

Welcome to MHA AO's Money Basics Facilitator Training!

Money Basics

Money Basics is a peer-led and person-directed financial empowerment program designed for individuals who identify as having lived experience of mental health and/or addiction challenges and recovery. It is a series of interactive and empowering workshops created by peers, for peers.

Money Basics consists of 10 workshops that can be easily adapted to fit participants' level of experience with the course topics. The workshops were developed with a trauma-informed and social justice lens.

By building upon their existing knowledge, strengths, and experiences, this course will enable peers to build financial resilience, reduce financial stress, and feel empowered to budget, save, and spend money in ways that work for them. Upon completion of this course, participants and facilitators will have the tools and the resources to improve their economic situation and to set and accomplish their financial goals.

Economic stability is a key social determinant of health, and it is our hope that these workshops provide participants with the skills and the tools to improve their economic well-being and support them on their self-directed journeys to recovery, healing, and wellness.

Facilitator Training

In addition to developing the Money Basics curriculum and accompanying resources, MHA AO has created a virtual Facilitator Training for interested members of the peer workforce to learn how to facilitate Money Basics workshops in their communities.

In this training, you will learn how to facilitate each Money Basics workshop. The training will provide an overview of the financial topics explored in the curriculum as well as information, tips, and tools for preparing and facilitating each workshop.

Each module will go through the key topics and activities for that workshop and will end with a review checkpoint and some light homework. The homework assignments will ask that you spend some time outside of this training reading through the curriculum and becoming familiar with the resources located in the Money Basics Facilitator Toolkit.

Each of the 12 modules is divided up into short training videos focused on specific topics. You have the option of watching the videos or reading the video transcript below (or both), depending on the learning style that works best for you.

The goals of this training are for you to:

- Have an understanding of the Money Basics course topics, goals, and methods;
- Have an understanding of the class structure and the work you'll be doing before, during, and after each workshop;
- Have an understanding of the activities you'll be facilitating; and do some of these activities for yourself;
- Learn how to access and utilize the Money Basics Facilitator Toolkit and resources;

- Leave the training with the tools and the knowledge to facilitate these workshops to peers in your community.

MHAHO's Money Basics Facilitator Training is a continuing education and professional development opportunity. After successfully completing all 12 modules and the homework assignments, participants will receive a certificate of completion and 6 CEUs.

Module 1: Introduction

Part 1: Introduction to Money Basics

Welcome to the Virtual Peer Facilitator Training for The Mental Health & Addiction Association of Oregon's Money Basics financial literacy course!

Money Basics is a peer-led and person-directed financial empowerment program designed for individuals who identify as having lived experience of mental health and/or addiction challenges and recovery. It is a series of interactive and empowering workshops created by peers, for peers.

The workshops cover a number of financial issues that are commonly experienced by peers. Key topics include budgeting, banking, taxes, paying off debt, resources to save money, and navigating the relationship between mental health and/or addiction challenges and money.

In this Module, you will learn about the structure, values, and goals of the Money Basics workshops, and what to expect from this training.

Course Description & Course Goals:

Money Basics consists of 10 workshops that can be easily adapted to fit participants' level of experience with the course topics. The workshops were developed with a trauma-informed and social justice lens.

The person-directed design encourages participating peers to set and accomplish individualized financial goals. By building upon their existing knowledge, strengths, and experiences, this course will enable peers to build financial resilience, reduce financial stress, and feel empowered to budget, save, and spend money in ways that work for them.

After completion of this course, participants (and facilitators) will have the tools and the resources to improve their economic situation and to set and accomplish their financial goals.

Economic stability is a key social determinant of health, and it is our hope that these workshops provide participants with the skills and the tools to improve their economic well-being and support them on their self-directed journeys to recovery, healing, and wellness.

Facilitators are not expected to be "experts" on financial issues. Money Basics is designed with the intention that facilitators will learn and grow alongside participants. This training will give you a foundation for what to expect when facilitating this course.

In addition to completing the Facilitator Training, facilitators are expected to spend time on their own familiarizing themselves with the Student Guide, the Facilitator Guide, and the course materials located in the virtual Facilitator Toolkit on the Money Basics website.

To facilitate this course, you will need to:

- Complete the Facilitator Training
- Read through the Money Basics Guide for Students
- Read through the accompanying Money Basics Guide for Facilitators
- Review the course materials on the Facilitator Toolkit website
- Identify a co-facilitator from your organization. This is optional but highly recommended.*

*Due to the complex and often emotional material covered in this course, it is ideal to have two facilitators who work as a cohesive team. Two facilitators can provide participants with more support in and outside of class, especially if participating peers experience any financial crises or need help problem-solving or identifying resources.

The team structure can also ensure that the class stays on schedule in case one facilitator is unable to attend. If you decide to support peers outside of class, it is very important to set boundaries based on your personal preferences and your role within your organization.

Resources:

- [Facilitator Toolkit](#)

Part 2: Introduction to the Money Basics Facilitator Training

In this training, you will learn how to facilitate each Money Basics workshop. This training will give an overview of the financial topics explored in the curriculum and will provide information, tips, and tools for facilitating Workshops One through Ten.

Each module will go through the key topics and activities for that workshop and will end with a review checkpoint and some light homework. The homework assignments will ask that you spend some time outside of this training reading through the curriculum and becoming familiar with the resources located in the Money Basics Facilitator Toolkit.

The goals of this training are for you to:

- Have an understanding of the Money Basics course topics, goals, and methods;
- Have an understanding of the class structure and the work you'll be doing before, during, and after each workshop;
- Have an understanding of the activities you'll be facilitating; and do some of these activities for yourself;
- Learn how to access and utilize the Money Basics Facilitator Toolkit and resources;
- Leave the training with the tools and the knowledge to facilitate these workshops to peers in your community.

Continuing Education & Workforce Development:

MHAAO's Money Basics Facilitator Training is a continuing education and professional development opportunity.

Facilitators will learn new skills and resources regarding finance, money management, and how to navigate the relationship between money and mental health and/or addiction recovery and healing.

By taking this training and facilitating this course, you will also gain public speaking skills and facilitation experience. As you will discuss with peers in Workshop 10, professional development and continuing education are important asset-building strategies, which can help a person increase their financial resiliency.

Part 3: Course Values

Course Values:

Money Basics is a peer-led course designed to build peer-to-peer relationships and a sense of community and trust. One of your tasks as a facilitator will be to create a safe space where peers can connect through shared lived experiences and feel supported by their Money Basics community.

An important first step to creating this kind of space is for you to share with participating peers your own lived experiences with course topics. This can include sharing stories about money management; financial insecurity and poverty; financial challenges like building credit or paying off debts; and the relationship between money and mental health and/or addiction challenges – as is applicable. Beginning this type of sharing on Day One can help set the tone for the remaining workshops and build trust among peers.

For many, the subject of finances can be intimidating, boring, anxiety-producing, depressing, overwhelming, shameful, or distressing – or all of these combined! Facilitators should strive to make each class not only educational, but interactive and fun.

Remember that peers will come to the class with a wide range of skills, knowledge, experiences, and feelings about money and personal finance. This should be addressed at the beginning of the course and the pace and structure of the workshops should be altered as needed so that every participant feels included, listened to, and supported.

Money Basics honors Peer Recovery Practices by following a strengths-based and person-directed approach. Facilitators will adhere to the Peer Support Recovery Practices of listening, mutual learning, respect, and hope.

No participant should feel judged by their past or current financial circumstances; feelings about money; or level of financial knowledge. Facilitators should remind participants that these classes are a safe and judgment-free space for everyone.

Trauma-Informed Care in this course:

Participants will have different lived experiences with the topics discussed in these workshops, including poverty, financial insecurity, debt, money safety, public assistance, predatory lending, money problems and relationships, money problems and mental health and addiction, and more.

At the beginning of each workshop, facilitators should give an overview of the topics that will be discussed that day so participants can know ahead of time if a topic might be distressing to them or might activate difficult emotions or memories.

Let the participants know that at times they may feel discomfort. Invite them to push through discomfort if they feel they are able to and let them know that they *always* have the option to take a short break from class or do whatever else they need to do to take care of themselves. Let the

participants know that if they need to take a short break from class, they can contact one of the facilitators for support, resources, or someone to talk to.

You can find ways to incorporate Trauma Informed Care into your workshops in the Facilitator Guide and the Facilitator Toolkit. These topics will be discussed further in Module Two.

Resources:

- **Trauma-Informed Care in the Classroom**

Part 4: How to Use the Facilitator Toolkit

The Money Basics Facilitator Toolkit has everything you will need to facilitate this course. Each workshop has its own accompanying PowerPoint presentation and handouts. Most of the workshops have accompanying worksheets, and some have group activities.

All of these resources are located on the Money Basics website, where you can also find optional (but recommended) videos and additional reading that can be shared as handouts or as homework. These materials are referenced in the Facilitator Guide. Also in the Facilitator Guide, each workshop will have a list of materials that will need to be prepared before the start of each workshop. For example: handouts, group activities, pens, paper, and calculators.

In the Facilitator Toolkit, we have also included some recommendations for podcasts, books, and films on money management and financial resilience that may be useful for both facilitators and participants. The PowerPoint slides are recommended whether you are facilitating in-person or virtually. The other resources are optional and it is up to you to decide which handouts, videos, and activities you'd like to include.

Feel free to adapt these materials to better meet the needs, interests, and goals of participating peers. It is recommended that facilitators review all of these resources prior to facilitating their first workshop to determine which materials they plan to include.

Note that although much of the curriculum content applies to communities of peers throughout the U.S., many of the handouts and resources are specific to residents of Oregon. If you are facilitating this course outside of Oregon, we recommend doing research on resources available in your community.

Part 5: Class Structure

Beginning Each Workshop:

It is recommended that each class begin with a check-in as a chance for participants and facilitators to connect with one another and talk about their homework assignments. The first few minutes of class will also include the day's agenda and a review of the Community Agreements that you will develop with participants in Workshop One. The final minutes of class will be set aside for questions, comments, and to go over the homework assignments.

A Community Agreement is defined as: "A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and

trusting... so that we can do our best work, achieve our common vision, and serve our participants well."

Agreements come from a consensus-driven process to identify what every person in the group needs from each other, and commits to each other, so that everyone feels safe, supported, open, and trusting. Community Agreements center participants' voices in determining the class environment.

By developing Community Agreements on the first day of class, everyone will work together to determine the values and expectations that are important to them and that will guide interactions among peers for the rest of the course.

Size & Length of Classes:

Small class sizes are ideal for both in-person and online cohorts. However, this course can also be taught in larger groups or facilitated in one-on-one meetings with peers. The workshops are flexible and facilitators should choose a class size or format that works best for them and their group of peers.

The Money Basics program is designed to be 10-weeks long with 90 minute class periods and an additional class for the graduation ceremony. This recommended time span also allows for 10 weeks of support for participants in managing their personal finances, accessing resources, and, for many, learning and planning ways to achieve greater economic well-being.

However, the course length and class times can be modified. Facilitators may decide to split-up classes to be shorter, or double-up classes to be longer, depending on the needs of the participants and facilitators and the amount of time available. If you decide to do 90 minute classes or longer, be sure to include breaks and encourage participants to bring snacks and water.

Co-facilitators should meet up before the first workshop to discuss the class structure they prefer, and open up the schedule to participants as well on the first day of class.

Resources:

- [Developing Community Agreements](#)
- [Creating Community Agreements](#)

Parts 6-7: Making This Course Your Own; Wrap-Up

Part 6: Making This Course Your Own

As you know, the journey to recovery, healing, and wellness does not follow a one-size-fits-all approach. Neither should a peer-led financial empowerment course! Money Basics is designed to support peers on their self-directed recovery journeys. This course will *need* to be adapted, in large or small ways, to best meet the needs of your specific group of peers.

Adjustments may include:

- Altering segment times
- Changing the syllabus or the workshop order

Commented [1]: I like this language a lot and I am sure that it will be useful somewhere in the modules

- Adding new ideas and materials for hands-on exercises, including additional handouts or resources from the Facilitator Toolkit or from your own research
- Skipping the topics that do not serve participants and spending more time on those that do.

During Workshop One, participants will complete a *Class Topics Questionnaire*, which will help the co-facilitators determine which topics and workshops to spend the most time on and which you can go over briefly or skip altogether. For example, participants may already be familiar with banking topics, such as using a debit card or opening up a bank account. If that is the case, you may choose to spend the allotted time for those topics on subjects that the participants will benefit from more, like filing taxes or paying off debts.

In the Facilitator Guide, each activity will have an estimated amount of time it will take to complete it. These time estimates are flexible and can be changed based on group discussion and engagement. Facilitators should encourage participants to ask questions and share any relevant stories, information, skills, or resources with their classmates throughout class.

The next 10 Modules will guide you through how to facilitate each of the 10 Money Basics Workshops. The final module, Module 12, will take you through how to prepare for facilitating your first Money Basics Workshop upon completion of this training.

Part 7: Wrap Up

Congratulations, you've completed Module One of MHAO's Money Basics Virtual Peer Facilitator Training! Thank you for taking the time to attend this training! We hope these next eleven Modules will be informative and interactive, and will help you learn new ways to support your community of peers in managing their money and achieving greater economic well-being.

Before you continue with your day, please complete the review questions and check out the homework assignments. If you plan to request CEUs from MHAO for this training, make sure to keep your homework assignments so you can submit them at the end of the course to receive your CEUs.

Module 1 Homework Assignments

Homework Assignments:

1. Read/skim through Workshop One in the Student Guide
2. Optional additional learning:
 1. The videos for Workshop One on the Facilitator Toolkit website. We highly recommend the videos on intersectionality, systemic racism, and how to build financial resiliency.
 2. The additional resources and handouts for Workshop One on the Facilitator Toolkit website
 3. Any of the documentaries, podcasts, and books listed on the Facilitator Toolkit website.

Module 1 Review

Question #1: How many CEUs will you receive from this training?

Correct Answer: 6

Question #2: What are Community Agreements?

Correct Answer:

- A list of expectations and values developed by everyone in the room to identify what every individual needs from one another, and commits to one another, to feel open, safe, supported, and trusting for the duration of these workshops.

All Possible Answers:

- A rigid set of rules determined by the instructors, with no input by participants.
- A set of rules determined by all participants, without input from instructors.
- A list of expectations and values developed by everyone in the room to identify what every individual needs from one another, and commits to one another, to feel open, safe, supported, and trusting for the duration of these workshops.

Question #3: True or False: Money Basics is designed to be 10-weeks long, with 90-minute class periods and an optional graduation class.

Correct Answer: True

Module 2: How to Facilitate Workshop 1

Part 1: Introduction to Workshop 1

Welcome back to MHA AO's Money Basics Facilitator Training!

In this Module, you will learn how to facilitate Workshop One, which introduces the course topics, syllabus, and goals, and begins a discussion of the relationship between mental health and addiction challenges and money.

This workshop also explores poverty in the United States and how it relates to intersectionality, systems of oppression, privilege, and social justice. It also discusses living wages, financial resilience, and various ideas for saving money.

Before we get started, we recommend having the Student and Facilitator Guides handy to help you follow along.

The advanced preparations for Workshop 1 are located in the Facilitator Guide, which will also provide time estimates for each topic and page numbers that correspond to the Student Guide for the topics.

The required materials are listed at the beginning of each workshop in the Facilitator Guide. You should review these ahead of time and acquire any necessary materials such as calculators, poster paper, or print-outs for group activities, before you begin facilitating classes.

Workshop 1 Topics:

- Recognizing subtle and pervasive thoughts and reactions toward money
- How mental health and/or addiction challenges and financial difficulties impact one another
- Tips for mindfulness and self-care
- Poverty in the U.S. and how it is intersectional

- Living wages and poverty guidelines
- Financial resilience and human capital
- Identifying personal financial goals
- Money saving ideas

Resources:

- [Facilitator Toolkit](#)

Part 2: How to Introduce the Course to Participants

Welcome & Introductions

You will begin the course by welcoming the students, taking attendance, and doing introductions. You and your co-facilitator (if you have one) will introduce the course and yourselves.

Then you will ask the participants to introduce themselves. Introductions can include their names, how they would like to be referred to, where they are from, and why they are interested in these workshops.

Instead of asking for their pronouns, we recommend asking students to share how they would like to be referred to, which may include their pronouns, their name, or both. This is so that no participant feels forced to choose and share pronouns if they don't want to.

After introductions, make sure that everyone has a copy of the Student Guide. Using the Guide, go over the expectations for the course, which include active listening, mutual respect, suspending judgment, and speaking up. Then, go over the course goals.

These goals are:

- Participants will leave the course with increased knowledge and improved skills relating to money and finances.
- Participants will have greater confidence in handling their finances.
- Participants will have healthy financial goals and habits and will be able to question and reflect on their current financial situation, allowing them to strategize ways to improve it.
- Participants' feelings of shame or hopelessness around money and their current financial situations are reduced as they learn new information and skills in a safe environment.

Community Agreements:

After this, you will work as a class to create a list of Community Agreements.

Remember: Community Agreements are consensus-built lists of expectations and values to help participants identify what they need from one another to feel open, safe, and supported for the duration of these workshops.

Ask the participants: *what are some class-wide expectations, goals, values, and commitments which are important to you?*

Emphasize the importance of being curious, open, and kind to oneself and one another. Everyone has different backgrounds and lived experiences when it comes to the topics covered in this course.

The goal of having Community Agreements is to create a set of guidelines to ensure that everyone feels safe, respected, and heard.

You can write these Community Agreements on the whiteboard or on poster paper if you are facilitating in-person. If you are facilitating virtually, add them to a shared document.

Make sure to hold on to this document so you can reference it at the beginning of each class.

Examples of Community Agreements:

- Mutual Respect
- Active Listening
- Practicing empathy and compassion
- Speaking up or stepping back to make space for others to speak up
- Lean into discomfort

How to Go Over Workshop One's Agenda:

After creating your Community Agreements, you will go over the agenda for Workshop One. This is something you will do at the beginning of each class to give peers a heads-up in case any of the topics activate difficult emotions or memories.

Encourage the participants to push through discomfort – this is how we grow! – but emphasize that they are *always* welcome to take a short break from class if they need to. Also emphasize that you, as a peer facilitator, are there to provide support if they need it. The day's agenda can be found in the syllabus and on the PowerPoint slides.

Next, you will discuss the course schedule and go over the syllabus together. Let the participants know that the schedule is flexible and they can always ask questions, share concerns, suggest topics they'd like to discuss, and spend longer than the allotted time on certain topics and activities.

Here, you can provide participants with the *Pre-Course Questionnaire* and the *Class Topics Questionnaire*. There is also the option to ask participants to complete these forms before the start of the first class, along with the *Registration Form*.

The *Pre-Course Questionnaire* will ask participants to indicate how they feel about a number of statements related to finance and money management. The same questions are on the *Post-Course Questionnaire*, which participants will take during the final class to track their progress from the beginning of the course to the end.

The *Class Topics Questionnaire* will ask participants to indicate which topics they are already familiar with and which they are interested in learning more about. This will help you to modify the course schedule so that workshops are focused on the topics participants are most interested in.

Resources:

- [Creating Community Agreements](#)
- [Developing Community Agreements](#)
- [Pre-Class Questionnaire](#)
- [Class Topics Questionnaire](#)

Part 3: How to Facilitate the Thoughts & Beliefs About Money Activity

Thoughts & Beliefs about Money

In this section, facilitators and participants will take a few minutes to investigate the conscious and subconscious thoughts, beliefs, and feelings they might have about money.

You will ask the participants to think about the following questions:

- What is your situation with money now?
- What was it like when you were a child?
- What are some beliefs about money that you've heard from friends and family, or in the media?

Ask the participants to think about and jot down a few words or phrases that represent their thoughts, feelings, or beliefs about money.

One option to make this activity more interactive is to ask participants to write these feeling words on sticky notes, on the whiteboard, or on pieces of poster paper throughout the room. If facilitating virtually (or if you want a paperless option), you can use Google's Jam Board website, which will allow participants to add virtual post-its to a shared screen.

Examples include words such as "broke," or "necessity," or phrases such as "never enough" or "money can't buy happiness."

Once everyone's words and phrases are on sticky notes, the whiteboard, or poster paper, you can ask the group to distinguish whether these are positive, negative, or neutral words. Go through them one by one and categorize them as positive, negative, or neutral, and why.

While one facilitator guides this process, the other should be writing down what is said on the whiteboard.

After this discussion, ask the participants to share any words and phrases for how they would *like* to feel about money. Let the participants know that this is their starting point and that one of the primary goals of this course is to improve their relationship with money.

This is a good place to begin sharing any lived experiences of financial challenges, economic insecurity, poverty, and mental health and/or addiction challenges with participating peers if you feel comfortable doing so.

Let's do this activity now. Take a few minutes to journal about your responses to these questions and jot down any feeling words that come to mind. Next, think about whether these words are positive, negative, or neutral, and why. You can use the Workshop 1 Worksheet below.

Resources:

- [Workshop 1 Worksheets](#)

Part 4: Behavioral Health & Money; Mindfulness Practices for Reducing Financial Stress

The Relationship Between Mental Health & Addiction Challenges & Money

In this section, you will ask participants to journal about the impact financial stress may have had on their lives and on their mental health and/or addiction challenges and recovery.

Ask them to think about how financial stress and/or lived experience of poverty can impact one's physical health, mental health, and one's relationships with friends, family, and partners.

Encourage participants to think about how addiction and/or substance use challenges can affect a person's finances; and how poverty and financial insecurity can make it difficult to access recovery and treatment services.

When everyone has finished writing, open the space up for sharing, with facilitators going first. If comfortable, you can share personal stories and invite participants to do the same. Let the class know you will delve more into these topics in Workshop Eight.

Let's take a few minutes to do this activity now. Think about and write down your responses to the following questions:

- In what ways have mental health and/or addiction issues affected your financial situation?
- In what ways has your financial situation affected your mental health and/or addiction challenges?

Mindfulness & Self-Care

After exploring the ways financial stress can affect a person's mental health and/or addiction challenges and recovery, you will guide peers through a conversation about the different ways one might reduce financial stress. One of them is attending a financial empowerment course! Another is making time for self care.

Ask the participants: *What are some ways to practice mindfulness that cost little or no money?*

There is a list in the Student Guide from which you can build as a class, writing down the participants' suggestions on the whiteboard or shared document. For a more interactive option, you can ask the participants to write their suggestions on Jam Board post-its and read them aloud when everyone is finished.

Part 5: How to Facilitate a Discussion on Poverty, Intersectionality, & Financial Resilience **Poverty, Intersectionality, & Privilege**

In order to understand how to improve one's financial situation, it is important to recognize how poverty, class, privilege, power, and oppression function in the United States and create immense barriers to economic mobility and financial success for members of marginalized communities.

It is impossible to discuss poverty in the United States without discussing the other systems and institutions that interact with, and reinforce, poverty, social class, and other inequities. Poverty and classism *intersect* with other systems in our government and society that discriminate and harm. These barriers and injustices can affect a person's economic situation as well as their mental health and/or addiction challenges, recovery, and overall well-being.

In this section, you will go through each of the definitions in the Student Guide, leaving space for discussion and questions.

Note that this is a very brief and incomplete overview of very important and nuanced topics, and we hope both facilitators and participants do outside research on these topics to better grasp their importance and to further engage social justice and equity work in this course.

Culturally responsive practices and anti-racism work is ongoing work. The conversations and the materials learned in this section should be ongoing throughout the course. It is integral that this section is taught thoughtfully and intentionally so as to give these topics the attention they deserve and not further harm participants with marginalized identities who already experience intersecting systems of oppression every day.

Everyone in the class needs to be in the right place mentally and emotionally to have these conversations and to really stay focused, thoughtful, and open. This includes facilitators.

If some of these topics are new to you, we recommend that you do some additional learning on your own before facilitating Workshop One. It may be helpful to check in with participants before delving into this section to see what their energy level is. It is important to be fully engaged in these conversations and you don't want to lose your audience.

There are several resources in the Facilitator Toolkit for further engagement with these topics. These include videos on intersectionality and systemic racism in the United States; readings on race, poverty, income inequality, and white privilege; and documentaries on Oregon's civil rights movements and disturbing history of exclusion, displacement, redlining, and segregation.

If your organization has DEI or anti-racism statements, this would be a helpful time to share them with the class.

Financial Resilience:

The next section explores poverty guidelines in the United States, living wages, and financial resilience. You will go through the definitions of each of these terms, inviting questions or comments.

Financial resilience is the ability to withstand life events that impact one's income and/or assets. Financial resilience focuses on a person's strengths and their ability to recover and improve their situation.

You, as facilitators, and participating peers will be building financial resilience with each workshop, activity, and conversation. The goal of Money Basics is for participants to increase their financial resilience.

Part 6: Individual Goals, Part 7: Money Saving Ideas & Facilitator Reflection, & Part 8: Wrap Up

Part 6: Creating a List of Individual Goals

At the end of this workshop, you will ask the participants to identify and write down what they hope to get out of this course and the financial areas that are most important for them to address. We recommend asking them to save these goals so that they can reflect on them at the end of the course.

Let's do this activity as well. Think about and write down any personal finance or money-related goals you have and what you hope to accomplish in this training or in facilitating these workshops.

Part 7: Money Saving Ideas & Facilitator Reflection

Take a look at the Money Saving Ideas in the Student Guide. They will be part of the participant's homework throughout the course, encouraging them to think of new and creative ways to save money in their daily lives.

Let's do this activity as well. Think about and write down any personal finance or money-related goals you have and what you hope to accomplish in this training or in facilitating these workshops.

Participants will try out a new money-saving idea each week to build a toolkit of tips and tricks that work for them. There is space in the Workshop One Worksheets where they can note whether an idea was helpful or not.

At the end of Workshop One, you will introduce this homework assignment to the participants and brainstorm together any additional money-saving ideas and tips participants could try out and add to their money-saving ideas worksheets.

And that's a wrap on Workshop One!

In the Facilitator Guide, at the end of each workshop, you will notice "After Class" instructions that will ask you to fill out a Class Reflection Form immediately after each workshop. It will also suggest that you meet up with your co-facilitator to plan for the next workshop and discuss how the previous class went.

These are recommendations we believe will help you to communicate and plan these workshops out with your co-facilitator.

Part 8: Wrap Up

Congratulations, you've completed Module 2 of the Money Basics Facilitator Training!

Before you continue with your day, please complete the review questions and check out the homework assignments.

Resources:

- [Workshop 1 Worksheets](#)

Module 2: Homework

Homework Assignments:

- Read/skim through Workshop 2 in the Student Guide.

- Optional additional learning:
 1. The videos for Workshop 2 on the Facilitator Toolkit website
 2. The additional resources and handouts for Workshop 2 on the Facilitator Toolkit website
 3. Any of the documentaries, podcasts, and book recommendations listed on the Facilitator Toolkit website

Module 2: Review

[Please take this short quiz before continuing on to the next module.](#)

Module 2 Review

Question #1: True or False: You can find a space to insert a brief biography for you and your co-facilitator (if you have one) in the Money Basics PowerPoint slides. - TRUE

Question #2: Which of the following are Money Basics course expectations? - ALL OF THE ABOVE

Active listening
Mutual respect
Suspending judgment
Speaking up
All of the above

Question #3: Which of the following websites is recommended as a useful and paperless option for facilitating the "Thoughts & Beliefs about Money" activity? - JAMBOARD

Google Sites
Google Jamboard
Facebook

Module 3: How to Facilitate Workshop 2

Part 1: Introduction to Workshop 2

Welcome back to MHA AO's Money Basics Facilitator Training!

In this Module, you will learn how to facilitate Workshop Two, which uses person-directed planning to help participants identify their financial goals and plan out the short-term steps to achieve their financial dreams.

In this Module, you will follow the same steps that you will guide participants through to create your own financial person-directed plan (PDP).

By going through the same process, you will have a better understanding of what you'll be asking participants to do and how best to support them in completing their plans.

You will complete a shortened version of the person-directed planning worksheets in this Module, spending just a few minutes brainstorming your answers to the questions.

When you facilitate Workshop 2, it is recommended that you complete these worksheets alongside the participants. This will increase the sense of peer-to-peer facilitation in these workshops and will allow you to spend more time developing your own person-directed financial plan.

Before we get started, we recommend having the Student and Facilitator Guides handy to help you follow along.

The advanced preparations for Workshop 2 are located in the Facilitator Guide, which will also provide time estimates for each topic and page numbers that correspond to the Student Guide for the topics.

Note that the length of the Workshop in the Student and Facilitator Guides will seem shorter than the other workshops. However, it will likely take just as long because each step of the PDP process will take some time to complete.

Like every workshop, you will begin by welcoming back the participants, facilitating a quick check-in about how their homework assignments went, reviewing the Community Agreements you created in Workshop 1 and providing students with a quick overview of the day's agenda.

Workshop 2 Topics:

- What person-directed planning is and why it can be a useful tool, especially for peers as they self-direct their own recoveries
- Financial Person-Directed Planning
- Creating an Action Plan for achieving your financial goals

Resources:

- [Workshop 2 Worksheets](#)
- [Facilitator Toolkit](#)

Part 2: What is Person-Directed Planning?

Before diving into the Person-Directed Planning (PDP) Worksheets, you will need to explain to the participants what person-directed planning is and why it can be useful.

Person-directed planning (also referred to as person-centered or strengths-based planning) is a tool used to assist people in making life changes. It focuses on an individual's strengths and guides them to identify their long-term goals and the short-term steps they can take to get there.

Person-directed planning is directed by you. Just like recovery is your own unique and self-directed journey, so too is planning for your financial future.

Money Basics is a peer-led and *person-directed* financial empowerment course. What this means is that we will be incorporating a number of person-directed planning ideas and processes in these workshops to center the individual and their unique experiences, strengths, skills, goals, and dreams

when creating plans for their future. By doing so, we hope to create a sense of agency and empowerment among participating peers.

Improving one's financial well-being is their own unique, personalized process. Participants know themselves best and can identify the tools, supports, and resources that will work best for them. This type of planning enables an individual to be in charge of their finances and their future and to recognize the many strengths and abilities they already have.

Person-directed planning will come up again in Workshops 7, 8, and 10. In those workshops, you will help participants create PDPs for paying off debt; creating a financial crisis plan; and creating a savings plan.

In this Workshop, you will guide the students through the PDP worksheets as they create their own person-directed plans for identifying and achieving their financial dreams.

Participants can complete their PDPs in pairs, small groups, or individually. You can ask the class which option they prefer and you and your co-facilitator will be available to help and answer any questions.

Resources:

- [What is Person-Directed Planning](#)

Part 3: Creating your PDP

In order to best support your students in this process, you will create your own shortened financial PDP in this Module. This will be a brief overview of the PDP process and it will take longer when you are doing this activity with the class.

It may be helpful to follow along with the Student Guide and Facilitator Guide as you go through this process. There are examples for each step in the Facilitator Guide that you can refer to.

To complete your financial PDP, use the [Workshop 2 Worksheets](#) and follow the steps below.

Step 1: Life Now

Describe how your life is now. Paint a picture of your whole life, but pay special attention to your current financial picture. Describe your current relationship with money. For example. "worried about debt," or "no more student loans").

Some questions to get you started include:

- What is your current source of income?
- Who manages your finances?
- What type of housing do you have?
- Do you work? If so, where and how much do you make?
- What debts are you aware of?

Pause the video and type your answers to each of these questions into the space in the worksheet.

Step 2: What Works & What Doesn't

What works well for you? What makes things run smoothly in your life? What causes problems for you in your life currently?

Think about these questions specifically in regards to money and finances. What helps you manage your money well? What gets in the way of your financial empowerment?

Everyone's list of what works and what doesn't will look different. We all have our unique preferences and needs. For example, automatic payments work well for some people because knowing their bills are taken care of can reduce anxiety. For other people, automatic bill payments may actually cause anxiety because they prefer to be in control of the situation.

Pause the video and type your answers to each of these questions into the space in the worksheet.

Step 3: Strengths, Gifts, Capacities

Here, you will identify your strengths, gifts, and capacities.

- *Strengths* are valuable or useful abilities, assets, or qualities, such as being good at math, writing, or public speaking.
- *Gifts* are special talents or natural abilities that you seem to have been born with, especially an artistic ability or social skill. Being compassionate, empathetic, or a good listener are examples of gifts.
- *Capacities* are areas of potential growth, development, or accomplishment, such as your physical, mental or financial power to accomplish something. For example, being a good communicator or quick learner can boost your capacity to do a number of jobs and activities.

For many, identifying their strengths, gifts, and abilities can be quite difficult. Some participants may not be able to come up with a list of these qualities very quickly. It will be important to provide several examples for participants.

If they're having trouble, ask them to think about transferable skills. Transferable or "portable" skills are skills and abilities that can be transferred from one job to another or one situation to another. They are often thought of in the context of job interviews and resume building, but they can be very useful tools in person-directed planning.

Some common transferable skills include:

1. **Communication skills**, including verbal communication, written communication, active listening, nonverbal communication, public speaking, and how you give and receive feedback.
2. **Dependability skills**, including work ethic, punctuality, integrity, honesty, and the ability to meet deadlines.
3. **Teamwork skills**, including relationship-building skills, collaboration, empathy, strong communication, and conflict resolution skills.
4. **Critical thinking skills**, including problem-solving, decision-making, creativity, and analytical thinking.
5. **Organization skills**, including multitasking, time management, attention to detail, and an ability to follow instructions well.
6. **Leadership skills**, including relationship-building, delegation, project management, interpersonal skills, and conflict resolution skills.

7. **Adaptability**, including flexibility, creativity, positivity, patience, the ability to learn new skills and processes, and the ability to complete goals even as aspects of a project change.
8. **Empathy**, including emotional intelligence, active listening, mediation skills, curiosity, and the ability to see another person's perspective.

What are a few of your strengths, gifts, and capacities?

Pause the video and type your answers to each of these questions into the space in the worksheet.

Step 4: Financial Goals & Dreams

Describe your dreams and big goals for the next 5 to 10 years. Do your best to imagine your ideal future; without barriers.

For example, your dream home, career, relationships, hobbies, etc. Emphasize focusing on big goals and dreams. When participants create an Action Plan in Step 6, they will identify the shorter-term financial steps they can take to work toward these dreams.

What are a few of the big goals and dreams you hope to achieve in the next 5-10 years?

Pause the video and type your answers into the space in the worksheet.

Step 5: Life One Year from Now

While keeping in mind your long-term financial and life goals, you will create a vision of what your life will be like one year from now. Will you live in the same place? Will you find a job or have a different job than you do now? What will your life be like when you are one year closer to your dreams?

Emphasize that one year from now, participants will be one year closer to their financial dreams. This exercise is intended for participants to imagine the shorter-term goals that will help them achieve their longer-term goals and dreams.

Pause the video and type your answers into the space in the worksheet.

Step 6: Action Plan

The final step of the PDP process is to create an Action Plan for achieving your short-term and long-term financial goals. Some examples include: opening a savings account, building credit, buying a used car, applying for an apartment, or going back to school.

Here, participants will focus on small steps to achieve these bigger financial goals. For example, improving your credit score is a big financial goal that can be divided up into shorter-term goals and small, achievable steps.

The first step might be to create a list of debts. The second step might be working through one debt at a time, using one of the debt-payoff techniques outlined in Workshop 7. The third step could be applying for a secured or beginner credit card after all debts are paid off. These steps are short-term goals that can help an individual achieve a better credit score in the long term. A higher credit score can help them with bigger financial goals in the future, such as getting lower interest rates on student loans, auto loans, or mortgage payments.

Focusing on small, achievable steps can help participants build self-efficacy.

Self-efficacy is defined as “people’s beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. One’s sense of self-efficacy can provide the foundation for motivation, well-being, and personal accomplishment.”

In this Module, you will create a shortened version of an Action Plan, focusing on one or two goals.

Identify the goal, the actions or steps you can take to achieve that goal, and a brief timeline for when the goal will be achieved.

Pause the video and type your answers into the space in the worksheet.

Part 4: Wrap Up

After everyone completes their PDPs, you can facilitate a discussion on how the process went. Ask participants what they liked or disliked, what they found useful, and how the activity made them feel. You can also ask the participants to share one item from their action plans or financial dreams with the class.

This activity may take more than the allotted time in the Facilitator Guide. If so, you can ask the participants to finish their PDPs up at home or spend some time on them at the beginning of the next workshop.

Like every workshop, you’ll wrap up the class by allowing space for questions and comments and by reviewing the homework assignments. You are encouraged to fill out the “Facilitator Reflection” form at the end of every class and meet up with your co-facilitator to plan for the next workshop.

Congratulations, you’ve completed Module 3 of the Money Basics Facilitator Training! Before you continue with your day, please complete the review questions and check out the homework assignments.

Resources:

- [Workshop 2 Worksheet](#)

Homework Assignments:

1. Read/skim through Workshop 3 in the Student Guide.
2. Optional additional learning:
 1. The videos for Workshop 3 on the Facilitator Toolkit website
 2. The additional resources and handouts for Workshops 3 on the Facilitator Toolkit website
 3. Any of the documentaries, podcasts, and books listed on the Facilitator Toolkit website

Please take this short quiz before continuing on to the next module.

Module 3 Review

Question #1: What is another name for person-directed planning?
Person-centered planning

Strengths-based planning

All of the above

Question #2: True or False: You were asked to complete your own shortened version of a person-directed plan in this module in order to have a better understanding of what you'll be asking participants to do and how best to support them in completing their plans.

True

False

Question #3: True or False: This is the only workshop in which you will utilize person-directed planning.

True

False

Module 4: How to Facilitate Workshop Three

Part 1: Introduction

Welcome back to MHA AO's Money Basics Facilitator Training!

In this Module, you will learn how to facilitate Workshop Three, which focuses on a key topic for financial stability and success: budgeting.

In this workshop, you will first discuss the different types of expenses and why budgeting is so important. Then, you will guide students through completing a basic budgeting worksheet. Workshop Three also provides additional budgeting tips and tools, as well as a list of resources to help participants save money.

In this Module, you will learn the five steps of the budgeting process outlined in the Student Guide. Instead of completing your own budget during this Module, we ask that you complete the budgeting worksheets located in the Student Guide and Workshop 3 Worksheets. This will better prepare you to walk participants through this process.

After completing the budgeting homework, you will have a clearer understanding of how to support your students in gathering and adding up their total income and expenses, doing calculations, and identifying expenses to cut, if needed.

You may already have a working budget that you use to keep track of your income and expenses each month. If so, that's great! Feel free to transfer the items from that budget into the Money Basics budgeting worksheets.

The advanced preparations for Workshop 3 are located in the Facilitator Guide, which will also provide time estimates for each topic and page numbers that correspond to the Student Guide for the topics.

Before we get started, we recommend having the Student and Facilitator Guides handy to help you follow along.

Just like every class, you will begin by welcoming back the participants, facilitating a quick check-in about how their homework assignments went, reviewing the Community Agreements, and providing participants with a quick overview of the agenda for that workshop.

Workshop 3 Topics:

- Fixed expenses, variable expenses, non-monthly expenses, and unexpected expenses
- Differentiate expenses into needs and wants.
- Create a personalized, working budget and commit to working with it for the next week.
- Identify areas in their budgets in which you may need to adjust your spending and make a plan to do so.
- Learn at least three new resources in the community for saving money.

Resources:

- [Workshop 3 Worksheets](#)
- [Facilitator Toolkit](#)

Part 2: How to Go Over Budgeting Basics

Before guiding the participants through the process of creating a personalized, working budget, you will discuss what goes into creating a budget.

First, you'll explain the different types of expenses, which can be fixed, variable, non-monthly, and unexpected. These expenses are defined in the Student Guide. Write them down on the whiteboard and ask participants if they can think of other examples of expenses that fall into each of these categories.

Then, you will discuss what a budget is and why budgeting is such an important tool for financial success.

A budget is an estimate of how much money you have coming in (your income) and where it goes (your expenses) for a certain time period, usually either a week or a month.

Creating a budget is an important tool for a person's financial security, sticking to the budget they create is equally important. Most people experience changes to their income or unexpected expenses from time to time. As a result, you should consider your budget a living document, which means you may need to adjust your budget as your income or expenses change.

Remind the participants that beginning the process of budgeting can be daunting, especially if they have never used a personal budget before. It is important that they find a budgeting worksheet, website, app, or another tool that works for their needs, lifestyle, and learning style. Some individuals may prefer to use a spreadsheet, while others may prefer to use an app.

Remind the participants of the additional budgeting worksheets and resources in the Toolkit and Guidebook. Emphasize that the most important thing is to make their budget work for them and their own unique needs.

Part 3: Providing an Example Budget

Next, there is an optional activity in which you provide an example budget of a fictional person who is spending more than they're earning. There is already an example in the slides and Facilitator Guide but feel free to make it your own. This is an opportunity to make the class more interactive and fun by adding humor, such as a silly name for the example person or funny or unusual expenses in their budget.

You can ask participants to work in small groups to figure out which monthly expenses to cut out and which to keep, determining the expenses that are important to them.

Part 4: How to Help Participants Complete their Budgeting Worksheets

Next, you'll guide the participants through the five steps to completing the budgeting worksheet in their Student Guides. Ask them to work through this budget template first before moving on to other budgeting worksheets or apps and websites.

Step 1: Income

Ask participants to write down their total income, including wages, tips, SSI/SSDI payments, alimony, child support, etc.

Step 2: Expenses

Ask participants to write down all of their expenses, including rent/mortgage payments, utilities, groceries, medicine, clothing, childcare, pet care, etc.

Step 3: Needs vs Wants

Ask participants to separate their expenses into *needs* vs. *wants*. This will help them identify which parts of their budget are essential and which they may be able to cut. Every person's needs versus wants will look very different. Emphasize the importance of having an open mind.

Step 4: Optional Activity – Hierarchy of Needs

You can review and discuss *Maslow's Hierarchy of Needs* as a class. Ask participants to list specific items from their needs and wants that would fall into each category. Allow time for sharing.

Step 5: Create a Budget

Using the Basic Budget Worksheet in the Student Guide or Workshop 3 Worksheets, participants will enter their income and expenses and see if they have any money left over. If their expenses are greater than their income, help them brainstorm ways these expenses could be reduced or cut, referring back to their Needs vs Wants lists.

Once everyone has worked through these 5 steps, you will facilitate a class-wide discussion on how to cut down on spending.

You will follow these same steps to create your own personalized budget as homework.

Resources:

- [Workshop 3 Worksheets](#)

Part 5: Money-Saving Resources

In this section of the Student Guide, we have listed a number of national, state-wide, and local resources that can help participants save money. The local and community-based resources 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.

The resources in the Student Guide include federal and state-wide supports like SNAP Benefits, Medicaid, VA Benefits, reduced bus fares, reduced internet; and community resources like Free Fridges or Buy Nothing Groups. There is also a section on applying for Social Security benefits when an individual has a behavioral health diagnosis.

You can work through this list of resources with your group of peers, inviting conversation and additional suggestions for ways to save money. 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.

Part 6: Wrap Up

Like every workshop, you can wrap up the class by allowing space for questions and comments and by reviewing the homework assignments. You are encouraged to fill out the “Facilitator Reflection” form at the end of every class and meet up with your co-facilitator to plan for the next class.

By this workshop, you should have a general idea of what your class size will be, which will help you plan how much time to devote to each section in future classes. For example, if you have fewer participants, you can spend less time on updates and sharing and more time on topics in which the class has expressed interest. We highly recommend reviewing participants’ *Class Topics Questionnaires* after Workshop One to have a better idea of which topics to focus on.

Congratulations, you’ve completed Module 4 of the Money Basics Facilitator Training! Before you continue with your day, please complete the review questions and check out the homework assignments.

Homework Assignments:

1. Complete the budgeting worksheet in Workshop 3 of the Student Guide (pages 42-49).
2. Read/skim through Workshop 4 in the Student Guide.
3. Optional additional learning:
 1. The videos for Workshop 4 on the Facilitator Toolkit website
 2. The additional resources and handouts for Workshop 4 on the Facilitator Toolkit website
 3. Any of the documentaries, podcasts and books listed on the Facilitator Toolkit website

Module 4 Review

Question #1: Which of the following are types of expenses? - all of the above

Fixed

- Variable
- Non-monthly
- Unexpected
- All of the above

Question #2: True or false: A budget is an estimate of how much money you have coming in (your income) and where it goes (your expenses) for a certain time period, usually either a week or a month.- true

- True
- False

Question #3: True or false: You should consider your budget a static document that you rarely update or change. - false

- True
- False

Module 5: How to Facilitate Workshop Four

Part 1: Introduction

Welcome back to MHA AO's Money Basics Facilitator Training!

In this Module, you will learn how to facilitate Workshop 4. This workshop focuses on financial institutions, banking fees, how to remedy a poor banking history, and helpful information about checking accounts and checks.

In this Module, we will briefly go over the key topics presented in the workshop and learn how to facilitate an interactive group activity.

The topics in Workshop 4 are quite dry, which is why in this Training Module, we will be focusing less on the actual banking topics presented and more on ways to make this workshop engaging for the participants.

We recommend having the Student Guide and Facilitator Guide handy so you can follow along and pause the video to read about the materials in greater detail if you'd like.

As always, we recommend reading through this section of the curriculum on your own and reviewing some of the handouts and videos in the Facilitator Toolkit as homework. This can help you become better acquainted with these dry, and sometimes very confusing, financial topics.

The advanced preparations for Workshop 4 are located in the Facilitator Guide, which will also provide time estimates for each topic and page numbers that correspond to the Student Guide for the topics.

Like every workshop, you will begin by welcoming back the participants, facilitating a quick check-in about how their homework assignments went, reviewing the Community Agreement, and providing students with a quick overview of the agenda for the workshop.

Workshop 4 Topics:

- New banking terms and their meanings
- The differences and pros and cons between different types of financial institutions
- Common banking fees and identify practical ways to minimize or avoid them
- Steps to opening a checking account
- Steps to remedy poor banking histories
- The differences and pros/cons of different types of checking accounts
- How to read and write checks
- How to balance a checkbook and the importance of doing so

Resources:

- [Facilitator Toolkit](#)

Part 2: How to Go Over Banking Basics

You will begin by going through the definitions of several common banking terms, such as “APR” and “interest.” You will find the definitions for these terms in the *Glossary of Financial Terms* at the end of the Student Guide.

After this, you will lead a discussion about the different types of financial institutions and their pros and cons. You can take this time to discuss the differences between big national banks, local banks, community credit unions, and internet banks and ask participants to share any experiences they've had with any of these types of banks.

If you think it would be useful, you can pull up a few websites with examples of traditional banks, credit unions, and fully online banks. Be sure to explain that you are not endorsing any particular bank.

Next, you will go through the list in the Student Guide of common banking fees, inviting questions or comments from participants. Some of these fees include monthly maintenance fees, overdraft fees, and early closing fees. There are tips for how to avoid these fees in the Student Guide.

After this, you will review the 7 steps to opening a bank account in the Student Guide, which can be found on page 63. They are:

1. Choose an Institution
2. Go to the Bank or Website
3. Pick the Product You Want
4. Provide Your Information
5. Agree to Terms
6. Print, Sign, and Mail (If Applicable)
7. Congratulate Yourself!

Part 3: How to Discuss Fixing a Poor Banking History

In this section, you will explore how a person might end up with a negative banking history and how a person can fix this type of situation. Using the information in the Student Guide, explain what ChexSystems is and how to keep one's name out of their database.

Then go over the two main options for fixing a poor banking history: 1) remedying the situation or 2) opening up a second chance checking account.

Remember that participants will have widely varying experiences with these types of situations, so make sure to lead these conversations with compassion and understanding. We want to make sure these workshops are safe spaces for learning and collaboration.

At this point, participants may have begun to check out. This and the next two workshops on debit, online banking, credit, and loans deal some of the driest subjects covered in this course. It will be up to you and your co-facilitator to try to make this and the next two workshops as engaging and interactive as possible.

Some tips for making dry topics more interactive:

1. Ask the participants to share any experiences they may have had with topics presented, such as anecdotes from their own lives, from people they know, from the media, etc. Facilitators should do the same – try to connect these topics to real-life situations and experiences.
2. Read your audience and notice if participants are starting to check out. If they are, try taking a break, showing a video instead of talking through the materials, asking the participants (if they're able) to stretch their bodies, or chatting for a few minutes about non-course-related subjects. These are a few easy options to re-engage participants and you can come back to the workshop materials when everyone feels refreshed.
3. Read through the list of "Best Practices for Facilitating a Training Virtually" located in the Facilitator Toolkit. Some of these tips can be useful in virtual *and* in-person spaces. For example, using participants' names throughout the class, using humor and conversational language, encouraging the participants to raise their hands to ask questions or make comments at any time; and encouraging feedback each class to make the next class better.

Part 4: Checking Accounts & Checks & Part 5: Balancing a Checkbook

Part 5: How to Discuss Checking Accounts & Checks

Using the Student Guide, you will explain the different types of checking accounts to help participants understand the pros and cons and how to pick one that works best for them. Focus on free checking accounts, which are usually the most preferred account, especially among people just starting out.

For how to read & write a check:

If you are facilitating in-person, facilitators can draw an example check on the whiteboard. If you are facilitating online, pull up an editable image of a check, or use the example in the PowerPoint slides.

This can be an opportunity to add some humor, asking participants to shout out the account holder's name, amount, and reason for writing the check.

As you go through each section, point out the key elements of the check and their purpose, paying special attention to the *routing number* and *account number*, which are needed when setting up Direct Deposit Payments into your checking account.

Part 5: How to Discuss Balancing a Checkbook

Discuss balancing a checkbook in relation to budgeting and making sound financial decisions. Explain that in the digital age, fewer people are using checkbooks as frequently, as many people have moved on to rely on debit and credit cards and online banking and bill paying. However, checkbooks and learning how to properly use them can still be useful financial tools.

You will go over why balancing your checkbook is a good financial practice and will walk participants through the checkbook balancing worksheet in the Student Guide. Balancing a checkbook can be a confusing and difficult process. To make this section more interactive and to provide additional instruction about this topic, we recommend using some of the videos on how to balance a checkbook located in the Facilitator Toolkit.

Part 6: How to Facilitate the Check-Writing Activity & Part 7: Wrap Up

Part 6: How to Facilitate the Budgeting & Check Writing Activity

This activity is optional, depending on the time and resources available.

The purpose of this exercise is to give participants an opportunity to practice their skills in check-writing, balancing a checkbook, and budgeting/making sound financial decisions. It will also make the class more interactive and fun.

The PowerPoint slides explain the activity and have instructions for the participants. We will go through the steps now.

Step 1: Prepare Envelopes & Checks

Facilitators will set up the activity and explain what participants will be doing:

- To begin, one facilitator will pass out six example checks and an example check balancing sheet, located in the activity instructions, to each participant, as well as calculators. If you are facilitating online, send out virtual example checks and a virtual check balancing sheet that participants can edit on their computers.
- While one facilitator is doing this, the other will set up the envelopes, which will contain an expense item that falls under one of three categories: *housing, transportation, and wellness*.
 - Each expense item will be on a printed-out card or will be projected on the Powerpoint slides. Each of these options has a specific number of points associated with it, which can be found in the Facilitator Guide. If facilitating class in person, the points will be located on the back of each card. If facilitating class online, facilitators will keep track of the points associated with each option, using the Facilitator Guide.
- If in-person, the facilitator will place the envelopes front-side up across the tables so everyone can see, making sure the envelopes stay grouped in their respective categories. You can spread the envelopes out on different tables in the room to encourage participants to walk about and “go shopping.”
 - If time and available funds permit, you can purchase chocolate coins to use instead of tallying up points at the end. If you decide to do this, you will place the chocolate coins (10-20, depending on class size) in each envelope prior to the class.
- If you're facilitating online, the activity will follow the same structure, but instead of moving around the room to select housing, transportation, and wellness options from the envelopes

provided, participants will choose from the options in the PowerPoint slides and write their sample checks on their computers using virtual copies.

- The options will still have different points associated with them, and participants will still tally up their points at the end.
- On the whiteboard, write three typical expenses: power, cable, and credit bills. These expenses are also on the PowerPoint slides for this workshop.

Step 2: Go Shopping

Participants will pay their bills and go shopping, using their example checks.

- Give everyone a starting amount of \$3,000. This is the monthly salary that they have to work with. Their job is to pay their bills, then find a place to live, a way to get around, and something that will bring them joy.
- Ask the participants to pay the bills listed on the whiteboard and/or slides, using their sample checks.
- Once these basic bills have been paid, invite the participants to look through the different expense items presented (in the envelopes on the table or in the slides) and “go shopping.” Instruct everyone to pick one item from each category (housing, transportation, and wellness). They will write checks for each item using the information on the card.
- Once everyone has written checks for their selected items and entered the information into their check balancing sheets, ask the participants to turn the envelopes of their selected items over and follow the instructions for how many points (or coins) to collect. If facilitating online, facilitators will let the participants know how many points are associated with each of the items they chose.

After everyone has tallied up their points or collected their chocolate coins, invite the participants to share their thoughts and experiences with this exercise and how many points they were able to collect. Ask if they noticed the correlation between their expense choices and the number of points they were able to collect.

Part 7: Wrap-Up

Like every workshop, you can wrap up the class by allowing space for questions and comments and by reviewing the homework assignments. You are encouraged to fill out the “Facilitator Reflection” form at the end of every class and meet up with your co-facilitator to plan for the next class.

Congratulations, you’ve completed Module 5 of the Money Basics Facilitator Training! Before you continue with your day, please complete the review questions and check out the homework assignments.

Homework Assignments:

1. Read/skim through Workshop 5 in the Student Guide.
2. Optional additional learning:
 1. The videos for Workshop 5 on the Facilitator Toolkit website
 2. The additional resources and handouts for Workshop 5 on the Facilitator Toolkit website

3. Any of the documentaries, podcasts and books listed on the Facilitator Toolkit website

Module 5 Review

Question #1: Where can you find the definitions of the common banking terms listed at the beginning of this section?

In this Module.

In the Glossary of Financial Terms at the end of the Student Guide.

Nowhere, I'll have to Google each of them.

Question #2: Which of the following are tips for making dry topics more interactive?

Ask participants to share stories or experiences with course topics.

Take breaks if participants seem disengaged.

Show related videos to limit time spent "lecturing."

All of the above

Question #3: True or False: the Check Writing & Budgeting Activity is an opportunity to make this class more fun and interactive.

True

False

Module 6: How to Facilitate Workshop 5

Part 1: Introduction

Welcome back to MHA AO's Money Basics Facilitator Training!

In this Module, you will learn how to facilitate Workshop 5. In this workshop, students will build upon what they learned in the previous workshop about financial institutions and checking accounts by learning about debit cards, ATMs, online banking, and money safety.

The advanced preparations for Workshop 5 are located in the Facilitator Guide, which will also provide time estimates for each topic and page numbers that correspond to the Student Guide for the topics.

As always, you will begin each class by welcoming back the participants, facilitating a quick check-in about how their homework assignments went, reviewing the Community Agreements, and providing students with a quick overview of the agenda for that workshop.

Part 2: How to Discuss Debit Card Basics & Debit Card Safety

Using the information in the Student Guide, you will go over the following details about debit cards with the class:

- What they are, how they work, and why people use them;
- Issues that may come up, such as overdraft fees, blocks, and holds

Most of this information can be found in the "FAQs about Debit Cards" section located on page 80 of the Student Guide.

As a class, you will discuss the various tips in the Student Guide for how to use a debit card safely and how to avoid debit card fraud. Emphasize to the participants that it is important to protect their physical debit card as well as their account number, expiration date, security code, and PIN. If a thief learns this confidential information, they can access a person's account, withdraw funds, or create counterfeit cards.

You can ask participants to think of any additional safety precautions for debit cards and write their suggestions down on the whiteboard. Be sure to emphasize that debit card fraud, credit card fraud, and identity theft are common and can happen to anyone.

Be mindful that individuals may have experience with these topics. Ensure to practice non-judgment in your facial expressions, body language, and words.

Part 3: How to Talk About ATMs & ATM Safety

In this section, you will go over how to use an ATM safely, following the steps in the Student Guide. If facilitating in-person, you can draw an ATM on the whiteboard – as best you can – or project an image of a standard ATM for the class to see. If classes are virtual, facilitators can pull up an image of a standard ATM on the shared screen.

Drawing an ATM on the whiteboard can be a way to intentionally bring engagement and humor to the section since it will likely not look much like an actual ATM.

Some participants will likely already know how to use an ATM. If you are offering this instruction for the benefit of only a few participants, you can keep the rest of the class engaged by using humor in both this section and the ATM Safety section. If everyone is familiar with how to use an ATM, you may choose to skip right away to the ATM safety skit section.

ATM Safety Skit:

In this section, facilitators will demonstrate ATM safety through short skits. This will be easier in person and will require more creativity if you are facilitating this workshop virtually.

If you are facilitating in-person: One facilitator will act as a person using the ATM or as another person on the scene. The other facilitator will be the “director” of the short scenes and will narrate the situation.

Invite volunteers from the class to take turns playing various roles during the skits. Encourage participants to make comments as the scenes unfold. It might be useful to have some sort of cardboard ATM to use while acting out the skits, but you can also use the drawing on the whiteboard or the projected image.

If you are facilitating online: You will follow the same format, with a facilitator and a volunteer acting out the scene on their virtual screens and the other facilitator reading the skit description. One suggestion to make this easier is for facilitators to hold this class from the same location, so they are able to act out the scenes together on screen.

Another suggestion is to use images and backdrops, sounds, and descriptions or narration to act out the scenes on-screen. It would likely be helpful for co-facilitators to meet up prior to this class to brainstorm creative ways to do this activity over Zoom.

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One facilitator will read the skit while the other facilitator and volunteer act it out. Facilitators will ask the participants to yell "stop!" at the point in the scene when something unsafe is occurring and explain why the situation is unsafe. Participants will explain what is wrong and what the person in the scene should have done differently.

The suggested short scenes (one to two minutes each) are:

1. It is very late at night and an ATM user finds an ATM at the end of a dark alley.
2. While one person is using the ATM, another person shows up and begins peering over their shoulder.
3. A person has just arrived at the ATM, with someone standing right behind them. The ATM user enters their information without trying to shield it from view.
4. The ATM user tries to recall their PIN (based on their birthday) by saying it out loud while someone is close-by and within hearing distance.
5. The person who is about to use the ATM pulls out a piece of paper to read their PIN.
6. While one person is using the ATM, another person is persistent in offering to help.
7. Just as a person is about to use the ATM, they notice it looks different than it should. The ATM user notices the machine looks different but decides to use it anyway.
8. After making a cash withdrawal (\$200-\$300), the person counts the cash in front of another nearby stranger.
9. The ATM user "drives up" to an ATM to make a withdrawal, not noticing they are being boxed in by two other cars. **This scenario will need a third person to play the third driver.*

These skit suggestions are located in the Facilitator Guide. You can choose to do all, some, or none, or make up your own. This exercise is designed to be fun, engaging, and humorous.

Part 4: Discussing Online & Mobile Banking

This section explores virtual banks and online and mobile banking options. These sections can get a little dry and disengaging, so be sure to let participants know they can ask questions at any time and share any experiences they've had with these topics.

First, you can discuss the many ways people use their computers or smartphones for their banking needs, asking participants to add their own examples. Discuss how banks and credit unions allow you to do a number of activities online and through their mobile apps. For example, a person can check their account balance, transfer money from one account to another, and deposit a check all from their phone or computer.

Online Banks:

Go through the pros and cons of online banks, using the information in the Student Guide. Ask the participants to share whether they've had any experiences with virtual banks.

If you have access to a projector or are facilitating the class virtually, you can pull up a few online banking websites, such as USAA, Chime, Discover Bank, or Alliant Credit Union, to demonstrate these tools.

You might want to do research prior to class on a few online banking sites that are good for beginners. As a class, go through the different sites, being sure to explain you are not endorsing any particular online bank. Invite questions and discussion from the participants.

Money Transfer & Investment Apps:

Using the information in the Student Guide, you will briefly discuss mobile payment services like Venmo, PayPal and CashApp, asking participants if they've ever used any of these services and if they'd like to share their experiences.

You can also briefly discuss investment apps, going over the pros and cons. Emphasize that investment is something to think about down the line when a person's finances are secure.

Direct Deposit & Social Security Payments

Next, ask the participants: *have you ever received a direct deposit payment?* Using the information in the Student Guide, you can explain how direct deposit works and how many employers prefer to deposit paychecks directly into their employees' checking or savings account instead of writing a paycheck.

Explain how a person can find their bank routing number and account number on a check and how if they don't have a checkbook, they will likely need a letter from their bank with this information to provide to their employer.

Using the information in the Student Guide, discuss how a person can receive their Social Security benefits electronically, either through direct deposit or the Direct Express card, which acts like a debit card.

It may be helpful to pull up the Social Security Administration website with information on how to sign up for these benefits and how to choose between the direct deposit and the debit card options.

Automatic Bill Payments:

Finally, you'll discuss automatic bill pay. Automatic bill payments can be a convenient way for some people to pay most of their monthly bills. Using the information in the Student Guide, go over a few things to consider before deciding to pay bills this way.

Invite sharing on how the participants pay or have paid their bills in the past if they are comfortable. Use the whiteboard to highlight key points and discuss the pros and cons of automatic payments.

Part 5: Money Safety and Identity Theft & Part 6: Wrap Up

Part 5: How to Talk about Money Safety & Identity Theft

In this section, you will discuss money safety when banking or shopping online, then dive into a conversation about identity theft and financial safety tips.

First, you will go over the information in the Student Guide on safe banking over the internet.

Then, you will discuss what identity theft is and some precautions a person can take in trying to avoid it. Identity theft occurs when someone uses your personal, sensitive information to either steal from you or pretend to be you.

Some forms of identity theft include: using the money in your bank or investment accounts, opening up new lines of credit, using your insurance information, or stealing your tax refund.

Some ways you might make this section more engaging are:

- Ask the participants to read the money safety tips in the Student Guide aloud, taking turns.
- Provide handouts, located in the Facilitator Toolkit, on money safety and examples of identity theft and common scams to give their eyes a break from the Student Guide text.
- Ask the participants to raise their hands if they've ever received scam phone calls, texts, or emails
 - Emphasize that unfortunately these scams and hacks are quite common and it can be difficult to distinguish what is real and what is a scam.
 - Emphasize that these scams can happen through your work email or your personal email and it is often best to double-check with co-workers if an email seems even a little suspicious.
- Ask the participants if they have any additional safety tips they would like to share, and write their ideas down on the whiteboard.

Part 6: Wrap Up

Like every workshop, you'll wrap up the class by allowing space for questions and comments and by reviewing the homework assignments. You are encouraged to fill out the "Facilitator Reflection" form at the end of every class and meet up with your co-facilitator to plan for the next workshop.

Congratulations, you've completed Module 6 of the Money Basics Facilitator Training! Before you continue with your day, please complete the review questions and check out the homework assignments.

Homework Assignments:

1. Read/skim through Workshop 6 in the Student Guide.
2. Optional additional learning:
 1. The videos for Workshop 6 on the Facilitator Toolkit website
 2. The additional resources and handouts for Workshops 6 on the Facilitator Toolkit website
 3. Any of the documentaries, podcasts and books listed on the Facilitator Toolkit website

Part 7: How to Facilitate Workshop 6

Part 1: Introduction

Welcome back to MHA AO's Money Basics Facilitator Training!

In this Module, you will learn how to facilitate Workshop 6. This workshop focuses on two important aspects of financial literacy – credit and loans – and how to navigate both in ways that are empowering, not stressful or overwhelming.

The advanced preparations for Workshop 6 are located in the Facilitator Guide, which will also provide time estimates for each topic and page numbers that correspond to the Student Guide for the topics.

Similar to the last two workshops about banking, checking accounts, debit cards, and money safety, this section can get a little dry and wordy. It will be important for facilitators to try to make this workshop as interactive and engaging as possible and take breaks between sections as often as time allows.

As always, you will begin each class by welcoming back the participants, facilitating a quick check-in about how their homework assignments went, reviewing the Community Agreements, and providing students with a quick overview of the agenda for that workshop.

Part 2: Explaining How Credit Works

Using the information in the Student Guide, you will explain the basics of how credit works and encourage the participants to offer examples of each step in the credit process.

The credit reporting system is made up of three main players: consumers, credit bureaus, and financial companies. Information about your credit card and loan accounts is reported to the three national credit bureaus, TransUnion, Equifax, and Experian, by each of your creditors every 30 days. These bureaus collect and store your credit information for future reference in the form of credit reports.

A credit report is an accumulation of information about how you pay your credit bills and repay loans, how much credit you have available, and what your monthly debts are.

Your credit report is used to calculate your **credit score**, which is a three-digit numerical representation indicating how risky a borrower you are from a lender's perspective. Your credit score number reflects your credit risk level, with a higher number indicating lower risk.

Emphasize that the best way to have "healthy" credit is to have a few credit cards that you pay on time every month. Being on top of your bill payments, including credit card payments, can improve your credit score over time.

Next, you will go over the FAQs about Credit Scores listed in the Student Guide.

After this conversation, you can ask the class:

- What are some examples of how a good credit score can positively impact your life?
- What are some examples of possible financial goals that could be obtained with credit?
These examples could come from their Financial Goals/Dreams and Action Plans from the PDP worksheets

Emphasize how empowering building credit and improving one's credit score can be, as it opens up many opportunities for financial resilience and stability.

Using the information in the Student Guide, write the following terms on the whiteboard and explain their meaning: credit limit, late fees, "secured credit cards," grace period, and interest rate. This will help prepare participants for the following activity.

Part 3: How to Facilitate the Credit Card Fact or Fiction Activity

This Credit Card Fact or Fiction game is an opportunity to make this workshop more interactive. Similar to the Check Writing Activity from Workshop 4, it can be done in person with printed-out cards or virtually with the PowerPoint slides.

There are 10 statements about credit in the Facilitator Guide and PowerPoint slides. Participants will determine whether these statements are true or false. The printable cards are located in the Workshop 6 Handouts on the Facilitator Toolkit website.

Go through each card, either printed out on each participant's desk or on the PowerPoint slides. Ask the participants to take turns reading the statements about credit to the class. The group will decide whether the statement is true or false.

There are brief explanations in the Facilitator Guide on why a statement is true or false, which come from the Student Guide "Facts about Credit" on page 103. Facilitators should give more detailed information about why each sentence is true or false.

Next, you'll go over some basic credit card safety tips, such as how to keep credit card numbers safe and what to do if a card is lost or stolen. Then, you will discuss the material on interest rates in the Student Guide as they relate to credit.

Emphasize that the best practice for avoiding paying credit card interest, which can add up significantly over time, is to pay one's credit card bill in full.

If that is not possible, one should try to pay as much over their credit card minimum payment as possible. Even just \$10 more each month can reduce the amount of credit card interest significantly and enable a person to pay off their balance faster.

Part 4: How to Go Over the Pros & Cons of Credit

For this next section, you will ask the participants to suggest several pros and cons of credit, using examples from the Student Guide or their own experiences.

If you are facilitating in-person and have access to a whiteboard, you can draw a Pros & Cons table on the whiteboard. One facilitator can fill it out while the other leads the discussion.

If you are facilitating online, we suggest having a Word Document or shared Google Document open as a "virtual whiteboard." You can create a Pros & Cons table in this document before class. You can either invite participants to fill in the table in small groups or go through it all together, with one facilitator leading the discussion and the other typing in participants' suggestions.

Another option is to use the Google Jam Board feature, asking participants to write their suggestions on virtual sticky notes.

Part 5: Developing Healthy Credit Habits

Using the information in the Student Guide, you will discuss how acquiring a lot of credit can add up quickly and be hard to pay off. Go through the signs that a person's credit card debt is becoming difficult to manage. For example, taking out new loans or credit cards to pay off old ones or buying so much on credit that the amount a person owes from one month to the next never goes down.

Ask the participants to add any additional examples to the list, then write down the three steps for paying down credit cards on the whiteboard:

1. Stop using your credit card(s).
2. Pay off the card with the highest interest first.
3. Pay more than the minimum payment due.

Go over them one by one, explaining the rationale behind each. Invite questions and discussion. Let the participants know that in the next Workshop, they will learn a number of techniques and resources for paying off debts, including credit card debt.

Briefly go over the list of credit cards that can help a person build or improve credit. Emphasize that you are not recommending any of these cards, just providing resources.

Part 6: Understanding Loans

In this section, you will provide an overview of what loans are and the many different reasons people take out loans, using the information in the Student Guide. Ask the participants to offer additional examples of reasons for taking out a loan and write them down on the whiteboard.

Similar to what you did with credit, you can create a Pros and Cons list for loans. Ask the participants to think about the benefits and drawbacks of loans, using previous experiences.

Using the information in the Student Guide, you will list the different terms that are commonly used in loan contracts on the whiteboard, such as the principal, loan term, and fixed, variable, or split-interest rates.

Go over their meanings, paying particular attention to the different types of interest rates. Make sure to leave space for questions or comments.

Use the example table in the Student Guide to illustrate how much more a person can end up paying when their loan has high-interest rates. This is a good time to emphasize one of the key drawbacks of taking out a loan — paying a lot in interest.

As an optional activity, you can ask the participants to calculate how much a person could end up paying on a loan over time in different scenarios, using different interest rates.

There are instructions for how to calculate interest rate costs in the Facilitator Guide. If they don't want to use their calculators to determine these costs, participants can use a website that will do the calculations for them. They can use their own interest rates on a loan if they have one, or facilitators can provide examples.

Part 7: How to Discuss Predatory lending

In this section, you will explain what predatory lending is, provide some examples, and go over ways to recognize and respond to predatory lending practices.

Predatory Lending is defined as any lending practices that enforce deceptive, unfair, and/or abusive loan terms on borrowers.

To discuss examples of predatory lending, you can write down the following types of loans on the whiteboard: Payday Loans, Pawn Shop Loans, Title Loans, High L-TV Home Equity Loans, and Advance-free Loans.

Then, you can ask the participants to take turns reading the warning signs of predatory lending in the Student Guide and connect these warning signs to these different types of loans. There are some videos in the Facilitator Toolkit on Predatory Lending that may be useful for explaining this section and keeping the class engaged.

Provide the class with resources and handouts from the Toolkit for how to get out of this kind of situation. Discuss some steps to take for avoiding predatory loans and the steps to take if someone is already engaged in a loan that is predatory.

Part 8: Wrap-Up

Like every workshop, you can wrap up the class by allowing space for questions and comments and by reviewing the homework assignments. You are encouraged to fill out the “Facilitator Reflection” form at the end of every class and meet up with your co-facilitator to plan for the next class.

Congratulations, you’ve completed Module 7 of the Money Basics Facilitator Training!

Before you continue with your day, please complete the review questions and check out the homework assignments.

Homework Assignments:

1. Read/skim through Workshop 7 in the Student Guide.
2. Optional additional learning:
 1. The videos for Workshop 7 on the Facilitator Toolkit website
 2. The additional resources and handouts for Workshop 7 on the Facilitator Toolkit website
 3. Any of the documentaries, podcasts and books listed on the Facilitator Toolkit website

Module 8: How to Facilitate Workshop 7

Part 1: Introduction to Workshop 7

Welcome back to MHA AO’s Money Basics Facilitator Training!

In this Module, you will learn how to facilitate Workshop 7, which explores different methods for paying off debt.

This workshop begins by focusing on how to calculate personal debt. After this, participants will learn about different tools and strategies for paying off debts, including creating an Action Plan for getting out of debt.

The advanced preparations for Workshop 7 are located in the Facilitator Guide, which will also provide time estimates for each topic and page numbers that correspond to the Student Guide for the topics.

There are a number of useful videos for debt calculation and payment options located in the Facilitator Toolkit.

As always, you will begin each class by welcoming back the participants, facilitating a quick check-in about how their homework assignments went, reviewing the Community Agreements, and providing students with a quick overview of the agenda for that workshop.

Let students know that this class is centered around calculating and paying off debt. Many of the participants will likely have some lived experience with debt and how overwhelming and hopeless getting out of debt can feel.

It is important to center this class around hope. Having debt is nothing to be ashamed of and getting out of debt *is* possible.

Part 2: Thoughts on Debt

You will begin this workshop by asking the participants to spend a few minutes writing down in their Student Guides or Workshop 7 Worksheets their responses to the question: *When you think about debt, what kinds of feelings does this evoke for you?*

After a few minutes, ask the participants to think about and write down their responses to the questions: *How would you like to feel about debt? Where would you like to be in one year? In three?*

Facilitators should do this activity as well. After about 5 minutes, you'll come back together for a group discussion. If comfortable, ask the participants to share any thoughts or feelings that came up that they feel comfortable sharing, writing down their responses on the whiteboard. Facilitators should share as well.

Zoom Tip: Use Google's Jam Board feature. Participants can write their responses to these questions anonymously on virtual post-it notes on the Jam Board. Facilitators can read off the responses when everyone is finished. Jam Board is a great way to make virtual discussions more collaborative, and anonymity can help participants who may usually not be comfortable sharing out loud be more involved in the discussion.

After this, you can facilitate a quick discussion on the ways debt can affect a person's mental health and wellbeing, asking the participants to brainstorm ways that debt can impact a person's stress levels, relationships, self-worth, etc. Emphasize that the focus of this class is on hope and a debt-free future.

Part 3: Calculating Personal Debt & Debt to Income Ratios

On pages 119 to 120 of the Student Guide, there are steps for gathering all of one's debts and creating a list of each one, its interest rate, its minimum payment, and how much is owed. At the end of Workshop 6, you will ask the participants to complete this activity and worksheet as homework, and bring their completed list of current debts to this class. If facilitators have personal debts and would benefit from this activity, they are encouraged to complete this worksheet as homework as well.

This list will help participants calculate their debt-to-income ratios and complete their debt pay-off PDPs, and will be relevant to the section on debt payment strategies.

Using the steps in the Student Guide, you will help participants calculate their Debt-to-Income Ratios.

A person's *debt to income ratio* measures their ability to make current debt payments. This can be achieved by dividing their debt payments by their take-home pay. This number helps us consider how much one's monthly debt is compared to their monthly income. Ideally, a person's minimum monthly debt should be no greater than 36% of their income.

To calculate their debt-to-income ratios, ask the participants to complete the following steps:

Step 1: Calculate your monthly debt.

Step 2: Add up your total gross monthly income. Gross income is the amount you receive before taxes or deductions are taken out. It can include wages, tips, benefits, alimony, business income, capital gains, dividends, CD account interest, pension, and more.

Step 3: Divide your total monthly debt amount by your total gross income.

Facilitators should do the activity with participants and be available to answer questions. Participants can complete the activity in the space provided in their Student Guides, Workshop 7 Worksheets, or in notebooks or scratch paper.

Once everyone is finished, invite a group discussion, if participants feel comfortable, and open the space up for questions.

Part 5: How to Go Over Different Options for Paying off Debts

For this section, you can begin by writing down the following list of debt payment strategies on the whiteboard, leaving enough space to add notes: 1) long-term strategy, 2) interest rate strategy, and 3) month-to-month strategy.

Go over each of these strategies for organizing and paying off debts, discussing the pros and cons of each.

The **long-term strategy** is when a person organizes their debts by which one will cost more throughout the length of the debt and works their way from most expensive to least expensive.

The **interest rate strategy** is when a person orders their debts by their interest rate, with the highest rates as the top priority, and pays off debts with the highest interest first, then moves on to bills with lower interest rates.

The **month-to-month strategy** is when a person lists all of their monthly bills by the ease of payoff. This could mean the smallest amount they owe, or the debt with the shortest term until it is paid in full. After they get one debt paid off, they move on to the next, and so on until they get their monthly budget under control. This strategy is usually a short-term fix for what are likely longer-term financial problems.

After this discussion, add the **snowball technique** and **avalanche technique** to the list on the whiteboard and explain how these techniques work:

With the Snowball Technique: You will list your debts in order from *lowest balance* to largest. Don't pay attention to interest rates. Put extra money towards your smallest debt, while continuing to make minimum payments on all your other debts, and work your way up. Once you've paid the smallest debt off, move on to the next smallest, and so on, working your way through your list.

The advantages of this technique are that it produces fast results on your small debts, which can build momentum and motivation to stick with your debt pay-off plan. It can also be easier to implement than the avalanche technique. The disadvantages are that this method can be more expensive in the long run (because you continue to incur interest) and can take longer to become completely debt-free.

With the Avalanche Technique: You will list your debts in order from the highest interest rate to the lowest. Don't pay attention to the balance. Put extra money toward the debt with the highest interest

rate, while continuing to make minimum payments on your other debts. You will start at the top and work your way down, focusing on the next-highest interest rate, and so on.

The major advantages of this technique are that it can save you lots of money in the long run by reducing the amount you pay in interest, and can help you to pay off large amounts of debt relatively quickly. However, the disadvantages are that it requires a lot of discipline and a steady income to make these additional payments each month.

Emphasize how both methods are fantastic ways to pay off debts relatively easily and quickly. Generally, the best method is the one a person thinks they can realistically stick with, depending on their unique financial situation and personality.

After this, go over the tips for short-term debt payoff, which are:

1. Make paying off debts part of your budget
2. Pay off the highest interest debt first
3. Do not accumulate more debt
4. For past due bills or debt payments, call the creditors and settle on a payment plan. They will work with you and are accustomed to people asking for leniency

Invite questions and comments and consider using example scenarios to illustrate the impact these different strategies could have on reducing debt.

Highlight the online resources in the Student Guide for calculating how long it will take to pay off a debt. You could pull up one or two debt-calculation websites on the screen as an example.

There are some helpful videos in the Facilitator Toolkit on different ways to get out of debt, including the differences between the “snowball technique” and “avalanche technique.” Including video content may be a useful way to break up this section and engage the participants.

Part 6: Going Over Additional Debt Payoff Options

Next, you will go over additional payment options for paying off debt, and the pros and cons of each. Save bankruptcy for the end.

Encourage the participants to offer their own pros and cons and any comments, questions, or personal experiences, if they feel comfortable sharing.

These additional options are:

- **Option 1:** Debt consolidation. With debt consolidation, you merge multiple bills into one consolidated loan. The lender pays off your existing debt and you make one payment to the lender.
- **Option 2:** Debt management plan. With a debt management plan, a financial counselor from a nonprofit credit counseling agency helps set up an agreement with your creditor. You make one payment to the nonprofit agency and they disperse the money to your creditors. This is similar to debt consolidation but does not require a loan.
- **Option 3:** Getting a second loan. With this option, you would take out a new loan to pay off an old one. This is usually done to address an urgent need.

- **Option 4:** Credit counseling. Working with a credit counselor can help you negotiate payments, late fees, interest rates, and more with your creditor.
- **Option 5:** Debt settlement. This option involves negotiating with a creditor to reduce the amount you owe. You pay a lump-sum payment to the creditor in exchange for them forgiving a portion of the debt you've accumulated.
- **Option 6:** File for Bankruptcy. This is a final, last result option. When you file for bankruptcy, a judge and a court trustee examine the assets and liabilities of individuals whose debts have become too overwhelming to be able to pay them. The court decides whether to discharge the debts so the individual is no longer required to pay them, or dismiss the case if they believe the person has enough assets to pay what they owe. Emphasize that a person should try all other options before filing for bankruptcy.

As a class, you will go over the pros and cons of bankruptcy, using the information in the Student Guide and any personal knowledge or experiences. Bankruptcy is a last resort option and can affect a person's finances for years to come.

Please note: There is an option for facilitators to do research on bankruptcy laws in your state before the start of class. If this is something you do not have the time to do or do not think the participants will benefit from, you can stick to discussing the information on bankruptcy in the Student Guide and the definitions in the Glossary for Bankruptcy Chapters 7, 11, and 13.

Part 7: How to Help Participants Create a PDP for Getting out of Debt

In this section, you will ask participants to create an Action Plan for getting out of debt, using the Workshop 7 Worksheets. Before beginning the process, you may choose to ask participants to pull up their *Financial Person Directed Plans* from Workshop 2 to use as a reference for this exercise.

Ask the participants to complete their person-directed plans individually or in pairs. Facilitators should be available to help participants with their worksheets and can do this activity as well if they would find it useful.

Resources:

- [Workshop 7 Worksheets](#)

Part 8: Wrap-Up

Like every workshop, you can wrap up the class by allowing space for questions and comments and by reviewing the homework assignments. You are encouraged to fill out the "Facilitator Reflection" form at the end of every class and meet up with your co-facilitator to plan for the next class.

Congratulations, you've completed Module 8 of the Money Basics Facilitator Training! Before you continue with your day, please complete the review questions and check out the homework assignments.

Homework Assignments:

1. Read/skim through Workshop 8 in the Student Guide.
2. Optional additional learning:

1. The videos for Workshop 8 on the Facilitator Toolkit website
2. The additional resources and handouts for Workshops 8 on the Facilitator Toolkit website
3. Any of the documentaries, podcasts, and books listed on the Facilitator Toolkit website

Module 9: How to Facilitate Workshop 8

Part 1: Introduction

Welcome back to MHA AO's Money Basics Facilitator Training!

In this Module, you will learn how to facilitate Workshop 8. This workshop focuses on the relationships between mental health and addiction challenges, money, and economic insecurity.

In this workshop, participants will learn how to create a Financial Crisis Plan. They will also learn about how financial stress and money issues can affect a person's relationships, how to communicate about money with one's partner, and how to identify financial or economic abuse.

The advanced preparations for Workshop 8 are located in the Facilitator Guide, which will also provide time estimates for each topic and page numbers that correspond to the Student Guide for the topics.

There are a number of additional helpful handouts, resources, and videos located in the Facilitator Toolkit. The videos focus on the topics of mental health and poverty, barriers to mental health care for BIPOC communities, and what Representative Payees are.

As always, you will begin each class by welcoming back the participants, facilitating a quick check-in about how their homework assignments went, reviewing the Community Agreements, and providing students with a quick overview of the agenda for that workshop.

Part 2: How to Facilitate a Conversation about Behavioral Health Challenges and Money

Mental Health Challenges & Money:

You will begin this workshop with a discussion of the two-way relationships between mental health challenges and money. You can go over the examples in the Student Guide on how financial stress can affect a person's mental health and wellbeing and how a person's mental health can affect their financial situation.

Some examples include:

- If an individual's ability to work is affected by their experiences with mental health and/or addiction challenges, they may experience a sudden drop in their income.
- Living in poverty has been shown to cause continual stress, which impacts a person's mental and physical health and well-being.
- Hospitalizations can not only interfere with a person's ability to access their personal finances while hospitalized, but the bills afterward can be overwhelming.

Using the information in the Student Guide, you will discuss how numerous psychological studies have shown that poverty and financial stress can take a serious toll on a person's mental, emotional, and physical health and well-being. For example, lower-income adults and children are much more likely to develop mental health challenges, particularly anxiety and depression.

Bring the conversation back to the discussion of intersectionality and poverty from Workshop 1.

Groups experiencing structural barriers to economic mobility often also experience discrimination in their daily lives, which psychological research has shown to exacerbate stress as well as anxiety and depression. Discrimination, particularly racism, is a type of interpersonal trauma.

Financial stress can disproportionately impact marginalized communities, especially low-income, housing insecure, disabled, and transgender folks and/or BIPOC communities due to racism, ableism, transphobia etc. in our country's systems, laws, and policies.

Poverty is an intersectional issue and experiencing discrimination because of one's class, gender, sexuality, race/ethnicity, ability, nationality, religion, and more can take a serious toll on a person's mental health and well-being.

There are some videos and additional resources in the Facilitator Toolkit. It is recommended that you review these resources and do your own research on how discrimination impacts mental health and the structural barriers to behavioral health services for marginalized groups. This will help prepare you to lead thoughtful, well-informed conversations with participants about these important and heavy topics.

Addiction Challenges & Money:

Next, you will read through and discuss the financial and personal costs of substance use and gambling addictions as outlined in the Student Guide.

Addictions of all types can take their toll on a person's finances and on other parts of their lives, including their relationships and job status.

Pay special attention to the section comparing the costs of treatment and recovery versus the costs of continuing down the path of addiction. Early intervention reduces the risk of illness, injury, and increased legal fees and insurance rates, and can allow for the completion of educational, professional, and personal goals. The cost of treatment amounts to very little in the big picture.

Part 3: How to Facilitate a Conversation on Financial Stress & Physical Health Challenges

Using the information in the Student Guide, you will lead a discussion on how financial stress can impact a person's physical health, and vice versa.

For example, chronic financial stress has been linked to a number of physical health issues, such as migraines, heart disease, diabetes, insomnia, and more.

Emphasize the importance of keeping an emergency savings fund for potential health problems and the importance of having health insurance. Here you can provide information on how participants may qualify and access free health care through Medicaid.

Then, read through the tips for reducing financial stress in the Student Guide and ask the participants to brainstorm any additional tips, writing them down on the whiteboard. Encourage participants' input and questions at any point during this section.

Note that by taking this training and facilitating this course to your community, you and your group of participating peers will be taking important steps toward reducing financial stress and taking care of your mental *and* financial health and well-being.

Part 4: How to Create a Financial Crisis Plan

In this section, participants will follow the steps in the Student Guide to create a Financial Crisis Plan, using the Workshop 8 Worksheets.

You can ask the participants to form pairs or small groups so they can work together and help each other in creating their plans. Ask them to follow the steps in the Student Guide to complete these worksheets

Step 1: Participants will out the first worksheet, which has two sections. Section one is "How financial issues affect me" and section two is "How mental health and/or addiction challenges, treatment, and/or physical health issues affect my finances." Participants will mark "never," "rarely," "sometimes," or "often" for each of the items on the list.

This is to help participants identify the ways in which their mental health is affected by their current financial issues or stressors and vice versa.

Step 2: Fill out the Financial Crisis Plan worksheet. This worksheet has two options. One is: "When I do or experience this, I will do this instead" and the other is: "Rather than doing this, I will do this instead." Participants can choose to focus on one, or both, of these prompts.

Facilitators should do this activity as well and be available to answer any questions.

Once everyone has finished up their plans, ask the participants to share something about the experience or something they noted in their plans, if they are comfortable, and write their thoughts on the whiteboard. Facilitators should share as well.

Step 3: Participants will follow the instructions in the Student Guide to make a list of their expenses and when payments are due. This can help participants keep track of their bills and other monthly expenses.

Participants can refer back to their list of expenses from Workshop Three and can do this activity alone or in pairs.

Step 4: The last bit of the Financial Crisis Plan process is the option for participants to identify a trusted friend, family member or mentor to help them keep track of their finances during times of crisis.

In this section, you will also talk about a person's rights when it comes to Representative Payees. There are some videos in the Facilitator Toolkit on Representative Payees that may be helpful to include.

Resources:

- [Workshop 8 Worksheets](#)

Part 5: How to Facilitate a Discussion on Relationship Issues & Money

Ask the participants to journal for a few minutes in the space in the Student Guide or in their own notebooks about how financial stress has affected or can affect their relationships. These can be relationships with their partners, their friends, and/or their family members. After 2-3 minutes, open the class up for discussion. Facilitators can share their own experiences and invite the participants to share what they feel comfortable sharing.

Using the information in the Student Guide, you can go over the ways in which relationship problems can occur due to different opinions about money, lack of communication about money, or economic inequality between partners.

Next, you will read through the tips for effective communication about money and financial stress in a relationship, as outlined in the Student Guide, and brainstorm other suggestions. Write participants' suggestions on the whiteboard.

Part 6: How to Facilitate a Trauma-Informed Conversation about Financial Abuse

This section deals with a form of domestic abuse –economic abuse – which may be a difficult topic for some participants. Approach these topics thoughtfully and with empathy. Be transparent that these topics may be activating. This needs to be stated. Remind the participants that they *always* have the option to take a break from class or reach out to one of the facilitators for support at any time. Facilitators are there to provide support and resources

Using the information in the Student Guide, you will discuss what financial abuse is and the various ways it can occur, paying special attention to issues of manipulation, power, and control.

Financial abuse involves controlling a person's ability to acquire, use, and keep financial resources. Economic abuse is very common in abusive relationships and is often the first sign of domestic abuse. Financial abuse may be accompanied by other types of abuse, or it may stand alone as a form of control and manipulation.

Examples can include preventing the survivor from working, restricting or stealing money, and manipulating and intimidating the survivor.

Discuss how emotional abuse, such as financial abuse, is often more difficult to identify than other forms of domestic abuse but that doesn't make it any less devastating. Controlling a person's income and restricting their financial independence can trap a survivor in an abusive relationship.

Go through the warning signs of financial abuse in the Student Guide. Some examples from this list include:

1. A person's partner controls all of the household finances. The person's name is not on the household checking account or on joint purchases like car loans, mortgages, cell phone plans, or apartment leases.
2. A person's partner is trying to control their use of, or access to, money they earned or saved.
3. A person's partner requires them to bail them out of financial crises
4. A person's partner criticizes their job, pressures them to quit, or harasses them at work.

Let participants know that if they or someone they know identifies with any of these warning signs of financial abuse, they are not alone and there are many resources and forms of help available. Go through the list of resources in the Student Guide.

It would likely be helpful for facilitators to do research on local resources and shelters for survivors of financial abuse or any type of domestic abuse and share these resources with the class. If you think it would be helpful, you may choose to send out a resource list after class.

There is additional information about financial abuse, safety planning, and resources for survivors located in the Facilitator Toolkit.

Part 7: Wrap Up

Like every workshop, you can wrap up the class by allowing space for questions and comments and by reviewing the homework assignments. You are encouraged to fill out the "Facilitator Reflection" form at the end of every class and meet up with your co-facilitator to plan for the next class.

Congratulations, you've completed Module 9 of the Money Basics Facilitator Training! Before you continue with your day, please complete the review questions and check out the homework assignments.

Homework Assignments:

1. Read/skim through Workshop 9 in the Student Guide.
2. Optional additional learning:
 1. The videos for Workshop 9 on the Facilitator Toolkit website
 2. The additional resources and handouts for Workshop 9 on the Facilitator Toolkit website
 3. Any of the documentaries, podcasts, and books listed on the Facilitator Toolkit website

Module 10: How to Facilitate Workshop Nine

Part 1: Introduction

Welcome back to MHA AO's Money Basics Facilitator Training!

In this Module, you will learn how to facilitate Workshop 9. The focus of this workshop is taxes – what they are, how to file income tax returns, and tips and resources for filing and paying taxes.

The advanced preparations for Workshop 9 are located in the Facilitator Guide, which will also provide time estimates for each topic and page numbers that correspond to the Student Guide for the topics.

Note that taxes can be a dry, boring, confusing, and frustrating topic for many. It will be key to go through each of the topics as slowly and clearly as possible. It will likely be helpful to use videos and handouts to try and keep the participants engaged.

As always, you will begin each class by welcoming back the participants, facilitating a quick check-in about how their homework assignments went, reviewing the Community Agreements, and providing students with a quick overview of the agenda for that workshop.

Part 2: How to Facilitate a Discussion on Taxes & Mental Health

You will begin this workshop by discussing some of the ways the stress and confusion of tax season may impact a person's mental health. For many, the stress and pressure to do their taxes may bring about feelings of shame, confusion, anxiety, or guilt.

You will emphasize to the participants that this workshop is designed to relieve some of the stress and negative emotions associated with taxes by providing information, tools, and resources. Like all of the topics in this course, our hope is that participants will feel empowered by learning new information and resources.

Ask the participants to take a few minutes to respond to the questions in the Student Guide:

What, if any, has your experience been with filing and paying taxes? How have taxes affected your mental health?

Invite sharing. This can be accomplished in small groups or as a class. Facilitators should also share their experiences with filing and paying taxes and the impact of tax season on their mental health.

You should emphasize from the beginning of this conversation that you and your co-facilitator are not tax experts. This is a legal requirement. Make it clear that you will share information and resources with the class but are not able to provide legal advice and may not have the knowledge or expertise to answer all tax-related questions.

Because of this, it may be helpful to find and share a few websites with participants where they can find tax experts or legal advice in their area if they need it.

Part 3: Going Over Tax Basics

In this section, you will discuss why we pay taxes, where the money goes, and the differences between state and federal income taxes.

Ask the class to list examples of public services and government infrastructure paid for by taxes, and write these on the whiteboard or Jam Board. Using this list and the information in the Student Guide, you can explain the importance of tax revenue.

Research if your state requires an income tax return and plan accordingly. You will need to do some advanced preparations before this workshop to gather information on taxes in your state. Information is included in the Student Guide for Oregon's tax system, which you can use as an example

Part 4: Going Over Common Forms & Terms

In this section, you will discuss common tax terms and forms that will be helpful in filing federal and state tax returns.

You can share the common tax forms discussed in the Student Guide on the screen. These include forms 1040, W-2, and W-4. You will provide information for each form and its uses and allow time for questions.

After this, you will go through the common tax terms and definitions in the Student Guide one by one, leaving space for questions or comments. You can ask participants to take turns reading each section aloud. Participants can volunteer to read.

In this section, you will pay special attention to deductions and credits.

- **Deductions** reduce a person's tax obligation by lowering their gross income. Gross income is the sum of all wages, tips, and other earnings before taxes. When filling out their federal and/or state tax return, taxpayers can choose to take the standard deduction or itemize their deductions. Both will reduce the amount of one's income that is subject to taxes. The *standard deduction* depends on a person's filing status, age, and income. *Itemized deductions* include a variety of expenses the taxpayer has incurred over the year, like charitable contributions, daycare costs, medical bills, or tuition.
- **Tax Credits** help to reduce the amount of taxes a person will pay. For example, if an individual owes \$5,000 in taxes but qualifies for a \$1,000 tax credit, then their tax liability will be lowered to \$4,000. A tax liability is a payment owed by an individual or business to a federal, state or local tax authority. Income taxes, sales tax, and capital gains tax are all forms of tax liabilities. For our purposes, we will focus on income taxes. When a person earns a high-enough income, they are subject to income taxes, which most Americans pay to the IRS every April in the form of tax liabilities. An individual can lower their tax liability by claiming deductions and credits. Some credits are refundable, which means the taxpayer will get money back even when the credit is more than the tax they owe. Other credits are nonrefundable and only refund a person's money up to the amount of taxes they owe.
- **Earned Income Tax Credit (EITC)** is a refundable credit that can lower a person's tax bill. If an individual or family has a lower income, they may qualify for this credit, which can often result in a tax refund. There is a helpful handout from the IRS on who qualifies for EITC, located in the Facilitator Toolkit for this workshop.

Part 5: How to File an Income Tax Return

In this section, you will go through the following steps on how to file federal and state income tax returns.

Step 1: Decide whether you will be hiring a tax professional, using tax software, or filing by mail.

Step 2: If you've decided to file yourself, you will begin by gathering documentation of your different sources of income, such as W-2 forms and/or 1099 forms, and accessing IRS Form 1040.

Step 3: Complete Form 1040 online or by hand by following the IRS's, or by answering the questions asked by the guided tax preparation website.

You will:

1. **Choose your filing status.** There are 5 different filing statuses for the federal tax return: 1) single, 2) married filing jointly, 3) head of household, 4) married filing separately, and 5) qualified widow/widower with a dependent child. Your filing status depends on a number of criteria and determines the forms you need to fill out and the filing requirements, credits, deductions, exemptions, and tax rates you are subject to.
2. **Determine if you are claiming any dependents.** A dependent can be a qualifying child or qualifying relative (sibling, parent) for whom you provide over half of their annual support.
3. **Explore what tax deductions and credits you may qualify for.** Tax deductions and credits can lower your tax bill or increase your refund.

Step 4: Submit. Submit your federal (and state, if applicable) income tax return(s) online using the IRS website or tax preparation software or by mail by the deadline (mid-April).

Using the information in the Student Guide, discuss each step and what it entails, and ask participants if they have any questions. Pay special attention to deductions and credits, going through the information in the Student Guide on claiming deductions and credits, when to itemize and when to take the standard deduction, common examples, etc.

There are some helpful handouts and videos located in the Facilitator Toolkit for understanding this process.

An essential part of this workshop is to emphasize that there are a number of free resources for filing taxes available to lower-income individuals. These include:

1. **Guided tax preparation websites**, which partner with the IRS to provide tax assistance for free. These can be found on the IRS Free File website.
2. **Volunteer Income Tax Assistance (VITA)**, which is tax assistance by trained volunteers for lower-income people, people with disabilities, or people who have limited English proficiency
3. **Tax Counseling for the Elderly (TCE)**, which is similar to VITA but is free tax assistance for senior citizens.

Emphasize that if participants have access to a computer and secure internet access, filing online using the free tax assistance websites recommended by the IRS is most likely the easiest, cheapest, and most efficient way to file federal and state income tax returns.

These websites do the math for a person and fill out their federal and oftentimes state tax return forms simply by asking them questions. All a person needs is their W-2 and/or 1099 form, their current filing status, any adjustments to their income, and if they are claiming any dependents, deductions, and/or credits.

However, facilitators should note that these websites can sometimes be difficult to navigate, and finding someone to assist with their taxes, such as a VITA volunteer, might be one of the best strategies to file their tax returns quickly and easily.

Part 6: How to Pay Taxes & Things to Keep in Mind

Using the information in the Student Guide, discuss as a group some situations that may lead a person to owe a lot in income taxes. These can include:

1. Withholding too little: The amount withheld from your paycheck each pay period is an estimate of what you'll owe in taxes when it is time to file. If you overpay or "over-withhold," you will receive a tax refund. If you do not pay enough or "under-withhold," you will have to pay the IRS additional tax money.
2. Filing late: If you file late and don't get a tax extension in time, you may owe late fees and interest that will make your tax bill higher. The IRS Tax Filing Deadline, also known as Tax Day, is April 15, unless it falls on a holiday or weekend, in which case it will be the next business day.
3. Changes in tax code: New tax laws can put you in a different tax bracket, which can affect whether you get a refund or whether you owe the IRS.
4. Higher-income: If your income increases, so do your taxes. If you get moved up a tax bracket due to an increase in wages, you may have to pay more in taxes than in previous years.
5. Changes in deductions: You may owe taxes because you no longer qualify for certain credits or deductions, such as earned income credit or the child tax credit.

Using the information in the Student Guide, go through the different options for paying taxes, writing them on the whiteboard as they come up. Some options for payment include:

1. Paying the IRS in full with a debit or credit card, by mailing a check, or transferring money directly from your bank account
2. Arrange a payment plan with the IRS
3. Request a temporary delay of the payment date from the IRS
4. Submit an Offer in Compromise form to the IRS, which allows you to settle your tax debt for less than the full amount you owe
5. Or take out a private loan. This is a last-resort option and is not recommended

As a class, brainstorm the pros and cons of each payment option.

Important Information to Keep in Mind

Remind participants that the deadline to file income tax returns is around April 15. Check the IRS website for more information.

Using the information in the Student Guide, discuss the possibility of requesting an extension from the IRS, how it works, and why you may need one. Brainstorm the pros and cons of tax extensions, leaving space for questions.

Next, you will go over the definition of back taxes and how serious they can be. Discuss ways to avoid the interest, penalties, and possibility of asset seizure from back taxes. Ask the participants if they have any questions.

Part 7: Wrap Up

Congratulations, you've completed Module 10 of the Money Basics Facilitator Training!

Before you continue with your day, please complete the review questions and check out the homework assignments.

Homework Assignments:

1. Read/skim through Workshop 10 in the Student Guide.
2. Optional additional learning:
 1. The videos for workshop 10 on the Facilitator Toolkit website
 2. The additional resources and handouts for workshops 10 on the Facilitator Toolkit website
 3. Any of the documentaries, podcasts and books listed on the Facilitator Toolkit website

Module 11: How to Facilitate Workshop Ten

Part 1: Introduction

Welcome back to MHAAO's Money Basics Facilitator Training!

In this Module, you will learn how to facilitate Workshop 10. This is the final Money Basics workshop and the second-to-last training module.

Workshop 10 focuses on savings accounts, asset-building, and creating a savings plan to achieve personalized savings goals.

The advanced preparations for Workshop 10 are in the Facilitator Guide, which will also provide time estimates for each topic and page numbers that correspond to the Student Guide for the topics.

As always, you will begin each class by welcoming back the participants, facilitating a quick check-in about how their homework assignments went, reviewing the Community Agreements, and providing students with a quick overview of the agenda for that workshop.

Part 2: How to Facilitate a Discussion on Savings Accounts

Using the information in the Student Guide, you will discuss how savings accounts work and why they are important.

Savings accounts are the most common type of bank account, in which one's money is kept in a safe, insured place while it earns a small amount of interest each month. *Interest* is the money the bank pays the account owner so the bank can use the individual's money to provide loans for other people.

Interest in savings accounts is usually compounded daily and paid monthly. *Compounded interest* is calculated based on the original amount of money in one's account, called the initial principal, as well as the accumulated interest from previous periods. This accumulated interest is essentially a form of "interest on interest" that can help make an account grow faster.

It should be noted that the average interest rate for savings accounts is around 0.06%, which means you'll likely earn just a few cents every month depending on the size of your deposit. Many online banks and credit unions offer higher interest rates on savings accounts, which means more interest earned.

Pros:

- Easy to access
- Has low or no minimum balance
- No limits in making withdrawals
- No withdrawal charge

Cons:

- Low interest rates
- Interest rates change with the market

After discussing compound interest, you go through the three basic types of savings accounts available: regular savings accounts, certificates of deposit, and money market accounts.

Discuss the definitions and the benefits and drawbacks of these different accounts to give an overview of available options. Provide as much detail as possible so participants can decide what the best option is for them and their needs.

After discussing these three basic account types, you will explain how ABLE accounts work, how useful they can be, and how a person can determine whether they are eligible.

ABLE accounts are tax-exempt savings accounts for individuals with disabilities and their families. ABLE accounts make it possible for individuals with disabilities to save for the future without affecting their benefits.

As you wrap up this section on savings accounts, you can take the opportunity to connect this conversation back to earlier classes on banking institutions, budgeting, emergency funds, and financial resilience.

Part 3: How to Discuss Retirement Plans & Investments

Next, you'll give a brief overview of the different types of retirement plans that are generally available. These include:

- Employer-provided retirement savings plans, such as a 401(k), in which a portion of your salary goes into a retirement savings account
- and Individual Retirement Accounts, or IRAs, which can be employer-provided or owned by individuals.

Pay particular attention to IRAs and the differences between traditional IRAs and Roth IRAs.

Briefly discuss the time frame and the investments associated with retirement accounts. Invite sharing, questions, and further discussion of any of the material discussed.

More information on these types of accounts and investments can be found in the *Glossary of Financial Terms* at the end of the Student Guide.

Part 4: How to Discuss Asset-Building & IDAs

Go over the definition and examples of asset-building in the Student Guide.

Asset building is a way for individuals and households to gather a variety of resources to help them move towards greater economic well-being in the short and long term.

Asset building emphasizes the importance of helping individuals and families learn about and utilize healthy money management and budgeting practices to address current financial issues and set themselves up for financial stability and success in the future.

Asset-building strategies often include:

- Financial education;
- Savings accounts;
- Healthy credit management;
- Individual development accounts;
- and utilizing government resources such as first-time homeowners benefits and the Oregon college savings fund

Utilizing these different strategies and resources can help individuals and families address current financial challenges and build their financial resilience.

Write down the examples of asset-building strategies in the Student Guide on the whiteboard. Ask the participants to think of any other examples and take a moment to recognize how participants have already learned nearly all of these strategies!

Highlight how, in addition to meeting the course goals and their individual financial goals, participants are on the right track towards asset-building and financial resilience.

Next, you will explain what Individual Development Accounts (or IDAs) are and how they work.

IDAs are a form of asset building. They are unique savings accounts that match the deposits of lower-income individuals and families. For every dollar saved in an IDA, savers receive a corresponding match, which serves as both a reward and incentive to further the saving habit. Savers agree to complete financial education classes and use their savings for asset-building purposes like education, job training, buying a home, or starting a small business.

Discuss how IDAs can be a key resource for helping individuals and families out of generational poverty, connecting this discussion back to earlier conversations about the effects of poverty on mental health and the intersectional nature of poverty and economic mobility.

Go through the benefits and limitations of IDAs and provide information on how someone can access these resources in their community. In the Facilitator Toolkit, there is a handout that has a list of IDA providers in Oregon, particularly in the Portland metro area.

If you are facilitating these workshops outside of Oregon, it may be helpful to do some research on where participants may be able to find IDA providers in their communities.

Pros:

- IDAs have shown to be highly effective at improving savings and asset building for lower-income families.
- These services can help individuals and families build skills, further their education, and have the opportunity to purchase a home or start a business they would not have been able to do otherwise.

- IDAs can be a key tool in helping individuals and families out of extreme poverty or cycles of poverty.

Cons:

- Families with severe credit issues may not qualify for loans to help their situation, even with IDA assistance
- IDA matching programs require a lot of money for every family served, so the reach of who receives an IDA from a bank or nonprofit can be limited.

Part 5: Savings Goals & A Plan to Achieve Them

For this section, participants and facilitators will need:

- Their financial PDPs,
- Their money-saving worksheets,
- And their monthly budgets.

Step 1: Identify a Goal

Ask the participants to identify one or two goals that require them to save money. The goal should preferably be a small, achievable purchase that they've been thinking about for some time, could really use, or will bring them joy.

It may be helpful for participants to review their "Financial Dreams" and "Life One Year from Now" worksheets from their financial PDPs.

Step 2: Money Saving Ideas

Once they've identified one or two goals to save up money towards, they will follow the instructions in the Student Guide on page 180.

First, you will ask them to review the money-saving ideas they've committed to each week of the course.

Then, using their Workshop 10 worksheets, you will ask them to estimate the amount of money they will be able to save each month using each of these tips.

You should do this activity alongside participants and assist them with their calculations if needed.

Step 3: How to save money on a limited income

Next, you will ask the participants to brainstorm any expenses in their budget they could cut or ways they could set aside a little money weekly or monthly to go towards their savings goal.

This could include putting a certain amount of money, say \$10 a month, into a savings account or an envelope. It will likely be helpful for them to use their budgets as a reference point in this activity.

Step 4: Action Plan

After this, you can ask the participants to share their goals with a partner or in small groups. Participants will work together to create a short Action Plan for achieving their goal, using the Workshop 10 Worksheets.

Participants will calculate how much money they will need to save up in order to accomplish their savings goals. Facilitators can help them estimate costs for these goals.

Next, they will figure out a time frame for each goal. Finally, they will calculate how much money they would need to save *each month* to achieve these goals.

They can do this with one or two short-term, feasible savings goals.

Facilitators will do this activity as well and be available to answer any questions that come up.

You will discuss the tips for saving money on a limited income listed in the Student Guide. You can ask the participants to volunteer to read them aloud. The tips include:

1. The #1 tool at your disposal for saving money is sticking to a solid, working budget.
2. Make saving money feel like a reward. Turn every dollar saved toward your goal(s) into feeling good about yourself.
3. Save your change every day. Keep it in a container in your home or car.
4. Put small amounts at a time into savings. It's usually much easier to put aside two or three dollars than larger sums of money.
5. Once it is set aside, don't think about it, except about how it applies toward your goals.
6. Put any extra income you generate into savings. Now could be a great time to open a savings account if you have not already!

Brainstorm together as a class additional tips and tricks to save a little money each week or month even with limited income. Write down all the participants' suggestions on the whiteboard.

You can open up the space for sharing stories and savings goals, as participants feel comfortable. Make sure this list of tips and resources for saving on a limited income is available to participants after class. If facilitating virtually, we recommend emailing out a copy to all of the participants after class. Making sure participants have a copy of additional resources shared could be a good practice for every workshop.

Part 6: How to Wrap Up the Course

You will congratulate the participants on making it to the end of MHA AO's Money Basics Financial Empowerment Course!

The wrap-up for this workshop will be different than previous classes, depending on whether you plan to hold additional meetings or end the course here.

There is one final workshop in the Facilitator Guide that is completely optional: the course graduation. There is no new material presented in this workshop, instead, it will serve as a reflection and celebration of all that the participants and facilitators have accomplished.

You can decide together with your co-facilitator and your participants whether or not you would like to meet back up for the class graduation. If you decide not to hold the final class, be sure to ask the participants complete the Post-class Questionnaire and Course Evaluation forms before they leave the workshop.

If you decide to hold the final class, you can follow the instructions in the Facilitator Guide for how to facilitate the course graduation. There are optional PowerPoint slides in the Facilitator Toolkit for this workshop as well.

If you would like, you can discuss the possibility of continuing to meet up every few weeks for class-wide check-ins after the course ends. These check-ins would serve as a continuation of the support peers have been receiving throughout the past 10 workshops. Check-ins are to discuss how participants' budgets and savings plans are going, what progress has been made, and if they need any assistance or support with their finances.

These meetings would also serve to maintain the peer-to-peer relationships built in this course and stay in touch. These are entirely optional and up to you, your co-facilitator, and the participants.

If peers are receiving support from a Peer Support Specialist or Recovery Mentor outside of this class, they could be a great resource for peers during and after the course. Their peer specialist could help them with homework assignments, such as their budgets, PDPs, and debt calculation worksheets. They could also serve as a natural continued support when the course ends, taking over the role of the Money Basics facilitators in checking in with peers about their finances and supporting them in accessing resources, following their person-directed plans, etc.

If you decide to hold a course graduation, you may decide to invite participants' peer support specialists to talk about continued supports now that the workshops are done.

Part 7: Wrap Up

Congratulations, you have completed Module 11 of the Money Basics Facilitator Training! We have one more training module to go and then you will be certified to facilitate Money Basics workshops for peers in your community!

Before you continue with your day, please complete the review questions and check out the homework assignments.

Homework Assignments:

1. Any of the documentaries, podcasts and books listed on the Facilitator Toolkit website

Module 12: Conclusion

Part 1: Introduction

Welcome back to MHA AO's Money Basics Facilitator Training!

After this short Module, you will become a certified Money Basics facilitator and be ready to facilitate these workshops to peers in your community.

We hope you learned some new information in this training and the accompanying readings and resources, and that you feel more comfortable with the course materials. We hope you feel prepared to facilitate this course and support your community of peers in learning new financial skills.

Before we wrap up this training, let's go over some of the logistical details of facilitating this course.

Part 2: How to Plan & Prepare for Your Money Basics Workshops

In this section, we will go through a few next steps for how to start planning and advertising your Money Basics workshops.

Step 1: Continue reading through the course materials.

- Become acquainted with the resources in the Facilitator Toolkit if you have not already, so you can determine which handouts, activities, worksheets, and videos you'd like to include in each workshop.
- Make sure you've read through the Student Guide and Facilitator Guide before the first day of class. The first section of the Facilitator Guide will be useful for preparing for your first workshop and it will be helpful to refresh your memory of what you learned in this training.
- Spend some time reading up on course topics you are unfamiliar with and/or are particularly interested in. We recommend checking out some of the documentaries and podcasts listed in the Facilitator Toolkit.

Step 2: Identify and connect with a co-facilitator.

- Connect with co-workers or contacts from other organizations who are interested in taking this training and facilitating Money Basics workshops with their peers.
- Connect with members of your organization to determine the budget you have for this course.
 - If you have funding, there are some suggestions in the Facilitator Guide for how you might use it, such as providing snacks at in-person sessions or mailing headphones and printed Student Guides to peers for virtual sessions.
 - If you do not have additional funds, no worries! Money Basics is free and designed to be as accessible as possible for all individuals and organizations interested in the program.

Step 3: Work with your co-facilitator to determine workshop details.

- Meet up with your co-facilitator to plan workshop dates, times, classroom location, or virtual platform, and to talk about the class structure you prefer.
- Decide if you are facilitating this course virtually or in person. Choose the option that best serves your community of peers.
- Work with your co-facilitator to determine the time and length of the course. Would you like to facilitate workshops once a week or twice a week? Would you like to facilitate 90-minute classes, 45-minute classes, or 3-hour classes?
- When working with a co-facilitator, determine who will be facilitating each topic. There is space to write your names under each topic in the Facilitator Guide. This will help you when preparing and doing research on the specific topics you will be presenting on in each workshop.

Step 4: Market the course.

- Once you know when, where, and how you will be holding these workshops, work with your co-facilitator to develop advertising materials.

- Follow the instructions in the Facilitator Guide for getting the word out about Money Basics in your community, such as through flyers, emails, and social media posts.
- We have provided marketing material templates in the Facilitator Toolkit, which you can customize with your location, date, time, and facilitator contact information. We ask that you please continue using the Money Basics logo and give credit to the Mental Health & Addiction Association of Oregon.

Step 5: Make registration simple and easy. Send out registration forms and reminder emails before the first day of class.

- Collect email addresses and phone numbers from participants and send them the *Demographics & Registration Form* to officially register them in the course. Be sure to keep participants' information protected and confidential.
- Keep registration records on an easy-to-follow spreadsheet or document that both facilitators have access to. It is important that people who are interested in the course are able to contact the facilitators easily and that registration is simple.
- It is important to receive participants' primary email addresses, so you can communicate with them about meeting times and send them the required course materials.
- As the day of the first workshop approaches, email and call registered participants the week before and the day before to remind them of the course start day and time.

You may choose to send the registered participants the *Pre-Class Questionnaire* and the *Class Topics Questionnaire* along with the *Demographics & Registration Form* ahead of time, asking them to bring the completed forms to the first workshop.

Part 3: Tips for Marketing Money Basics

We recommend creating a flyer to advertise your Money Basics workshops. You might choose to use the template provided, or create one yourself. Again, copy and paste the Money Basics logo and give credit to MHAEO.

Where you advertise will depend on who is eligible to attend. If the classes will be made available to anyone in the community, some ideas for spaces to post the flyer are:

- Peer Support recovery groups
- Drop-in centers; community centers
- Shelters and supported housing communities
- Mental health treatment centers
- Addiction treatment centers
- Hospitals and clinics
- Nonprofit organizations supporting low-income, houseless, or housing and/or food insecure communities
- Making presentations at staff meetings, management meetings, clinical meetings, peer-run meetings, etc.

Make sure that you advertise on the Internet and social media, especially if this course is taught online. Include a virtual copy of your flyer on your organization's website and social media pages, and in emails to peer staff, clients, and partner organizations.

Part 4: Tips for Facilitating Money Basics In-Person

Money Basics was re-written during the COVID-19 pandemic. As such, it was designed to be facilitated both in-person *and* virtually, depending on the needs and preferences of participants, facilitators, and their organization.

If you are holding classes in person, it is best to do so in a location that is easily accessible, easy to find, and is close to public transportation. A classroom with access to a projector and with enough space for participants to move around is ideal.

Most importantly, make sure your classroom, table and chair arrangements, and restrooms are ADA accessible.

Additionally, you may need to take into account some room arrangement considerations to ensure that the space is trauma-informed and that all participants feel comfortable and safe.

For example, arranging tables and chairs so no individual's back is facing the door is a trauma-informed practice. Having the tables configured so everyone can see one another, such as a large circle or semicircle, can also make the class feel more interactive.

If facilitating in-person, you will need:

- The Student Guide, either printed or virtual copies
- The Facilitator Guide, either printed or virtual copies
- A whiteboard
- A projector and a computer to project the PowerPoint slides
- Easel or poster paper, writing paper
- Markers and pens or pencils
- Calculators
- The required hand-outs and worksheets, either printed out or emailed to students.

Part 5: Tips for Facilitating Money Basics Online

If holding classes virtually, this course would be best taught on Zoom or a similar virtual meeting space.

To make virtual facilitation and learning go as smoothly as possible, try to ensure that all participants have decent Internet access and a quiet space to attend class. Headphones are highly recommended.

When facilitating the workshops virtually, make sure to ask participants at the beginning of each class to mute themselves when they are not talking to limit background noise. There is a slide on Zoom Etiquette in the PowerPoint presentation for Workshop One.

Before the start of each class, facilitators should have the PowerPoint slides set up on the shared screen. During class, it may be helpful to utilize Breakout Rooms with groups of no more than 5 people.

We have compiled a list of tips for facilitating a class virtually, including strategies for keeping students engaged on Zoom. This can be found on the Facilitator Toolkit website.

If holding class online, you and your students will need:

- The Student Guide (either printed or virtual)
- The Facilitator Guide (either printed or virtual)
- A computer with Internet access and an email account
- A Zoom, Microsoft, Google, or Skype account to hold virtual meetings
- The PowerPoint slides
- Something to write in (journal, notebook, paper, computer document)
- Calculators
- Headphones
- Virtual copies of handouts and worksheets
- A virtual “whiteboard” to type on. We recommend using a Google Document that can be shared after class, Zoom’s White Board feature, or Google’s Jam Board feature for a more collaborative option.

Part 6: Wrap Up

Final Recommendations:

- We recommend reading through the Facilitator Guide before each workshop to refamiliarize yourself with what you have learned in this training and to gather any materials and handouts you may want to include in that workshop.
- During registration, ask the participants if they will need any accommodations to attend, such as a space to access Wi-Fi or headphones or transportation to the classroom site.

Conclusion:

Congratulations on completing MHAEO’s Money Basics Facilitator Training!

Thank you for your participation and engagement throughout these 12 modules. You have done amazing work and we hope you are proud of all you have accomplished.

It is our hope that this program contributes to the continued recovery and healing of those in our community.

Thank you in advance for facilitating this course to peers in your community!