

**Financial Literacy**

***Yukon***

**Facilitator Guide**



# Acknowledgements

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Adapted For The Yukon By: Yukon Literacy Coalition  
&  
Bicycle Ride Productions



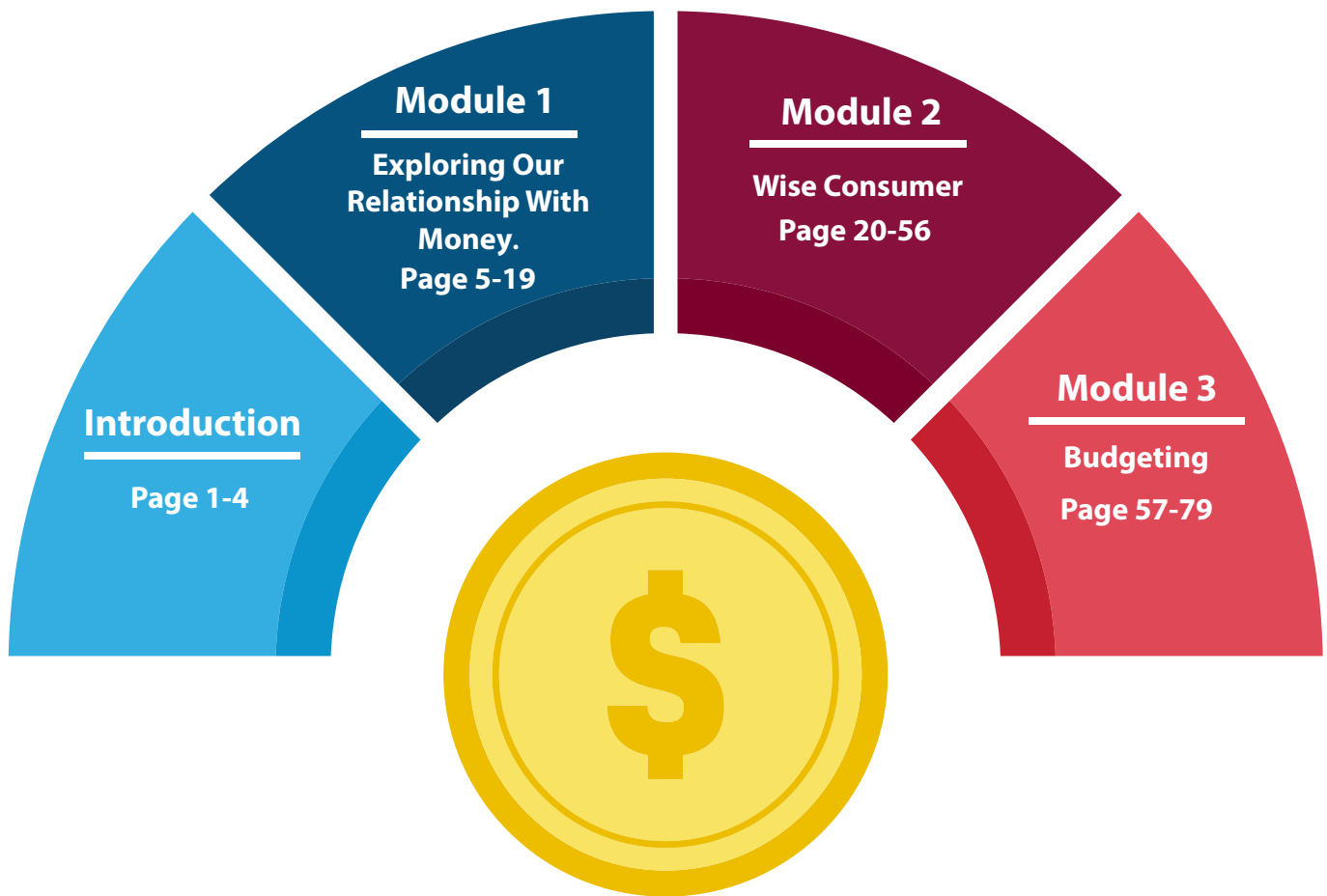
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## Financial Literacy



# Introduction

Yukon is a unique place with a Northern culture all to its own. We live in a Territory where there are more moose than people, where we play under the midnight sun and still barter for wild goods and services such as firewood. When it comes to talking about Financial Literacy the topics need to reflect our Northern realities. Many of our communities only have a hole in the wall bank with limited services and hours.

The material presented in these Financial Literacy Modules has been adapted to be Yukon specific. As a facilitator, it is your job to make the material relevant and meaningful for each Yukon community.

The use of Yukon language and culture in the following Financial Literacy Modules will help clients to see the relevance of the material as it relates to them, reflect on its meaning, grasp the money management concepts, and hopefully apply them in their own lives.

Adapting these modules to reflect the Yukon and be specific to our client's realities allows facilitators to build a stronger rapport and develop a context for each community to relate to when discussing Financial Literacy.

This is a fun and interactive workshop with hands on activities and real life examples. The material is culturally sensitive, relatable to the average Yukoner and above all non-judgmental. You can draw from a range of the activities based on the time you have and the interests of your group. The modules can be used independently. They do not need to be taught in sequence; you may choose to teach each module or what is most relevant to your participants.

The design of the workshop takes into account a wide range of learning styles from visual, kinesthetic and auditory. Participants will have an opportunity to see, hear and interact with the material.



This workshop series is a partnership between the Yukon Literacy Coalition and Prosper Canada, Centre for Financial Literacy and funded by Advanced Education, Yukon Government. With consent from Prosper Canada these Financial Literacy modules have been adapted to be Yukon specific and relevant.

## ■ Who is this workshop for

Managers, Elders, Individuals on Social Assistance, Chiefs, Youth, Students, Business Owners, Single Income Families, Professionals, Entrepreneurs, Employed and Unemployed; anyone who receives and spends money.

## ■ Feedback from the Yukon:

During a Financial Literacy Community Needs Assessment conducted in 2016 by the Yukon Literacy Coalition each Yukon community was interviewed.

This was the feedback given to *Making Workshops Successful and Well Attended in our Communities*:

- Provide lunch and snacks if possible
- Telephone people before the workshop to remind them of the time, date and location
- Offer door prizes and incentives
- Provide honorariums for attendance
- Allow for several breaks so as to prevent information overload
- Use simple language
- Make the workshop personal and relatable
- Offer the course in a flexible way. For example, have employers allow employees to have time off to take the workshop or offer it on the weekends or evenings
- Train local community members to teach the workshop

## ■ Tips for being a great facilitator:

Adult learners often prefer participatory learning rather than lecture style workshops. To participate though they have to feel safe to do so. For many participants the topic of money can be uncomfortable. Through group sharing people can learn from each other and realize they are not alone in many of the fears and issues they may face when it comes to money management. There are a number of ways we can help participants to feel that they can share info or not, and that no one will be judging them.

## ■ Practices that facilitate participation:

- Ensure and explain the rule of confidentiality. This is especially important in small Yukon communities. What is said in the workshop stays in the workshop. We can tell our own stories but not other people's stories.
- Create an open and trusting atmosphere
- Remain neutral and judgment free
- Respect the values and beliefs of participants
- Make use of participant's experience, knowledge and skills

### **Remember:**

- **Don't Give Advice!** Unless you have a professional designation in the financial industry do not give advice. You are not an expert. You are here to educate, explore, problem solve and give options. You are a facilitator and not a financial advisor. This also helps take the pressure off you. If someone has a question you do not know the answer to simply say I do not know. You can write this in what is called the "Parking Lot" and come back to it.
- **Customize It:** It is up to you to modify the content to be most relevant to your group. Focus on the topics that interest your participants. You can use stories, examples and anecdotes that your audience will relate to.
- **Be Non-Judgmental:** Your participants will have a wide variety of experience, feelings and perceptions about money. We never want anyone to feel bad about their choices. We simply want to highlight that we can all make improvements.
- **Make It Fun:** Use a range of audio, visuals, hands on activities and games to present the material.

### **Housekeeping Items:**

- Have booklets, writing utensils and name tags ready for participants.
- Point out the location of washrooms and fire exits.
- Outline the workshop agenda for the day.
- Introduce yourself and give brief summary of your background. This is where you could give a personal anecdote about yourself to create ease and relatability. Present yourself with a warm and welcoming disposition.
- Create a "Parking Lot" for questions that may need to be researched or addressed later in the workshop.

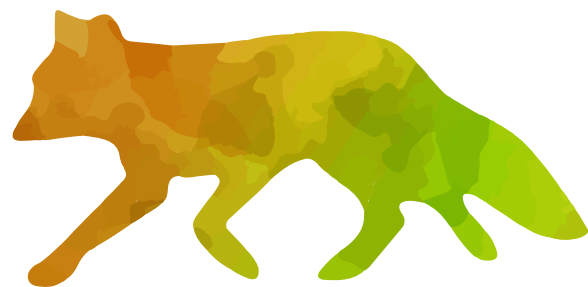
### **Setting the Stage:**

The topic of money can be an emotional one. It can bring out feelings of confusion, insecurity, fear and shame-feelings that get in the way of learning. That makes it even more important to create a welcoming space in the workshop with a positive and open tone.

### **Start with an ice breaker:**

This can be as simple as asking everyone to give:

- Their name?
- Expectation for the training?
- An interesting fact about themselves?



### **Setting the Context to be Yukon Specific:**

Take a few minutes and do a group brain storm on chart paper on what resources are available to people in Yukon for money management. This list can be added to throughout the workshop.

For example, where can you get tax help? What banking options do you have in your community? How to claim an honorarium if you are on a fixed income? What are the financial products and services that would be useful to you in Yukon? Where can you go for help?

## ■ Facilitation techniques for Yukon adult learners

Best practice facilitation techniques guide what we know about how adults like to learn:

- They retain some of what they hear and see, much of what they say and **most of what they do**.
- They often become bored with a teacher talking at them at the front of the class and prefer participatory learning.
- They prefer active learning. They are willing to share their ideas and experiences.
- They are results-oriented. They need to see the value in what they are learning.
- They want to know the practical application of what is being learned.
- They have life experiences and knowledge in many areas.
- They have diverse learning styles, education levels, and cultural backgrounds.

In addition to the activities in the curriculum, here are more ideas for drawing participants out and encouraging them to develop understanding. These techniques are often better received by adult learners than the traditional talk and teach lecture format.

## ■ Participants in small groups of 3 to 5:

- The group can present their ideas orally to the larger group.
- Ideas can be noted on flipchart paper and put on the wall.
- Ideas can be written on pieces of paper and put in labelled boxes or areas on the wall. This works, for example, when groups are working on an idea that has pros and cons, dos and don'ts, or yes, no, maybe scenarios.

## ■ Participants working on their own:

- Participants share their ideas with the larger group while you note them on a flipchart.
- Participants put their ideas on sticky notes and group them with similar ideas from other participants on a wall.
- Participants note their answers and compare them with a partner. They can then discuss their differences and similarities with the larger group.
- Participants note their answers and compare them with a list of ideas from the curriculum (presented on PowerPoint or handouts). Differences and similarities can then be discussed with the larger group.







# **Exploring Our Relationship With Money**

## **Module 1**



## Overview

This module introduces the topics covered in the workshop series. The 'icebreaker' helps participants to get to know one another. Participant's then reflect on the role of money in their lives. They examine the benefits of financial information and good money management.

Living in a Northern environment creates a unique situation for talking about money. Participants will explore how their values, feelings, assumptions and culture influence how they think about money. They will identify areas where they can improve and learn. Goal-setting is introduced. This encourages participants to act on the awareness and information they have gained to make positive changes in their lives.

## Learning Objectives

Participants will:

- Explore their values, feelings and assumptions about money
- Look at how financial literacy can improve their lives
- Assess what they know now; their skills and level of confidence
- Look for areas to improve
- Review the process of effective goal-setting
- Set learning goals for the workshop series

## Contents



## Prep Notes

- Read through the entire module.
- Prepare copies of the participant handouts, activity sheets and materials for this session.
- Prepare the “Parking Lot”.
- If possible, get binders or folders for each participant to keep their handouts in. Insert only the handouts for the Introduction Section of the Participant Handbook. Handing out the materials for only the current workshop will build the handbook over time. This may also encourage people to keep coming back!
- Add clear pocket pages to the binder. This gives participants the option of using the binder to organize their own financial records, which they will need for the budgeting exercise in Module 3. The handouts are designed to help put the information into action!

[illegible]

**Objective:** To help participants to get to know one another.

**Tools:** Activity Sheet 1-1. "Find Someone who..."

**Format:** Large group discussion and activity

## Welcome

Welcome participants to the workshop. Share housekeeping details such as workshop length, break times and location of washrooms.

## Tips for a successful workshop:

- Provide lunch and snacks if possible
- Telephone people before the workshop to remind them of the time, date and location
- Offer door prizes and incentives
- Allow for several breaks so as to prevent information overload
- Use simple language
- Make the workshop personal and relatable
- Offer the course in a flexible way; encourage employers to allow employees to have time off to take the workshop or offer it on the weekends and evenings

## Activity: Icebreaker

1. Give each participant a copy of Activity Sheet 1-1, "Find someone who..."
2. Ask participants to walk around the room, introduce themselves and find a person in the room who fits each description on their sheet. Rule: They must ask only one question at a time of each person they meet.

**Tip:** Create energy in this activity by giving a time limit to gather as many names as they can. You may choose to have a small prize for the person who fills the sheet or the most names after time is called.

## Key Points

- Money plays a huge role on our lives and the world we live in
- We benefit from learning useful financial information and learning how to manage money effectively
- Just like learning to read or write, learning about money is a process and an essential skill

**Module 1 - Exploring Our Relationship With Money****ACTIVITY SHEET 1-1**

"Find someone who ..."

Walk around the room and introduce yourself to people. Your goal is to find a person who can relate to each of these sentences. Write their name in the space.

**Rule:** You can ask a person only one question at a time. Then move to someone else.

Find Someone who:	Name
Uses the barter system (for example; for firewood or goods and services).	
Grocery shops in bulk.	
Carpools when they go to Whitehorse for shopping.	
Thinks money makes the world go around.	
Has a credit card.	
Uses a woodstove or solar panels.	
Rents a house.	
Feeds their family wild meat.	
Has found money in a public place this year.	
Hates shopping.	
Likes to shop around for a better price.	
Is saving for something.	
Has played BINGO or bought a lottery ticket this month.	
Used to get an allowance as a child.	
Loves buying gifts.	
Thinks money can buy love.	
Has lost their wallet before.	
Knows what an RRSP is.	
Has been to the bank this week.	



**Objective:** To explore personal beliefs and feelings about money.

**Tools:** Activity Sheet 1-2, “Money is.... Or Activity Sheet 1-3, Just imagine.

**Format:** Choose one of the two alternative activities above. People can do these exercises on their own, in pairs, in small groups or as a large group discussion.

**Activity: 1-2** “Money is...”

1. Decide on your format and organize participants
2. Give each participant a copy of Activity Sheet 1-2, “Money is....
3. Make sure everyone knows that none of the information from this exercise will be saved or shared
4. Each person in the pair or group should take turns completing the sentences on the handout

**Process the exercise**

**Q:** What did you notice or learn from this activity?

**Q:** What are some of your earliest memories about money?

**Q:** What are some of the money messages we receive from our communities, our culture and our families?

**Q:** How could those messages, memories, or experiences influence your answers?



**Key Points**

- We receive many different messages about the role of money in our lives from our society, culture and family.
- Each of us relates to money in our own way. We are influenced by these messages and by our own experiences.
- Talking about money can be stressful. A good place to begin is to reflect on our own beliefs and feelings about money and connect them to how we manage our money.
- We can choose to embrace helpful beliefs and messages and to let go of those that limit us.

**Activity:** Just Imagine

1. Decide on your format and organize participants.
2. Give each participant a copy of Activity Sheet 1-3, Just Imagine.
3. Read the three questions out loud. Participants can share their answers in the group, record their answers on their own, or do both.

**Questions:**

- You have just been given \$10 million dollars. What will you do with it?
- You have just been given \$25,000 dollars. What will you do with it?
- You have just been given \$1000 dollars. What will you do with it?

**Process the exercise**

**Q:** How did your goals or plans change depending on the amount of the money you had?  
Why?

**Key Points**

- We all like to imagine what we would do if we suddenly got a windfall of money.
- What we would choose to do with the money changes depending how much money it is. That can tell us something about what we value—our wants, needs and financial goals.
- The answer to what one might do with a little money may be a short term money goal. The answer to what one might do with a lot of money may be a long term money goal.
- Thinking about our financial goals helps us to plan and to start taking concrete steps to achieve them.

**Module 1 - Exploring Your Relationship with Money****ACTIVITY SHEET 1-2****“Money is ...”**

Complete these sentences:

Talking about money makes me feel \_\_\_\_\_

\_\_\_\_\_

I learned the most about money from \_\_\_\_\_

\_\_\_\_\_

My favourite thing to spend money on is \_\_\_\_\_

\_\_\_\_\_

I hate spending money on \_\_\_\_\_

\_\_\_\_\_

I would like to save money for \_\_\_\_\_

\_\_\_\_\_

One thing about money that I would like to learn more about is \_\_\_\_\_

\_\_\_\_\_

**Yukon  
Tip**

Yukon Consumer Service can provide you with free,  
objective information **1-800-661-0408 ext.5111**

**Module 1 - Exploring Your Relationship with Money****ACTIVITY SHEET 1-3**

**Just imagine.**

**Q:** You have just been given \$10 million. What will you do with the money?

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**Q:** You have just been given \$25,000. What will you do with it?

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**Q:** You have just been given \$1000. What will you do with it?

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**Objective:** To understand the benefits of financial literacy and its relevance to our lives.

**Tools:** Flip Chart paper, markers, tape

**Format:** One large group discussion and one small group activity

## Introduce the Topic

One of the concepts we will be working with in this workshop series is financial literacy. What exactly does this term mean?

**Q:** What does financial literacy mean to you?

Summarize the participant's responses on the flip chart.

## Key Points

- Financial Literacy means having the knowledge, the skills and the confidence to make responsible financial decisions.
- Financial Literacy is about understanding how financial systems work. It means knowing about the financial products and services that would be useful to you. It is also about knowing where to go for help.

## Activity: Benefits and drawbacks

1. Split the participants in half and give each group flipchart paper and a marker.
2. Ask each group to choose one person to be the recorder and one person to be the presenter.
3. Ask one group to brainstorm the ways financial literacy can be helpful in their lives. Ask the other group to brainstorm the costs of not being financially aware. Remind everyone that brainstorming does not require agreement in the group. Ask them to record all ideas.

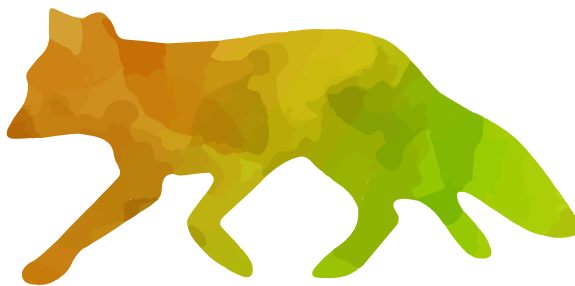


## Process the exercise

Ask each group presenter to share one main idea from their list, going back and forth between the groups until a number of points are made.

## Key Points

- It does not matter what are goals are or how much or how little money we have. Being financially literate can reduce our stress and help us to manage our lives.
- Very few of us were taught how to balance a budget in school. Many of us did not learn how to save for our goals, how to use credit wisely, or how to manage debt. These are essential life skills in today's society.
- Having good money skills will support us during big life events like moving out, getting an education, buying a house, having a family, starting a business and retiring comfortably.



**Objective:** To allow participants to see that they are not alone in the group with money challenges they may be facing.

**Tools:** Flipchart paper, “dot” stickers or colour markers.

**Format:** Participants work on their own.

No matter our background we can all benefit from being more financially aware.

### Introduce the topic

Do you sometimes feel you’re the only one with money challenges? For many of us it helps to learn that we are not alone in money management issues we may be facing. We all have something we can learn. Financial literacy affect’s everyone, regardless of employability or income levels.

### Activity

1. Hand out dot stickers to each participant or you can use coloured markers.
2. Ask each participant to put a dot sticker on the flipchart paper with the statements that apply to them.

### Self-assessment statements:

- My money goes out faster than it comes in.
- I often can’t make ends meet.
- I pay my bills, but there is nothing left over. It is hard to even think about saving for the future.
- I manage to save a bit of money, but I don’t feel like I am saving enough to meet my future. needs and goals.
- I have basic money management skills but there are areas of improvement.

### Process the exercise

- Take a look at the clumping of dots.
- Do others in the group have money challenges?
- Does the placement of dots give the group ideas about what to work on together?

**Objective:** To share tips and strategies for effective goal setting

**Tools:** Hand out 1-4, How to set SMART goals, flipchart, markers

**Format:** Group discussion

### Introduce the topic

In each workshop in this series, we will be encouraging you to set goals related to money. Goal-setting is a great way to build confidence, put skills and knowledge into practice and take control of your money. Here are some tips on how to set “SMART” goals.

### Activity: 1-4 SMART goals

1. Give each participant a copy of Handout 1-4, How to Set SMART goals.
2. Review the information as a large group. You can read the information or have one or more of the participants read it out loud.
3. Develop and present some examples that would be relevant for your group.

Record below some examples you would use:

Goal

Time Frame

Cost (if any)


**Module 1 - Exploring Your Relationship with Money****HANDOUT 1-4****How to set SMART goals****SMART Goals Are**

- Specific— When your goal is specific it is easier to manage.
- Measurable— If you can measure your goal, you will know when you are getting close to it.
- Achievable— Set a goal that is within your power and ability to achieve.
- Realistic— Setting unrealistic goals can be discouraging. Make sure your goal is realistic for you.
- Time-bound— Give yourself a clear time frame to achieve your goal. Set a deadline. Some goals are short-term (this month); some are medium-term (this year); some are long-term (beyond a year).

**Goal-setting steps**

**Step 1** - Define your SMART goal. Be as specific as you can. Include any costs associated with achieving that goal. Try to summarize your goal in one sentence, for instance, "I will make a list of all my spending categories," or "I will visit my family down south for a week."

**Step 2** - Outline the steps towards your goal. Write down all the steps you will need to take, big or small. This will give you a clear path toward your goal.

**Step 3** - Look at the challenges and think of strategies for dealing with them. There are often road blocks on the path to achieving our goals. Think about what some of these might be. What resources and knowledge do you have to overcome them?

**Step 4** - Set deadlines. Having a deadline for your goal is a great way to keep you on track. You may want to set deadlines for each step as well. Achieving each step will keep you motivated to the finish!

**Yukon  
Tip**

Some Yukon communities offer free help to do your taxes for Elders, students and low income households. They also might hold a tax workshop. Contact your local Government office for more information.



**Objective:** To set personal learning goals related to financial literacy

**Tools:** Hand out 1-5, Goal-setting

**Format:** Participants work on their own.

### Activity: 1-5 Goal Setting

1. Give each participant a copy of Activity Sheet 1-5, Goal Setting.
2. Ask participants to write down their learning goal for the workshop series.

### Wrap-up

Finish the workshop session by thanking the participants. Confirm the date and time of the next workshop.





**Module 1 - Exploring Your Relationship with Money****Activity Sheet 1-5****Goal setting**

Use the awareness you have gained in this session to identify what knowledge and skills you want to improve during this workshop series.

Is there a specific money topic that you would like to know more about?

Do you have any beliefs about money, or behaviours with money, that you want to change?

**Remember to make your goals:**

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

Things I want to learn more about in this workshop series:

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**Yukon  
Tip**

Banks make money and are often trying to sell you their services. You can seek a non-profit credit counsellor for unbiased and objective advice. The Yukon does not have one but you can call Credit Counselling Canada for free information.  
**1-866-398-5999**

# The Wise Consumer

## Module 2



## Overview

This module explores what it means to be a wise consumer with a look at Yukoners consumer habits. Participants reflect on ways to connect their spending to their values and goals. They will look at the role and impact of advertising and common techniques to influence consumers. In the Yukon there are very few places to shop which results in online shopping habits. Smart shopping strategies with a focus in online shopping tips will be discussed. Participants will learn how to compare products using unit price. They explore things to think about when choosing a cell phone and a contract to go with it. They review some common scams, learn about their rights as a consumer and how to make complaint in a way that gets results.

## Learning Objectives

Participant's will:

- Define what it means to be a consumer
- Reflect on their own consumer values and behaviours
- Learn about common advertising techniques and sales tactics
- Discuss smart ways to shop and things to think about when choosing a cell phone
- Learn about common frauds and scams, consumer rights and how to deal with a consumer problem

## Contents

1	What is a consumer?	10 minutes
2	Advertising	10 - 20 minutes
3	Advertising techniques and sales tactics	20 minutes
4	Smart Shopping	10 - 15 minutes
5	Cell phones	10 minutes
6	Fraud and scams	5 minutes
7	Consumer rights and responsibilities	10 - 15 minutes

## Prep Notes

- Read through the entire module.
- Prepare copies of the participant handouts and activity sheets.
- Post the 'Parking Lot' from last class and be prepared to report on (or ask participants to report on) the results of any research done on the outstanding questions.
- Gather magazines and prepare examples of print or online ads that your participants can relate to.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Objective:** To introduce the concept of being a consumer and to help participants think about their own consumer values and behaviour

**Tools:** Activity Sheet 2-1, Consumer quiz: what kind of consumer are you?

**Format:** Individual activity and large group discussion.

## Welcome

Welcome participants to the workshop. Share housekeeping details such as workshop length, break times and washrooms.

### Tips that can make a successful workshop:

- Provide lunch and snacks if possible
- Call people before the workshop to remind them of the time, date and location
- Offer door prizes and incentives
- Allow for several breaks so as to prevent information overload
- Use simple language
- Make the workshop personal and relatable
- Offer the course in a flexible way; encourage employers to allow employees to have time off to take the workshop or offer it on the weekends and evenings.

## Introduce the topic

This workshop offers a chance to look at our roles as consumers. Through our purchasing patterns, we affect our own lives and the lives of others. As Yukon has limited places to purchase items, we tend to do a high amount of online shopping. We will look at tips for smart shopping in store and online. We are going to look at advertising techniques and their effect on our spending. We will also talk about frauds and scams—how to recognize and avoid them.

**Q:** What does it mean to be a consumer?

**Q:** What is consumerism?



## Key Points

- A consumer is a person who buys goods and services.
- We are all consumers in some way, whether it's buying groceries, paying utility bills, or shopping for the newest cell phone.

**Activity:** What kind of consumer are you?

**Q:** Who likes to shop? What do you like about it?

**Q:** Who thinks shopping is a chore? What don't you like about it?

**Q:** Who thinks of themselves as wise shopper? Why?

## Activity: 2-1 Consumer Quiz

Shopping is such a regular part of our lives that we rarely stop to think about it.

- What is important to us when we shop?
- How do we know if we are getting a good deal?
- What can we do if we bought something that does not work?

This quiz will help us look at our shopping habits and find some areas we could learn more about.

1. Give participants Activity Sheet 2-1, Consumer quiz.
2. Have them work on their own on the quiz.
3. Ask them to circle the letter beside the answer that best reflects their consumer habits.

**Tip:** The point of the quiz is to get us thinking about the information that will be covered in the module. This will open up discussion and give participants ideas about where they might want to improve their consumer skills.

## Process the exercise

**Q:** Can anyone give an example of something in the quiz they always do?

**Q:** Was there anything that you rarely or never do?

## Key points

- Being a wise shopper is more than just finding a good deal. It is about knowing what your rights are.
- Later in this workshop, we will share tips that can help us all improve our shopping habits.

## Module 2 - The Wise Consumer

## ACTIVITY SHEET 2-1

**Consumer Quiz**

What kind of consumer are you? Circle your answer.

**1. Before making a major purchase, I research the product, the company that makes it, and find reviews from people who've purchased it.**

- A) Always      B) Sometimes      C) Never

**2. I bring a list when I grocery shop so I won't be tempted to buy things I do not need.**

- A) Always      B) Sometimes      C) Never

**3. I check the store's /online retailers return and refund policy before I buy things.**

- A) Always      B) Sometimes      C) Never

**4. I use coupons or look for sales before I shop.**

- A) Always      B) Sometimes      C) Never

**5. I stock up on things I need during sales or at bulk stores.**

- A) Always      B) Sometimes      C) Never

**6. If I am not satisfied with something I bought, I return it for a replacement or refund.**

- A) Always      B) Sometimes      C) Never

**7. When I shop for food, I compare the quantity to the price (the unit price) to make sure I get the best deal.**

- A) Always      B) Sometimes      C) Never

**8. I try not to make impulse buys, or buy things for emotional reasons, like "I deserve it!"**

- A) Always      B) Sometimes      C) Never

**9. I compare products before I buy to find the best price.**

- A) Always      B) Sometimes      C) Never

**10. If I have a question about a product, I ask a salesperson about it until my question is answered.**

- A) Always      B) Sometimes      C) Never

**11. I keep my receipts to keep track of the things I buy, and so that I can return them if needed.**

- A) Always      B) Sometimes      C) Never

**12. Name brands do not affect my buying choices. I buy whatever is the best quality at the best price.**

- A) Always      B) Sometimes      C) Never

**Module 2 - The Wise Consumer****ACTIVITY SHEET 2-1 Continued**

**Count the number of A's, B's and C's you circled**

**If you answer mostly A's:**

You are a smart shopper. You think about your purchases and educate yourself before buying. You do not buy just for the sake of shopping. You make the most of your shopping dollar. You know your right as a consumer and you make sure you do not get cheated. While you may already know a lot of what this workshop covers, there is always room to learn more.

**If you answer mostly B's:**

You have a good head on your shoulders when it comes to shopping, but paying a bit more attention to how you are spending your money could help you save more. You may want to learn more about your consumer rights. Perhaps you need to track your spending more often. This workshop will give you some ideas about areas where you can improve when it comes to consumer habits.

**If you answer mostly C's:**

This is a great workshop for you! You might want to rethink some of your spending habits. You might want to research your rights as a consumer so you do not get cheated. You would likely save more money if you took the time to research deals before you buy. This workshop has tips that can help you improve in all of these areas.



**Yukon  
Tip**

You hold more power than you think. Banks want our business. You can negotiate for a lower interest rate on your credit card.

**Objective:** To get participants thinking about how advertising affects their lives.

**Tools:** N/A

**Format:** Large group discussion, indoor or outdoor pair activity (optional)

## Introduce the Topic

**Q:** What is advertising?

**Q:** Does advertising work? Does it get people to buy things?

**Q:** Do you think advertising works on you?

**Q:** Does anyone have a story about how an ad influenced them to buy something?

**Tip:** You may want to provide an example of your own to get people talking.

## Key points

- Advertising can be hard to define because it comes in so many forms. Advertising is any public message that is meant to persuade us to do or buy something.
- Companies hire advertising agencies to help them convince consumers to buy their products or services.
- Most people would agree that advertising can be very powerful. But a lot of people do not think it really affects them or how they decide what to buy.
- Companies around the world spend close to \$400 billion on advertising each year. You can bet they would not spend that money if it didn't work!
- Advertising often affects us without us noticing. Say you are watching your favourite TV show. One of the characters is eating a certain brand of chips. Maybe the next time you go to buy chips, you'll buy that brand. You may not even realize that you got the idea from the show. This is advertising at work!

**Optional Activity:** Advertising hunt

If you have time, this activity can be fun and enlightening.

1. Divide the group into pairs.
2. Ask the pairs to write down all the examples of advertising they can find in the room or they can go outside and use the community surroundings.
3. Ask them to really open their eyes and look for creative and less obvious examples. Advertising is not just signs and billboards. It can be anything that might encourage us to buy something

**Process the exercise**

**Q:** Was anyone surprised by the number of examples they found?

**Q:** What was the most creative example of advertising you found?

**Key points**

- Advertising is not limited to TV, radio, or magazines anymore. It is everywhere. It is in the music we listen to, the clothes we wear, and all around the streets we walk down.
- Even if we do not think that ads influence us, it is likely that the repeated advertising messages get through to our subconscious minds. It affects our shopping habits more than we realize.

**Objective:** To acquaint participants with some common advertising techniques and sales tactics.

**Tools:** Handout 2-2, Advertising techniques and sales tactics Examples of advertisements, magazines, flipchart, marker

**Format:** Large group discussion, small group activity

## Introduce the topic

**Q:** What is a jingle or a slogan? (Answer: A song used in an ad)

**Q:** What are some examples? Can anyone think of a Yukon specific catch phrase about a company or product? (Answer: A catchy phrase about a company or product)

**Activity:** Slogans and jingles

1. Read the slogans below to the group one by one.
2. Ask participants to identify the company associated with each slogan:
  - Just do it! (answer: Nike)
  - Mmmm, mmmm good (answer: Campbell Soup)
  - Melts in your mouth, not in your hands (answer: M & Ms)
  - Maybe she's born with it, maybe it's \_\_\_\_\_ (answer: Maybelline)
  - I'm lovin' it (answer: McDonald's)
  - They're grrrrreat! (answer: Frosted Flakes)
  - Always got time for \_\_\_\_\_ (answer: Tim Hortons).

## Key points

- Jingles and slogans are a common method that advertisers use to promote a product.
- Slogans can be really effective because we often memorize them without even knowing it.
- Slogans are one of the oldest techniques that advertisers use. As advertising has evolved, so have ad techniques.

## Activity: 2-2 Other advertising techniques and sales tactics

1. Ask participants:

**Q:** Can anyone think of some other common techniques used in advertising?

**Q:** What are some of the tactics that salespeople use to get you to buy?

**Q:** Does anyone have a story about being pressured to buy something?

**Q:** What was your reaction to the sales tactics? What did you do?

2. Record their answers on a flipchart.
3. Give each participant a copy of Handout 2-2, Advertising techniques and sales tactics.
4. Review any of the advertising techniques and sales tactics not already offered by the group.

### Key points

- Ads use a wide variety of techniques to convince us their product or service is just exactly what we are looking for and need.
- Ads are just one part of the story. Once we are in the store, we come face to face with a sales person. It can often be a lot harder to resist the pressure of someone who is right in front of you, or someone who is on the phone.
- Sales is an art. There are no set rules. The tactics that sales people use depend on their own personality, the product, and the company they work for. Most importantly, they use the tactic that they think will work on you.
- When dealing with ad techniques and sales tactics, the key is to be aware. Know what you want. Do not allow yourself to be pressured into buying something that you do not need or cannot afford. If you do leave the store and regret your purchase you could look into the return policy and potentially get your money back.



**Module 2 – Wise Consumerism****HANDOUT 2-2****Advertising techniques and sales tactics****Lifestyle sales**

It could be a picture of a happy family in an expensive home, or a beautiful couple on a private yacht. These ads are selling the lifestyle shown in the ad. They lead us to believe that if we buy the product, we can have the lifestyle. This is a very common technique. In some ways, all ads could be considered lifestyle ads.

**Sex appeal**

We've all seen these ads. These are the ones with good-looking men or women in sexy poses. Sometimes it can be hard to tell what these ads are selling. Sometimes, the product does not even appear in the ad! But the message they send is that we will be sexy too if we buy the product.

**Special deals**

These are the ads urging us to "Hurry! Buy now!" because it is a "Limited time offer!" Sometimes these ads will include coupons or discount codes, but these might not be deals at all. To find real deals, it is important to shop around and compare prices. We cannot rely on the claims that an ad makes.

**Star power**

These are ads that use celebrities to sell their product. They're also known as 'celebrity endorsements'. Famous people are paid a lot of money to appear in these ads. The hope is that if we like and trust the celebrity, we will buy the product they endorse. Many celebrities never use the products they promote.

**Science and statistics**

Is there a doctor or a scientist in the ad? Often these 'experts' are really actors and models. Does the ad use numbers and percentages, or make claims about research? These statistics might only be part of the whole story. These ads appear to be scientific, but they may not be based on real science. Always look for the 'fine print' in an ad like this.

**Better than**

These ads claim that their product is better than their competitors. The famous 'Coke versus Pepsi' ads are an example of this. These ads rarely say how or why their product is better, other than that people (usually actors) like it more.

**Put downs**

Ads sometimes try to make us feel bad and then try to sell us something. They tell us we are too fat, too old, too dull, that our house is too dirty, our car is too old. Then they tell us how their product will improve our lives. But will it?

**'Weasel' words**

Advertisers are not allowed to outright lie. But they can twist words around or use language that misleads. When an ad for sugary cereal tells us it is "part of a healthy breakfast", they are not telling us about the other, more healthy part of that breakfast. Certain words and terms are used so much in advertising that they do not really mean anything anymore. For instance, now there are so many products that claim to be 'green' or environmentally friendly. Just what do they mean by 'green'?

**Module 2 – Wise Consumerism****HANDOUT 2-2, continued****Safety and security**

All of us have a basic need to feel safe and secure. Ads will openly play on this need by claiming that their product will make our lives more secure. Ads for insurance and certain car safety features do this. Worse, some ads claim that we could be in danger without it. Home security systems are experts at this technique. These ads often prey on parents and their deep need to keep their children safe.

**'Bandwagon' appeal**

We also have a basic need to feel that we belong. Bandwagon appeal ads tell us that if we don't buy something, we will be left out. These ads often target children and teens, who have a very strong need to belong. But advertisers also know that young people are very media aware. They may use the bandwagon message in ways that are hard to see.

**Sales tactics to watch for:**

**Low cost leader** – A low cost item is offered to get you into the store so you might also consider buying other goods.

**Questions** – They ask you questions about yourself, and then offer a range of products they think you might be interested in.

**Compliments** – They compliment you and tell you how great something looks on you, or comment on your great taste.

**Need** – They try to convince you that you need the product.

**Up sell** – They try to convince you that you will need extra features for the product you are buying.

**Free gift with purchase** – Bonus items for free may entice you to purchase, but will you use them? Are they good quality?

**Today only!** – You must buy now! They tell you someone else wants to buy the item, or the sale ends today.

**Guilt** – They make you feel guilty or bad for not buying, especially if they have invested a lot of time and energy answering your questions or assisting you.

**Buy one, get one (BOGO)** – Buy one get one free, or at a reduced price. Encourages you to buy more to get a better price, but you may end up spending more than you wanted to, or buying something you didn't need.

**Activity:** Analyzing ad samples - Option 1

**Tip:** You can use your own examples or the examples provided in Prosper Canada's Financial Literacy PowerPoint presentation. If you have access to a projector with an internet connection, examples of online advertising can be very easily effective. Try to use ads that would be relevant or appealing to Yukoner's.

- Provide samples of visual advertisements to discuss with the group.
- For each sample, ask:

**Q:** What is the ad selling?

**Q:** What advertising techniques are being used in this ad?

**Q:** How does it make you feel?

**Q:** What works in this ad? What does not work for you?

**Activity:** Analyzing ad samples -- Option 2

**Tip:** For this option, you will need to gather enough magazines so that each small group has at least two samples to work with.

1. Split participants into groups of 3 or 4.
2. Give each group a few magazines.
3. Ask them to look through the magazine ads and try to find examples of each of the ad techniques in Hand out 2-2.
4. Ask the small groups to discuss the ads, using the same questions from Option 1.

**Process the exercise**

Ask each group in turn to present one of the techniques they found. Encourage debate and discussion on the ads' technique and their effectiveness.

**Key points**

- Advertisers are always finding new ways to sell products.
- It is impossible to avoid advertising completely.
- The key is to think about the advertising around us. What is the message in the ad? Does the ad really tell you anything about the product?
- Do your own research before you buy. Do not rely on ads when you decide how you spend your money.

**Objective:** To learn how to compare prices and make smart shopping decisions.

**Tools:** Handout 2-3, Smart shopping tips, Activity Sheet 2-4, Find the better deal, Flipchart, marker

**Format:** Large group discussion, small group activity

### Activity: 2-3 Smart Shopping Tips

1. Ask the participants:

**Q:** What is smart shopping?

**Q:** What shopping plans or strategies do you use?

2. Record their strategies on a flip chart.
3. Give each participant a copy of Handout 2-3, Smart shopping tips.
4. Review any tips not already covered by participants.

### Key points

- We live in a consumer society. There are a lot of products available and there is a lot of pressure to buy.
- Keep in mind that we have power as consumers. We can make strategic decisions about how, what, and when we buy.
- A lot of smart shoppers use strategy when they shop. They plan to make sure that they will get the best price and best-quality product. Their plan guides them so that they do not buy things that they don't really need.

**Module 2 – Wise Consumerism****Handout 2-3****Smart shopping tips****Have a plan**

Try to avoid unplanned shopping or impulse buying. If you want to buy something, ask yourself if you really need it. Take your time to think about it before you buy. When you shop, make a list. Planning your shopping will help you avoid purchases that you do not need.

**Compare, compare, compare**

When you take time to plan before you shop, you can compare products to find the best deal. Before buying, do some research. Go to different stores to see if you can get a better price. Look on the Internet for customer reviews to find out if other people were happy with the product. See if there is another product out there that is just as good, but less expensive. The more you know, the more power you have as a consumer.

**Look at unit prices**

In Canada, we buy gas by the litre. The cost of a litre of gas is an example of a unit price. It is the amount something costs by a certain unit of measurement. Products can be measured by all kinds of units: grams, kilograms, pounds, ounces, yards, feet, litres, millilitres, and so on. Grocery stores are required to post unit prices below many items on their shelves. To compare products and know if we are getting a good deal, it helps to figure out how much something costs per unit.

**Buy on sale**

Watch for sales and discounts. If something you use often is on sale, you may want to buy extra. You will be paying less in the long run. (As long as it is within your budget!) Check store flyers for coupons, discount codes, and special orders. Remember some stores price match! Get to know the sales cycles in the stores you shop at regularly. Many items go on sale at the end of a season. This might be a good time to buy the things you need.

**“Sale” does not always mean ‘good deal’**

Sometimes the sale being advertised is not a sale at all. There may be even better deals out there that are not being advertised that way. Also, just because something is on sale, you still need to consider if you need and will use the products. Keep this in mind when buying food that will go bad. Make sure that you will be able to use it all before it expires or goes to waste.

**Read the fine print**

Make sure that you know all about the product or service you are buying before you pay any money or sign your name to any agreement. Are there any hidden fees? Does the product come with a warranty? This is a guarantee that a product will meet certain standards, and will be replaced if it does not. To get the warranty, do you have to mail in a form? Does the store have refund or return policies?

## Module 2 – Wise Consumerism

## Handout 2-3, continued

**Ask questions**

If there is any policy or anything in the fine print that you do not understand, ask questions. Salespeople should be there to help you. It is your money. You should not spend it unless you believe that you are getting something of value for it.

**Keep your receipts**

Keeping your receipts can be helpful for many reasons. You should check your receipts to make sure you were not overcharged, or charged for something that you did not get. Reviewing your receipts is also a good way to keep track of your expenses. Also, most stores require a receipt for a refund, return, or exchange.

**Try alternative shopping**

Thrift stores, Yukon Buy and Sell on Facebook, Kijiji and yard sales can be great places to find deals. There are also many websites where people sell their used items at a low cost. These are called 'online classifieds'. When buying used goods, be sure to inspect them carefully. Make sure that they are in good, working condition. Most private sellers do not offer refunds.

**Yukon  
Tip**

Yukon Health Insurance does not provide out of Territory coverage for ambulance, air or medivac. For more information contact [www.hss.gov.yk.ca/yhcip-coverage.php](http://www.hss.gov.yk.ca/yhcip-coverage.php)

**Module 2 - Wise Consumerism****Handout 2-3, continued****Smart Online Shopping**

In Yukon we do not have many retail options. We often turn to online shopping for the things we want to buy. With shopping online, there can be an increased risk of scams and credit card fraud. How can you protect yourself and get the best value possible?

**Security**

- Make sure the company is legitimate. Just because a company has a website does not mean they are legitimate. Look at the website and see if you can find out the name of the owner and the location of business. If you cannot do this, it should be a red flag. P.O. BOXES ARE NOT ADDRESSES.
- Only shop on secure sites. To be certain the page you're on is secure, look for tiny padlock icon, usually found in the top right corner of your browser's URL bar. You can also tell if the site is secure by looking for an "s" in the URL address. While non secure sites and pages begin with http://, secure sites begin with https://.
- Use secure debit cards. If you are going to use a debit card to shop online, make sure that it has special security features to protect you, such as Interac Online. Your payment is completed through your financial institution, who transfers the funds to the online retailer using secure banking procedures. None of your financial details, card numbers or login information are shared with the online retailer. You are not liable for losses resulting from circumstances beyond your control, such as frauds or scams.
- Use only one credit card. Using only one credit card for online shopping limits the potential for fraud to that one account. Should a hacker come by your account information, you'll have only that credit card company to contend with.
- Print out copies of transactions. When buying anything online, print out copies of all transactions and only pay via a secure site. If using an internet auction site, note the ID numbers involved and read all the security advice on the site first.
- Avoid using public computers. Libraries or internet cafes are not good places to do your internet banking or on-line shopping as your personal information is more susceptible to hackers.
- Avoid clicking on pop-up ads. This could lead to harmful programs being installed on your computer.
- Avoid auto-complete. Be careful when using software on your computer that auto-completes online forms. This can give internet scammers easy access to your personal and credit card details.



## Module 2 - Wise Consumerism

## Handout 2-3, continued

**Value**

- Let's say you are comfortable with the security of the site and you feel confident making a purchase online. There are still things to consider to ensure you get the best value.
- Shop around. Online shopping makes bargain hunting easy. Searching the Internet is an easy way to compare prices. Reduce shipping fees. If you are ordering multiple items from a retailer, try to order them at the same time so that you are only charged one shipping fee.
- Find free shipping. Many online retailers offer free shipping on purchases over a certain dollar amount, and online coupon sites regularly offer free shipping coupon codes. If you can't find a deal on shipping, save money by opting for standard shipping vs. priority as it is cheaper.
- Find promotion and discount codes: If you take the time to google promo or discount codes you can often find deals for the company you are purchasing from. Sometimes the company's Facebook page or website may have a free shipping code or discount offer.
- Be careful of hidden fees. In addition to shipping costs, if you order from another country there may be extra taxes or duty charged. You must also consider the exchange rate if you are not paying in Canadian dollars. Check the final price to make sure the item is worth the cost!
- Check the return policy. Before proceeding to checkout, familiarize yourself with the retailer's return policies, which should be stated somewhere on its website. You might have to pay a restocking fee of up to 25% of the price of the item and you may be responsible for paying the return shipping costs.

**Yukon  
Tip**

For free and objective advice you can call: Non-Profit  
Credit Counselling Canada at 1-866-398-5999.

## Module 2 - Wise Consumerism

### Activity: 2-4 Find the better deal

Comparing unit prices is a good way to figure out the best deal on a product. To find out how much something costs per unit, divide the cost of the product by the number of units you are buying.

Cost  $\div$  units bought = unit cost

For example:

Milk A costs \$3 for 1 litre  
 $\$3 \div 1 \text{ litre} = \$3 \text{ per litre}$



Milk B costs \$4.50 for 2 litres  
 $\$4.50 \div 2 \text{ litres} = \$2.25 \text{ per litre}$



Milk B is a better deal. Even though the total cost is more, it costs less per unit. It makes sense to buy the 2 litre jug if you think you can use it up before its expiry date.

- Split participants into groups of 2-3.
- Give each group copies of Activity Sheet 2-4, Find the better deal.
- Have them work on the questions as a group.

### Process the exercise

Go over the answers as a large group. Work through the questions rather than just giving the right answer.

#### Answers:

**Question 1:** a) unit cost = 99¢, b) unit cost = 66¢

b) is the better deal

**Question 2:** a) unit cost = \$1.25, b) unit cost = \$1.56

a) is the better deal

**Question 3:** a) unit cost = 0.005¢, b) unit cost = 0.007¢

a) is the better deal

**Question 4:** a) unit cost = 0.08¢, b) unit cost = 0.08¢

Both a) and b) have the same unit cost

### Key points

- To figure out the unit price, divide the price of the item by the number of units
- Calculating unit price is one way to compare products and find a good deal
- If a larger product has a cheaper unit price, make sure you can use all of it before it expires!

## Module 2 – Wise Consumerism

## Activity Sheet 2-4

## Find the better deal

Figure out which is the better deal by calculating the unit cost.

## Question 1 - Canned Pop:

- a) 99¢ for 1 can      or      b) \$8 for 12 cans



## Question 2 – Socks:

- a) \$3.75 for 3 pairs      or      b) \$12.50 for 8 pairs



## Question 3 – Cereal:

- a) \$3.75 for 675 grams      or      b) \$2.50 for 350 grams



## Question 4 - Soup

- a) \$1.69 for 19 ounces      or      b) \$1.39 for 16 ounces



**Objective:** To learn what information to consider when choosing a cell phone.

**Tools:** Handout 2-5, Cell phone information Activity Sheet 2-6, Cell phone checklist

**Format:** Large group discussion, individual activity

## Introduce the topic

There is one consumer product that has seen an explosion in sales and use over the last few years—the cell phone. By 2013, 83% of households in Canada used cell phones, according to Statistics Canada.

The cell phone industry in Canada is regulated by the Canadian Radio-Television Telecommunications Commission (CRTC). That means there are rules that all cell phone service providers have to follow. But this still does not make it easy for consumers to choose a cell phone, a plan, or a service provider. It can be a very confusing process!

**Q:** What are some of the things to think about when you decide to have a cell phone or not?

**Q:** For those who have a cell phone, how did you choose which service provider or plan to go with?

**Q:** What might be some important things to think about when choosing a cell phone, cell phone plan and features, and service provider?

## Activity: 2-5 Cell phone checklist

1. Give each participant a copy of Handout 2-5, Cell phone information and Activity Sheet 2-6, Cell phone checklist, from Canada's Office of Consumer Affairs.
2. Review the information as a group.
3. You can have them fill out the checklist for themselves, or just discuss the different things to consider.

## Key points

- Like any other product, the key to shopping for a cell phone is to know which one is right for you. Why do you want a cell phone? What will you use it for? What time of day will you use it most?
- Take your time to shop around. Compare prices, plans and services.
- People who do not shop around can end up spending a fortune on services that they never use.

**Module 2 – Wise Consumerism****HANDOUT 2-5****Cell phone information****Step 1 – Cell phone basics**

**Did You Know?** Compare Cellular - [www.comparecellular.ca](http://www.comparecellular.ca) is a Canadian site that helps consumers compare current cell phones, plans and services.

Mobile options in the Yukon:

- |                 |                   |
|-----------------|-------------------|
| ■ Bell mobility | ■ Rogers wireless |
| ■ Fido          | ■ TELUS mobility  |
| ■ Koodo mobile  | ■ Virgin mobile   |

**Coverage:** This means the geographic areas that the cell phone will work in. Not all service providers cover the same areas. Some rural areas have limited coverage. Does the service provider have coverage in the areas you require?

**Add-On fees:** Most service providers have a basic fee for service (system access fee) and a fee for being able to access 911.

**Government Regulatory Recovery fee:** Your monthly fee includes this fee ranging from \$2 to \$3 related to federal, provincial and/or municipal mandates, programs and requirements. Fees can change.

**Step 2 – Minutes and data**

**Minutes:** Most service providers charge you by how many minutes you use on the phone. Although many plans now offer unlimited anytime minutes anywhere in Canada.

**Yukon  
Tip**

Yukon Housing Corporation offers Housing Programs for Yukon Residents such as First Mortgage Loan with a low interest and down payment rate, Social Housing, Rental Housing Allowance for Families, Victims of Violence Housing Program, Emergency Repairs and more 1-800-661-0408 ext. 5759.

**Module 2 - Wise Consumerism****HANDOUT 2-5, Continued**

Some plans have cheaper rates for making calls at certain times. Most are cheaper during evenings or weekends, but the times vary by provider. For instance, “evenings” may start at 6 p.m. for one company and 9 p.m. for another. Some providers offer a flat fee to have your evenings start earlier. Most offer a fee for unlimited minutes.

**Texting and Data:** Service providers also offer plans for texting and data. Text messaging can be unlimited or charged per text sent and received. Data is used when sending and receiving email or using the Internet. You can get plans that include all of these, or you can pay for them separately.

**Step 3 – Features**

**Long distance:** Long distance is usually not part of regular evening and weekend plans and is usually charged by the minute. Different service providers offer different rates for calling long distance. Some offer flat fees for people who make frequent long distance calls. If you are planning on travelling, you may want to purchase an additional package for a period of time to reduce your long distance fees.

**Roaming:** Roaming is a service that allows you to use your cell phone outside of your regular coverage area. There are roaming charges for incoming and outgoing phone calls, text messages, and emails. These charges can be expensive. Check your service provider before using your phone outside of your coverage area. You may be able to purchase a special roaming package.

**Tip** - When travelling to the United States if your cellular data is not turned off you can incur roaming charges even if you do not make a text or phone call. To be safe you can always put your phone in airplane mode.

**Call display:** Call display allows you to see who is calling before you answer.

**Voicemail:** Voicemail allows callers to leave a recorded message on your phone. Voicemail plans vary from a completely unlimited number of voicemails to one or two voicemails

**Call waiting:** Call waiting is a notification that occurs if someone calls while you are on the phone.

**Applications and games:** There are all kinds of games and ‘apps’ that users can download to their cell phone. Some are free. Some you have to pay for only when you download. Some charge you every time you use them.

**Yukon  
Tip**

If you want to save money on bank fees you might look into having an online bank account that offers no fee banking options.



**Module 2 - Wise Consumerism****HANDOUT 2-5, Continued**

It can be expensive to have a cell phone if you do not understand how your plan works and what it covers. For instance, some people use more minutes, data and long distance than their plan allows for. They end up paying extra fees. Some people spend a lot on roaming because they are often out of their coverage area. When it comes to cell phones, small costs can really add up.

When choosing a plan and features, the key is to ask lots of questions. Make sure you know what each of these features are, how much they cost, whether you need them, and how much you will use them.

**Step 4 - The cell phone**

There are many options for cell phones at a wide range of costs. The cost of the phone is often tied to how long your contract is. If you sign up for a longer contract, you usually get the phone at a lower cost or free. Some things to think about are phone size and weight, battery life, durability, keypad, and screen size. Do you need a fancy phone with all kinds of features, or will a basic phone do?

**Step 5 – Prepaid cards or contracts?**

Most service providers offer the option of prepaid cards or contracts. With prepaid cards, you buy a set amount of minutes and use your phone until they run out. Contracts are longer term; you have a regular monthly plan for a set period of time. There are advantages and disadvantages to both (see the chart for details).

**Step 6 – Your cell phone bill**

It is important to review your bill to make sure that your plan is working for you. Make sure you are not paying for services that you do not use. If you are going over your minutes, have a lot of long distance, roaming, or text messaging charges, maybe there is a better plan for you. It might be a good idea to contact your service provider to see if there is a plan that better suits your needs.

Taking the time to go through all the steps on the checklist will help you to find the cell phone plan that meets your needs at the lowest cost you can get.

**Yukon  
Tip**

Yukon Consumer Service can provide you with free, objective information 1800-661-0408 ext.5111

## Module 2 - Consumerism Cell phone checklist

## ACTIVITY SHEET 2-6

## Cell phone checklist

## Step 1 - Cell Phone Basics

What geographic areas will you be using the phone in? \_\_\_\_\_

Does the service provide coverage in those areas? \_\_\_\_\_

**What are the add-on fees?**

System access fees? \_\_\_\_\_

911 access fee? \_\_\_\_\_

## Step 2 - Minutes and Data

**Minutes:**

How many minutes will you use each month? \_\_\_\_\_

**Time of Use:**

Weekday evenings (for instance, Monday- Friday 7 am to 6 pm):  
How many minutes? \_\_\_\_\_

Weekends: How many minutes? \_\_\_\_\_

**Data:**

Do you want to text message? \_\_\_\_\_

How many? \_\_\_\_\_ Outgoing? \_\_\_\_\_ Incoming? \_\_\_\_\_

Would it be better to pay a flat fee for unlimited text messaging? \_\_\_\_\_

Do you want to send and receive email? \_\_\_\_\_

Do you want to use the internet from your cell? \_\_\_\_\_

## Cell phone checklist

## Module 2 –Wise Consumer

## Activity 2-6, continued

## Step 3 - Features

**Long Distance:**

Will you use the cell phone for long distance

---

How many minutes?

---

**Roaming:**

Will you use your cell phone when you travel?

---

How often are you out of your coverage area?

---

**Do you think you will need:**

Caller ID or call display?

---

Voicemail?

---

Call waiting?

---

Applications or games?

---

Other features?

---

## Step 4 - Cell Phone

**Battery life:** How many hours will the battery last before it needs to be recharged? How often will it need to be replaced?

**Durability:** Is the phone fragile or can it handle wear and tear?

**Keypad:** Is it easy to use?

**Screen:** Is it easy to use?

**Size:** How big is the phone? How heavy is it?

**Other:** Are there other things that are important to you in a cell phone?

## Module 2- Wise Consumer

## Activity 2-6, continued

## Step 5 - Prepaid Cards or Contract?

**Prepaid Cards:****Advantages**

- Can pay in advance, no unexpected charges
- No long-term commitments
- Can stop using phone without fees or charges
- Convenience; can buy cards at many stores without a credit card

**Drawbacks**

- Higher costs per minutes than contracts
- Minutes expire after 30 days
- Have to buy new minutes before expiry date you lose minutes you paid for
- Have to keep track of minutes so you don't run out

**Contracts:****Advantages**

- Can check bill to review use
- Can get reduced price on cell phone
- Can choose a plan that best suits you
- May be able to bundle with other service to get discountss

**Drawbacks**

- Contracts are long-term, there are penalties for breaking them
- Contract means on-going financial expense
- Can't update cell phone frequently
- If you use more minutes than the plan allows, there can be costly charges

## Step 6 - Your Cell Phone Bill

Are you using your minutes as expected?

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Are your long distance charges high?

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Are you sending and receiving text messages as much as you expected?

---

Would you be better off with a prepaid card or different service provider when your contract ends?

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**Objective:** To tell participants about some common frauds and scams, and how to spot them.

**Tools:** Handout 2-7, Common frauds and scams

**Format:** Large group discussion

### Introduce the topic

As consumers, we must be aware that not every offer or deal we see is real. There are many kinds of scams and fraud.

**Q:** What is a scam or fraud?

**Q:** What are some examples of scams or fraud you might come across?

**Q:** Does anyone have a story of a fraud or scam and how it was dealt with?

### Activity: 2-7 Frauds and scams

- Give each participant a copy of Handout 2-7, Common frauds and scams.
- Review the items not already covered.

### Key points

- We already know that some advertising can be misleading. But sometimes, a product or service will be advertised in a way that is an outright lie.
- A scam or fraud is a deliberate lie that victimizes people.
- There are all kinds of scams out there. They are designed to take your money, personal information, even your identity.
- The best way to protect yourself from frauds or scams is to be informed and know the signs. If it seems too good to be true – it is probably a scam!

## Module 2 - Consumerism

### Common frauds and scams

## HANDOUT 2-7

### Foreign scams

Foreign scams often involve a letter or email that claims to be an investment opportunity. The Nigerian or West African business letter scam is a well-known example of this. The letter appears to be from a politician or business person seeking your banking information so they can share money with you. In fact, they use this information to steal from you or open credit cards under your name.

### Telemarketing scams

Telemarketing is the sale of goods or services over the phone. Some telemarketers are annoying, but harmless. Others are selling scams. Signs of telemarketing scams include claims that you have won a prize, such as sweepstakes, travel packages, magazine subscriptions, or gym memberships. Check out the company before you agree to anything. Do not share your credit card, personal information or banking information with a telemarketer.

### Advance fee scams

These are scams where some kind of service or benefit is offered, but you have to pay before receiving anything. In many cases, you end up paying and getting nothing in return. This is common with guaranteed loans, debt consolidation, and credit repair services. A non-profit credit counsellor will not ask for fees in advance of providing a debt management program.

### Debit card fraud

There are many forms of debit card fraud. They all involve stealing your money and banking information. Common scams include:

- Stealing your card and PIN
- Setting up devices to jam your card in ATMs
- “Skimming” which means using a device that can find out your banking information through the magnetic strip on your card
- Fake ATMs that collect your card and PIN information

For some kinds of debit card fraud, your bank will not cover the money stolen. For example, they will not cover the money if they think that you did not protect your PIN as you should. Make sure that you keep your banking information and PIN secret. Do not share this information with anyone.



## Module 2 - Consumerism

### Common frauds and scams

## HANDOUT 2-7, Continued

### Credit Card Fraud

Some scams use your stolen credit card to make purchases. Some use the card to steal your identity and open more credit under your name. Review your credit card statements to make sure that all the purchases are yours. Most bank issued credit cards will not make you pay for any unauthorized or fraudulent transactions on your credit card (you will have to sign a statement claiming the activity was fraudulent/unauthorized).

### Toll-free, text message and international call scams

These are scams where you are charged a fee for calling or text messaging a number. Often TV ads will urge you to call or text for a product or service. But it is not always clear that there can be costly charges just for making the call. Some phone numbers might seem like they are local, but they are in fact international. Always find out if there are charges before calling or texting.

### Calling card scams

These scams target people who often make long-distance calls using calling cards. Many of these scams have large fees up front when you buy the card. Or they may charge you for a certain number of minutes, but cut your calls off before you have used your minutes up. Buy calling cards only from companies you know and trust.

### Work-at-home scams

Some jobs are advertised as opportunities to make money while you work from home. But in many cases, you never get paid for your work. Common types of jobs that fall under this scam are envelope stuffing, data entry, assembling crafts, being a secret shopper and posting ads and flyers. Make sure you research the job and the company well before you take a job like this.

### Emergency scams

Emergency scams often target seniors. Callers pretend to be a grandchild or nephew and state they are in some kind of trouble, such as a car accident, and need money immediately. The person may get a call from two people, one pretending to be the relative and the other a police officer or a lawyer. Your “grandchild” asks you questions during the call, getting you to volunteer personal information. The person will be asked to wire money through a money transfer company.

### Dating and Romance

Sites may claim to be a dating website where you pay for each email or message you send and receive. The scammer will try to hook you in by sending you vague-sounding emails filled with talk of love or with details about them that keep you writing back and paying money for use of the website. On legitimate dating sites scammers may make claims to have a very sick family member and after many messages and maybe even a glamorous photo, you will be asked (directly or more subtly) to send them money to help their situation. Or they may tell you about a large amount of money they need to transfer out of their country, or that they want to share with you. They will then ask for your banking details or money for an administrative fee or tax that they claim needs to be paid to free up the money.

**Remember!** If something sounds too good to be true, it probably is! Or, if someone you do not know well is playing on your emotions, either through tragedy or love, beware! Scammers are VERY good at what they do!

**Objective:** To learn about basic consumer rights and how to deal with a consumer problem.

**Tools:** Handout 2-8, Dealing with consumer problems Activity Sheet 2-9, Complaint letter, Flipchart and marker

**Format:** Large group discussion, small group activity

## Introduce the topic

**Q:** What are some common problems we face as consumers?

Possible answers include:

- Broken or damaged product
- Rude salespeople
- Getting overcharged or charged twice
- Unable to get a refund or exchange
- Unsafe product
- Misleading or no labelling on products
- Misleading advertising
- Hidden fees or extra charges.

**Q:** Have any of these things happened to you or someone you know? How did you or the person it happened to, handle it?

## Activity: 2-8 Dealing with consumer problems

1. Give each participant a copy of Handout 2-8, Dealing with consumer problems.
2. Review the steps to resolving consumer issues. Linking them to the stories that the participants shared.

## Key points

Consumers have certain rights:

- You have the right to quality products and services at fair prices.
- You have the right to get answers about a product or a store's policies before you buy.
- You have the right to complain if you are not satisfied with a purchase.

Each of these rights comes with responsibilities:

- You must ask questions and research before you buy.
- You must ask about and understand the refund or return policies.
- You must file a complaint if you are not satisfied.

**Module 2 - Consumerism****HANDOUT 2-8****Dealing with consumer problems****Speak to a manager**

If you are unhappy with a product or service and you feel that the person you are dealing with is not helpful, you can always ask to speak to a manager or someone higher up in the company. Often, consumer issues are resolved on the spot, face-to-face. The best approach is to be calm and polite, but firm. Describe your problem and explain what you would like the company to do for you.

**Call Customer Service**

Many businesses have Customer Service departments. If a manager is not able to solve your problem, ask them for the company's Customer Service telephone number or website. Before you contact them, write down all the details of your concern. Including your problem, the date it happened, the names of the people you dealt with, and what was said. When speaking to a customer service agent, make sure to get their name as well and write down the details of your conversation.

**Keep a file**

Start a file where you keep all the details about the matter. That includes a description of your problem and what action you've taken, receipts or warranties, the names and contact information of the people you speak to, important dates, and what was said in any conversations.

**Write a letter**

If calling customer service does not solve your problem, write a letter or email. Use all the materials in your file as evidence to support your claim. Address the letter or email to a general manager, owner, or head of customer service. Keep a copy in your file. They may try to mediate or investigate on your behalf.

**Contact a consumer agency**

If none of this works, you can contact a consumer protection agency. Each province has one. They are in charge of protecting consumers and dealing with consumer problems. These agencies can tell you what your rights are and the best action to take.

In the Yukon you can call Yukon Consumer Service: **1800-661-0408 ext. 5111**.

**Legal action**

Going to court should be your last option. It is time-consuming and expensive. There are often time limits to filing lawsuits. Before you take any action, consult with a lawyer to learn more about the laws in your province.

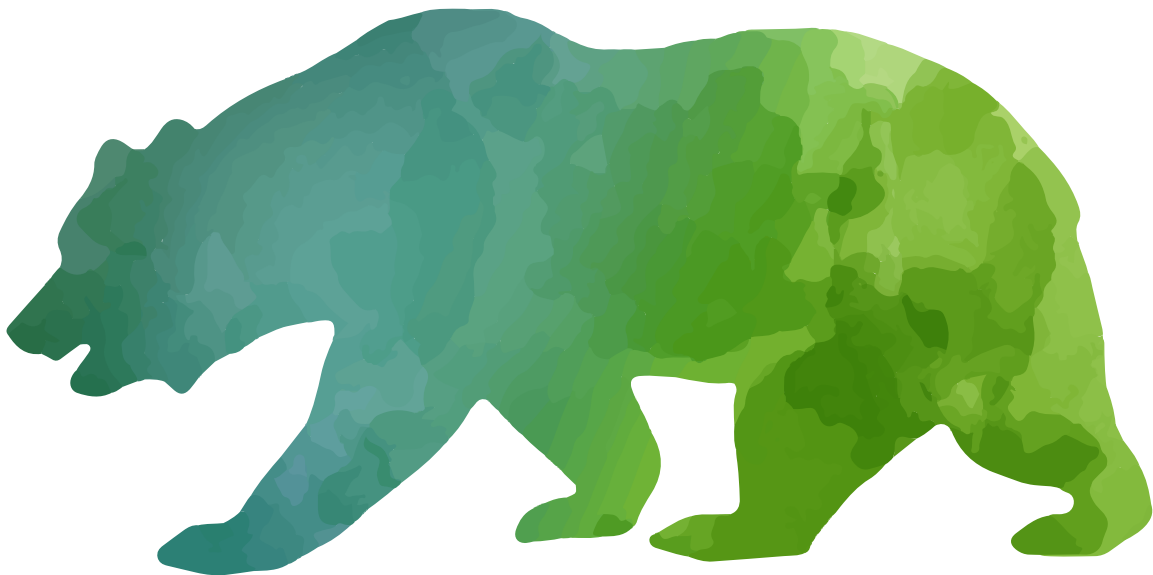
## Activity: 2-9 Writing a complaint letter

This activity is a fun way to practice making a complaint and may result in some nonsense letters that provide a bit of comic relief.

1. Split participants into pairs.
2. Give each pair a copy of Activity Sheet 2-9, Complaint letter.
3. Each pair should decide who will be A and who will be B.
4. Without giving any context, Person A asks Person B to give an example for each missing piece of information in the letter.
5. Person B should feel free and have fun making up whatever information they like to fill in the blanks.
6. Person A fills in the blanks in the complaint letter
7. Once the letter is complete, Person A reads the letter to Person B.

### Process the exercise

Ask if any pairs would like to share their letter with the group.



**Module 2 – Wise Consumerism****ACTIVITY SHEET 2-9****Complaint letter**

Fill in the blanks

Dear Mr./Ms(name)\_\_\_\_\_:

Re: Deficient Product

On (date)\_\_\_\_\_, I bought a (item)\_\_\_\_\_ from your store in (location) \_\_\_\_\_

\_\_\_\_\_ sold to me by your salesperson, (name)\_\_\_\_\_. Unfortunately your

product has not performed well. I am disappointed because (problem with the item) \_\_\_\_\_

\_\_\_\_\_.

To correct this problem, I am requesting that you (an action such as repair, replace or refund) \_\_\_\_\_

\_\_\_\_\_.

I have enclosed copies of my records, including my receipt of purchase and the product warranty. I will wait (# of

days)\_\_\_\_\_ days to hear back from you, after which I will seek help from a consumer protection

agency.

You can contact me at the address, telephone and email contact listed above. My preferred method of contact is

(method of contact) \_\_\_\_\_.

I look forward to your reply and hope we can resolve this problem quickly.

Sincerely, (Your name)\_\_\_\_\_.

## Module 2 – Wise Consumerism

## Handout 2-10

## Resources

**Canadian Consumer Handbook:** [www.consumerhandbook.ca](http://www.consumerhandbook.ca)

Offers a wealth of information on consumer topics including consumer rights and complaint procedures.

**Canada Office of Consumer Affairs:** [www.consumer.ic.gc.ca](http://www.consumer.ic.gc.ca)

Practical tools and information to help protect consumers.

**Consumer Reports:** [www.consumerreports.org](http://www.consumerreports.org)

Provides independent product reviews and information.

**RCMP:** [www.rcmp-grc.gc.ca/scams-fraudes/index-eng.htm](http://www.rcmp-grc.gc.ca/scams-fraudes/index-eng.htm)

Provides a list and description of common frauds and scams in Canada.

**Canadian Anti Fraud Centre:** [www.antifraudcentre-centreantifraude.ca](http://www.antifraudcentre-centreantifraude.ca)

**Little Black Book of Scams:** [www.compeonbureau.gc.ca/eic/site/cb-bc.nsf/eng/03074.html](http://www.compeonbureau.gc.ca/eic/site/cb-bc.nsf/eng/03074.html)

A book produced by the Government of Canada Competition Bureau listing ways to protect against fraud.

**Compare Cellular:** [www.comparecellular.com](http://www.comparecellular.com)

A Canadian site that helps consumers compare current cell phones, plans and services. Has provincial information.

**Consumer protection authorities across Canada**

**British Columbia Consumer Protection BC:** [www.consumerprotectionbc.ca](http://www.consumerprotectionbc.ca)

**Alberta Service Alberta:** [www.servicealberta.gov.ab.ca](http://www.servicealberta.gov.ab.ca)

**Yukon:** Yukon Consumer Services - 1-800-661-0408 ext 5111



## Yukon Tip

dāna Näye Ventures is a Yukon-based, First Nation controlled institution that provides business development and financial services to all people throughout Yukon 1-800-661-0448

**Module 2 – Wise Consumerism****Handout 2-10, continued**

**Saskatchewan Consumer Protection Branch:** [www.jus ce.gov.sk.ca/cpb](http://www.jus ce.gov.sk.ca/cpb)

**Manitoba Consumer's Bureau:** [www.gov.mb.ca/finance/cca/consumb](http://www.gov.mb.ca/finance/cca/consumb)

**Ontario Ministry of Consumer Services:** [www.sse.gov.on.ca/mcs/en/Pages/default.aspx](http://www.sse.gov.on.ca/mcs/en/Pages/default.aspx)

**Quebec Office de la protection du consommateur:** [www.opc.gouv.qc.ca](http://www.opc.gouv.qc.ca)

**New Brunswick Consumer Affairs:** [www.gnb.ca/0062/rentalsman/index-e.asp](http://www.gnb.ca/0062/rentalsman/index-e.asp)

**Nova Scotia Service Nova Scotia and Municipal Relations:** [www.gov.ns.ca/snsmr](http://www.gov.ns.ca/snsmr)

**Prince Edward Island Consumer Services:** [www.gov.pe.ca/jps/index.php3?number=1002799&lang=E](http://www.gov.pe.ca/jps/index.php3?number=1002799&lang=E)

**Newfoundland and Labrador Trade Practices Division:** [www.gs.gov.nl.ca/cca/tp](http://www.gs.gov.nl.ca/cca/tp)

**NWT Consumer Affairs:** [www.maca.gov.nt.ca/operations/consumer\\_affairs/iindex.html](http://www.maca.gov.nt.ca/operations/consumer_affairs/iindex.html)

**Yukon Consumer Services:** [www.community.gov.yk.ca/consumer](http://www.community.gov.yk.ca/consumer) 867-667-5111

**Nunavut Consumer Affairs Toll Free:** 1-866-223-8139

**Consumer advocates:**

**Consumer's Association of Canada:** [www.consumer.ca](http://www.consumer.ca)

**Consumer Council of Canada:** [www.consumercouncil.com](http://www.consumercouncil.com)

**Public Interest Advocacy Centre:** [www.piac.ca](http://www.piac.ca)



## Module 2 - Wise Consumerism

## HANDOUT 2-11

## Glossary

**Bandwagon:** This comes from the phrase “jump on the bandwagon” – when everyone joined in and danced at a parade. We use this phrase to mean joining in something so that we feel that we belong – buying a product that everyone has, for example.

**Calculate:** To figure something out using math such as adding, subtracting, multiplying, or dividing.

**Celebrity endorsement:** An ad that makes us want to buy a product because a famous person uses it (or says they use it).

**Consumer:** A person who buys goods or services.

**Consumerism:** First used to describe the rights of consumers, this word is used now to describe the way we are always thinking about buying things in our society.

**Fine print:** A term used to describe the conditions, terms, rules, and warnings that appear at the end of an ad in very small print. Smart consumers make sure they understand the fine print before making a purchase.

**Impulse buying:** Buying something that you did not plan to buy and that you likely do not need. Some people buy things on impulse to cheer themselves up, but this can lead them away from their financial plan and into debt.

**Online classifieds:** Websites where people sell their used items at a low cost.

**Sales cycles:** Times of the year when things go on sale in a store. This is often at the end of a season.

**Shopping strategy:** A careful plan you make to guide you in your shopping decisions.

**Subconscious:** The part of the mind that learns things we are not aware of. Repeated advertising can get through to our subconscious minds.

**Unit price:** The amount something costs by a certain unit of measurement. For instance, we buy gas by the litre. The cost of a litre of gas is an example of a unit price.

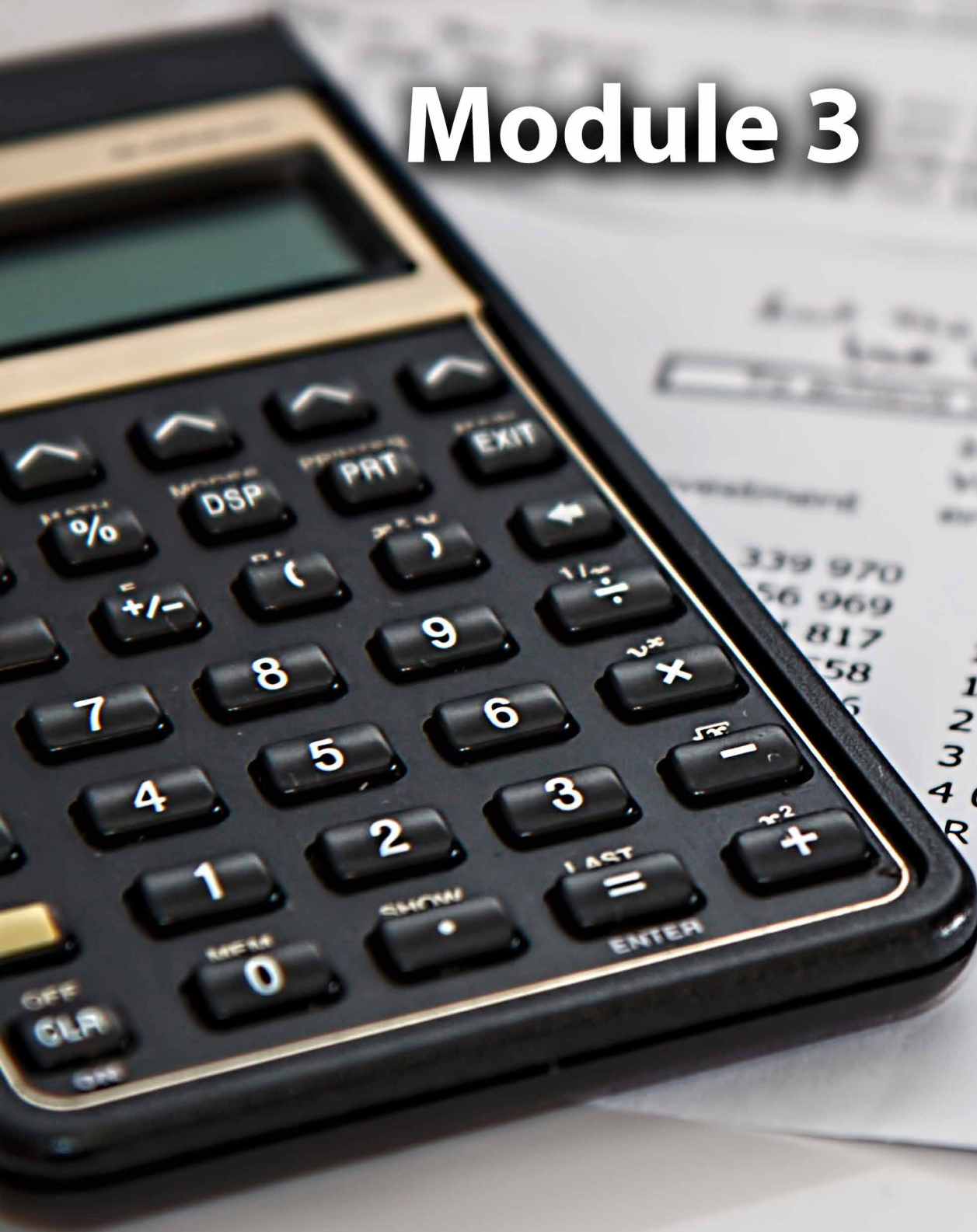
**Warranty:** A guarantee that a product will meet certain standards, and will be replaced if it does not. To get the warranty, you may have to mail in a form.

**Yukon  
Tip**

Minimum wage in the Yukon is currently \$11.32.  
For up to date information visit:  
[www.community.gov.yk.ca/wages.html](http://www.community.gov.yk.ca/wages.html)

# Budgeting

## Module 3



Investment Value at Year end	
339 970	373 967
56 969	804 029
817	1 296 731
58	1 859 317
6	2 499 808
	3 227 076
	4 050 935
	R 28 331

## Overview

This module introduces participants to budgeting as a money management tool to record their spending and saving. It explores the many benefits of using a budget. It looks at the elements of a budget, including income, fixed expenses, and variable expenses. People on low-incomes are often very experienced budgeters. Encourage participants to share what they know about using a budget. In small groups, participants will practice making a budget worksheet using 'scenarios' for people in different life situations. The module covers the steps to create a budget, different budget formats, and tips for success.

Budgeting can bring out strong negative responses from people who are struggling with their money or living on a low-income. Acknowledge that the challenges of budgeting are real but they can be overcome. Focus on the steps that participants can take towards getting more control over their money and achieving their goals through the use of a budget. Strong budgeting skills are one of the keys to transforming their relationship to money. These skills will help motivate Yukon citizens and build hope for the future.

## Learning Objectives

Participants will:

- Understand the concept of a budget and look at its benefits
- Understand the concepts of income and expenses, both fixed and variable
- Create a sample budget to learn what goes into it and the process of building a budget
- Find strategies for making and sticking to their own personal budgets
- Create a personal goal around budgeting and financial record-keeping

## Contents

1	The 'B' word - budget	10 minutes
2	Money comes, money goes!	10 minutes
3	Budgeting scenarios	20 minutes
4	Steps to a budget	10 minutes
5	Strategies and tips	15 minutes
6	Goal setting	5 minutes

## Prep Notes

- Read through the entire module.
- Prepare copies of the handouts, activity sheets, and materials for this session
- Post the 'Parking Lot' from last class. Be prepared to report on (or ask participants to report on) the results of any research done on the outstanding questions.
- Prepare a new 'Parking Lot' for this class.
- Prepare sample budgeting systems in advance. For example, prepare labelled envelopes for envelope budgeting. Or, prepare a budget binder with a monthly budget worksheet. The binder should have clear pockets that create a filing system for financial records that support the budget, such as regular bills, bank statements, loan documents, and insurance.

**Tip:** To fully understand the budgeting process it is best for you as the facilitator to create your own personal budget. This provides a role model for participants, because you can speak from your own experience with the process.

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**Objective:** To define the concept of budgeting and identify its benefits.

**Tools:** Activity Sheet 3-1, The 'B' Word – budget, flipchart paper, markers

**Format:** Large group brainstorm and discussion

## Welcome

Welcome participants to the workshop. Share housekeeping details such as workshop length, break times and washrooms.

## Tips that can make a successful workshop:

- Provide lunch and snacks if possible
- Call people before the workshop to remind them of the time, date and location.
- Offer door prizes and incentives
- Allow for several breaks so as to prevent information overload
- Use simple language
- Make the workshop personal and relatable
- Offer the course in a flexible way; encourage employers to allow employees to have time off to take the workshop or offer it on the weekends and evenings.

## Key points

This workshop is a chance to share your knowledge and experience in budgeting. It will include the steps to creating a budget and its benefits.

## Activity: 3-1 Why budget?

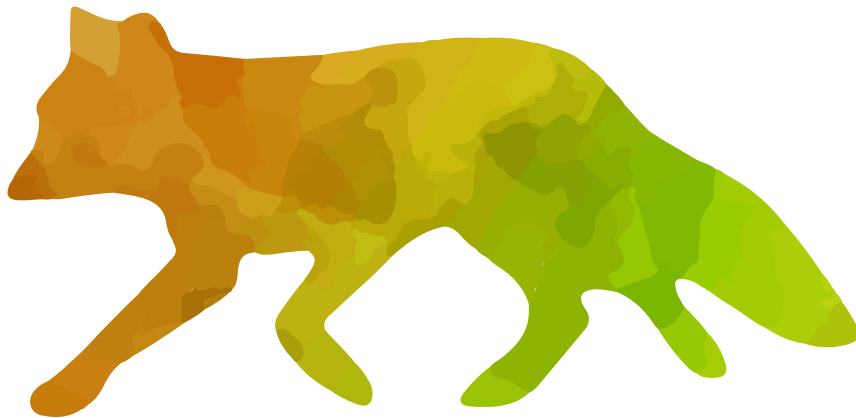
1. Ask the group: What do you think of when you hear the word “budget”? What words or feelings come to mind?
2. Write “Budget” and “Why?” on either side of a piece of flipchart paper.
3. Ask the group to brainstorm a list of their points for each of these questions and record their answers:
  - Q:** What is a budget?
  - Q:** Why would you use a budget? What are the benefits to budgeting?
4. Give each participant a copy of Activity Sheet 3-1, The 'B' word – budget.
5. Review any key points that did not come up in the discussion.
6. Ask the participants to use this sheet to record any new points that apply to their own situation.

## Budget challenges

You can ask participants about their experiences in creating and using a budget. You can also share your own experience. If comments come up about the challenges of creating or using a budget, record them on another piece of flipchart paper (titled "Budget Challenges"). Refer back to this flipchart later in the session when you discuss tips for successful budgeting and show how the tips might help with these challenges.

## Key points

- Many people think of a budget as something that places rules on them or stops them from spending their money the way they want. But really, a budget is a way to make your own rules—rules that fit your needs and your life and help you take control of your decisions and your money.
- Budgeting is a practical tool that makes you feel calmer and more in control.
- To get the most from your budget, **be honest, realistic and goal-focused**. The satisfaction of achieving a goal, no matter how small, can motivate you to continue.



**Module 3 - Budgeting****ACTIVITY SHEET 3-1****The 'B' word – budget**

What do you think about when you hear the word "budget"?

What words or feelings come to mind?

Write down any other ideas the group came up with, especially ideas that fit your situation.

What is a budget?	Why budget?
<ul style="list-style-type: none"> <li>■ A way to keep track of your money.</li> <li>■ A summary of income (how much money comes in) and expenses (how much money goes out) over a certain period of time.</li> <li>■ A tool that tells you how much money you have, how much you need and what you spend your money on.</li> <li>■ A plan to help you manage your money and plan for the future.</li> </ul>	<ul style="list-style-type: none"> <li>■ Be more aware of what you spend your money on.</li> <li>■ Find areas where you can spend less and save more.</li> <li>■ Take control of your finances and feel more content.</li> <li>■ Pay bills on time and avoid late fees.</li> <li>■ Reduce your stress around money.</li> <li>■ Reduce or pay off your debt.</li> <li>■ Save for medium and long-term goals(such as a vacation, paying for school, buying a house, retirement).</li> <li>■ Have more money to spend on the things that are important to you!</li> </ul>



**Objective:** Learn what goes into a budget, including income and expenses (fixed and variable).

**Tools:** Activity Sheet 3-2, Income sources, Activity Sheet 3-3, Expense categories Flipchart, pens

**Format:** Large group brainstorm, small group activity, large group discussion

## Introduce the topic

Many people don't know where to begin when building a budget. We will start with the two main elements of a budget: income and expenses.

## Activity: 3-2 Income

1. Ask participants to brainstorm as many sources of income as they can.
2. Record their answers on a flip chart titled "Income".
3. Give out Activity Sheet 3-2, Income sources.
4. Review any of the income sources not yet covered.

## Activity: Coming to "terms" with budgeting

- There is some terminology you might want to review with participants, including net income, fixed income, gross income, variable expenses, fixed expenses and receipt. Definitions can be found in the Glossary.

## Key points

- Income includes a paycheque or commission cheques from work, tips, money received from government, self-employment activities and what you earn as interest on savings or investments.
- Monthly income is the total amount of money coming into the budget.
- When you make a budget, use the actual money you have available to spend. This is called your net income. This is the money from your pay after taxes and other deductions. If you are self-employed, net income is what you have after all your business expenses, including taxes, are paid.

**Module 3 – Budgeting****ACTIVITY SHEET 3-2****Income sources**

- ☐ Paycheque—weekly, bi-weekly or semi-monthly
- ☐ Self-employed business income
- ☐ Home-based business sales of home-made products or services
- ☐ Tips
- ☐ Sales commissions
- ☐ Bonuses
- ☐ Income from rental properties
- ☐ Income support from relatives
- ☐ Social assistance benefits
- ☐ Disability benefits
- ☐ Canada Child Tax Benefit and National Child Benefit Supplement
- ☐ Universal Child Tax Credit
- ☐ Child support
- ☐ GST or HST rebates
- ☐ Scholarships and bursaries
- ☐ Student loans
- ☐ Canada Pension Plan (CPP) or Quebec Pension Plan benefits (QPP)
- ☐ Old Age Security Benefits (OAS)
- ☐ Guaranteed Income Supplement (GIS)
- ☐ Private pension benefits
- ☐ Withdrawals from Registered Retired Savings Plans (RRSP)
- ☐ Earnings on savings and investments
- ☐ Inheritances
- ☐ Can you think of anything else?

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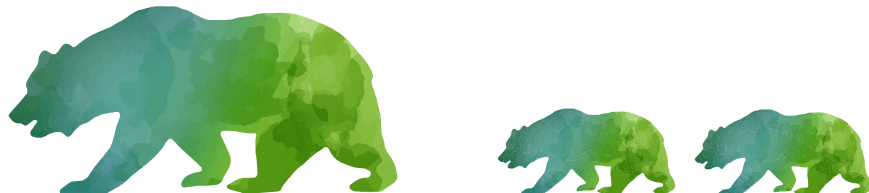
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**Yukon  
Tip**

Yukon Consumer Service can provide you with free,  
objective information 1-800-661-0408 ext.5111

## Activity: Expenses

1. Explain that there are two main kinds of expenses: fixed and variable.
2. On a flip chart with the title “Expenses”, make two columns labelled “Fixed” and “Variable”.
3. Ask the group to define and give examples of fixed and variable expenses. Record these.

**Tip:** The next activity will involve more discussion about expenses, so just record a few examples and then move on.

## Activity: Expense categories

- Split participants into groups of 3 to 4 people.
- Ask each group to choose a recorder.
- Give Activity Sheet 3-3, Expense categories, to the recorder in each group.
- Give the groups a few minutes to brainstorm expenses in each of four categories: Housing Expenses, Transportation Expenses, Living Expenses, and Personal Expenses.
- Ask the groups to decide if the expense is fixed or variable and mark it with an “f” or “v”.

## Key points

- Fixed expenses are costs you usually pay each month. The amount usually stays the same. Examples include rent or mortgage payments, cable TV, Internet, telephone and daycare.
- Variable expenses can change from month to month. Sometimes they are “discretionary” expenses – things that are nice to have but that you don’t strictly need, like eating out. Sometimes they are seasonal – expenses at a certain time of the year, such as school supplies. Other examples of variable expenses include food, clothing, personal care, gifts, and donations to charity.

## Process the exercise

Gather the responses by rotating through the groups and the categories, asking for one or two ideas, so that each group has the chance to take part.

Possible answers:

### Housing:

- Rent or mortgage
- Heat
- Hydro
- Cable and Internet
- Phone
- Other (insurance, maintenance, property tax)

### Living expenses:

- Food
- Clothing
- Childcare
- Loan and credit card payments
- Prescription drugs and medications
- Pets
- Laundry
- Other (dental)

### Transportation:

- Car (loan, lease, repairs, insurance)
- Gas and parking
- Insurance
- Public transit
- Taxicabs
- Other

### Personal expenses:

- Recreation and entertainment
- Eating out
- Cigarettes and alcohol
- Haircuts
- Magazines, books and newspapers
- Babysitting
- Vacation and travel
- Other (hobbies, savings)

Brainstorm and record examples of expenses from each category.  
Decide which expenses are fixed (f) and which are variable (v):

**ACTIVITY SHEET 3-3**

Housing:	Transportation:
Living Expenses:	Personal Expenses:

### Yukon Tip

Some Yukon First Nations offer a free service to meet with a financial planner if you are employed by them.

**Objective:** To see what it feels like to build a budget.

**Tools:** Activity Sheet 3-4, Budgeting scenarios Activity Sheet 3-5, Monthly budget worksheet

**Format:** Small group activity, large group discussion

**Tip:** Participants will be using 'scenarios' to help them get a sense of the process of creating a budget. Working through a scenario is less personal and easier than asking participants to create their own budget in class. You may choose to adapt the scenarios to more closely match situations that your participants can relate to.

### Activity: 3-4 & 3-5 Budget scenarios

1. Split Participants into groups of 3 or 4 people.
2. Have each group appoint a recorder.
3. Give each group Activity Sheet 3-4, Budgeting scenarios and Activity Sheet 3-5, Monthly budget worksheet.
4. Assign each group one of the scenarios.
5. Ask them to build a budget for the person in their scenario. Encourage participants to be creative and add details about the person, relating these to the categories they put in their budgets.

### Process the exercise

The participant's task is to create a balanced budget while still saving to reach their goals. A small positive balance is allowed. If anyone has a lot of money left over, encourage them to earmark it as a savings goal. If there is a negative balance, ask the group to think of some options for their person to change the situation.

**Q:** How did your person balance their budget? What choices had to be made?

**Q:** Were you able to include an amount for their savings goal in their budget?

**Q:** Where does the money come from if the budget is not balanced?

### Key points

- Making a balanced and realistic budget involves making some hard choices.
- The process of budgeting should be guided by your values and priorities to help you make the right choices for you.
- The way to make savings happen is to include them as a fixed amount in the monthly budget. This is called 'pay yourself first'. Goals that rely on the chance of a windfall of cash or "left over" money are much less likely to ever be achieved.
- Budgets can be balanced by increasing income or decreasing expenses.
- If a budget is not balanced, the person begins to go into debt. That means that in future budgets, debt repayment and interest costs must be factored in.

## Budgeting scenarios

## ACTIVITY SHEET 3-4

Using the Monthly Budget Worksheet, put together a budget for the person in your scenario. Choose if the scenario will be based on Whitehorse expenses or the community you are currently living in. Feel free to make up more details. You can also change or add categories to the budget to match your person's situation.

## Your goals for this process:

- Income and expenses should balance (be equal) or there should be money left over.
- Budget must remain realistic.
- If you cannot make a realistic, balanced budget, talk about the options for changing your person's situation.

**Scenario 1: Vera**

Single mother of one 5 years old child

On social assistance

**Other details:**


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**Savings Goal:** Save for child's education

**Scenario 2: Johnny**

Single guy, smoker

Makes minimum wage, works full- time

**Other details:**


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**Savings Goal:** A car

**Scenario 3: Rose and Charlie**

Married couple, 2 small children ages 3 and 4.

One full time (40 hrs/wk) income of \$20/hour.

**Other details:**


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**Savings Goal:** Pay off credit card debt of \$5,000

**Scenario 4: Duane**

Single male

Lives Social Assistance

Needs transportation to get to appointments

**Other details:**


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**Savings Goal:** A "rainy day" emergency fund



## Monthly budgeting worksheet

## ACTIVITY SHEET 3-5

**INCOME**

Net income from wages (after Deductions)	\$	Other income:	\$
Self-employment income	\$	Other income:	\$
Government benefits	\$		
<b>TOTAL MONTHLY INCOME:</b>	\$	<b>(A)</b>	

**EXPENSES:**

<b>Housing Expenses</b>		<b>Transportation Expenses</b>	
Rent or mortgage	\$	Car	\$
Heat	\$	Gas	\$
Hydro	\$	Parking	\$
Cable and Internet	\$	Public transit	\$
Telephone and cell phone	\$	Taxicabs	\$
Other:	\$	Other:	\$
<b>Living Expenses</b>		<b>Personal Expenses</b>	
Food	\$	Recreation and entertainment	\$
Clothing and laundry	\$	Eating out	\$
Childcare	\$	Cigarettes and alcohol	\$
Loan payment	\$	Personal grooming (Clothes, Hair)	\$
Credit card payment	\$	Magazines and newspapers	\$
Prescription drugs	\$	Gifts and donations	\$
Pets	\$	Vacation and travel	\$
Other:	\$	Additional saving goal	\$
<b>TOTAL MONTHLY EXPENSES</b>	\$	<b>(B)</b>	\$

**OVERALL BALANCE**

Total Monthly Income (A)	\$	
<b>Subtract</b> Total Monthly Expenses (B)	\$	
<b>= (-) Overspending or (+) Saving</b>	\$	

**Objective:** To review the steps to creating a personal budget.

**Tools:** Activity Sheet 3-6, Making your own budget

**Format:** Large group discussion

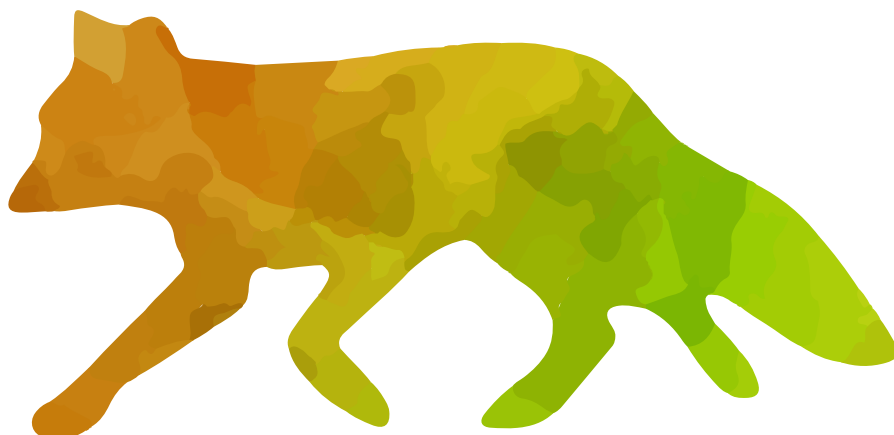
**Tip:** You may expand this activity by asking participants to bring their financial records to the session. Give them time to work on their own budgets, by following the steps and asking questions along the way. Encourage participants to look at their budgets as drafts. They can change and update them as they gather more information and experience.

### Activity 3-6 : Making your own budget

Give participants Activity Sheet 3-6, Making your own budget. Review the information as a large group. You can read out the information or have participants volunteer to read the steps out loud.

#### Key points

- Following the steps to making a budget will result in a clear overall picture of your monthly financial position.
- Building your budget is just the start of the process. Don't forget to review the budget and compare your spending, so you know you are staying on track.



**Module 3 - Budgeting****Activity Sheet 3-6**

Making your own budget

**Step 1 - Get ready.** Gather all of the papers you need, including:

- Pay stubs
- Stubs from government cheques or direct deposit notices
- Receipts
- Bills
- Bank and credit card statements
- Loan documents.

**Step 2 - Income**

List all your sources of income in a month. Put down how much you get from each source in a month. Add them up. This is your Total Monthly Income.

**Step 3 - Expenses**

List all your expense categories. Fill in the amounts for the fixed expenses first. These are likely listed on a bill or do not change each month. Next, do your best to estimate how much you spend in each of your variable categories.

**Seasonal spending:** Includes things like yearly insurance costs, back-to-school clothes for the kids, or holiday gift buying. Divide the total yearly cost by 12 to get an average monthly amount. Include that as a fixed expense in your monthly budget. Example: You get a bill each year for \$800 in car insurance. Divide \$800 by 12. You get \$66.67. That is your fixed monthly cost for car insurance.

**Pay yourself first:** If you want to save towards a goal, take the total cost of your goal and divide it by the number of months you want to save up for it. Include that as a fixed expense in your budget. Example: In a year and a half, you plan to buy a new computer. It will cost \$1000. Divide \$1000 by 18 months. You get \$55.56. That is your fixed monthly savings cost for your goal.

**Savings tip:** You can transfer the amounts for seasonal costs and savings goals out of your spending account into separate savings accounts. If you do that each month, the money builds up. It will be there for you to spend when you need it.

**Step 4 - Do the math**

Add up your Total Monthly Expenses. Subtract this amount from your Total Monthly Income. Do you have money left over? Or are you spending more than you earn?

**Step 5 - Revise your budget**

If your expenses are greater than your income, think honestly and realistically. Where can you cut back on expenses? Where can you increase your income? Should you change your savings goals?

**Objective:** To find strategies for successfully making and sticking to a budget.

**Tools:** Handout 3-7, Budgeting strategies Handout 3-8, Budgeting tips, Handout 3-9, Financial record keeping 'Post-it' notes, pens, flipchart, markers.

**Format:** Large group discussion and individual activity

## Introduce the topic

Creating your budget is just the first step. The next challenge is sticking to it. The best way to make sure you do that is to choose a system that will be easy for you to track and maintain. We have looked at one kind of budget so far. This was a paper-based work-sheet budget. There are other systems that might work better for you.

## Activity: 3-7 Budgeting strategies

1. Give each participant a copy of Handout 3-7, Budget strategies.
2. Review the different forms a budget can take.
3. Ask participants if they know about any other formats they could share with the group.

## Activity: 3-8 & 3-9 Tips for budget success

1. Give each participant a small stack of 'post-it' notes and a pen.
2. Write "Tips for budget success" on the flipchart
3. Ask the question: What tips for success would you give someone who wants to start budgeting?
4. Ask participants to write down each of their ideas on a post-it-note.
5. Have 3 or 4 people at a time come to the front to post their notes on the wall. They can place them in groupings of similar tips.
6. After everyone has posted their ideas, review the groupings. Summarize the key points.
7. Give participants Handout 3-8, Budgeting tips. Review any tips not already covered by the group.
8. Give participants Handout 3-9, Financial record keeping as a resource.

**Tip:** If the challenges of budgeting have been a topic of discussion, link this activity to the search for solutions to some of those challenges.

## Module 3 - Budgeting

## HANDOUT 3-7

**Budgeting strategies**

**The worksheet budget:** This is the type of budget we've worked with in this module. It is a written budget, usually one or two pages. You can write this kind of budget by hand, or type it up on a computer spreadsheet. These budgets are flexible. You can edit and update them any time as things change in your life.

**Online or Apps:** There are many websites that offer online budgets. With online budgets, the categories are usually set for you. This makes things easier, but you may find the categories do not quite fit your situation. The Financial Consumer Agency of Canada (FCAC) has an online budget worksheet at:

<http://www.fcac-acfc.gc.ca/eng/publications/tipsheets/tsbudget-eng.asp#LearningBudget>

**Envelopes or jars:** If worksheets don't work for you, there are many other creative ways to budget. You can figure out how much of your budget is for fixed and variable spending. Set the fixed money aside to pay those costs. Then divide the variable spending amounts, using labelled envelopes or jars to store the money you need for each category. You spend from the envelope or jar. When the money is gone, you stop spending.

**Calendar:** A calendar can be a good way to keep track of the money coming in and out. Write down dates you get paid, due dates and amounts for bills, as well as weekly expenses, such as groceries or entertainment.



**Module 3 - Budgeting****HANDOUT 3-8****Budgeting tips**

**Remember your goals.** Write them down. Put them where you can see them often and easily. Tack a list on the fridge or put a copy in your wallet next to your cash.

**Be realistic.** Connect your spending to your values. You need to be realistic about what you can live without and what you can't. This will help you find ways to spend less and to save.

**Make it simple.** If your budget is too complex, you are less likely to stick to it. Use a system that is simple and easy to maintain.

**Keep a record.** Choose the best way for you to keep track of your spending. Your record might be in a little notebook or on the computer. Some people put money for certain things in little envelopes or jars. The important thing is that it works for you.

**Stay organized.** You need to know where your financial records are and review them regularly. This saves time and reduces stress. You can keep all your financial documents in a binder or a set of folders. Organize the binder or folders by item (for instance, bills, credit card statements, tax documents). Update your record system each year.

**Use your bank to help you manage your money.** At the bank, you should have a working account for paying your bills and taking out money. Open a savings account for your savings goals. If you get a regular income, set up your account so that it automatically transfers some money to your savings account each time you get paid. Remember, pay yourself first.

**Include debt and savings in your budget.** Use your monthly budget to reduce debt and increase savings. Otherwise, debt can grow out of control, while savings disappear.

**Paycheque plan.** Plan your bill paying for when you get paid, so that you know which paycheque will cover what expense.

**Plan for change.** Our expenses change. Our income changes. Our goals change. That is why you should review your budget regularly.

**Be patient.** The first few weeks of using a budget to guide your spending are often the hardest. Old habits can be hard to break and new ones hard to make. As time passes, you will grow more comfortable working with your budget.

**Look for support.** If you find you are getting off track, share your budget with someone you trust. Ask them to help you review your progress each month. To stay motivated, read about people who are in control of their money and meeting their goals.

**Module 3 - Budgeting****Handout 3-9****Financial record keeping**

Here are some important papers and records. You should keep them in a safe place and organize them so that you can find what you need. The chart shows their “shelf life” – how long you should keep them.

Remember: For safety, shred or burn important papers.

Papers	Shelf Life
Pay stubs	After receiving your T4 and paying your taxes for that year
Birth certificates and other ID	Keep for life
Social insurance card	Keep for life
Monthly bills with confirmation of payment	Keep for at least one year
Receipts for major purchases	Keep until past return date or warranty date
Warranties and guarantees for items you buy	Keep until the warranty expires
Medical receipts	Keep for at least a year. You may be able to use them for your tax return
Bankbooks and statements	Keep for at least a year
Unused cheques or copies of cancelled cheques	One year or six years if used as receipts for tax purposes
Investment papers and statements	Keep for as long as you own the investment
Credit card statements	Keep minimum one year or seven if used as a record of expenses for tax purposes
Leases (lease to buy), loan and mortgage papers	Keep until paid off. Keep the receipt of final payment for life
Tax returns, notices of assessment, tax-related receipts	Keep for six years
Insurance papers	Keep for the life of the insurance policy
Final will and testament	Keep for life



**Objective:** To set a personal goal for budgeting.

**Tools:** Activity Sheet 3-10, Goal setting Handout 3-11, Resources Handout 3-12, Glossary

**Format:** Individual activity

### Activity: 3-10, 3-11 & 3-12 Goal Setting

1. Give each participant a copy of Activity Sheet 3-10, Goal setting.
2. Ask them to spend a few minutes setting goals. These should have tasks and deadlines that relate to their own personal budget and financial record-keeping.

**Teaching tip:** If a participant already uses a budget, ask them to think of ways to improve their process. Maybe they budget but do not include a savings goal. Challenge them to define a savings goal and figure out how to adjust the budget to support it.

3. Give participants Handout 3-11, Resources.
4. Handout 3-12, Glossary is an optional handout.

### Wrap-up

To close the session, ask two or three participants to share one of their goals in a short phrase or sentence. You may choose to do this in a round of the whole group, depending on how much time you have left. Remind them of the date and time for the next session.

## Module 3 - Budgeting 6

## ACTIVITY SHEET 3-10

## Goal setting

Take a few minutes to reflect on how this workshop relates to your life. Set one or two SMART goals for your personal budgeting and financial record-keeping.

Goal: Create and use a budget system		When?
<b>Tasks:</b> <ul style="list-style-type: none"> <li>■ Add up my total income and subtract my total fixed expenses to figure out what I have left to spend each month.</li> <li>■ Give myself a weekly spending allowance and only spend cash.</li> </ul>		<b>End of this week</b>  <b>Weekly</b>
1. Goal:		
<b>Tasks:</b>		<b>When?</b>
2. Goal:		
<b>Tasks:</b>		<b>When?</b>

**Module 3 - Budgeting****HANDOUT 3-11****Resources:****Money management websites****Financial Consumer Agency of Canada (FCAC)**

(<http://www.fcac-acfc.gc.ca> )

This is a financial education and consumer regulation site. Navigate to find their budgeting calculator to see if you have a realistic budget or to check out their tips on making a budget and sticking to it. There are also resources about budgeting in Your Financial Toolkit.

**Industry Canada - Office of Consumer Affairs (OAC)**

(<http://www.ic.gc.ca/eic/site/oca-bc.nsf/eng/home>)

This site has some budgeting basics as well as a great expenses calculator.

**Investor Education Fund**

(<http://www.getsmarteraboutmoney.ca/en/Pages/default.aspx>)

Check out IEF for a range of topics, including budgeting. They have videos and calculators to explore as well as a yearly budget template.

**The Stop – Do the Math**

(<http://dothemath.thestop.org>)

Orient yourself to what it is like to live on a low-income, compare your monthly budget to the real-life earnings of low-income people.

**SPENT**

(<http://playspent.org>)

Another tool to see what it is like to live below the poverty line and to have to make difficult decisions involving finances. An impactful exercise that simulates surviving on a tight budget.

**My Money, My Choices**

(<http://mymoneymychoices.com>)

An interesting and free tool that brings people together to help motivate them to get on track financially. Created by the no-nonsense Gail Vaz-Oxlade (Til Debt Do Us Apart).

## Module 3 - Budgeting

## HANDOUT 3-12

## Glossary

**Balanced budget:** A budget in which income and expenses are equal.

**Budget:** An estimate of the income and expenses of a person, a family or an organization, over a certain period of time.

**Canada Pension Plan (CPP):** Canada's government pension system. You pay a portion of your earnings to a fund that gives you income when you retire or become permanently disabled.

**Deficit:** The amount by which you're spending exceeds your income (opposite of surplus).

**Employment insurance (EI):** A Canadian government system. You pay a percentage of your earnings to a fund that provides income for a limited time if you lose your job.

**Expense:** Money you pay; costs.

**Fixed expenses:** Expenses that do not change much from month to month, such as rent and car insurance.

**Fixed income:** An income that comes from sources such as social assistance, provincial disability or pension income.

**Gross income:** The amount of money you have earned before any deductions (such as EI or CPP).

**Lifestyle:** A way or style of living; your normal habits, pastimes, attitudes, standard of living, and so on.

**Net income:** Gross income minus the deductions; the amount of money you take home ("take-home pay").

**Priority:** Something that is more important than other things.

**Receipt:** A printed statement showing things you bought and the price you paid for them.

**Savings:** Money you have not spent or that you set aside for a special purpose.

**Surplus:** The amount by which your income exceeds your spending (opposite of deficit).

**Variable expenses:** Expenses that can change from month to month, such as food and entertainment