

Lloyds Bank Resources

Session crib sheet Risking money: Staying safe and in control

Age 16+

This material is intended for information purposes only and does not constitute advice or a recommendation.

At the start

You will need **PPT SLIDE 1**



This material is intended for infor

Risking money Staying safe and in control

ion purposes only and



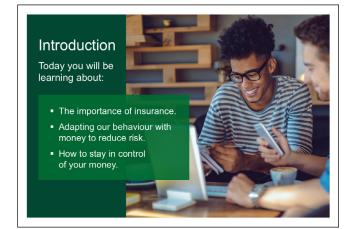
Risking money: Staying safe and in control

Show this slide whilst you get the group settled and in place.

Introduction



You will need PPT SLIDE 2



Introduction

Using **slide 2**, introduce yourself. Explain who you are and why you're here.

Explain that you'll be spending the session working with them. They will learn about:

- The importance of insurance.
- How to deal with money-related issues.
- How to stay in control of money.

Each activity has two alternative ways of delivering the activity. These could be used for those with differing learning needs (option 1), or different ages (option 2).

Share your own experiences throughout as this may encourage the group to share theirs, so that they can learn from each other. **Do not mention any specific products when sharing your own experiences as this could be seen as a recommendation of a product - applicable throughout the whole session.**

15 MINUTES

You will need PPT SLIDES 3, 4, 5, 6 and 7

Activity A

Why have insurance?

How many different types of insurance can you name in 30 seconds?

- Buildings insurance.
 Home content insurance
- Pet insurance.
- Travel/holiday insurance.
- Car insurance.
- Life assurance.
- Income protection/critical illness insurance.
- Mobile phone insurance.
- Extended warranty insurance for domestic/electrical
 appliances
- Medical insurance (health/dental plans).

PPT SLIDE 3: Why have insurance?

In this activity, the participants will learn that:

- Insurance is one way we can protect ourselves financially.
- There are many different types of insurance.
- They are costs and benefits to using insurance.

You will need:

Paper and pens
 Flip chart/whiteboard

To start, use slide 3.

Ask your group:

? How many different types of insurance can you name in 30 seconds?

Keep this short and fast-paced. Use a flip chart or whiteboard to write down the answers given. You could also ask a volunteer to do this for you, either at the front or from where they are sitting.

Do not mention any specific products when sharing ideas as this could be seen as a recommendation of a product.

Check that they all understand the concept of insurance.

Insurance is a means of protection from financial loss. You make regular payments in return for insurance cover.

? V

Why is insurance important?

Even though not all insurance is compulsory, you must insure a car or motorcycle. So, if you drive or intend to drive you will need to know about insurance.

You may also be required to purchase building insurance as part of a mortgage offer.





You will need PPT SLIDES 3, 4, 5, 6 and 7 - continued

Activity A

Why have insurance?

How many different types of insurance can you name in 30 seconds?

- Buildings insurance.
- Home content insurance.
 Pet insurance.
- Travel/holiday insurance.
- Car insurance.
- Life assurance
- Income protection/critical illness insurance.
- Mobile phone insurance.
- Extended warranty insurance for domestic/electrical appliances
- Medical insurance (health/dental plans)

PPT SLIDE 3: Why have insurance?

Short term (next 1-3 years)

Phone/gadget insurance.

Theft, accidental damage, loss.

Car insurance.

This is a type of insurance which is compulsory. Theft, fire, accident damage, personal injury.

Travel/holiday insurance.

Cancellation, illness, accident, baggage loss/theft.

Home contents insurance. Theft, fire, could add on accidental damage.

Extended warranty insurance for domestic /electrical appliances.

Repair/replacement in the event of it failing.

Insurance is one way to protect ourselves from unexpected events or from financial loss. We need to be able to assess our own risk factors and decide if insurance is an appropriate option.

Click to show some examples of different types of insurance which can match or add to the list they have come up with.

Split the group into pairs and give each pair a piece of paper.

Ask the group:

? What events might each of the listed insurance policies cover?

Ask them to divide these types of insurance into two groups: those they personally might need or use in the short term (e.g.1-3 years) and those which might be useful to them personally in the future Use two columns, one for now and for later.

Future (3 or more years)

Buildings insurance.

Fire, weather damage, water damage, accidental damage. This may be compulsory depending on the terms of your renal/mortgage agreement.

Medical insurance (health/dental plans).

Hospital, medical or other health care costs usually through a private hospital or dentist.

Life assurance.

Covers the life of the person insured, pays out on death.

Income protection insurance.

Covers your income if you're unable to work due to illness or accident.

Critical illness insurance.

Pays out a tax-free lump sum if you're diagnosed with a critical illness covered by the policy.

Pet insurance.

Veterinary bills and medication, may include cover for stolen pets, death etc.

There is no right or wrong answer as this is personal and depends on life stage of the group. This is just an example of a response.





You will need PPT SLIDES 3, 4, 5, 6 and 7 - continued

Activity A

Why have insurance?

Buildings insurance.

Home content insurance
Pet insurance.

you name in 30 seconds?

- Travel/holiday insurance.
- Car insurance.
- Life assurance
- Income protection/critical illness insurance.

How many different types of insurance can

- Mobile phone insurance.
- Extended warranty insurance for domestic/electrical appliances.
- Medical insurance (health/dental plans).

PPT SLIDE 3: Why have insurance?

Ask:

? Where could I look if I wanted to buy one of these policies?

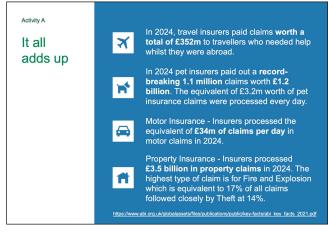
- Insurance policies can be purchased online.
- Comparison sites (which help you search for and compare products) are useful as they make it easy to compare cover and price.
- Ask friends and family about the insurance they have.
- An insurance broker sells insurance and will negotiate a policy, but they can charge for their services.

Explain to the group that they should:

- Always shop around.
- Make sure you understand exactly what will and what won't be covered by the policy. You should also be aware that if there is any excess, you will need to pay this if you make a claim. Check that they understand what the term excess means.
- Seek financial advice if you are unsure about the suitability of a product of if you need further information – although you may have to pay for advice.

15 MINUTES

You will need PPT SLIDES 3, 4, 5, 6 and 7 - continued



PPT SLIDE 4: It all adds up

Show the insurance statistics on slide 4:

- In 2019, travel insurers paid 471,000 claims worth a total of £377m to travellers who needed help whilst they were abroad.
- Pet insurers paid out a record-breaking £803 million in 2019. The equivalent of £2.2m worth of pet insurance claims were processed every day.
- Motor Insurance Insurers processed the equivalent of £30m of claims per day in motor claims in 2019.
- Property Insurance Insurers processed the equivalent of £16m per day in property claims. The highest type of claim is for Fire and Explosion which is equivalent to 17% of all claims followed closely by Theft at 14%.

www.abi.org.uk

Ask the group:

? Are you surprised by the statistics on the slide? Why?

Amounts of money involved, number of claims.

? More was paid out for pet insurance than for theft (burglary) claims in 2018. What might this suggest?

We are a nation of pet lovers, veterinary care is very expensive, burglary rates are dropping.

? Fire is one of the most expensive areas of insurance claims. Why might this be?

Fire can cause extensive damage, e.g. you might lose the entire house and contents. Houses are expensive - if you need to replace everything, it can add up to a lot of money.

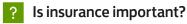


You will need PPT SLIDES 3, 4, 5, 6 and 7 - continued



PPT SLIDE 5: Worth the risk?

Using slide 5, ask the group:



Possible answers. Yes, because you get money to buy/replace what is lost or damaged. No, because it costs too much and is not worth it.

Click to show the travel insurance example. Point out that a travel insurance policy could cost from as little as \pounds 22 to cover a single trip.

Ask the group:

? What could the consequences be if no insurance was in place?

- Hospital wouldn't provide care.
- Debt that couldn't be paid or would take years to pay back.
- Possible bankruptcy.
- Distress to family.

? Why might you decide not to get insured?

Cost of insurance policy, decide it is not necessary, will take the risk.

? Would a policy be more expensive if you had a pre-existing health condition?

Yes, if the risk of something happening is increased then the cost of the policy is likely to increase.

? Why must you declare any health conditions when applying for certain types of insurance?

As health conditions increase the risk, then you must declare them. Failing to do so may invalidate the insurance cover and you may find the insurance company won't pay out – which means you will be left to cover the cost. Travel, health, life and car insurance could ask about your existing health.

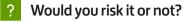


You will need PPT SLIDES 3, 4, 5, 6 and 7 - continued



PPT SLIDE 5: Worth the risk?

? Is it worth it or not?



Some may say yes, others no. Ask one or two to give a reason for their answer. This is a personal choice. Individuals need to weigh up the pros and cons. The following question addresses these.

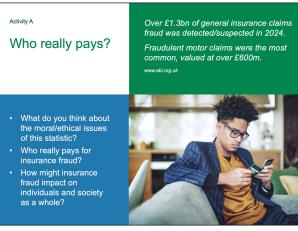
Split the participants into groups and ask them to identify some pros and cons of insuring.

- Protects you against financial loss.
- Item will be replaced or repaired without much cost to yourself.
- Can I afford the policy?
- Will the insurance premium cost nearly as much as the item being insured?
- Could I afford to pay to repair or replace the item or pay the bill if I didn't have insurance?
- If I pay for insurance then don't need it, is it a waste of money?

Share and discuss the ideas with the whole group. Use a flip chart or whiteboard to write down their answers. You could also ask a volunteer to do this for you, either at the front or from where they are sitting.



You will need PPT SLIDES 3, 4, 5, 6 and 7 - continued



PPT SLIDE 6: Who really pays?

Use **slide 6** to show the insurance fraud statistic.

Ask the group:

Who really pays for insurance fraud?

Ultimately, we all pay. The consumer pays higher premiums (prices) for the insurance. The insurance company pays out for a non-existent claim. Society pays as police time may be wasted.

- ? How might insurance fraud impact on individuals and society as a whole?
- Fewer people may be able to afford insurance.
- Some insurance frauds (e.g. crash for cash scams) are dangerous and can cause injuries to the innocent victims involved.
- Fraudulent claims may waste police time.

Use **slide 7** to summarise the activity.

Key learning to take from the activity:

- Insurance is a way of protecting yourself against financial loss.
- Car insurance is compulsory. Other types of insurance may be relevant depending on circumstances.
- Shop around for insurance products.
- If you don't understand a financial product, seek independent financial advice before you buy.
- If you are unsure what to do talk to others friends, family and supportive adults.

Activity A - round up

Why have insurance? Key learning:

- Insurance is a way of protecting yourself against financial loss.
- Car insurance is compulsory. Other types of insurance may be relevant depending on circumstances.
- Shop around for insurance products.If you don't understand a financial product,
- seek independent financial advice before you buy.
- If you are unsure what to do talk to other – friends, family and supportive adults.

PPT SLIDE 7: Why have insurance?

15 MINUTES

You will need PPT SLIDES 3, 4, 5, 6 and 7 - continued

Activity A - round up

Why have insurance?

Key learning:

- Insurance is a way of protecting yourself against financial loss.
- Car insurance is compulsory. Other types of insurance may be relevant depending on circumstances.
- Shop around for insurance products.If you don't understand a financial products.
- seek independent financial advice before you buy.
- friends, family and supportive adults.

PPT SLIDE 7: Why have insurance?

Alternative way of delivering the activity:

- 1. Explain the statistics and statements to discuss as a whole group, and have a wider conversation about different insurance options.
- 2. You may feel that the group has some prior knowledge of insurance. If so, it's important to draw on that experience to benefit the whole group. Explain that this activity will enable them to share their own knowledge and experiences.
 - Use slide 3 to discuss the types of insurance they may have already purchased or used.
 - **Ask:** what insurance might you choose in the future?
 - Where would you look for insurance, and why is it important to shop around?
 - Use slides 4 and 5 to discuss the pros and cons of insurance.
 - Finally, use slide 6 to explore the moral and ethical dilemmas around insurance fraud.

20 MINUTES

You will need PPT SLIDES 8 and 9



PPT SLIDE 8: Adapting behaviour with money to reduce risk

In this activity, the participants will learn that:

- They may face a range of money problems and challenges in life.
- Money issues can be resolved, but it may take time and perseverance to do so.
- They need to have the confidence to change their behaviour and choices so that they avoid potential pitfalls.

You will need:

- Money problem scenarios resource sheet
- Paper and pens
 Flip chart/whiteboard

Begin by asking the group:

? Which of the following statements that I am going to say do you agree or disagree with?

Keep this activity short and sharp – it's just an introduction to potential money problems. They can answer with a show of hands.

Here are some potential responses to help guide the discussion:

- Gambling is a quick way to get rich.
 If you are lucky, but it's unlikely. Gambling is about chance and luck, so you may spend a lot of money and lose it all or spend a £1 and win a lot.
- Borrowing from an illegal money lender is cheaper than borrowing from a bank.
 As they are illegal, they don't have to follow any regulations so can charge what they like.
- Money problems can make a mental health problem worse.

Evidence suggests that money problems and mental health are interlinked.

20 MINUTES

You will need PPT SLIDES 8 and 9 - continued



PPT SLIDE 8: Adapting behaviour with money to reduce risk

Begin by asking the group continued:

Excessive debt is your own fault.

Not always. You can end up in a lot of debt because of unemployment, sickness, a business failing, changes in the economy and many other reasons. How you deal with debt problems is the big issue.

- If you lose your job you will fall into debt. This depends on whether you have savings put aside to cover you for the unexpected. The longer you are out of work, the longer your savings must last and the more likely it is that you will encounter money difficulties.
- Anyone can become addicted to gambling. Anyone who gambles could become addicted, although there are some people who are more susceptible for a range of reasons.



You will need PPT SLIDES 8 and 9 - continued



PPT SLIDE 8: Adapting behaviour with money to reduce risk

Explain that finding it difficult to manage our money can quickly become a problem.

Use **slide 8** to briefly talk about some possible money difficulties.

Identify which issues might occur because of:

- Circumstances out of our control e.g. Loss of earnings.
- **Problems created by our own behaviour** e.g. gambling, spending addiction.
- A choice we've made. Perhaps it is to try and solve a problem, but it can make things worse instead – e.g. using an unlicensed money lender.

Check they understand that money problems can lead to health problems. Money and mental health can be interlinked. Poor mental health can make managing your money harder, whilst worrying about money can make your mental health worse.

Be aware that some young people in the room may be suffering mental health issues, so be sensitive throughout the discussion.

20 MINUTES

You will need PPT SLIDES 8 and 9 - continued



PPT SLIDE 8: Adapting behaviour with money to reduce risk

What's your problem?

Explain that they are going to look at some money problems in more detail:

Split participants into three smaller groups. Give each group one money problem resource and ask them to:

- Read the money problem information.
- Discuss the questions and agree ideas for the last question about how the situation might be resolved.
- Prepare to share with everybody.
 - Select someone to read the money problem aloud.
 - Agree who will share the ideas with the whole group.

After 10 minutes, bring the groups back together to share ideas.

Ask each group: Please explain your money problem and your ideas for resolving the problem.

Allow a little time for questions from the other participants before moving on to the next money problem.

N.B: They should only read out the actual problem, not the additional information.

18 MINUTES

You will need PPT SLIDES 8 and 9 - continued

Activity B - round up

Adapting behaviour with money to reduce risk. Key learning:

- Behaviour and choices related to money may impact on your financial security.
 Addictive behaviour may mean you spend
- Addictive behaviour may mean you spen money you can't afford.
 Dep't berrow menou from compose you
- Don't borrow money from someone you don't know. They may be a loan shark.
- If you need to, seek help and advice
- Try talking to others friends, family or supportive adults.

PPT SLIDE 9: Adapting behaviour with money to reduce risk

Use **slide 9** to summarise the activity.

Key learning to take from the activity:

- Behaviour and choices related to money may impact on your financial security.
- Addictive behaviour may mean you spend money you can't afford.
- Money issues may not always be your fault.
- Don't borrow money from someone you don't know. They may be a loan shark.
- If you have a money issue, seek help and advice.
- Try talking to others friends, family or supportive adults.

Alternative way of delivering the activity:

1. Explain each of the money problems. After explaining one problem, discuss the questions as a whole group, guiding the discussion when required. Repeat for all of the problems / as many as you choose.

Use a flip chart or whiteboard to write down their ideas.

- 2. Working as a whole group, ask participants to identify some money difficulties that people may encounter (use slide 8 if necessary). Use the headings below to categorise each difficulty/problem if you can:
- Circumstances out of our control.
- Problems created by our own behaviour.
- A choice we've made.

Split participants into smaller groups, and give each group a set of all three money problem case studies. Ask them to read and discuss them. They can use the questions as prompts to help them in their discussions.

Bring the whole group back together to share their ideas.

Finally, ask them to identify one key point to take away from this activity which might change the way they behave with their money in the future.



20 MINUTES

You will need PPT SLIDES 10, 11, 12 and 13



PPT SLIDE 10: Who's got my money?

In this activity, the participants will learn that:

- They have a responsibility to be alert, and to act to protect their finances.
- Money scams and financial abuse are a threat to our financial security.
- They might need to seek advice about their financial circumstances.

You will need:

- Who's got my money resource sheet
- Paper and pens
 Flip chart/whiteboard

Start with an activity where they have to either stand up/sit down or show hands depending on their answer. Keep this activity short and sharp as it is just an energiser to introduce the concept of knowing where your money is.

Ask the group: Have you ever...

- Lost some money.
- Mislaid your cash card.
- Forgotten your PIN.
- Lent money but never got it back.
- Forgotten what you spent that £10 in your wallet on.
- Thought you had more money than you really have.
- Been scammed out of money.

Using slide 10. explain that being in control of our money is important. This includes knowing how much we have, what we are spending it on, being able to make our own decisions about it and keeping it safe.



You will need PPT SLIDES 10, 11, 12 and 13



PPT SLIDE 11: Who's got my money?

Who's got my money?

Explain that they are going to look at three headlines and explore the story behind each one.

Use slide 11. Show the three headlines:

- Financial abuse is a form of domestic abuse.
- Cash strapped students targeted as money mules.
- Online banking warning: Victim loses £33k after scam text.

Check that they understand the terms:

Financial abuse – it can take a variety of forms within different relationships, including intimate partners, family members or carers. It might be financial control, exploitation or sabotage.

Money mules – a form of money laundering. They are people who serve as intermediaries for criminals. They or may not be aware of it.

Scams – when someone tries to trick or deceive you, to cheat you out of something.

Be aware that these are all potentially sensitive issues. Your participants or their families may have experienced them. By having these conversations, we are allowing young people to better understand their world. However, it's important to deal with the topics sensitively. Try to maintain an open and balanced discussion of the issues. Be non-judgemental and keep any personal views to yourself.

Perhaps set a few ground rules to ensure that participants are also non-judgemental in the way they talk about the issues. For example:

- Respect others.
- Be non-judgemental.
- Don't apportion blame.



You will need PPT SLIDES 10, 11, 12 and 13 - continued



PPT SLIDE 11: Who's got my money?



PPT SLIDE 12: Who's got my money?

You might also like to acknowledge that if participants find the conversation difficult, they can step outside.

Split participants into three to six groups. If there are more than three groups, then some groups will duplicate a headline.

Give each group:

- A headline and the associated resource sheet, a sheet of flip chart paper or two sheets of A3 paper stuck together.
- A coloured marker pen.

Use **slide 12** to explain the task.

They have 10 minutes to create their mind maps.

After 10 minutes, move the group to a different desk, ready to begin a new mind map.

Ask the group:

- ? What are the key issues in the headline?
- ? What the consequences might be?
- ? What ideas are there for how to avoid/ resolve it?
- Move the groups one final time to a different table/mind map and repeat the exercise.
- Finally, sit the group back down at their original table.
- Ask the spokesperson from each group to share some ideas and explain their 'key learning point' to the whole group.
- Use your copy of the 'Who's got my money' resource to help with the feedback and ideas from the whole group.
- You don't have to know all the answers. If there is something you can't answer, suggest that they go away and find out for themselves.

(\mathbf{P}) **20 MINUTES**

You will need PPT SLIDES 10, 11, 12 and 13 - continued

Activity C - Round up

Who's got my money?

Key learning:

- Know where your money comes from and who you are giving it to.
- Be vigilant. Your bank will never ask you to transfer money into another account.
- If you are unhappy and feel someone has control of your money, talk to your bank.
 If someone takes your money, report it immediately.
 If you have a money problem, seek help and advice quickly.
 Talk to others your friends, family or supportive adults.

PPT SLIDE 13: Who's got my money?

Use slide 13 to summarise the activity.

Key learning to take from the activity:

- Stay in control of your own money.
- Know where your money comes from and who you are giving it to.
- Be vigilant. Your bank will never ask you to transfer money into another account.
- If you are unhappy and feel someone has control of your money, talk to your bank.
- If someone takes your money, report it immediately.
- If you have a money problem, seek help and advice quickly.
- Talk to others your friends, family or supportive adults.

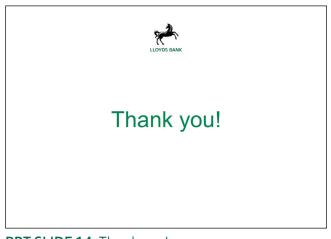
Alternative way of delivering the activity:

- 1. Explain one or more of the different headline stories, and use slide 12 to guide a discussion about them, one at a time.
- 2. Use the activity as described in the guidance to the point where the groups have completed their mind maps.
 - Ask each group to present their ideas and thoughts to the whole group.
 - Finally, task them to think of three things that they would tell a friend about these money problems to help raise awareness, find out the scale of the problem and where/how to seek help. They can do this individually or in their groups.

To end



You will need PPT SLIDE 14



PPT SLIDE 14: Thank you!

Thank the participants for their time and for contributing to the session/ activity.

If you have delivered all three activities, you will have brought out the core messages and learning from each activity.

If you will be working with them again soon, you can tell them what you'll be doing next time.