

# Cash-first Toolkit.

A flexible set of practical tools to support community food initiatives to reflect on, strengthen and embed their cash-first approaches.

# About

Paddy McKenna from delve was commissioned by Glasgow Community Food Network to convene and work alongside a group of food activists who also have experience of accessing community food initiatives.

We met online 5 times, in person once, and had a launch to mark our achievements. One of us went to a conference on behalf of the group to enhance our collective learning. Between our online sessions we also provided feedback, suggestions and made materials for the toolkit.

We were remunerated fairly for our time and expertise.

# Our Names Are

Vongayi Mufara

Anonymous

Julie Tait

Alvina Tamara Chibhamu

Bridget Crossan

Catherine Milligan

Reading our reflections on this project will give you a better sense of who we are.

# How To Use This Toolkit

**This toolkit is a flexible set of practical tools** to help community food initiatives reflect on, strengthen, and embed their cash-first approaches.

**It is for any organisation that delivers a community food initiative.** This could be a community meal, a pantry, a school holiday food programme, a food bank, a community garden - anywhere where there's people and food.

**You can also contact us** - if you'd to discuss us delivering a workshop based on the toolkit.



This symbol means that there is a link to an external resource.



This symbol indicates a new tool, developed by us.



This symbol introduces a suggested application of the resource or tool.

**We haven't tried to include every cash-first resource out there** - instead, we've focused on those most connected to our experiences and thinking.

**We imagine that you'll cherry pick which parts of the toolkit to use, such as:**

- Volunteer Inductions where you want to introduce the concept of 'cash-first' → from page 5
- Team Development Days where you want to reflect on the drivers of poverty and how they influence your work → from page 16
- Project Planning Days where you want to embed more cash-first approaches → from page 12
- Self-directed learning where you want to explore the linked resources → throughout



Toolkit.

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What is a cash-first approach and why apply it?

‘Cash-first’ approaches are a range of interventions that aim to increase the amount of money people have to enable them to live well. For people in financial crisis, this approach prioritises money advice and financial support over food-based responses.

This approach recognises that people are best placed to make decisions about how they spend their money, about the food that is best for them and their families, and about where they buy what they need.

The Independent Food Aid Network (IFAN) explains that:

*“At UK-wide level, taking a cash-first approach to food insecurity means increasing social security payments to match the cost of living while ensuring fair work and adequate wages become the norm.”*

An example of an action towards this is the ‘Guarantee our Essentials’ Campaign from Joseph Rowntree Foundation and Trussell. Their research shows that *“inadequate social security is the main driver of foodbank need”*.

Their campaign seeks legislation that ensures there is:

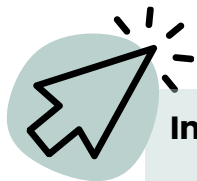
- a minimum amount needed to protect people from going without their essentials
- an independent process, at least annually that determines the cost of what people need and adjusts this basic rate accordingly (there is no process currently)

In the current context and applied more locally, cash-first approaches:

*“ - provide immediate help to people in crisis, backed up by advice and support to help prevent the crisis happening again.*

*These methods prioritise financial or income maximisation support over approaches such as food aid”*

-Glasgow Centre for Population Health, 'Cash-First Concept Explainer'



**Independent Food Aid Network**, [‘Why cash-first?’](#) and Cash-first Infographic

**Joseph Rowntree Foundation** and **Trussell** [‘Guarantee Our Essentials Campaign’](#)

**Glasgow Centre for Population Health**, [‘Cash-First Concept Explainer’](#)

# A cash-first approach just makes sense.

For people and for processes, a cash-first approach makes more sense than emergency food aid and other food supports.

IFAN have an infographic that explains this and a short video as part of the Money Counts training.

A Zine that we made in 2024 touched on this too - we're often sent from pillar to post to access food.

Public Health Scotland also highlights that it makes sense in the context of improving physical and mental health.

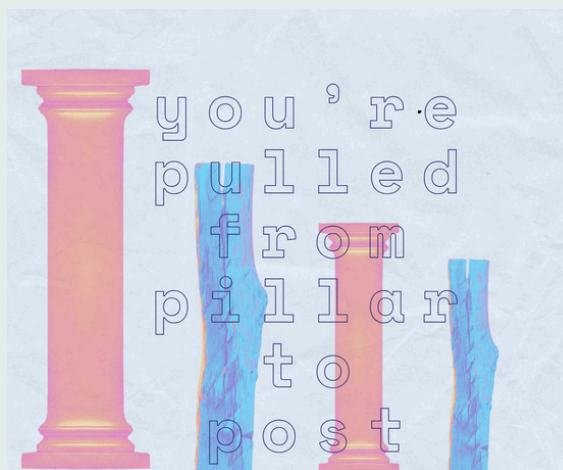


**IFAN's** 'As poverty levels increase #cashfirst is common sense'.

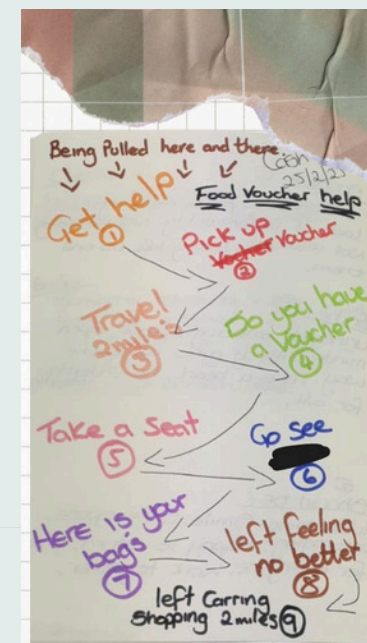
**IFAN's** 'Cash-first is common sense' video - at the 8 minute mark.

**Our Zine**, 'How might community food initiatives implement cash-first approaches?'

**Public Health Scotland**, 'What can community food initiatives do to support cash-first approaches? to food insecurity?'



Images from our Zine



# “We don’t want specific food, we need it.”

-Participant



**Govan Community Project**, Food for All Group, [Culturally Valued Food and Religious Dietary Guide](#)

**The Association of UK Dieticians**, [More information](#) on medical conditions and food, including high food sensitivity.

**Newcastle University** [What is intersectionality?](#), video



page 33

**Hear some of our thoughts about this**

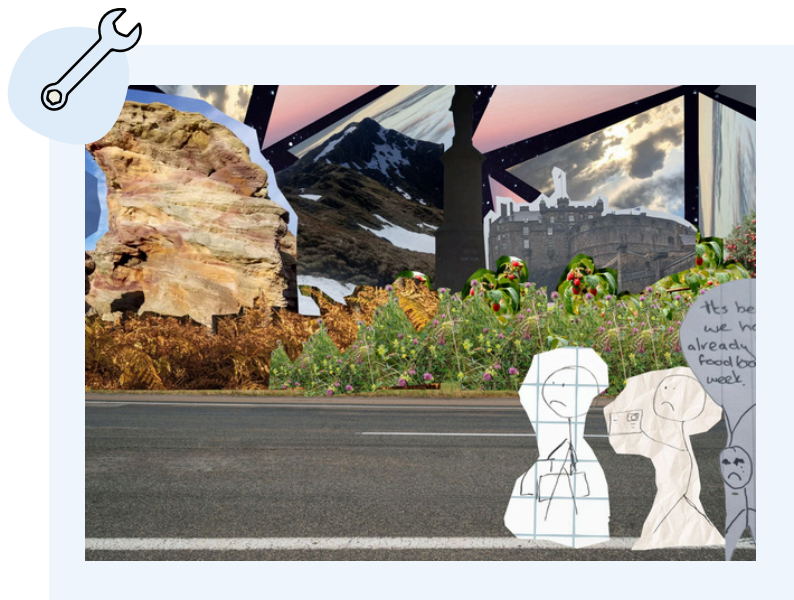


A **cash-first approach enhances someone’s ability to access food** that is culturally valued, meets their religious dietary requirements, is appropriate for their allergies and intolerances, and that meet their sensory needs.

A **cash-first approach is a move toward applying an intersectional lens:** one that recognises that some people face multiple layers of food insecurity that intersect to create more complex barriers, making food security harder to achieve and harder to sustain.

# We want a dignified experience

No One Else Should Experience This:  
we deserve better, there's enough for everyone.



Our video shows some of our experiences **trying to access food.**

The fragmented sky, made up of many days against a backdrop of night, symbolises that this experience happens across many days and nights. **Struggling to access food is not a one off for many people.** It's a repeated experience, despite there being enough for everyone.

Our stick figures purposefully meet each other on the road. They join each other: they have different experiences, yet are in this together. **This reflects our experience of this group: we are in this together.**

They travel across Scotland – some images show the most northerly point in Caithness and the UK's most westerly isle, St Kilda. **This symbolises that our experiences exist far and wide across Scotland and that change needs to happen far and wide, too.**



**Suggested application** of the tool above on page 35

# A cash-first approach <sup>le</sup> is more dignified.

When considering why a cash-first approach should be applied, we talked about dignity.

We talked about autonomy.  
We talked about respect.  
We talked about choice.  
We talked about freedom.

A member of our group wrote a poem that captures this and Nourish Scotland have many resources on dignity through their Dignity in Practice Project.



Acrostic Poem by Bridget Crossan



**Suggested application** of the tool above on page 37



**Nourish Scotland**, Dignity in Practice Project

How do I apply and embed a cash-first approach?

# There isn't one way to apply and embed a cash-first approach.



Organisations with any kind of **community food project** are operating across different contexts and have varied access to the resources needed to apply all cash-first approaches.



There are a variety of resources that demonstrate this.

IFAN's 'Taking a cash-first approach to food insecurity at a local level' is a useful tool for considering which part of the puzzle you can contribute toward solving and their 'Cash-first, ending the need for foodbanks' infographic emphasises that advice is key.



**Glasgow Community Food Network (GCFN)** have 'cash-first in action profiles' showing a range of community food initiatives applying various cash-first approaches, alongside the challenges in doing so.

**Nourish Scotland** have their 'Embedding Cash-first Approaches' resource and our Zine identifies 5 key insights on how to embed this approach.

**The Glasgow Centre for Population Health's (GCPH)** 'Cash-First Training and Awareness Raising Resources' pulls a lot of this work together.

Our previous work together, co-creating **our Zine**, identified 5 key insights in response to the question: "How might cash-first approaches be implemented within community food initiatives?"



Image from 'How might cash first approaches be implemented in community food initiatives?', pg 13. Link to this on page 7.



**IFAN's** ['Taking a cash-first approach to food insecurity at a local level'](#)

**IFAN's** ['Cash-first, ending the need for charitable food aid'](#)

**GCFN's** ['Cash-first in Action Profiles'](#) on their [cash-first webpage](#)

**Nourish Scotland's** ['Embedding Cash-first Approaches'](#)

**GCPH's** ['Cash-First Training and Awareness Raising Resources'](#).

Some times a cash-first approach starts by having a natural conversation with someone about their money worries.

**From our experience, where there's food, there's conversations about the price of food, the rising cost of living, how much a shop is now.** These conversations are natural places to implement cash-first approaches through chatting about money worries and connecting people with the resources and information that you have available to you, such as the 'Worrying About Money?' leaflet or other local initiatives.

**We have made an interactive story** that shows how a conversation about money might happen within a community food initiative.

**This story isn't intended as a script or a 'how to' guide,** more as a way to show that these conversations can be very simple and natural. IFAN's Money Counts training covers this and it also covers how to apply the 'Worrying About Money?' leaflet.

## **Talking About Money: an interactive story tool**



You are a staff member at a Community Meal. You're chatting to someone who has come along.

They mention that the meal is really helpful because food is so expensive these days.

**You listen to them, agree, and move the conversation away from money**

**You listen to the them, agree, and decide to stick with the topic of money**



**Suggested application** of the tool above on page 38



**IFAN's Worrying About Money? leaflets**  
**IFAN's Money Counts Training**

We've also made some resources that might help with deciding which cash-first approaches to pilot or embed.

## Cash-first Approaches Wheel Spin



**Suggested application** of these tools on page 40

## Ideas for Action



**At a community garden: ideas for action**

- For when conversations about the cost of food and money worries naturally arise, develop ways to document these insights to share with local networks, action groups or internal cash-first or related strategies (ideally alongside the group through applying participatory approaches).
- Enable volunteers and staff members to attend 'Money Counts' training to build confidence in using the 'Worrying About Money?' leaflet
- Have 'Worrying About Money?' leaflets visible and easy to access

**At a community meal: ideas for action**

- Work in partnership with a local money advice provider to have regular advice and information stalls present.
- Have 'Worrying About Money?' leaflets visible and easy to access at each meal.
- Enable volunteers and staff members to attend 'Money Counts' training to build confidence in using the 'Worrying About Money?' leaflet
- Enable community members to share their knowledge of local money advice through having an ongoing creative community mapping area

What we also want to contribute through this toolkit our belief that **at the core of any cash-first approach is an understanding of the drivers of poverty** and the **importance of participation** – both essential to a de-stigmatised approach.

“It’s miserable being on the receiving end of foodbanks and poverty.”

–Participant

“That’s been one of the best things is sharing our experiences – it shows that there’s something else happening, it’s not just our ‘personal issues’.”

–Participant

# Understanding of the drivers of poverty.

From our experience, **individuals are blamed for experiencing poverty.**

**This is evident through** how we've been spoken to, how we've heard others been spoken about, the situations that we've been in and that we know happen.

This is also evident through **common responses to poverty being more centred around individual behaviour change** than the structural inequalities that result in and entrench poverty.

The JRF explores **8 structural causes of poverty**: family type, education, unemployment, low pay, disability, inadequate social security, housing and tax policy; and The Robertson Trust highlight that:

*"While the causes of poverty are mainly structural (e.g. linked to housing, the labour market, cost of living, benefits etc.), the impacts are almost always felt at individual, household and community level."*

"What are we expected to budget? Thin air?!"

-Participant

"I had £36 per week to live on. And we're not allowed to work to provide for our families. It's very hard"

-Participant

In the 'UK Poverty, 2026: The essential guide to understanding poverty in the UK' the JRF emphasise again that **poverty needs to be considered systemically:**

*"- the Government to widen its poverty perspective beyond children and to think more systematically about the causes and consequences of poverty for everyone who is affected, all of whom will be worrying about how to make ends meet and are being prevented from thriving."*

And The Robertson Trust **consider the relationship between poverty and trauma:**

*"People living with poverty and trauma face financial hardship, stress, social isolation, shame and stigma. In the longer term, poverty affects people's health, wellbeing and life chances and can lead to a wide range of lifelong negative outcomes."*



**JRF**, '[What drives poverty and trauma and how governments can tackle them](#)'

**JRF's**, '[UK Poverty, 2026: The essential guide to understanding poverty in the UK.](#)'

**The Robertson Trust**, '[Poverty and Trauma Briefing](#)'

Our experiences echo this and our resources are invitations to reflect on and have conversations about poverty: through dialogue, harmful narratives change.

**One of our shared examples that centres individual behaviour change are the many classes and workshops about 'cooking on a budget'.** Without connection to wider systemic change, these workshops can carry a quiet acceptance of increasingly smaller budgets.

**On the following page is a simple tool that we have made with the images reflecting our culinary skills** - we cook for our families on a budget, and we cook well.

“I love a cooking class. They’re great for loads of things - trying new foods, meeting people - but they don’t fix things”

-Participant

“What are we expected to budget? Thin air?!”

-Participant



**'Cooking on a budget'  
isn't the solution.**

**We know how to cook  
on a budget.**



**Suggested application** of the above on page 42

## No One Else Should Experience This: poverty is not our fault



This video and the resources on the following pages are intended as tools to support a workshop or **conversation about the drivers of poverty**.

The video provides a snapshot of rights and how the narrative around poverty **blames the individual**.

The figures illustrate what we believe an embedded UK-wide and locally applied cash-first approach would promote: **dignity, respect, support, food, a happy childhood and adequate money for all**.



**Suggested application** of the above on page 35

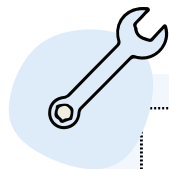
**Through dialogue and the sharing of our experiences, we realised that there were ‘things we’ve heard’ and ‘things we know happen’ that perpetuate harmful narratives about poverty and, in turn, affect someone’s ability to access a cash-first approach.**

The full set of cards can be viewed from page 48.



**Suggested application** of the above on page 43

We made Reflection Cards, a deck of the scenarios and experiences that we invite people to use as tools for reflection and change making.



<p><b>THINGS WE KNOW HAPPEN</b></p> <p>I went to a foodbank and explained that my child with autism needed a certain brand of cereal, which was very expensive meaning less money to spend on food for my other children and me eating cheap noodles for dinner. The staff member there listened and provided me with a large family pack of the right cereal rather than opening and giving a small amount. And they did it confidentially.</p>	<p><b>THINGS WE KNOW HAPPEN</b></p> <p>People are listened to and their trauma of current or previous experiences are understood.</p>	<p><b>THINGS WE’VE HEARD</b></p> <p>I don’t see what the problem is with there only being pineapples, people should be happy to get them.</p>	<p><b>THINGS WE’VE HEARD</b></p> <p>If they’re hungry enough, they’ll eat it.</p>
<p><b>THINGS WE KNOW HAPPEN</b></p> <p>People sometimes stock up because they have had experiences before where it has been difficult to access food, difficult to survive.</p>	<p><b>THINGS WE KNOW HAPPEN</b></p> <p>Many places rely on donations and sometimes can’t offer choice or a particular product. It can feel like a lot of pressure for the staff member or volunteer particularly when they want to be able to offer dignity and choice.</p>	<p><b>THINGS WE’VE HEARD</b></p> <p>I’ve seen them going to loads of places for free food.</p>	<p><b>THINGS WE’VE HEARD</b></p> <p>People should just budget better.</p>
<p><b>THINGS WE KNOW HAPPEN</b></p>	<p><b>THINGS WE KNOW HAPPEN</b></p>	<p><b>THINGS WE’VE HEARD</b></p>	<p><b>THINGS WE’VE HEARD</b></p>

# People need to be meaningfully involved.

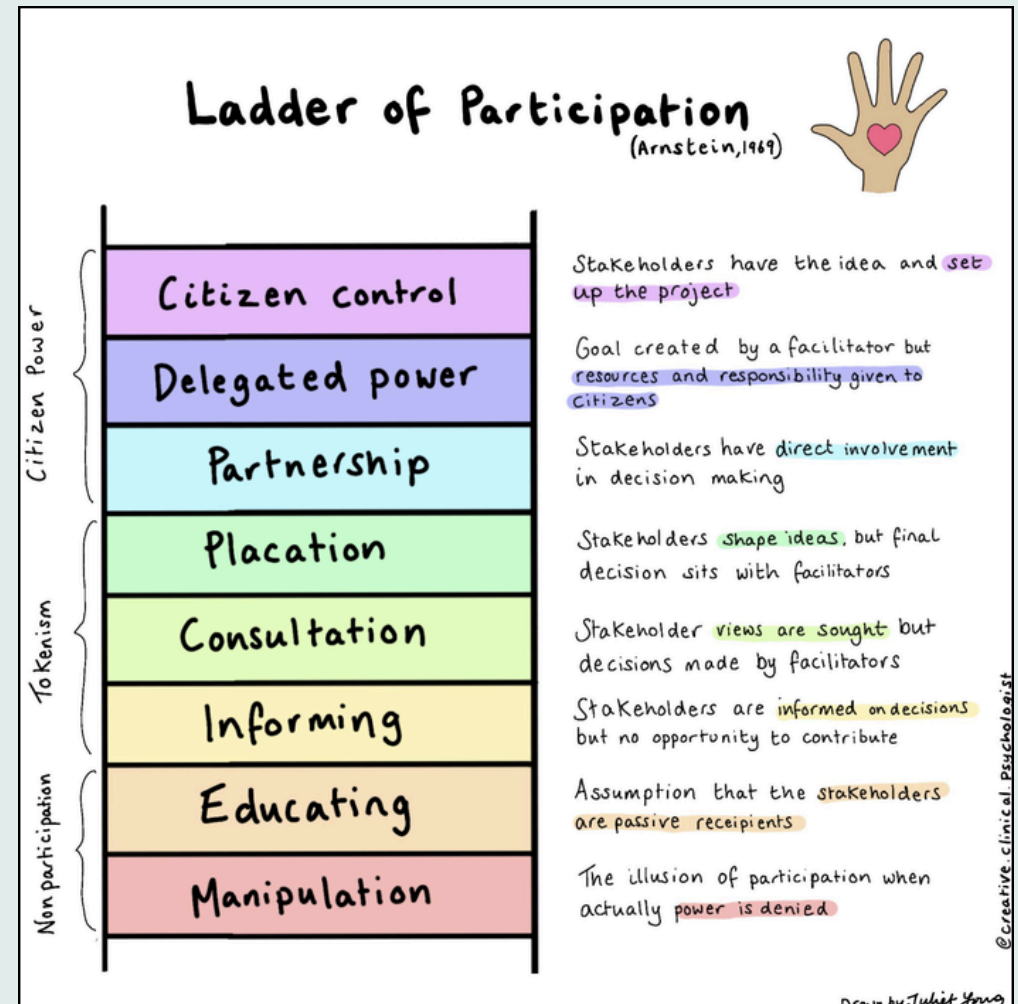


**Embedding a cash-first approach needs involvement from those that have experience** accessing community food initiatives and / or any of the many cash-first approaches.

**Participation can take many forms** but what's important is that it isn't 'manipulation' or 'tokenistic'.

**Arnstein's 'Ladder of Participation'** is a useful tool for mapping ideas for participation or current methods of participation against the rungs of the ladder. While mapping, the question can be posed, "how can we share power more to move up the ladder?" while considering the unique circumstances and aspirations for involvement.

Not all groups want full power and responsibility over a project however all projects should consider how to share power and decision-making.





### Applying methods of participation could include:

- **convening an Advisory Panel** and working in partnership to pilot various cash-first approaches
- **supporting a Community-led Action Research** project whereby community members lead on understanding what cash-first approaches are wanted by the community and driving forward actioning this
- **co-creating hyper-local cash-first tools and resources** with a group of local people
- **if it emerges that cash-first approaches are a local priority, developing a Cash-First Engagement Plan** with multiple methods to listen to community members' barriers to and aspirations for cash-first approaches - the plan could be implemented by trained Community Cash-first Ambassadors.

These are just some ideas - you can find more resources and ideas at the links below.

*[People with lived experience of food insecurity] need to drive it forward and include the people that are impacted by it and explain how they actually feel* **Interviewee 7**

Quote from 'Cash-first in Community Food Settings Research Report: Insights from Glasgow', pg 44.



**Scottish Community Development Centre**, [Community-led Action Research](#)  
**Health Improvement Scotland**, [Participation Toolkit](#)  
**Scottish Government**, [Participation: A to Z Community Engagement](#)  
**GCFN and delve**, [Cash-first in Community Food Settings Research Report: Insights from Glasgow, Spotlight 4: pg 43](#)

# “There’s what happens further down the line, too”

Finally, we wanted to emphasise that while an organisation may apply a cash-first approach through, for example, signposting or advising on where to get support to access entitlements, there can be further barriers “down the line”.

The three that we discussed (while acknowledging that there will be more) are:

## People Seeking Asylum

Most people seeking asylum are not able to access the top two tiers stated in IFAN’s cash-first approaches detailed on **page 12**; ‘Adequate social security & wages’ or ‘Cash payments via local authority’.

We want to emphasise in this toolkit that **people seeking asylum are banned from working and are not eligible for many grants**. The No Recourse to Public Fund Network has up-to-date information on eligibility for grants that are not ‘public funds’.

For me the change that needs to happen is lifting restrictions on other people’s lives. That’s it. Giving freedom, like giving equality to anyone living in society regardless of their status, or their immigration, or their nationality, or race, or religion, anything, just like equality

Quote from Spotlight 41 “It has to be inclusive”: cash-first when you are seeking asylum in ‘Cash-first in Community Food Settings. A research report: insights from Glasgow’, page 34.

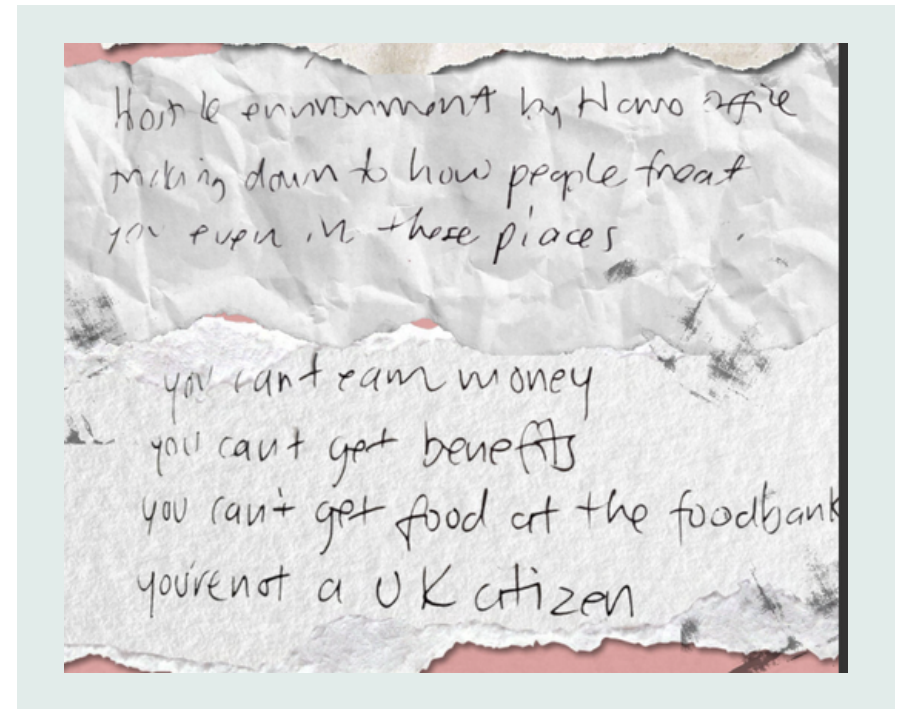


Image from our Zine: how might cash-first approaches be implemented in community-food initiatives.

## Digital Exclusion

**To apply for jobs, benefits, grants and more, you need a device, the internet, the skills, the accessible features you might require and the confidence.** We discussed that not everyone has these, not everyone knows where to get help with these, and not everywhere has this help in their own communities.

The Good Things Foundation has a digital inclusion support map and SCVO has a whole host of digital inclusion resources.

## The Fear of How You Might Be Treated

**As a group we discussed the deep fear that many people have on how you might be treated at the places that you're signposted to.** We discussed how someone could have a trusting relationship with an organisation who encourages them to access money advice, however, they could then go there and be treated horribly, eroding trust and bringing back shame and stigma.

A report from The Poverty Alliance Get Heard Scotland's Citizen Panel highlights this through sharing experiences of accessing the Scottish Welfare Fund, an essential source of crisis and community care support.



*"We uncovered that those who had accessed or tried to access SWF had largely negative experiences of the process. Three panellists made clear that SWF was the most stressful of all the financial support that they had sought, involving significant levels of fear and stigma – including a fear that disclosing financial crisis could trigger child protection interventions.*

*Stigma and fear were exacerbated by 'upsetting' and 'degrading' questions, and a lack of clear, consistent and transparent information about eligibility and how decisions are made."*

The Poverty Alliance, *Delivering The Scottish Welfare Fund Action Plan: views of people living on low incomes*, pg 1.



**No Recourse to Public Funds Network**, [multiple resources](#)  
**The Good Things Foundation**, [National Digital Inclusion Support Map](#)  
**The Poverty Alliance**, [Delivering The Scottish Welfare Fund Action Plan: views of people living on low incomes](#).  
**SCVO**, [Digital Inclusion](#)

If I apply a cash-  
first approach, how  
do I evaluate its  
impact?

**Evaluating the *impact* of applying cash-first approaches depends on the approach and the context:** there is no one-size-fits-all method.

**What's important to consider is:**

- *How do people want their experiences to be listened to and understood, if at all?*
- *What methods are feasible, considering what cash-first approaches are being applied, what resource you have, and other factors?*
- *Could evaluation connect with participation through, for example, supporting the application of community-led action research approaches?*

**A mixed methods approach through combining quantitative and qualitative methods is generally the most effective way to understand impact.** Numbers alone rarely tell the full story: they need to be accompanied by people's own words and experiences.



*It's about understanding that poverty impacts the whole person and how it actually makes you feel* **Interviewee 8**

Quote from 'Cash-first in Community Food Settings Research Report: Insights from Glasgow', pg 45.

**Outputs** are important to measure and often easier to capture than outcomes or impact. Knowing how many people were signposted, how many conversations about money took place, or how many vouchers were provided give valuable information about reach and activity of a cash-first approach.

**The suggestions below focus on measuring outcomes and impact**, which are often harder to design and apply but essential to understanding people's experiences more fully.



## Quantitative

Through, for example, surveys or observations, measurements could include:

- **Reduction in** the number of people worrying about money
- **Number of** people reporting better wellbeing as a result of cash payments or vouchers
- **Amount of** money flowing into households as a result of signposting
- **Reduction in** the number of people accessing emergency food over time
- **Number of** people reporting reduced reliance on crisis support (e.g. food banks, emergency vouchers)
- **Sustained improvement** in household financial resilience over a 6–12 month period
- **Reduction in** crisis episodes (e.g. food bank visits, emergency referrals) over time
- **Improved food security** maintained beyond the point of initial support
- **Change in people's** sense of dignity and agency in managing their finances



## Qualitative

**Some methods are below:**

- **Case studies** – capturing individual stories of change over time
- **Creative methods** – such as photovoice, collage, or participatory arts, which can be particularly useful where people find traditional evaluation formats inaccessible
- **Most Significant Change** – a participatory storytelling technique that asks people to identify and discuss the most significant change they have experienced.
- **Ripple Effect Mapping** – a visual, participatory method that maps intended and unintended outcomes of a programme or approach, particularly useful for capturing impacts that are difficult to measure in other ways.

Below are some resources that may be useful for designing and implementing ways to measure, understand and communicate the impact of cash-first approaches.



**Evaluation Support Scotland**, [a range of resources to help measure and explain impact](#)

**The 'Most Significant Change' Technique, A Guide to It's Use** by Rick Davies and Jess Dart

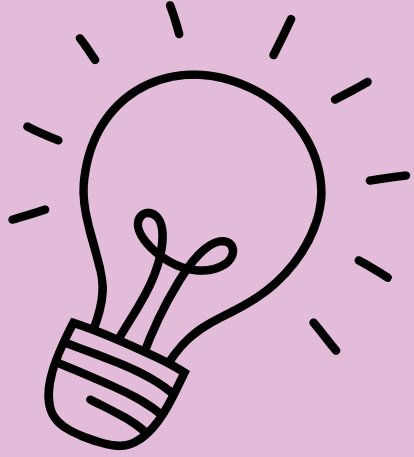
**M-E-L Research**, [Ripple Effect Mapping](#)

**Edinburgh Community Food** [Cash-First Toolkit](#), 'Evaluation and Assessing Impact' section, page 7

**Scottish Government**, [Cash-First: Interim Evaluation of the Cash-First Programme](#)

**Scottish Community Development Centre**, [Community-led Action Research](#)

**Frameworks UK and JRF**, [Talking About Poverty, a framing toolkit](#) - **The Poverty Alliance** deliver '[Values First!](#)' training based on this research



Applying  
our  
tools.



# Some notes on how to apply our tools

**Our tools are adaptable to many contexts and time pressures.**

**It may be that:**

- you want to dedicate 15 minutes at the start or end of team meetings to listening or to watching some of our soundbites or videos, followed by a short discussion
- you want to spend a couple of hours at a team development day to reflect on the team's understanding of the drivers of poverty and how this has influenced project design and delivery - our videos would be useful for initiating this dialogue
- you have an hour per month of self-directed learning time to consider our tools and explore the linked resources
- you have a volunteer induction day and you want to set a half day to ensure a shared understanding of the drivers of poverty and how to apply a cash-first approach in your context
- *and more!*

Throughout this section:

- **there are a mixture** of short applications and full workshop templates.
- **all group work suggestions assume** that an atmosphere of openness, trust, and mutual respect has been introduced through, for example, co-creating a Group Culture before beginning or as part of previous work together.
- **the tools are discussed seperately** however they can be woven together to form a longer workshop.



# Suggested use of 'Hear some of our thoughts about this' soundbites.

<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>to consider the intersectional barriers people face when accessing community food and cash-first approaches</li> <li>to begin considering what actions could be taking to reduce these barriers</li> </ul>	<p><b>Resources:</b></p> <p>Flipchart x 1 (blank) Optional: Pre-prepped Impact/Resource Matrix - drawn on 1 flipchart</p>	
<ol style="list-style-type: none"> <li><b>Listen to one soundbite at a time as a group</b>, for example, at the end of a team meeting or as part of a wider workshop.</li> <li><b>After each soundbite discuss in pairs:</b> <ul style="list-style-type: none"> <li>What came to mind when you listened to this?</li> <li>Was there anything that surprised you?</li> <li>Is there anything you want to know more of as a result of listening to this?</li> <li>How does this soundbite connect with a cash-first approach?</li> <li>How does your project uphold or challenge any of the experiences in the soundbites?</li> <li>Are there particular barriers that people may experience that aren't currently addressed?</li> </ul> </li> <li><b>Invite each pair to reflect back their discussions, capturing this on a flipchart</b> and drawing together any common themes</li> <li><b>Introduce and discuss the resources that accompany our tool (on page 8)</b> - whichever feel relevant. For example, you could play the 'What is intersectionality?' video if the discussion brought to light an interest or confusion over this concept.</li> </ol> <p><i>If time pressure is high, this could end here and close with encouraging people to continue to reflect - any suggestions could then be brought up at your usual space for ideas and reflection, such as a team meeting or one-to-one supervision. If time pressure is not high, then facilitate drawing out some ideas for action and and map these on the matrix on the next page.</i></p>		<p><b>Time:</b> to be decided by the facilitator</p>

# The Impact to Effort / Resource Matrix

## A Simple Matrix For Priortising Tasks / Ideas



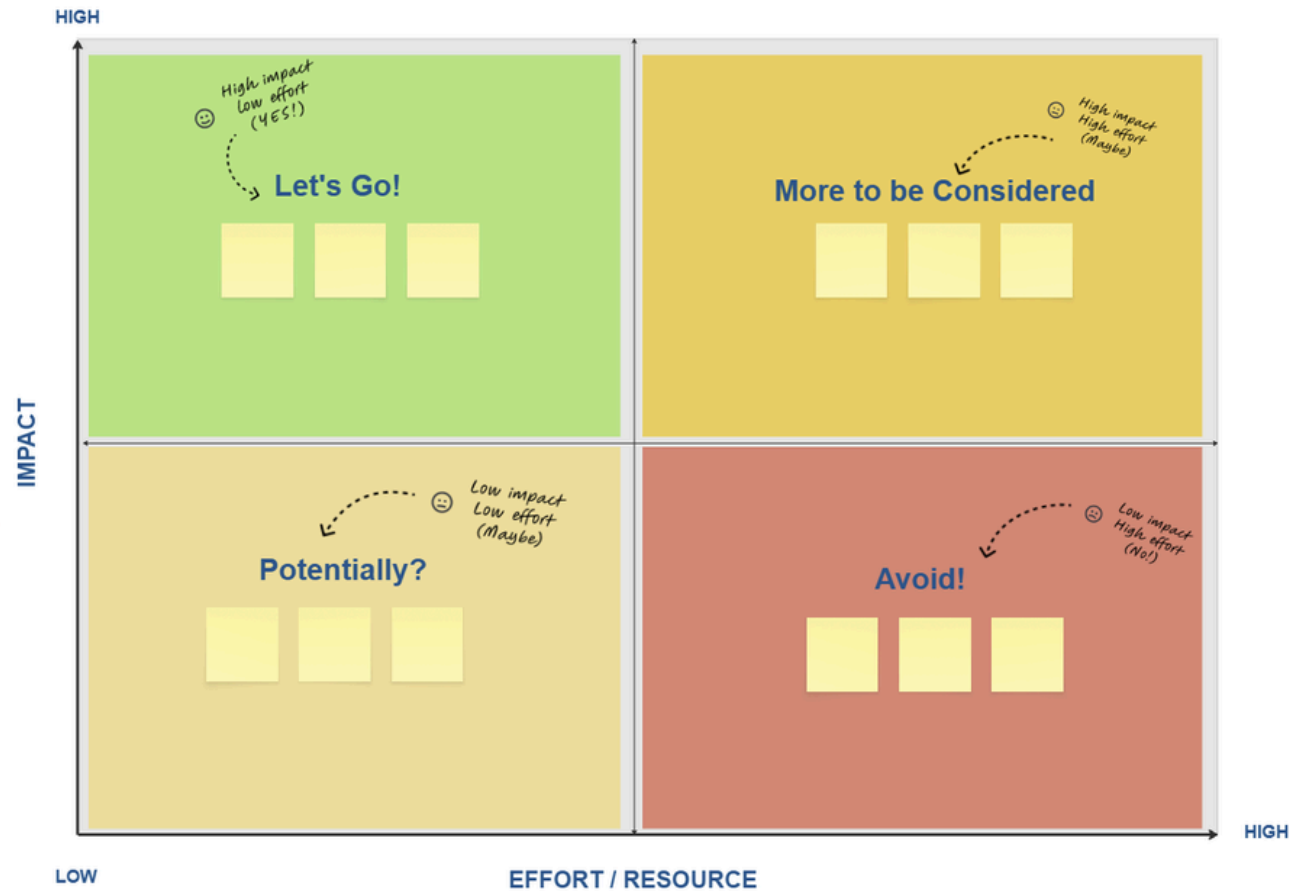
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### HOW TO USE:

- Step 1:** List Potential Ideas
- Compile a comprehensive list of ideas, solutions and projects currently under consideration. Include historical ideas, new ideas, 'out there' ideas.
- Step 2:** Prioritise and Plan
- Place each idea in the appropriate quadrant based on your evaluation. This visual representation helps visualise where to focus efforts and resources, and where to place on the Project Plan (if at all)

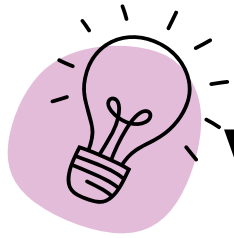
### CATEGORIES:

- Let's Go!**
- Low resource & high impact.
  - These are the type of ideas that could be trialled soon
  - Ideas that can be progressed and evaluated for positive outcomes relatively quickly
- More to Be Considered**
- High impact & high resource
  - Larger / more complex ideas / projects to consider.
  - Requires substantial effort and resources however that may result in significant long-term benefits. Resources can include, money, time, people
  - These can still be considered and should be scheduled over a longer period of time with another Project Plan or Roadmap
- Potentially?**
- Low resource & low impact.
  - Ideas that are to be considered and a maybe.
  - Perhaps 'nice to have' ideas or those with unknown impact that could be tested and improved upon, if have capacity
- Avoid!**
- Low impact & high effort.
  - Time and resource heavy without having the potential to meet outcomes
  - It could be that these ideas are just too dependent on the success of other 'Let's Go' or 'Potentially' ideas that they need parked for maybe a significant amount of time, or it may be that they're just not feasible / possible / priority



### IDEAS





# Videos Workshop Suggestion

## Aims:

- to initiate dialogue on the experiences of food insecurity
- to initiate dialogue on what a cash-first approach would mean for someone experiencing food insecurity
- to reflect on understandings of these experiences
- to consider applying or strengthening cash-first approaches.

## Resources:

Appropriately sized screen for playing the videos to the full group  
Pre-prepared 'Spheres of Influence' - see next page  
Pre-prepared 'parking lot' for anything that should be discussed outwith the session  
Pre-prepared 'What, Who, When' on a flipchart

**Welcome & Introductions:** *facilitator to choose a preferred 'icebreaker', suitable for the context and relationships*

## Activity: Video & Discussion

1. **Play both or one of the videos** to the full group, depending on your focus

2. **Allow one minute of silent reflection** - people can jot down on paper anything that comes to mind if they wish. They won't be asked to share this

3. **Invite participants to go in to pairs** and discuss the video(s) using these prompts:

- *was there anything that surprised you?*
- *was there anything familiar?*
- *how do these experiences relate to a cash-first approach?*
- *is there anything we're currently doing to address these experiences?*

## Time:

to be decided  
by the facilitator

4. **Invite the pairs to feedback** their reflections.

**Activity: Sphere of Influence**

*This activity is to continue the thinking around what we're currently doing and what we could be doing more of.*

5. **Introduce the pre-drawn 'Sphere of Influence'** that looks like this -->

6. **Explain through, for example**, saying something like the below:

*"We're going to use a tool to think about where we sit in relation to the experiences in the video and what we're currently doing to address these experience and where we could influence more change. There are three circles. The inner one is what we directly control - things we can decide and change right now. The middle is what we can influence - we can't decide it alone, but we have some power there. The outer is what concerns us but is largely beyond our control or influence. There are no right or wrong answers."*

7. **Invite participants in to small groups**, each with a pre-drawn Sphere of Influence and invite them to think through each sphere - have the video accessible to be rewatched during this if need be. This could be on laptops or phones.

8. **Invite the small groups to feedback and facilitate a whole group discussion**, taking notes, connecting feedback and developing themes on the flipchart.

9. Guide the discussion over the deciding what could be done, by who, and by when, capturing this on the 'What, Who, When' flipchart.

10. **Agree on next steps.**

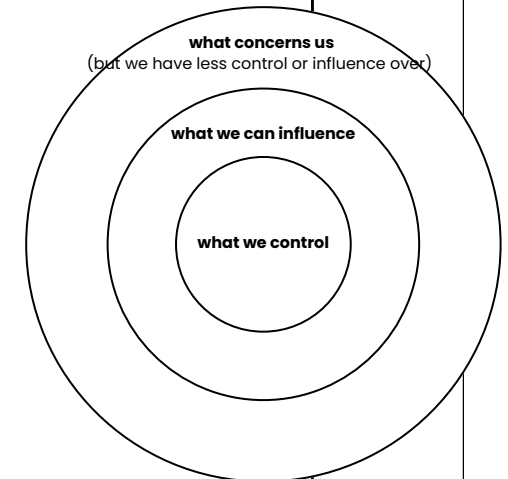
11. **Use a closing reflection** of your choice or some examples below:

*Around the table, "Share one word about how you're leaving today"*

*Open invite: "What's one word to describe your experience of this session"*

*Write on an additional Flipchart, "Leave Behind / Take Away": write one thing you'll leave behind and one thing you'll take away from today.*

**Time:**  
to be decided  
by the facilitator





## Acrostic Poem by Bridget Crossan

A photograph of a piece of paper with a handwritten acrostic poem. The poem consists of three columns of words. Each column starts with a word, and the first letter of each subsequent word in the column spells out the same word. The words are: Choice, Accessible, Support, Hope, Freedom, Inclusive, Respectful, Solidarity, and Trust. Each word is written in a different color: Choice (blue), Accessible (green), Support (purple), Hope (orange), Freedom (red), Inclusive (teal), Respectful (pink), Solidarity (light blue), and Trust (yellow).

Choice  
Accessible  
Support  
Hope  
Freedom  
Inclusive  
Respectful  
Solidarity  
Trust



## Poetry Reflection Exercise

You could use this tool as a pre and post session reflection tool, using the guide below.

**Step 1:** Introduce acrostic poetry: a type of poetry where the first letters of each line spell out a word, phrase, or message, often related to the overall theme or subject of the poem.

**Step 2:** Ask participants to silently reflect on what comes to mind when thinking of 'cash-first'.

**Step 3:** Invite participants to write a response to 'what does a cash-first approach mean to you?' in an acrostic style. Assure participants that they won't be asked to share what they write.

**Step 4:** Watch both of our videos, [here](#) and [here](#).

**Step 5:** Now that you've watched our videos, repeat step 3.

**Step 6:** Consider if anything has changed and if so, what and why?



## Talking About Money: an interactive story tool

(click the title to access it)

### **Aim:**

- to reflect on where conversations about money worries might happen most naturally
- to begin considering and address any barriers to these conversations happening

### **Resources:**

Devices to go through the story - phones are fine  
 "Pre-prepared A4 signs or masking tape labels with the words 'Very Comfortable' and 'Very Uncomfortable', placed at opposite ends of the room to create a spectrum"  
 Post-it notes  
 Flipchart (blank and how many will depend on how many pairs at step 8)

**Welcome & Introductions:** *facilitator to choose a preferred 'icebreaker', suitable for the context and relationships*

**Step 1:** Explain that the workshop is going to be about having conversations about money worries (while participants would have been informed of this prior to the workshop, a reminder is always good). Acknowledge that conversations about money and money worries can cause people discomfort and unease and that this is ok.

### **Comfort Levels Activity**

**Step 2:** *(Note that this activity should only be used if you're confident that mobility isn't an issue for any participants and that it is a trusted environment, you can adapt as you see fit)*

Invite people to spend 30 seconds to a minute to reflect on their comfort levels of talking about money worries with community members.

**Step 3:** Invite participants to notice the word 'Very Comfortable' and 'Very Uncomfortable', placed in the room to create a spectrum and invite participants to move to position themselves in that spectrum, dependent on their comfort levels.

**Step 4:** Invite anyone to share why they have positioned themselves where they have. As the facilitator listen for any common themes and weave addressing these into the rest of the workshop.

### **Time:**

to be decided  
by the facilitator

## Interactive Story Exercise

**Time:**  
to be decided  
by the facilitator

**Step 5:** Invite participants to spend time with the interactive story tool. Suggest that they:

- go through it intuitively, clicking the responses that they think they'd be most likely to do
- go through it to consider the other options
- note down any thoughts that are coming to mind for the wider discussion, if they want

**Step 6:** Invite people in to small groups to reflect on:

- what did you think of the story, over all? E.g., was it realistic or unrealistic? Did it cause you discomfort? What were you thinking throughout?
- which project or space do you see conversations about money worries most likely to happen?
- what resources do you currently have to aid these conversations?
- what resources do you need to aid these conversations?

**Step 7:** Invite the small groups to feedback and facilitate a whole group discussion, taking notes, connecting feedback and developing themes on the flipchart.

**Step 8:** optional - invite participants to make their own interactive stories in pairs and on flipchart

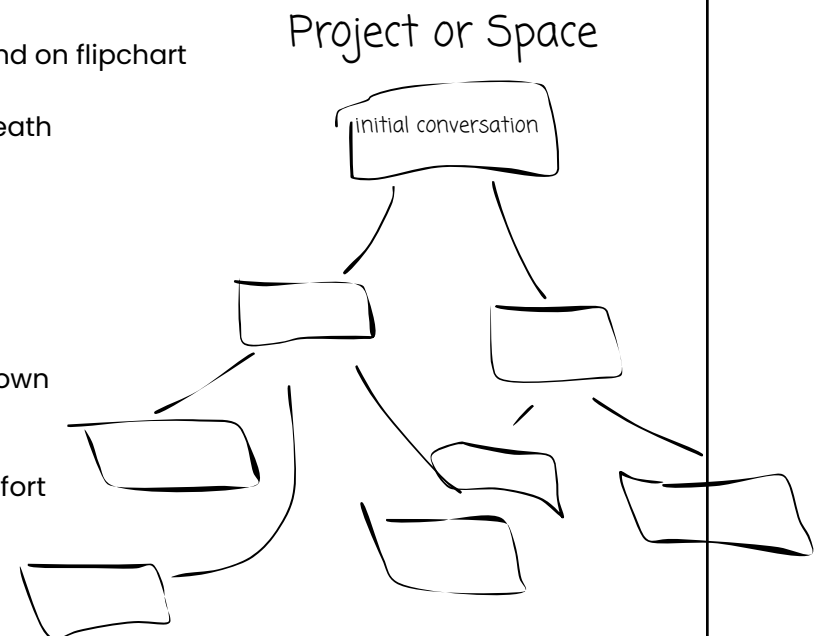
- think of a project or space and write this down at the top of a page
- imagine how the initial conversation might emerge and write this down underneath
- think of various responses to this conversation and box them in
- continue

**Step 9:** invite the pairs to share their reflections

Facilitate a discussion around there being no one way to have a conversation about money worries, and that even when a response may unintentionally close down the conversation, this can be picked back up there and then or at a later date.

**Step 10:** repeat Step 3 and facilitate a discussion around any movement in the comfort spectrum. Has anyone shifted toward more comfortable or more uncomfortable? Why is this? What do any movement means for ongoing consideration of this cash-first approach?

**Step 11:** Agree Next Steps & Closing Reflection of your choice.





# Cash-first Approaches Wheel & Ideas for Action

**Aims:**

- to begin considering what cash-first approaches could work within your context
- to turn some ideas in to action

*Note that this workshop is best placed for a group that have an understanding of cash-first approaches - if the group would benefit from developing this understanding, then you could begin the session with some other parts of the toolkit or enable self-directed learning prior to the workshop.*

*An additional resource that may be helpful here at GCFN's Cash-First in Action Profiles detailed on page 13.*

**Resources:**

**Pre-prepared:**

- Print and cut out the 'Things We've Heard' and 'Things We Know Happen' cards (including the blank cards).
- Flipchart with the matrix on page 34
- Flipchart with 'What', 'Who' 'When'
- Drawn out 'Parking Lot' - for 'off topic' points that can be picked up another time
- Questions at Step 4 below written out on flipchart or prepared for a screen

Pens  
Post-it notes

**Time:** there is a blank column to the right of the steps for you to mark in a time allocation.

## Suggested Steps

1. **Welcome & Introductions:** facilitator to choose a preferred 'icebreaker', suitable for the context and relationships

2. **What to Expect:**

- explain that the workshop is about generating ideas and considering some of those to action
- explain that all ideas are welcome and that it may be that not all ideas can be taken forward, however that they're still valuable

3. **Idea to Action**

Invite participants to go into pairs and read the 'Ideas for Action' either on a screen or printed out.

**Time:**  
to be decided  
by the facilitator

4. **Invite participants to choose a community food initiative** within your own context; for example your own communitiy meal, annual Community Fun Day that centres food, Pantry, Community Fridge, etc
5. **Invite participants to write this community food initiative** down on a piece of paper and begin generating ideas of what approach might work in that setting. Use the digital Wheel to consider some approaches.
6. **Once all possible ideas have been generated**, move on to another setting or community food initiative.
7. **Invite all the pairs to feedback** their idea and faciliate a group discussion
8. **Based on the group discussion**, invite people to write down their top three ideas for action, including which community food initiaitve, on seperate post-it notes
9. **Introduce and explain the Impact / Resource matrix** - pre drawn on a flipchart
10. **Either as a whole group or in small groups** (dependending on the size of the whole group), invite individuals to place their post-it notes on the matrix and invite the rest of the group to discuss this until a consensus is reached on it's place
11. **Once all of the post-it notes are placed**, consider which of the ideas are high impact & low effort resource
12. **Facilitate a discussion on what needs to happen** for this idea to be actioned, by who, and by when, capturing this on a 'What, Who, When' flipchart

*Note: The ideas that are elsewhere in the matrix can also be considered for more medium and long term cash-first aspirations.*

13. **Agree together next steps.**



# Cooking on a budget' tool

**Step 1:** show the image on page 20 to a group of staff and / or volunteers

**Step 2:** invite the group to go in to pairs and reflect on the image using the following prompts:

- *what comes to mind when you see this image?*
- *is there anything that surprises you?*
- *is there anything familiar?*
- *what do you think they mean by 'the solution?': the solution to what? (Note that this prompt is about the image's implied framing)*
- *what do you think **is** the solution? (Note that this question is about what the pair think)*

**Step 3:** invite the pairs to feedback to the wider group, listening for any common themes

*This could end here and be a short workshop, or you could facilitate further, such as the below:*

**Step 4:** play the video on page 21 and continue with the workshop outline on page 35.



# Reflection Cards

## **Aims:**

- to initiate dialogue on the experiences of accessing food when food insecure
- to initiate dialogue on how these experiences relate to a cash-first approach
- to reflect on familiarity of these experiences
- to consider ideas for change

**Time:** there is a blank column to the right of the steps for you to mark in a time allocation.

*Tip: allow as much time as possible for discussion and dialogue*

## **Resources:**

### **Pre-prepared:**

- Print and cut out the 'Things We've Heard' and 'Things We Know Happen' cards (including the blank cards).
- Flipchart with the matrix on page 47
- Flipchart with 'Who', 'What' 'When'
- Drawn out 'Parking Lot' - for 'off topic' points that can be picked up another time
- Questions at Step 4 below written out on flipchart or prepared for a screen

Pens

Post-it notes

## **Suggested Steps**

**1. Welcome & Introductions:** *facilitator to choose a preferred 'icebreaker', suitable for the context and relationships*

### **2. What to Expect:**

- Explain that these cards are not a test, not a quiz, and that there is no correct way to discuss them: they are prompts for discussion and reflection.
- Explain that participants will be put into pairs to pick a card and discuss together - for any reading aloud anyone can ask the facilitator or someone else to read it aloud if they wish without having to share why.

3. **Invite people into pairs** using whichever method you prefer.

4. **Invite each pair to pick a card** from the *'Things We've Heard'* and *'Things We Know Happen'* piles of Reflection Cards and use the Reflection Prompts to discuss them. Participants can pick and discuss as many cards as they like within the time given.

Reflection Prompts below:

- *Does this feel familiar to you?*
- *What might have led to this being said or happening?*
- *Is this something you'd like to see change, or continue? What would that take?*
- *How does this connect to a cash-first approach?*
- *Why is this experience important to reflect upon?*

5. **Invite the pairs** to tell the rest of the group what their cards say and feedback on their discussions.

6. **Invite the pairs** to place their cards on the matrix

7. **Facilitate a discussion** with the rest of the group to reach a consensus on where the card should go: *is this where we would all place it? If so, why? If not, why not?*

Note: As ideas for action emerge, place them on the *'What'* column on the *'What, Who, When'* flipchart - guide the conversation away from discussing the details at this stage.

8. **Mix up the pairs** or invite people in to small groups

9. **In pairs or small groups**, participants to complete the blank *'Things We've Heard'* and *'Things We Know Happen'* while considering:

*If the people that accessed your project or services were asked to share their experiences, what would you like their answers to be?*

10. **Invite participants to feedback** and then place these cards on the matrix

11. **Facilitate a discussion** with the rest of the group to reach a consensus on where the card should go again querying: *is this where we would all place it? If so, why? If not, why not?*

*(Note, have a break at some point in these steps! Ideally decide together when this break will be and for how long)*

12. **Turn your attention to the 'What, Who, When' flipchart** and facilitate a discussion on next steps. Use the matrix and working your way through each card that is high in the *'Does need more thought / action'* and decide for each: *What can be done? Who can do this? When by?* and write up responses on the pre-prepped flipchart.

For some cards, responses may look less concrete and more like: What: *'we need to spend a lot more time reflecting on this'*, Who: *'Everyone to think more about what we can do and feed thoughts in to the next team meeting'* When: *by the next team meeting.*

**13. Decide together on next steps**

**14. Use a closing reflection** of your choice or some examples below:

Around the table, *“Share one word about how you’re leaving today”*

Open invite: *“What’s one word to describe your experience of this session”*

Write on an additional Flipchart, *“Leave Behind / Take Away”*: write one thing you’ll leave behind and one thing you’ll take away from today.

# A Matrix For Organising & Prioritising the Reflection Cards



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Does need further thought / action

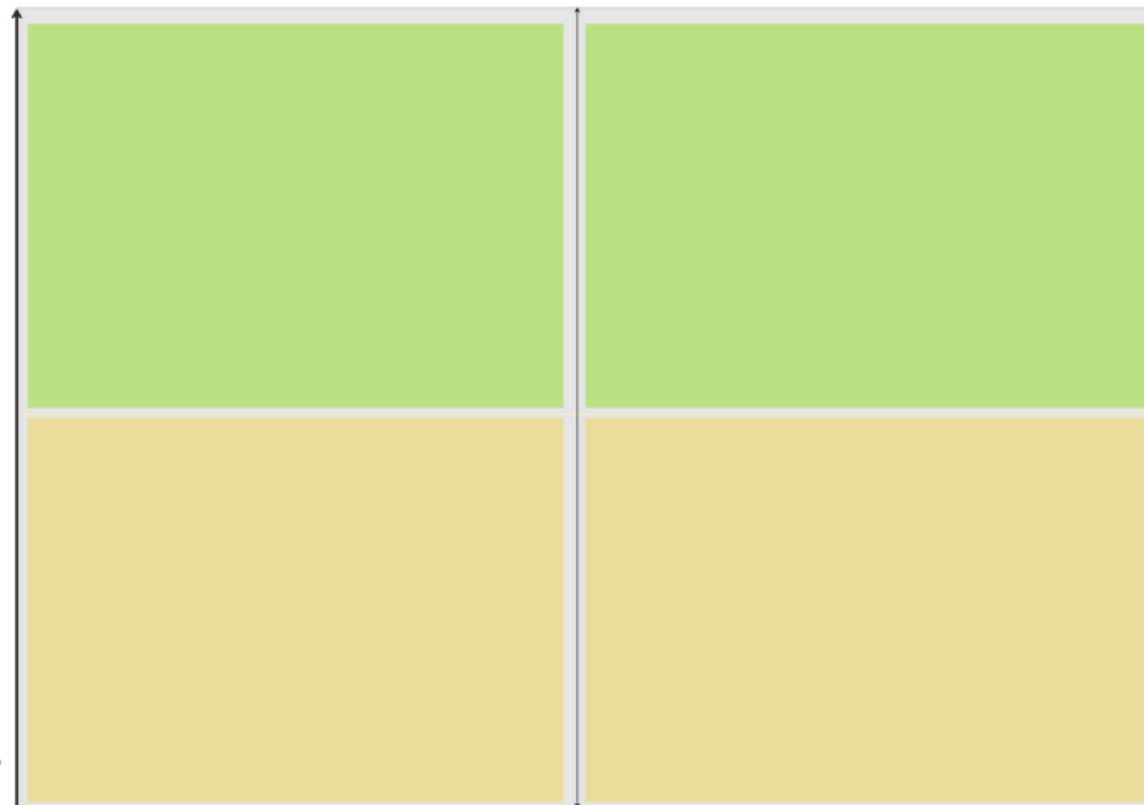
## A NOTE ON THE QUADRANTS:

In this matrix, a Reflection Card being low or high in familiarity *doesn't necessarily directly link with the need for further action.*

For example, a Reflection Card may be 'unfamiliar' to workshop participants but through dialogue it may be decided that more thought and action is needed - *being 'unfamiliar' doesn't necessarily mean that what's stated on the reflection cards doesn't happen and the group may decide that more thought and action is needed to listen to the experiences of those that access the project.*

Doesn't need further thought / action

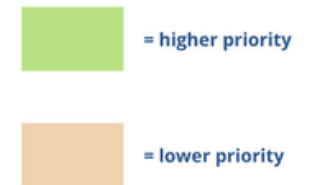
MORE TO BE DONE



Familiar - I've heard or seen this too

Unfamiliar - I've not heard or seen this

FAMILIARITY



**THINGS WE'VE HEARD**

\_\_\_\_\_

I don't see what the problem is with there only being pineapples, people should be happy to get them.

**THINGS WE'VE HEARD**

\_\_\_\_\_

If they're hungry enough, they'll eat it.

**THINGS WE'VE HEARD**

\_\_\_\_\_

I've seen them going to loads of places for free food.

**THINGS WE'VE HEARD**

\_\_\_\_\_

People should just budget better.

**THINGS WE'VE HEARD**

\_\_\_\_\_

People are too fussy these days. We ate what we were given.

**THINGS WE'VE HEARD**

\_\_\_\_\_

Two toilet rolls will do three people,. We're not a toilet roll factory.

**THINGS WE'VE HEARD**

\_\_\_\_\_

I used to be skint and I just worked harder, others should do that too.

**THINGS WE'VE HEARD**

\_\_\_\_\_

You take all the food or you leave everything.

**THINGS WE'VE HEARD**

\_\_\_\_\_

You need to take the food even if you don't want it, how are we going to get rid of it?

**THINGS WE'VE HEARD**

\_\_\_\_\_

This place is always full of **those** types of people.

**THINGS WE'VE HEARD**

\_\_\_\_\_

Tell me a bit about what would help you most right now.

**THINGS WE'VE HEARD**

\_\_\_\_\_

I'm not dealing with that person, they're stinking.

**THINGS WE'VE HEARD**

\_\_\_\_\_

Look at the phone they have and they say they don't have money.

**THINGS WE'VE HEARD**

\_\_\_\_\_

The Hub's delicious soup is the talk of the place, I even heard people talking about it on the bus.

**THINGS WE'VE HEARD**

\_\_\_\_\_

Everyone gets the same number of visits - we can't make exceptions just because you say you need more help.

**THINGS WE'VE HEARD**

\_\_\_\_\_

Can I have a tin where I can pull it open, I don't have a can opener and I can't afford one.

**THINGS WE'VE HEARD**

\_\_\_\_\_

We have to be careful people don't take advantage of the system. If we let you come more often, everyone will want the same.

**THINGS WE'VE HEARD**

\_\_\_\_\_

**THINGS WE'VE HEARD**

\_\_\_\_\_

**THINGS WE'VE HEARD**

\_\_\_\_\_

**THINGS WE'VE HEARD**

\_\_\_\_\_

**THINGS WE'VE HEARD**

\_\_\_\_\_

**THINGS WE'VE HEARD**

\_\_\_\_\_

**THINGS WE'VE HEARD**

\_\_\_\_\_

## THINGS WE KNOW HAPPEN

As an asylum seeker, being asked to show your ID to access emergency food.

## THINGS WE KNOW HAPPEN

People are often asked to justify why they are needing food and they have to tell their whole story repeatedly.

## THINGS WE KNOW HAPPEN

Sometimes places stop telling people about the food or fuel vouchers that they have as they can't keep up with demand or the pressure of being known as having these.

## THINGS WE KNOW HAPPEN

Someone noticed that I had a baby and asked me if I wanted nappies or baby food. I felt seen.

## THINGS WE KNOW HAPPEN

Someone picking up a food voucher and having to walk 4.2miles to be able to use it and then having to walk 4.2miles back carrying shopping bags.

## THINGS WE KNOW HAPPEN

Getting fresh vegetables in a foodbank really meant I could eat healthy.

## THINGS WE KNOW HAPPEN

A person accessing a foodbank and they have English as a second language. They say "I want diapers, too". The response from the person working or volunteering there being a loud "You **want?** You **want?**!".

## THINGS WE KNOW HAPPEN

Some emergency food providers give one bag of food only no matter what the size of your family is - so you could have three children and have to split one banana between them.

**THINGS WE KNOW  
HAPPEN**

Often being told something is halal when it isn't.

**THINGS WE KNOW  
HAPPEN**

Everyone benefits when the effort is put in to include everyone - we've seen this happen.

**THINGS WE KNOW  
HAPPEN**

Someone offering me a cup of tea. It made me feel seen, welcome and not invisible.

**THINGS WE KNOW  
HAPPEN**

I had to spend £20 a week on bus fares to access maternity care which left me with £15 a week to survive on. Foodbanks made it possible for me to eat.

**THINGS WE KNOW  
HAPPEN**

Going to a community hub where I can choose what I want really makes a difference. It's like being in a shop. There's dignity in it, and respect.

**THINGS WE KNOW  
HAPPEN**

Going to a foodbank and asking to leave certain foods that you know that you won't eat or that you can't carry. You're told that you're not allowed to leave anything and that you have to take it all or leave it all.

**THINGS WE KNOW  
HAPPEN**

Someone came up and offered me pads and tampons because they knew that I might need them.

**THINGS WE KNOW  
HAPPEN**

As pressure increases, it becomes more challenging to share resources and practice partnership working.

## THINGS WE KNOW HAPPEN

I went to a foodbank and explained that my child with autism needed a certain brand of cereal, which was very expensive meaning less money to spend on food for my other children and me eating cheap noodles for dinner. The staff member there listened and provided me with a large family pack of the right cereal rather than opening and giving a small amount. And they did it confidentially.

## THINGS WE KNOW HAPPEN

People are listened to and their trauma of current or previous experiences are understood.

## THINGS WE KNOW HAPPEN

People sometimes stock up because they have had experiences before where it has been difficult to access food, difficult to survive.

## THINGS WE KNOW HAPPEN

Many places rely on donations and sometimes can't offer choice or a particular product. It can feel like a lot of pressure for the staff member or volunteer particularly when they want to be able to offer dignity and choice.

## THINGS WE KNOW HAPPEN

Interactions with community members can be impacted by the pressure of trying to offer a dignified approach when there are very limited resources.

## THINGS WE KNOW HAPPEN

People that have accessed some community food initiatives for support become volunteers because they've been treated so well.

## THINGS WE KNOW HAPPEN

Because of my religious and dietary requirements, I always leave with less food than others, but staff treat me like "beggars can't be choosers"

## THINGS WE KNOW HAPPEN

Staff showing kindness and compassion and trying to help by asking what I need, even if they have little to offer.

**THINGS WE KNOW  
HAPPEN**

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**THINGS WE KNOW  
HAPPEN**

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**THINGS WE KNOW  
HAPPEN**

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**THINGS WE KNOW  
HAPPEN**

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**THINGS WE KNOW  
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**THINGS WE KNOW  
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**THINGS WE KNOW  
HAPPEN**

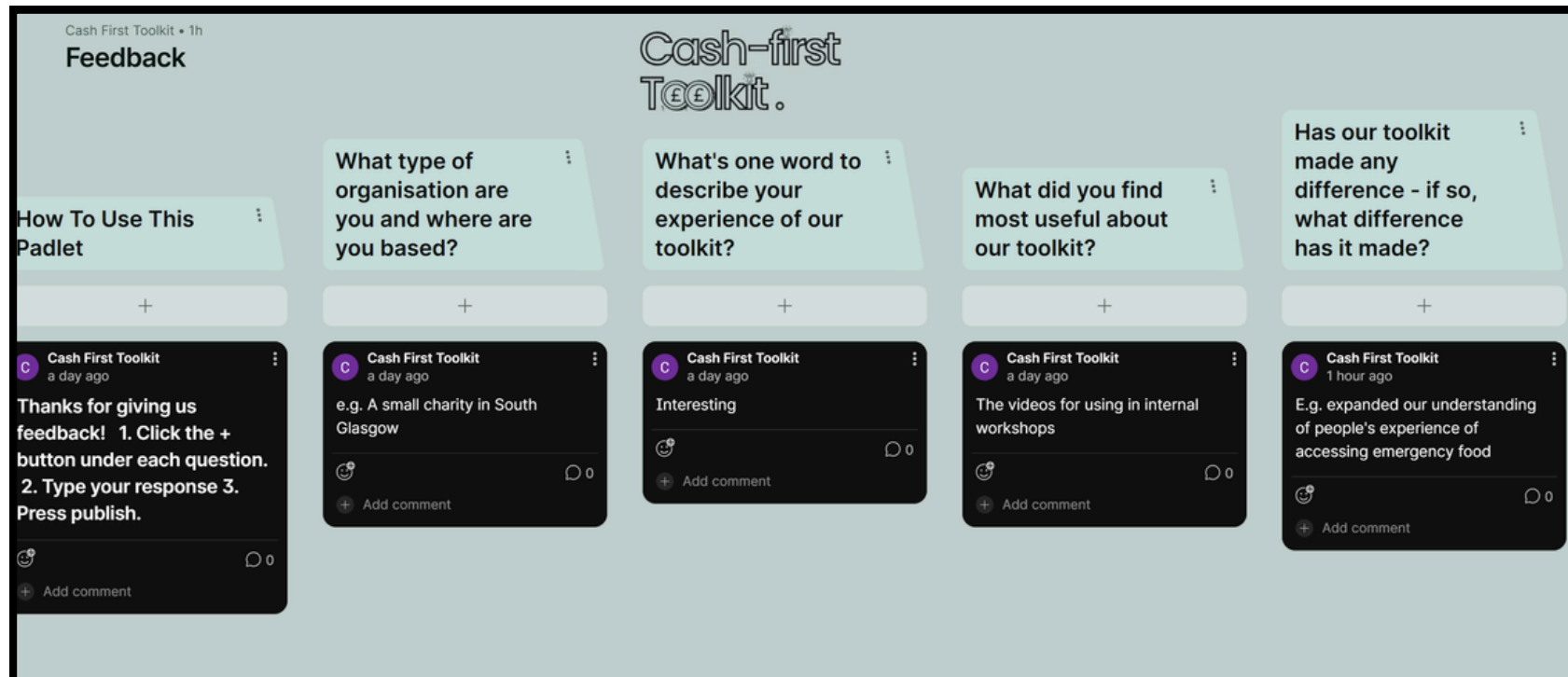
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**THINGS WE KNOW  
HAPPEN**

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# We would love your feedback on our toolkit

Please complete our feedback questions on our Padlet [here](#) - having it on this platform means that we can see the feedback directly, independently and at any time.



# Thank you for engaging with our toolkit.

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**delve.**

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