

Once everyone has worked through these 5 steps, you will facilitate a class-wide discussion on how to cut down on spending. There are some suggestions in the Student Guide, but open it up to class discussion, writing suggestions down on the whiteboard or asking participants to add ideas to a Jam Board.

**Note:** If the participants do not finish their budgets by the end of class, they can work on them at home or spend some time on them at the beginning of next class.

## **Resources for Saving Money**

**Facilitator:**

**Suggested time:** 10-15 minutes

**Materials:** PowerPoint slides; Student Guide p. 51-55; whiteboard and markers

### **Teaching:**

Once everyone is finished with their budgets, through some tips and resources on how to save money with a limited income. As a class, read through the federal, state, and community resources outlined in the Student Guide and pass out the “Money Saving Resources” handout. Pay particular attention to the information on SNAP benefits, Medicaid, and Social Security Disability Benefits for individuals with mental health diagnoses.

Ask participants to brainstorm additional money saving resources in their communities. Write their suggestions down on the whiteboard and make sure everyone has access to this list of resources. It might be beneficial if you created a group document (like a Google Doc) for any additional resources and suggestions participants may have, so you can share it with them after class.

**Note:** The local and community-based resources referenced in the Student Guide are primarily within the Portland metro area. If you are facilitating this course outside of Portland or outside of Oregon, you will likely need to do some research on local resources in your community that you can share with your peers.