


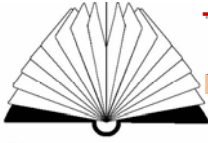
The Northern Edge

Study Guide

Money Issues

\$ Money Issues \$	
EXPENSES:	
Rent	
Utilities: Gas/Water/Electric	
Cable TV	
Telephone	
Toiletries, Household Products	
Clothing	
Eating Out	
Gifts/Donations	
Healthcare (medical/dental/vision insurance)	
Hobbies	

A black and white illustration of a woman with long dark hair, wearing a dark sleeveless top. She is looking down at a smartphone held in both hands. The illustration is positioned on the right side of the expense table, partially overlapping the table's grid.



Money Issues

Introduction

This story is from **Issue #5 of The Northern Edge**. The Money Issues story is about learning how to manage money, keep out of debt, and save for personal goals. Online learning activities include two vocabulary quizzes.

This story offers an opportunity to encourage learners to explore issues related to earning and spending money.

This section first presents a list of seven learning activities and the written text for the Money Issues story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

This symbol marks the written text for the Money Issues story.

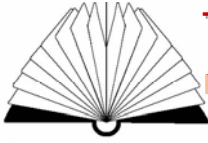




This symbol marks instructor notes.

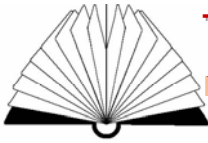


This symbol marks handouts to copy for learners.





Money Issues		
List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	2 handouts	8 to 10
2) Language skills	2 handouts	11 to 13
3) Questions	2 handouts	15 to 18
4) Writing	1 handout	19, 20
5) Our Money Issues	4 handouts	21 to 32
6) Credit card debate	4 handouts	33 to 43
7) Emergency fund story	1 handout	44 to 46



Text – Money Issues

Issue #5 The Northern Edge

I am an adult educator at the BHP Billiton Diamond mine in Canada's Northwest Territories. For the past year, a group of eight employees and I have been meeting every two weeks to work on ways of managing money, getting out of debt, and saving towards personal goals.

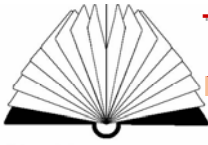
We realized that we never learned how to deal with money when we were young and in school.

We all had different experiences, backgrounds, values, and ideas about money. Some of us had experienced debt and bankruptcy, while others had good skills in saving money and had tips on investing. As we started meeting, we realized that we are resources for each other. As the facilitator of the group, I decided to set down some ground rules and boundaries to maintain confidentiality and respect.

Rule # 1: We would not share personal financial information such as actual numbers. This would include things like personal income, rent or mortgage amounts, support payments, or other personal information.

Rule # 2: We would not be judgmental about someone's spending habits. A luxury to one person may be a necessity to another.

Rule # 3: What we discussed as a working group would not be made public, only the key learnings that resulted from our work.



Rule # 4: We would support each other to learn, share, and try new ways of managing money.

Rule # 5: My role as facilitator would be to compile information, books, websites, and tools and bring them to the group to try out.

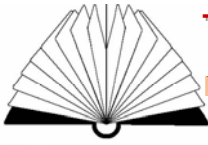
And so we began getting excited about money. Our first meeting was a brainstorming session. We all gave ideas about tips on saving money, ways to budget, good books on the topic, internet websites, groups that help give information or sessions. We all agreed that the starting place was figuring out where a person is at financially, or taking stock. We decided to create a spending plan.

Lyle suggested using the words 'Spending Plan' instead of 'Budget' because the word 'Budget' brought up feelings of being deprived. A key learning for all of us was that we are in a position of power with our money. We are in control.

Scene 2

The first step in being aware of our finances is being honest about our spending habits. So we started collecting receipts, writing on the back of each receipt what it was for. We put our receipts into small, colourful, plastic envelopes with velcro closures so they wouldn't get ruined from repeated use.

While we were collecting receipts, the group worked with me to adjust the categories. Mary, who is single, makes all the decisions about spending money herself. The categories in her Spending Plan were different from Frank's. Frank has a wife and 3 children. A lot of the spending goes on when he is not home. He needed to sit down with his family and talk about how they spend money as a



family. He needed their participation and co-operation if he was to create a successful Spending Plan.

Everybody spent 6-12 months tracking their expenses. This gave us some real information about what it costs us to live, eat, and pay bills. We were able to look at spending patterns in the summer and winter. Over the months, we started to see patterns to our spending. Certain expense categories were consistent in amount, from month to month.

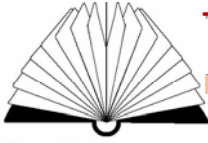
We learned a great deal as we progressed. Different people came up with great new ideas. Someone suggested we treat one-time large expenditures as a monthly cost, dividing them by 12 months.

Someone brought up the idea of having an emergency fund in case someone can't work, a family member becomes ill, a major home repair is needed, or a disaster takes place. The group thought that four to eight months' salary should be saved for emergencies.

Someone suggested we set spending priorities with three categories:

- 1) Must have
- 2) Nice to have
- 3) On the wish list

After the group tracked expenses and filled out Spending Plans for a number of months, I put everything together and created a presentation so others could share in our learning. We decided to start a Money Management workshop series at work. Several group members helped me give the workshop. Lots of people were interested in the topic of Money Management.



Other ideas that came from this workshop were:

- Starting Your Own Business
- Tax Tips
- Ways of Saving Money
- How To Deal with Collection Agencies
- Retirement Planning
- Investment Tips

Conclusion

Many of the group still track expenses. It has become a habit. We believe that knowing how much we've spent each month is valuable information. For several people, it's no longer a chore. It has become part of what we do.

Jennifer makes time each week to add up the family expenses and record them. She makes dinner and puts on the kids' favourite music while they do it as a family.

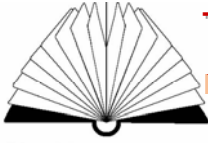
Here are some comments from participants:

"I'm tired of that sinking gut feeling when a bill comes in the mail, and worrying about how I'm going to pay it. I want to deal with this in my life."

"I've moved from being behind with my bills, to being on time with my bills, to being ahead of my bills."

"Now, for the first time, I have a separate emergencies account, which is slowly growing."

When you are ready, click on the Budget Toolkit button.



Vocabulary Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners match each word in a list with the best definition.

1-2: Write your own sentence

Learners use words in a sentence.



Language skills Learning Activity 2

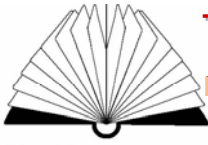
Two handouts

2-1: Past and present tense

Learners first decide if the sentence verb is past or present tense. Then they rewrite sentences from present tense to past tense, and past tense to present tense.

2-2: The order of events

Learners number the events in the order they happened.

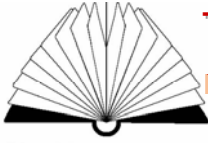


Vocabulary Learning Activity 1

1-1: What do these words mean?

Match the words in the column on the left with the best definition on the right. Use a dictionary if you want. Write the number of the word beside the correct meaning.

1) Expenses	___ Money people receive for things such as working or selling something.
2) Receipt	___ Money that people owe to another person, business, or government.
3) Priorities	___ Classes or groupings of things.
4) Income	___ Usually expensive things that people don't really need.
5) Debt	___ Things people really need.
6) Categories	___ An outline or plan of income and expenses.
7) Luxury	___ Written record of paying money for something.
8) Necessity	___ The most important things.
9) Budget or spending plan	___ Money people spend on things.



Vocabulary Learning Activity 1

1-2: Write your own sentence

Using the words below, write your own sentences. If you want, use more than one of the words in the same sentence.

expenses

debt

income

mortgage

luxury

necessity

budget

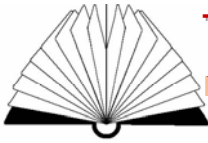
categories

receipt

patterns

consistent

priorities



Language skills
Learning Activity 2

2-1: Past and present tense

Decide if the verb in the sentence is in the present tense or the past tense. If the sentence is in the present tense, rewrite it in the past tense. If it's in the past tense, rewrite it in the present tense.

- 1) A group of employees met every two weeks to work on ways to manage money, get out of debt, and save towards personal goals.

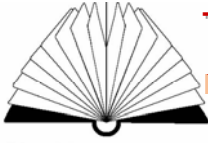
Check one: Present tense Past tense

Rewrite the sentence in the other tense:

- 2) We all had different experiences, backgrounds, values, and ideas about money.

Check one: Present tense Past tense

Rewrite the sentence in the other tense:



3) We decided to set down some ground rules and boundaries to maintain confidentiality and respect.

Check one: Present tense Past tense

Rewrite the sentence in the other tense:

4) The first step in being aware of our finances is being honest about our spending habits.

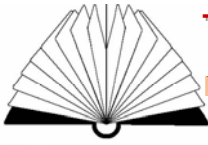
Check one: Present tense Past tense

Rewrite the sentence in the other tense:

5) We learned a lot as we progressed.

Check one: Present tense Past tense

Rewrite the sentence in the other tense:



**Language skills
Learning Activity 2**

2-2: The order of events

What happened first in the story?

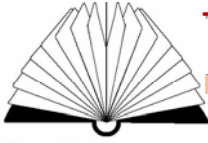
The adult educator decided to meet with a group of employees to work on how to manage money, get out of debt, and save towards personal goals.

What happened at the end of the story?

People attended a workshop and learned new ways to deal with money issues.

Here's a mixed-up list of seven things that happened in the story. Number the sentences to show the order they took place in the story.

- ___ People in the group tracked their expenses and filled out spending plans for a number of months.
- ___ The group's first meeting was a brainstorming session.
- ___ People realized they never learned how to deal with money when they were young and in school.
- ___ The group decided to use the words spending plan instead of budget.
- ___ Over the months people started to see patterns to their spending.
- ___ Someone suggested the group set spending priorities in three categories: must have, nice to have, on the wish list.
- ___ The group decided to start a money management workshop series at work.



Questions Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the Money Issues story. The handout asks learners to use a full sentence with correct punctuation.

3-2: Journal writing

Learners use questions in the handout to guide their journal writing.



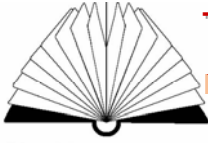
Writing Learning Activity 4

One handout

Learners look at the ground rules the group from BHP set for their meetings. Tell them that in other activities your group will discuss some of their own money issues.

Ask them to brainstorm and decide what ground rules they want to set for their own group, and write them down. Ask them to make a poster for the ground rules and put them up on the wall.

Learners write a paragraph about why it's important to set ground rules.



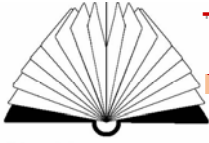
**Questions
Learning Activity 3**

3-1: Story questions

Write one or more sentences and use your own words to answer the following questions. Begin with a capital letter and end with the correct punctuation.

1) Why is this story called Money Issues?

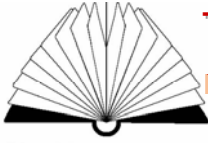
2) How often did the group get together?



3) What three main goals did the group have?

4) Why did they set ground rules?

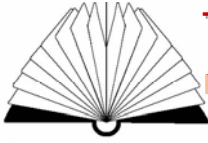
5) What did they do at their first meeting?



6) Why did the group want to use the words 'spending plan' instead of 'budget'?

7) What first step did group members take to become honest about their spending habits?

8) How did the group share what they learned with others?

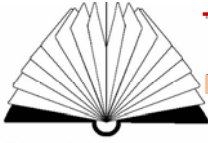


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ How did you feel after you read this story?
- ✓ Have you ever kept track of how much you spend?
- ✓ Have you ever worried about having enough money?
- ✓ How do you feel about being in debt?
- ✓ How do you feel talking about money issues with your friends? Your family? Your employer?

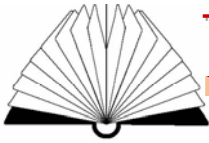


Writing Learning Activity 4

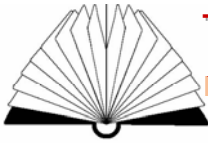
The group at BHP set five ground rules and agreed to follow them as they talked about money issues.

- 1) We do not share actual numbers about our personal finances. This includes things like income, rent or mortgage, or support payments.
- 2) We do not judge other peoples' spending habits. A luxury to one person may be a necessity to another.
- 3) We keep private within the group the things we discuss, except the key things we learn.
- 4) We support each other to learn, share, and try new ways of managing money.
- 5) The instructor's role is to compile information, books, websites, and tools and bring them to the group to try out.

In other activities, your group will discuss some money issues. As a group, brainstorm what ground rules you'd like your group to follow. Agree on the ground rules you want. Write them down, make a poster, and put the poster on the wall.



Write a paragraph about why it's important to have ground rules when we discuss things like money issues.



Our money issues Learning Activity 5

Four handouts

For each part of the activity, remind learners about the ground rules they developed during Learning Activity 4, and apply them.

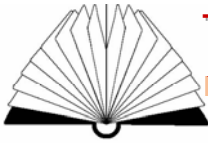
5-1: Tracking personal expenses

Ask learners to gather information about how much money they spend and where they spend it. Decide as a group how long you want to do this – for example for four to six months. Discuss why it's important to gather information for longer than one or two months.

Brainstorm ideas and help learners identify the best way to organize information about their expenses. For example, they can write everything down in a book, collect receipts and keep them in envelopes, or whatever other ideas work best for them.

Discuss questions related to different kinds of consumers and learners' values related to spending money.

- What different kinds of consumers are there – such as impulsive, conservative, disciplined, stingy, etc?
- What kind of consumer am I?
- Do I consider any of these factors when I buy something: What I decide to buy? How I decide to buy something? When I buy something? Who I buy it from? Where I spend my money?



5-2: Sample income and expenses

Learners develop and fill out a sample list of income and expenses. Help them decide how to organize the information. The handout suggests some categories.

Ask learners to work in pairs, small groups, or on their own. First, do one sample as a whole group to help them get started, if you want.

Ask them to write down the income and expenses for one month, for one of the two samples. Remind learners to calculate each expense for just one month:

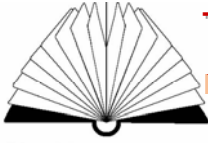
- The samples list some expenses by the week – learners need to multiply to get an amount for one month
- The samples list some expenses by the year – so learners need to divide to get an amount for one month

Ask learners to look at the expenses and decide if the people in the sample **MUST HAVE** those things or **LIKE TO HAVE** those things.

After they fill in the table, discuss these questions as a group:

- 1) What is the total income for the sample?
- 2) What are the total expenses for the sample?
- 3) Compare the expenses and income. Do people owe money or have money leftover at the end of the month?
- 4) How did learners decide what category the expense falls into - **MUST HAVE** or **LIKE TO HAVE**?

Encourage learners to recognize that people often have different ideas about what they **MUST** have and what they **LIKE** to have.



5-3: Personal income and expenses

Learners develop and fill out their personal monthly expenses and income. Use the same table they used for the sample, or make your own.

Do this at the end of each month, as they gather information about their expenses, or at the end of the four to six months.

Encourage them to use the sample list of expenses and income as a guide. Remind them that they may have different categories of expenses, and fewer or more categories.

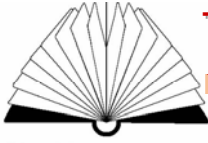
Ask each learner to identify:

- 1) What is my total monthly income?
- 2) What are my total monthly expenses?
- 3) At the end of each month, do I have leftover income or do I owe money?
- 4) Look at each expense category and decide if I **MUST HAVE** those things or **LIKE TO HAVE** those things.

Remind learners that they don't have to share personal information related to exact amounts of income and expenses.

When they finish, discuss these questions with the group:

- Did you learn anything you didn't already know?
- What did you learn?
- Do you think you can use what you learned? If yes, how? If no, why not?



5-4: Financial goals

Brainstorm and discuss possible financial goals with the whole group. These may include:

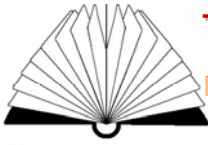
- Getting a credit card or cancelling a credit card
- Reducing expenses, spending less money
- Increasing income
- Buying a particular item
- Saving money to buy something in the future
- Saving money for retirement

Learners ask themselves:

- Do I have any financial goals? What are they?
- Do my financial goals fit into my present income and expenses? If not, how can I change things to help me reach my financial goals?

Discuss as a group:

- If you suddenly had \$5000, what would you plan to do with it?
- What if you suddenly had \$50,000?



Our money issues Learning Activity 5

5-1: Tracking personal expenses

Gather information about how much money you spend and where you spend it. Decide as a group how long you want to do this for. It works best if you gather information for at least four to six months.

Discuss – Why does it work best if we gather information for four to six months, rather than for one or two months?

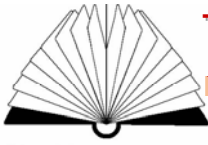
Brainstorm different ways you can gather and keep track of this information. For example:

- Keep all receipts in coloured envelopes
- Write everything down in a book
- ???

What other methods could you use to keep track of how much money you spend and what you spend it on?

Discuss these spending questions with learners:

- What different kinds of consumers are there – such as impulsive, conservative, disciplined, stingy, etc?
- What kind of consumer am I?
- Do I consider any of these factors when I buy something: What I decide to buy? How I decide to buy something? When I buy something? Who I buy it from? Where I spend my money?



Our money issues Learning Activity 5

5-2: Sample income and expenses

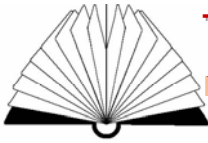
Write up a list of income and expenses for one month, for one of the samples below. Use the table on the next page or make up your own. Organize the expenses into different categories, such as:

- Home
- Utilities
- Food
- Transportation
- Clothing
- Entertainment
- Other stuff
- ??

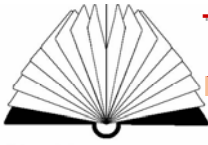
Make sure you calculate each expense for one month. Look at the expenses and decide if the people in the sample **MUST HAVE** those things or **LIKE TO HAVE** those things.

After you fill in the table, discuss these questions as a group:

- 1) What is the total income for the sample?
- 2) What are the total expenses for the sample?
- 3) Compare the expenses and income. Do people owe money or have money leftover at the end of the month?
- 4) How did you decide what category the expense falls into - **MUST HAVE** or **LIKE TO HAVE**?

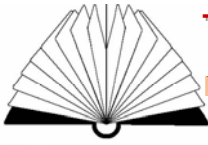


Month and Year:	
Income and expenses	Amount
Total income	
Total expenses	



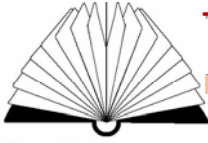
Sample one: Expenses for a single mom with one pre-school child - February, March, April, and May. Income is \$800 per week from employment plus \$100 per week child support.

- 1) Babysitter: each weekday for 8 hours at \$5.00 per hour
- 2) Rent: \$1200 per month includes heat and water
- 3) Home insurance: \$600 per year
- 4) Phone: \$40 per month
- 5) Cable TV: \$30 per month
- 6) Diapers: \$15 per week
- 7) Electricity: \$150 per month
- 8) Groceries: \$300 per month
- 9) Laundry: \$20 per week
- 10) Kid's clothes: \$45 over two months
- 11) Video rentals: \$10 per week
- 12) Bingo money: \$10 per week
- 13) Kitchen curtains: \$40
- 14) Medicine: \$10 a month
- 15) Gifts: \$30 over two months
- 16) Bank loan: \$55 per month
- 17) Light bulbs and paint for the house: \$45
- 18) Taxis: \$8 per week
- 19) Eating out at a restaurant: \$25 per week
- 20) Hair cuts: \$15 every month



Sample two: Expenses a couple with two school-age children - February, March, April, and May. Two incomes total \$2200 per week.

- 1) Mortgage \$1000 per month
- 2) Heat: \$120 per month
- 3) Water: \$60 per month
- 4) Electricity: \$150 per month
- 5) Phone: \$40 per month
- 6) Satellite TV: \$40 per month
- 7) House maintenance: \$1000 per year
- 8) House and school taxes: \$1500 per year
- 9) Groceries: \$500 per week
- 10) Car payment: \$400 per month
- 11) Gas for car and skidoo: \$25 per week
- 12) Car maintenance: \$250 over four months
- 13) Car insurance: \$1300 per year
- 14) House insurance: \$700 per year
- 15) Allowance for kids: \$15 per week
- 16) Airline tickets for holidays: \$4000
- 17) Cigarettes: \$20 per week
- 18) Booze: \$50 per month
- 19) New computer: \$800
- 20) Hockey equipment for the kids: \$350



Our money issues Learning Activity 5

5-3: Personal income and expenses

Write up your own income and expenses for each month. Use the same table you used for the sample income and expenses, or make up your own.

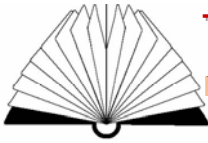
Organize your expenses in a way that makes sense for you. Use the sample income and expenses as a guide.

Answer these questions for yourself:

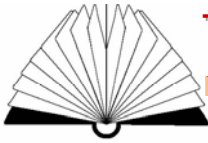
- 1) What is my total income?
- 2) What are my total expenses?
- 3) At the end of each month do I have leftover money or do I owe money?
- 4) For each expense category, decide if I **MUST HAVE** those things or **LIKE TO HAVE** those things.

Discuss with the whole group?

- Did you learn anything you didn't already know?
- What did you learn?
- Do you think you can use what you learned? If yes, how? If no, why not?



Month and Year:	
Income and expenses	Amount
Total income	
Total expenses	



**Our money issues
Learning Activity 5**

5-4: Financial goals

People often have financial goals – things they want to do, related to money. Brainstorm with the whole group possible financial goals.

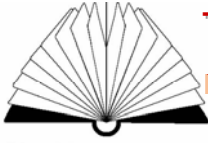
Write down the ideas from the brainstorm.

Ask yourself:

- Do you have any financial goals? What are they?
- Do your financial goals fit into your present income and expenses? If not, how could you change things to help you reach your financial goals?

Discuss with the group:

- If you suddenly had \$5000, what would you plan to do with it?
- What if you suddenly had \$50,000?



Credit card debate Learning Activity 6

Three handouts

6-1: Credit card vocabulary

Learners define some common credit card words that people who use credit cards should know and understand.

6-2: Credit card application

Learners fill out an application form for a made-up credit card.

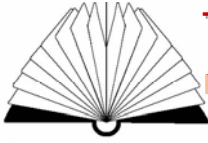
6-3: Credit card traps

Learners read a story and answer questions, to become aware of some credit card traps.

6-4: Credit card rewards and penalties

Learners use a series of questions to do research about credit card rewards and penalties. The handout gives a few websites for reference.

Learners use what they learn to write a handout called 'Tips about credit cards'. Ask learners to work in pairs or small groups, on their own, or do this as a whole group.



**Credit card debate
Learning Activity 6**

6-1: Credit card vocabulary

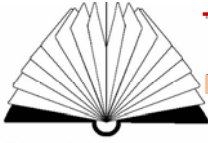
Look up the following words and write down what they mean in the world of credit cards. This website can help:

http://www.credit-cards-info.com/what_does_it_all_mean.htm

Interest _____

Minimum payment _____

Outstanding balance _____

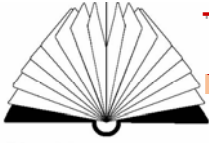


Annual percentage rate – APR _____

Introductory APR _____

Average daily balance _____

Due date _____

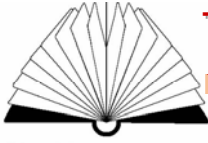


Grace period _____

Annual fee _____

Credit limit _____

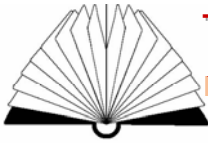
Credit rating _____



Balance transfer _____

Cash advance _____

Interest free period _____

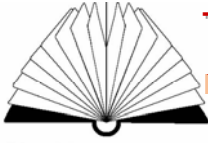


**Credit card debate
Learning Activity 6**

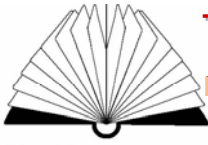
6-2: Credit card application

Fill out this fake application for a credit card. Most real application forms ask similar questions.

Personal Information	
Last name:	First name:
Home phone:	Email address:
Home address:	
You address since what date:	Date of birth:
Employment information	
Employment status:	Current employer:
Occupation:	Date started this job:
Work phone:	Work address:



Financial information	
Gross annual employment income:	Credit limit request:
Housing:	Monthly rent / mortgage payment:
Other annual income:	Social Insurance Number (optional):



Credit card debate Learning Activity 6

6-3: Credit card traps

Read the following story and answer the questions.

Story - Can Mary resist this offer?

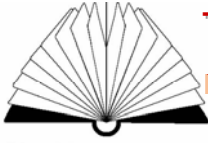
Mary got a letter in the mail from a catalogue company. In the first line the letter says, "You are already approved for this credit card!"

To start using her credit card, all Mary has to do is call the company to confirm her address, phone, and other details. And right away she can get the catalogue and start buying things from it.

The letter offers Mary a \$6000 credit limit to buy "name brand electronics and computers, house wares, and other quality products" from the catalogue.

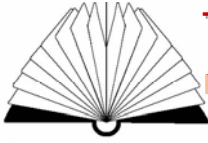
The letter says the catalogue company is so happy to have Mary's business that she can have \$250 credit right away – as soon as she sends them the \$250 activation fee. And she can get another \$199 credit on her account as soon as she pays the \$199 annual fee.

Finally, the letter says, "It's a great opportunity to rebuild your credit".



Questions - Where are the traps?

- 1) Where can Mary use the card to buy things?
- 2) Does Mary get to see the catalogue before she activates the credit card?
- 3) Why would Mary want to see the catalogue?
- 4) The letter asks Mary to pay \$250 to activate the card – a fairly high fee. But she gets it back doesn't she? She gets to buy \$250 worth of stuff from the catalogue doesn't she? Why is this a problem?
- 5) The letter also asks Mary to pay \$199 annual fee for the card – another fairly high fee. But she gets this back to doesn't she? She gets to buy \$199 worth of stuff from the catalogue doesn't she? Why is this a problem?
- 6) How much money does Mary spend in total to sign up for this credit card?
- 7) What would you do if you got a letter like the letter Mary got?



Credit card debate Learning Activity 6

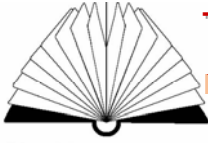
6-4: Credit card rewards and penalties

Use your own experiences and other resources, such as these websites, to answer the questions below about credit cards.

- <http://www.creditwizard.ca/wizdom.html>
- <http://www.creditwizard.ca/faq.html>
- <http://creditcards.com/customer-support-department.php>
- <http://creditcards.com/credit-card-articles.php#Credit Card Basics>

Make notes as you answer the questions.

- 1) Why do people have a credit card?
- 2) Who can apply for a credit card? Who cannot apply?
- 3) What different rewards and incentives do credit card companies use to encourage people to get their credit card?
- 4) Name four reasons a person might choose one credit card over another?
- 5) What benefits can people experience when they have a credit card?
- 6) What drawbacks can people experience when they have a credit card?



Emergency fund story Learning Activity 7

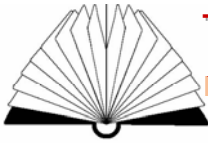
One handout

Learners define 'emergency fund'. They use the 5 W's to make up a story about using an emergency fund.

To help them get started, brainstorm these questions with the whole group:

- **Who** is the story about?
- **Where** does the story take place?
- **When** does the story happen?
- **Why** do things happen in the story?
- **How** do things happen in this story?

Ask learners to read their stories out loud for each other when they finish writing.



Emergency fund story Learning Activity 7

In the Money Issues story, the BHP group suggests that people have an emergency fund.

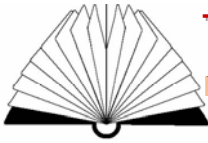
In your own words, define what is an emergency fund.

An emergency fund is _____

Make up and write a story about an emergency fund. Your story should include answers to these questions:

- **Who** had the emergency fund? Who used it?
- **Where** does the story take place?
- **When** does the story happen?
- **Why** did the people have to use the emergency fund?
- **How** did they use the emergency fund?

Give your story a title. Use drawings or pictures with your story if you want. Share your story and read it out loud to the group.



Resources

Budgeting advice, tips, worksheets, and resources

- <http://financialplan.about.com/od/budgeting/>

Personal budgeting information and resources.

- <http://www.tuliptreepress.com/>

Compares different kinds of credit cards, based on the type of card or the company. It includes basic information

- <http://www.credit-cards-info.com/>

The ABC's of credit cards

- <http://www.creditwizard.ca/wizdom.html>

Northern Edge Issue #5 Money Issues – Go to this website:

<http://www.nwt.literacy.ca/northernedge/NEissue5/index.html>

Click on Money Issues; click on Budget Toolkit; then click on the three buttons to download the documents:

- **Spending Plan.** Download the sample plan.
- **Money Management.** Download the 17-page PDF document created by Susan Devins and the group at BHP Billiton – ideas that grew out of their research and experiences working together managing their money.
- **Tips for Saving Money.** Download this 2-page PDF file with tips about tracking expenses, reducing costs, and impulse spending.