas could include:

- Severe illness or death of a friend or family member
- Robbery
- Flooding
- Earthquakes
- Political violence

Continuation of Visual Budgeting with Financial Emergencies

Now continue the Visual Budgeting activity...

1. Ask participants to imagine an emergency like the storm in the story.
2. Walk around the room and take away 1 bean and 2 maize kernels for each family.
3. Put these in a new circle labelled "EMERGENCY".
4. Ask families to adjust their visual budget with this new scenario.
5. Ask families the following:
 - a. If there is an emergency, where can you take the money from to cover the costs?
 - b. How could savings help you in a situation like Grandma Sara's?
 - c. Ask families if it would be possible for them to save some maize each month?
 - d. Why might it be important to put away some maize each month? (e.g. for emergencies, for the future, for big events like a wedding or a funeral, etc.)

6. Parents and teens discuss in pairs together to think about the need for saving.
7. Walk around the room and make sure that everyone understands. Praise any suggestions that participants make!

4.6 Activity: Ways to Save Money

This activity helps families identify the risks and benefits involved when using different ways to save money.

1. Ask participants to share different ways of saving money in their community. Possible sources of savings include:
 - a. Saving at the bank
 - b. Keeping money at home
 - c. Saving money in a savings and loans group
2. Ask participants to think about the potential good things (benefits) and problems (risks) of each example carefully.
3. Remind the participants that there is no right or wrong answer: every family is different and what might be good for one family might not be good for another family.
 - a. For some families hiding money in the house in order to save might be a great idea, but for another family it might cause a lot of problems!
4. Encourage participants to share their experiences (whether positive or negative) with the others.

Choice 1: Saving at home

"Good things" about saving this way could be:

- Doesn't cost anything
- Easy to keep track of how much money we spend/save

"Problems" about saving this way could be:

- Dangerous as house can get robbed
- Could lose money in a fire or flood
- More difficult not to spend the money

Participants brainstorm ideas about where they could put their money at home.

The list could include:

- Hiding your money in a book or in your socks?
- Hiding money in more than one place in the house?
- Buying a lock box with a padlock and nailing it to the floor.
- Investing in livestock or stock for a small business (e.g. buying and selling vegetables or charcoal).

Choice 2: Saving at the bank

- Families can choose from different banks: Ecobank, Barclays Bank, Stanbic Bank, VICOBA.
- Do any participants use bank accounts? Are participants in savings groups that have bank accounts?
- Encourage participants to share their experiences (whether positive or negative) with the others.

Choice 3: Saving in a savings and loans group

Once everybody has moved to one side of the room, discussion points could be:

- Can participants who are part of a saving and loans group explain how it works?
- Encourage participants to share their experiences (whether positive or negative) with the others.

4.7 Activity: Making a savings plan

1. Facilitators distribute family saving plan sheets.
2. Remind participants of the list of the different saving choices discussed in the session: Saving at home, saving in a bank, saving in a saving group.
3. In pairs, teenagers and their parents think about which saving strategy could work best for their family.
4. Each pair writes or draws a saving plan for their family. Think about the small saving steps that we have discussed today. How much money can you save each week? How much money can you save each month?
5. Walk around to check for understanding and review saving plans for safety.

FAMILY SAVING PLAN

(your name)

Target amount: _____

Savings goal: _____

Start date: _____

End date: _____

REASONS TO SAVE

- ☐ To deal with emergencies
- ☐ To realise your dreams
- ☐ To invest in business

TIPS

- ☐ Put aside your savings first, so you can see how much you can spend
- ☐ Identify your:
 - "NEEDS"
 - (necessary expenses)

"WANTS"

(optional expenses)

THINGS TO CONSIDER

1. How much will we save this week? This month?

2. Where will we get this money from?

3. Which savings choice is best for us to keep the money?

4. Which expenses can we reduce?

SAVINGS PER WEEK

Week 1	Week 2	Week 3	Week 4
Week 5	Week 6	Week 7	Week 8
Week 9	Week 10	Week 11	Week 12

5 ASSIGNING HOME ACTIVITIES

IT IS WHAT YOU DO AT HOME THAT MAKES THE DIFFERENCE!

Assign Home Activities to practice at home:

- **Make a visual budget** with your entire family.
 - Involve your family in the visual budget activity.
 - You can use the beans and maize kernels or even try making a real budget on paper
 - Think about how much money your family has available each month and think about where this money comes from.
 - Then think about how this money can cover all of your family's "needs" for the whole month.
 - Try to include savings for emergencies and long-term goals in your budget plan.
- **Make a savings plan** with your entire family
 - Have a conversation with your whole family about different saving choices.
 - Present your saving plan sheet to your other family members.
 - Discuss together which saving plan will work best for your family.
 - Try and implement your saving plan as a family.
 - Remind each other of the saving steps
 - Praise each other whenever someone follows the saving plan!
- Spend **at least 15 minutes** of **One-on-One Time** each day with your teen/parent.
- **Take a Pause** whenever you are feeling stressed or upset. You can even **Take a Pause** to appreciate a positive emotion!

Ongoing home activities

- Continue to be consistent with **household rules**
- Have a **conversation** with your parent/teen about **health and safety**
- Try to be more **aware of your own emotions and the emotions of others.**
- Ask your parent/teen about how s/he is feeling at least **1 time during the week.**
- Practice **I Feel Statements** at least **1 time during the week.**
- **Praise** your parent/teen, yourself, and others in your family!

- Parents: Notice how you **give instructions** and try to make them **positive, specific, and realistic**.
- Teens: Remember to be **calm and clear** when talking to your parent about things that are important to you.
- Do something nice to **reward yourself** for your hard work in the PLH Teens programme!
- Do the **Physical Exercise** every morning.
- **Meet with or contact (call or text message) your PLH Buddy** one time during the week.

***Please note:** Discuss with the families each goal for the coming week.
Make a note of it so that you know what they are planning to do at home.
Then you can follow this up during the next session's discussion on home activities.*

6 CLOSING

6.1 Sharing One Thing You Learned

Ask parents and teens to share ONE thing that they learned during the session with their parent/teen.

6.2 Compliment Circle

Parents and teens take turns praising each other.

Then parents and teens take turns praising themselves for something specific that they did well.

Encourage participants to make eye contact and use the name of their parent/teen. The compliments can be about anything as long as they are sincere.

6.3 Take A Pause

Take a brief pause with families (30 seconds).

6.4 Emotional Check-Out

Model the emotional check-out by describing your emotion, where you feel it in your body, and what thoughts are associated with it.

For example, "I am feeling happy. This happiness is in my eyes. I am happy to have learned about how to create fair rules together."

6.5 Goodbye

Remind participants of the Home activities.

Refer to the Family Handbook and to the place for families to record whether they have done the home activities. Remind families of the core home activities for the session.

Thank and praise the parents/caregivers and teens for coming!