



Guidance notes to prepare for your session

Independent living – managing living expenses

16+

You can use this guide alongside the **‘Guide to delivering virtual sessions’** when delivering a session over a web conferencing platform.

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



LLOYDS BANK

This session will enable young people in your group to start thinking about what needs to be considered when living independently.

Your role in the session

In the session you will:

- Discuss managing money in the context of living independently.
- Introduce them to what they need to take into account when living independently.
- Help them to understand how important it is to keep track of money when you have financial responsibilities.
- Discuss the best ways for them to budget their money.
- Explore the differences between renting and owning your home.
- Show them that it is good to talk about money.

Sharing your own experiences, where you are comfortable doing so, will help bring the session to life for young people. It will encourage them to feel more confident in sharing their own ideas and experiences.

For example, you could discuss:

- Your own path to living independently.
- Your top tips for budgeting and staying in control of your money.
- Who you talk to when you need help with your finances.

NOTE: This material is intended for information purposes only and does not constitute advice or a recommendation. When delivering the session, do not mention any specific products when sharing your own experiences at any point during the session as this could be seen as a recommendation of a product.

Using the activities to engage young people

This session involves three activities. When delivered together, they form a one-hour session. Alternatively, each individual activity can be used to run a shorter 20-minute one-off session.

Activity A

Moving out – what will it cost?

This is a **quick-fire game** to encourage participants to think about all of the things they need to think about if they're moving out to live independently, and what they think they will need to pay for.

Activity B

Jed's balancing act.

The **'budget blog'**. The participants will consider a budgeting scenario based on a blogger's diary when moving out for the first time, and the things that they had to consider. They'll piece together a budget sheet based on the information. They'll then decide if the budget blogger made their budget balance. This will include reference to saving regularly being part of managing money effectively.

Activity C

The next move?

This **activity** will encourage the participants to consider what more they would need to think about if they wanted to own a home as opposed to renting. This will explore their aspirations, the need to save for a deposit and the responsibility of ownership.

Learning outcomes

By the end of the session, young people should be able to:



Manage a personal budget, taking account of essentials such as the household bills involved in living independently.



Select the most suitable ways to pay for their living expenses.



Create financial plans to help meet current and future goals.



Feel more motivated to stay in control of their money.



Appreciate that there are financial risks and temptations involved in everyday life, and that they need to take responsibility for managing them.

If you are delivering in a school or college setting, the activities may link to several areas of the curriculum.

Personal, Social and Health Education (PSHE)




- To assess and manage risk in relation to financial decisions that young people might make.
- How to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university).

Citizenship

Citizenship education will “prepare pupils to take their place in society as responsible citizens. It will help them to be able to manage their money well and make sound financial decisions.”

- The functions and uses of money.

In other settings, the content could contribute to vocational, core and life skills learning:

-  Budgeting
-  Money management
-  Making informed decisions

Guidance notes

Session resources – you will need:



The PowerPoint presentation

This contains all of the slides for the session. We suggest you familiarise yourself with the presentation in advance. You may need to click to access the different stages of the slide animation.

You'll need to email this prior to the session for it to be distributed to the participants.



Activity B

Jed's balancing act.

You'll need to email this prior to the session for it to be distributed to the participants.

Information sheet.

You'll need a copy to refer to (printed or on screen).

Do not share this resource with participants in advance of the session.



Activity C:

The next move information sheet.

You'll need a copy to refer to (printed or on screen).

Do not share this resource with participants in advance of the session.

Further support and information sheet

You'll need to email this for it to be distributed to the participants.

When sending the above resources, you may wish to also share some questions for participants to think about in advance for the session. Ask them to come to the session prepared to discuss their responses, not to send them in advance. By doing so, they will arrive already engaged.

For this session, some points for consideration would be:

- What are the advantages and disadvantages of living independently?
- What are the advantages and disadvantages of living with family?
- What are the different types of living situation available to you in the future?



2 MINUTES

Introduce yourself

Now is a good time to ask participants to check their microphones and cameras, if appropriate, and agree the best way to interact with the rest of the group.

Explain who you are and why you're here.

Explain that you'll be spending the session working with them.

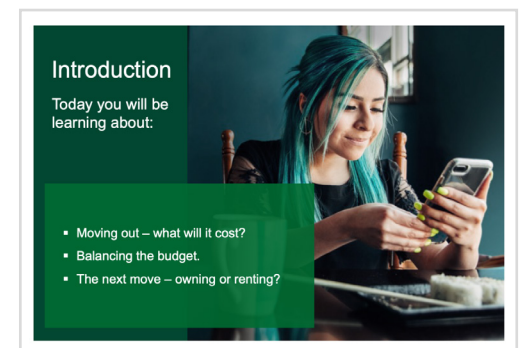
They will learn about:

- Moving out – what will it cost?
- Balancing the budget.
- The next move – owning or renting?

While the activities have been designed to be as inclusive as possible and be appropriate for those across the 16-25 age bracket, for those that require some further adaptation, alternative ways of delivering the activity are detailed when required.

YOU WILL NEED

✓ **PPT slides 1 and 2**



 **15 MINUTES**

Moving out – what will it cost?

During this activity, the participants will learn that:

- We all have different reasons for living independently.
- There are advantages and disadvantages to the different living options, and these need to be considered.
- There are responsibilities that come with living independently.

YOU WILL NEED

✓ **PPT slides 3 and 4**

Activity A

Moving out – what will it cost?




1. What are the pros and cons of living independently?
2. What do you use your money for now if you live with family, carers or friends?
3. When you live independently, there are lots of things that cost money. In your groups, discuss and write down all of the things that you can think of that you will need to pay for.

Activity A – round up

Moving out – what will it cost?

Key learning:

- It is important to be clear about why you want to live independently.
- You need to know what you will have to pay for if you start to live independently.
- You may have to register for or set up utility bills and Council Tax when you live independently.
- Explore the different payment options for bill payments, as some may work out more cost-effective than others.
- Consider separating bills and income.





Moving out – what will it cost?

Within the group, many may be living independently. It's important to draw on that experience for the benefit of the whole group. Explain that the session will enable them to share their knowledge and experience.

Before you take answers, acknowledge that, depending on the circumstances, some people may have no choice but to move out of home. For some young people, moving to live independently happens because of the breakdown of family relationships, the break-up of a relationship, leaving care or moving on to university, a job or an apprenticeship.

Using slide 3 to guide you, ask:



What are the advantages and disadvantages of living independently?



Ask the group to respond using one of the of the following digital discussion methods:

- Ask participants to comment in the chat box.
- If most of the group have their cameras switched on, ask those on webcam for a show of hands or use a 'hands up' feature to select someone to answer using the microphone or camera.
- If your delivery platform has a whiteboard function, you could invite participants to use this.

These methods can be used throughout the session for responses and engagement.

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Moving out – what will it cost?

Here are some suggestions to aid the discussion:

Some possible advantages might include:

- Freedom to choose who you see in your home and when you see them.
- Taking responsibility for your own life.
- Living with your own stuff, things that are your own taste.
- Staying up as long as you want.
- Staying in bed as long as you want.

Some possible disadvantages might include:

- The extra costs of living independently.
- Missing your family/caregivers being around.
- Having less support when you experience any problems.

If you're comfortable doing so, share your own ideas or experience of the advantages and disadvantages of living independently with the participants.


Encourage the group to share their own experiences, or perhaps ones they have heard about from friends and family.

CONTINUED →



Moving out – what will it cost?

Next ask the participants:

 **What do you use your money for now if you live with family, carers or friends?**

Answers might include:

Takeaways, clothes, mobile phone, going out, travel, holidays, a contribution towards household expenses.


Check that they understand the term ‘household expenses’ means bills, food and cleaning materials etc.


- You may need to prompt participants if they don’t mention any of these things.
- **Record these answers** on a notepad/laptop/tablet. You will need these later.

You may want to share your own experiences if you’re comfortable doing so. If you live independently, then you could share your own experiences of moving out.

Encourage the group to share their own experiences, or perhaps ones they have heard about from friends and family.

Next, using **slide 3**, ask the group to:

 **Have a think about what kind of place you would like to live in. A detached house, a semi-detached house, a flat, for example.**

 **Make a note of the things that they may need to pay for – as many as they can think of.**

Collect all the ideas from the group to make one big list. You can add them to the list made earlier.

If your delivery platform has a whiteboard function, you could invite participants to use this. Alternatively, use the chat function or ask participants to raise their hands and use the microphone/camera.

CONTINUED ➔





Moving out – what will it cost?

Here are the things that they should have thought about.
If they didn't, you can introduce them.

- Rent
- Electricity / gas
- Water
- Council Tax
- Broadband / TV package / TV licence
- Contents insurance

Remind them about the earlier list – all of the things that they pay for already. They will still be there.

Ask:

-  **Have we missed anything?**
-  **Does anyone pay for or think they will have to pay for something else? E.g. home appliances such as a cooker, fridge, washing machine, or maybe pet insurance?**

Share your ideas with the young people about some of the challenges that they may face when deciding to move into their first home.

Encourage the group to share their own experiences, or perhaps ones they have heard about from friends and family.

Use the bullet points on **slide 4**, to summarise the activity and to bring out the core message/key learning from it.



Jed's balancing act: budget blog

During this activity, the participants will learn that:

- There are responsibilities that come with living independently.
- Spending habits may need to change to when living independently.

Alternative way of delivering the activity for older groups:

Start a conversation based on the key learnings of this activity, encouraging the group to share their own experiences and tips on budgeting, and living independently.

YOU WILL NEED

- ✓ PPT slides 5, 6 and 7

Activity B

The balancing act

DATE	INCOME	EXPENSES	SAVINGS
1/1/20	1200		
		Rent	
		Council Tax	
		Water	
		Electricity (heat only)	
		Gas (central heating)	
		TV licence	
		Food and household	
		Transport	
		Insurance	
		Phone	
		Banking	
		Other	
		Balance	
		Total	

In your groups, did you answer these questions?

- How much will it cost Jed each month to live independently?
- How much more is it than living at home?
- Can he afford to live independently?
- Is Jed managing his money well?
- Is there anything he hasn't thought of?

Activity B

The balancing act

DATE	INCOME	EXPENSES	SAVINGS
1/1/20	1200		
		Rent	
		Council Tax	
		Water	
		Electricity (heat only)	
		Gas (central heating)	
		TV licence	
		Food and household	
		Transport	
		Insurance	
		Phone	
		Banking	
		Other	
		Balance	
		Total	

How did you get on with calculating Jed's new lifestyle?

Activity B - round up

The balancing act

Key learning:

- You will have a lot to think about when you move into independent living. If you are unsure, talk to others – friends, family and supportive adults.
- It is important to fully understand all of the things that you will need to take responsibility for once you live independently.
- Your spending habits may need to change to be able to afford to live independently or to achieve a goal.

- ✓ Resource Sheet - Activity B. Jed's Balancing Act + Information sheet



Jed's balancing act: budget blog

Ask the group to turn to '**Resource Sheet - Jed's balancing act**'.

- Ask for volunteers from the group to read out or explain each of the diary entries (six in total). Alternatively, you can read or explain these to the group.
- As each diary entry is read out, ask participants to complete the budget sheet.



Alternatively, you could use the whiteboard function if your platform has this, and complete this as a group.

- They may need to make some notes before capturing final answers on the budget sheet.
- Once all six entries have been read out, give participants a chance to add up their answers.

Using **slide 6** and the '**information sheet**' (with answers), ask the group the following questions:



How much will it cost Jed each month to live independently?



How much more will this cost than living at home?



Can he afford to live independently?



Is Jed managing his money well?



Is there anything he hasn't thought of?

You might want to share some of your ideas with the group about budgeting challenges when living independently for the first time.

Encourage the group to share their own experiences, or perhaps ones they have heard about from friends and family.

Use the bullet points on slide 7 to summarise the activity and to bring out the core message/key learning from it.



The next move? My first home

During this activity, the participants will learn about:

- Their goals around living independently.
- What needs to be considered for owning your own home.
- The responsibility of ownership.
- The organisations that can help us to make informed choices.

See next page for ‘Alternative ways of delivering the activity’.

YOU WILL NEED

✓ PPT slides 8, 9 and 10

Activity C – The next move? My first home?

Do you know the difference?

For Sale	For Rent	Room to Rent
<p>Buying</p> <ul style="list-style-type: none"> This is when you buy a property. This usually involves taking out a mortgage. A mortgage is a loan of money from a bank or other mortgage providers. To get a mortgage on a property, you usually need a deposit (a percentage of the purchase price). 	<p>Renting your own place</p> <ul style="list-style-type: none"> This is when you pay a set amount of money for the use of a house or a flat. The owner of the property is known as the landlord. If you rent, you are called the tenant. 	<p>Renting in a shared property</p> <ul style="list-style-type: none"> Similar to renting your own place. If you are in shared property, some bills may be split between the tenants or included in the monthly rent.

Activity C – The next move? My first home?

Do you know the difference?

For Sale	Shared Ownership	Shared Ownership
<p>Shared Ownership</p> <ul style="list-style-type: none"> This is a way of owning part of a property. You might be able to buy 25%, 50% or 75% of it. Whatever portion you own, you will pay rent on the remainder. Many housing associations offer shared ownership options. It is a way of making affordable homes available to people with lower income or particular needs. 	<p>Joint Tenants</p> <ul style="list-style-type: none"> This is another way of owning part of a property. This usually involves taking out a joint mortgage held by two people. Joint tenants have equal rights to the property. 	<p>Tenants in common</p> <ul style="list-style-type: none"> This is another way of owning part of a property. This usually involves taking out a joint mortgage held by two people. Tenants in common each own a separate share of the property. These shares don't have to be equal size. This can help people to buy property who otherwise could not afford it. If you want to sell the property, you must still all agree.

Activity C

The next move? My first home

Let's compare our answers.

Do you know which of these are 'no choice' expenses and which are 'your choice'?

Category	Moving costs	Home purchase	Home loan	Mortgage	Home insurance	Home maintenance
Stamp duty		✓	✓			
Home survey	✓					
Home loan		✓	✓			
Mortgage		✓	✓			
Home insurance		✓	✓			
Home maintenance		✓	✓			
Home repairs		✓	✓			
Home decoration		✓	✓			
Home furnishing		✓	✓			
Home appliances		✓	✓			
Home contents insurance		✓	✓			
Home contents		✓	✓			
Home contents insurance		✓	✓			
Home contents		✓	✓			

✓ **Resource sheet – Activity C.**
The next move information sheet.

 20 MINUTES

The next move? My first home

Alternative way of delivering the activity for differing learning needs:

Explain the different types of living options, using the **information sheet**. Then have a discussion about the essential and non-essential payments, using the **information sheet** to guide and lead the discussion if required.

Alternative way of delivering the activity for older groups:

Though many of the group may already live independently, they may not know all the different options. This is a good opportunity for them to gain knowledge to help their decision making in the future.

- Before showing **slides 8 and 9**, ask the participants to share their knowledge and to name as many kinds of independent living as they can. If they have not included all of the examples from the slides (also refer to the **information sheet** for detailed definitions), then fill in the gaps for them.
- Encourage peer-to-peer learning and conversation.

YOU WILL NEED

- ✓ **PPT slides 8, 9 and 11** (skip 10).

Activity C – The next move? My first home?

Do you know the difference?

For Sale	For Rent	Room to Rent
<p>Buying</p> <ul style="list-style-type: none"> This is when you buy a property. This usually involves taking out a mortgage. A mortgage is a loan of money from a bank or other mortgage provider. To get a mortgage on a property, you usually need a deposit (a percentage of the purchase price). 	<p>Renting your own place</p> <ul style="list-style-type: none"> This is when you pay a set amount of money for the use of a house or a flat. The owner of the property is known as the landlord. If you rent, you are called the tenant. 	<p>Renting in a shared property</p> <ul style="list-style-type: none"> Similar to renting your own place. If you are in shared property, some bills may be split between the tenants or included in the monthly rent.

Activity C – The next move? My first home?

Do you know the difference?


For Sale	Shared Ownership	Shared Ownership
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Activity C – Round up

The next move? My first home

Key learning:

- To help you manage your money, it is important to understand the costs associated with living independently, and be able to differentiate between essential and non-essential.
- Your spending habits may need to change to achieve a goal. This may include saving for a house deposit.
- You may want to consider putting money aside regularly for any unexpected events.
- There are lots of tools and organisations that can help you to make informed choices about managing your money.



- ✓ **Resource sheet – Activity C.**
The next move information sheet.



The next move? My first home

Using slide 8 and 9, ask participants:

Do you know what these are?

- Renting independently
- Renting in a shared property (maybe at university)
- Buying your own place
- Shared ownership (joint ownership/tenants in common)

Ask participants:

How would you describe/define each of these six ways of living independently?

- Click on the slide to bring in the definitions for each.

Turn to the '**Resource Sheet - the next move information sheet**'.

- Using the information on this sheet, explain the different types of living options.



Bring up the whiteboard if your platform has this and it is appropriate. Otherwise use one of the other digital discussion methods.

Work through each living option one at a time, ask the group to:

- 1) Share as many benefits of each option that they can think of.
- 2) Share as many essential payments for each option as they can think of.
- 3) Do the same with the non-essential payments.

- Once the group has finished sharing their ideas, use the '**Resource Sheet - the next move information sheet**' to guide the discussion. You could do this by explaining each line (e.g. Rent, Deposit, Repairs) and asking the group which living situations this would apply to (remind them that it may be more than one!).
- Ask the group what other categories they can think of.
- Ask the group to think independently what, if anything, they pay for if they live with family or caregivers. This will let them compare it with the cost of moving out.

NB if any of the young people don't live with family or carers, they can still think about what might be paid for.

CONTINUED ➔



The next move? My first home

Skip **slide 10**.

You might want to share your top tips for budgeting and staying in control of your money once you live independently.

For example, putting money aside for bills as soon as you've been paid, mobile banking alerts if you reach a certain balance and using a budgeting app to track what you spend.

Did you have to curb your spending? For example, did you have to cut back on socialising or buying clothes or other non-essential items?

Encourage the group to share their own experiences, or perhaps ones they have heard about from friends and family

Use the bullet points on slide 11 to summarise the activity and to bring out the core message/key learning from it.

 **2 MINUTES**

What have we learnt today?

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

Finally...

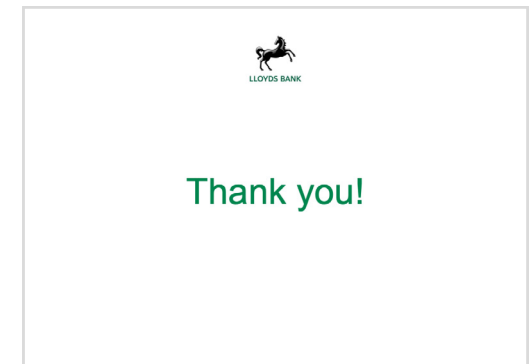
Thank the participants for their time and for contributing to the session/activity.

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

Signpost the group to the '**Further support and information sheet**'.

YOU WILL NEED

✓ **PPT slide 12**



✓ **Further support and information sheet**