

# Leaders' Guide to the Four Cornerstones of Financial Literacy

The Four Cornerstones curriculum is designed to build *financial literacy*, which means the ability to speak the language of and function well in the culture of, the mainstream financial world of the United States. Many low-income families are routed by default into a second tier of financial services, and the overall goal of financial literacy efforts is to help them escape this financial apartheid.

The four cornerstones are:

1. Budgeting to create savings,
2. Debt reduction and asset building,
3. Building a good credit rating,
4. Consumer protection and financial institutions.

The material is divided into these four topics and each one can be taught in a two-hour session, making an overall four-session (eight-hour) curriculum. Adult learner principles are at the core of successful programs, so each session uses learning circles and experiential methods.

## Adult Learner Principles to Use in Financial Literacy Training

1. Trainers need to be *on tap*, not on top.  
Treat adult learners as equals. Be a resource and avoid “kindergartenization.”
2. Money management is a sensitive topic, probably more so for low-income families.  
Actively reduce shame by sharing your own mistakes, using encouragement and humor.
3. Adults are practical and want solutions to real-life challenges.  
Build on learners’ experiences, not dry “theoreticals.” Use interactive tasks, not worksheets.
4. Adults come with a wealth of life experiences and knowledge worth tapping.  
If they can tell you theirs, more open to yours; safe to try new things only *after* opportunity to reflect aloud on “the way it’s always been” money habits)
5. Adults master challenges easiest with the support of their peers.  
Structure trainings to promote dialogue and sharing. Remember that what peers say is worth ten of what you say. This allows for leveling in group dynamics as they see others try, too.
6. Trainers need to keep a balanced role between compassion and accountability messages.  
You need to care and hear their story, but also need bottom-line accountability of “do the numbers add up?” and to help them predict consequences of choices made.
7. Adults need leaders who establish an ambiance of welcome and safety in class.  
Be direct in explaining confidentiality, using phrases like “the personal stories we share in this room need to stay in this room” or “outside of class, feel free to talk about your own experiences, but do not tell any other people’s stories, so we can build trust together.”

## **The Learning Circle Method**

Adult learners require methods of financial education that do not talk-down to them, since unlike children, they often have many years of life experiences with money. Further, since money issues are often a sensitive area, feelings of inadequacy or failure, shame or defensiveness can arise unless the trainer actively works to disarm those feelings.

The *learning circle* method taps into attendees' life experiences by having participants share stories in a circle exercise used in every session. This structured exercise minimizes discomfort about being perceived as stupid or "less than", since universal themes emerge quickly, and everyone is a de facto equal with life experiences to share. Paolo Friere first developed this method to use with Brazil's poor, and later by the Highlander Center to train civil rights movement leaders.

The format is to ask the group to reflect on a financial topic (see examples below), and then each person shares one story/experience they have had about that subject. The exercise starts with the leader, who models openness in sharing, and continues around the circle until each person has shared. It may be helpful to pass an object, which the sharer holds, then passes on. The leader may need to gently remind participants to keep sharing to a minute or two in length, and may need to nudge/encourage reluctant sharers with a firm assertion of the value of their experiences to the group. Often it is helpful to emphasize that differences in the group are useful and OK. It also may be useful to state aloud some ideas about levels of self-disclosure and confidentiality.

The results of the learning circle can include:

- Adults are more willing to learn from you after they tell you how it's been for them.
- Adults find it safer to challenge their old money habits after group reflection.
- Sharing of experiences creates group member bonding and peer support networking.
- It promotes dialogue versus a tuned-out, passive, compliant lecture format.
- It creates leveling and an equality atmosphere, which minimizes money shame.
- After initial anxiety, leaders get energized by remarkable stories and break from lead role.

## **Sample Questions to Use in Financial Education**

- What did you learn about money when you were a child?
- When you think about your future, what do you want most for yourself, financially?
- From where you are now, to where you want to be financially, what's one challenge you will need to tackle in order to make that goal happen?
- What's one of the best ways you know to teach children good money habits?
- What's one thing you've learned about debt repayment/insurance/banking in your life?
- What's one thrifty tip you use in order to save money on expenses?
- What's one mistake you made with money, and what did you learn?

## **Session One: Budgeting to Create Savings**

### **ORIENTATION – 10 minutes**

Hand out packets and pens, make name tags, summarize today's topic, and set basic ground rules about participation, levels of self-disclosure, confidentiality, and learning from each other.

Watch 5 minutes of The Money Trap video and ask the group what they thought of the stories. (the video is free from Annie E Casey Foundation [www.aefc.org](http://www.aefc.org) or use similar video).

### **INCOME PLAN – 15 minutes**

Explain that for a workable budget, you need all four of these: income, savings, spending, and debt reduction plans. It's like a detailed road map that helps you wind up where you want to go.

Walk through a sample paycheck and ways to calculate monthly pay. Discuss the self-employed who need to keep work expenses separate from family budget to see if business is profitable or not. Discuss seasonal work with the need to even out cash flow by living on 75%, squirreling away 25%. Diagram how to average erratic income, like tips and overtime.

Have participants read aloud the *If You Can't Pay All Your Bills this Month* sheet and emphasize using your head, not your feelings, about prioritizing bills. Do a sample cash flow chart to show what bills would be paid from the next two or four paychecks.

Lead a brainstorming session of ways to make extra income if you need to raise cash a.s.a.p.

### **SAVINGS PLAN – 10 minutes**

Read aloud these sections on savings plans: *Pay Yourself First*, *Ways to Start*, and *Layers of Savings*. Look over the *Put and Take Account* sheet and give examples. Emphasize that a savings plan comes **before** a spending plan or you will always spend what you get.

### **LEARNING CIRCLE – 20 minutes**

Explain that we all have life experiences with money both earning it and spending it. Introduce the structure of learning circles – everyone gets a turn, everyone shares, listen until everyone has spoken, limit it to two to three minutes, and we learn from both positive and negative experiences. Model the topic below with both a positive and a negative twist:

**Topic: “What did you learn about money when you were a kid?”**

### **DEBT PLAN – 5 minutes**

Explain that we will do a whole section on this. For now, list each monthly debt payment from the *Debt Tracker* sheet as an expense on the spending plan.

### **SPENDING PLAN – 15 minutes**

Look over the *Weekly Spending Tracker* and *Categories to Use* sheets. Explain tracking for 30 days (4 weeks) and then comparing *actual* to *planned* amounts on the *Monthly Tracker* sheet to see where money actually goes. You'll need to give participants four weekly sheets and emphasize doing it each day. Keep the math simple and round up or down to the nearest dollar. Planned is your best guess start, and your plan will improve as you find the leaks in the budget.

### **THRIFTYNESS AS A LIFESTYLE – 25 minutes**

Play a game. Divide the group into teams and brainstorm ways to save money in specific areas of spending. Each team can suggest up to five ideas and they compete against you who have the *Thriftiness Tip Sheet*. Teams get a point for each idea. You get a point for anything on list they haven't already mentioned.

Next, Discuss the *Fulfillment Curve* sheet and give examples of housing, meals out, and holiday gifts.

Discuss the *Advertising* sheet, show some sample ads, and discuss how to “talk back.” Divide into small groups to discuss one ad per group. Reconvene the large group and have each small group report the manipulation they spot within their ads.

Ask group to read the *Money-smart Children* sheet at home and discuss it with a parent friend.

### **RECORD KEEPING AND BASICS OF TAX FILING – 15 minutes**

Explain the simple bill-paying system and the importance of having one place in home for papers.

Discuss the importance of filing tax returns and review concept of tax credits. On the board, list the kind of savings a family of four (a parent plus three kids ages 7, 9, 12) with \$30,000 gross annual income could get if they qualified for each of these. Show Advanced EITC on board too.

### **CLOSING – 5 minutes**

Thank everyone for his or her participation and plant some healthy financial counseling messages like “practice makes perfect” and “it doesn't matter where you are, it's which way you're heading.”

Teach them a thrifty song and sing once as a group to energize the closing. Choose a well-known popular or children's song and rewrite some lyrics to drive home some financial literacy themes.

## **Session Two: Debt Reduction and Asset Building**

### **ORIENTATION – 5 minutes**

Hand out packets and pens and make nametags. Outline today's topic, emphasizing the connection between getting out of debt and moving into wealth. Ask, "Are you paying them compound interest or are they paying you?"

### **OVERALL STRATEGIES OF DEBT REDUCTION – 15 minutes**

Review the *Debt-to-Income Ratio* sheet and do board examples of the math and the case study of Mary.

Discuss the *Paying More than Minimums* sheet and do board example of \$20 versus \$30 paid. Tell participants that lenders want them to stretch out debts, but they will want to speed debts up. Tell them concept of *powerpay*. When one debt is done, roll that payment into the next, like an avalanche.

Discuss the *Prioritizing* sheet. List the three types of debts on the board and how the quietest ones are often the most deadly, so pay in order of bite, not bark. Have group read aloud collection tips.

### **SPECIFIC STRATEGIES TO USE FOR EACH TYPE OF DEBT – 20 minutes**

Discuss the following:

- self-run payment plan for unsecured debts, paper trail as proof, and sample letter;
- overdrafts, self-paid for face value plus \$30 fee, same paper trail as proof;
- credit card debts and how CCCS debt management plans work;
- student loan debts: bringing out of default, deferment, forbearance, and forgiveness options.
- income tax debts: importance of filing, payment plans, and offer-in-compromise;
- last resorts for emergency levels of debt: settlements, loans, and bankruptcy.

Then review by playing "Getting Out of Debt Truth-or-Lie" game. Come with a list of 40 things.

### **ASSETS AS THE WAY TO BUILD WEALTH – 10 minutes**

Talk about assets as what you **own**, versus debts as what you **owe**. Show savings rate decline and net worth examples on the board.

Discuss financial assets versus personal and interpersonal assets (social capital). Give examples of each type and give counter-examples of financial, personal, and interpersonal liabilities. Share the concept that people can be quite rich in one area of assets and not in others.

### **LEARNING CIRCLE – 20 minutes**

**Topic: "What are some examples of each type of asset (financial, personal, and interpersonal) that you are grateful for having in your life?"**

## **EXAMPLES OF HOW ASSETS BUILD WEALTH – 20 minutes**

Discuss the following:

- home ownership as one way to build net worth through equity and other advantages;
- higher education as one way to build assets by investing in yourself and raising pay;
- keeping a paid-off car as one way to maintain an asset rather than add a liability;
- retirement plans as an asset, investing in your future with special matches and breaks.

## **SAVINGS AND INVESTMENT STRATEGIES TO GROW YOUR ASSETS– 20 minutes**

- Review *Rule of 72* on the board and use the checkerboard example with pennies to show doubling.
- Next, discuss the tools of saving/investing and the importance of the *risk-return tradeoff*. Make this information visible by using the *Investment Risk-Return Timeline* with volunteers.
- Review the five basic investing principles for maximizing growth while minimizing risks.

## **CLOSING – 10 minutes**

Demonstrate *Income-and-Expense* sheets on the board to show role of assets and liabilities. Use different lines to show the flow of money for these four scenarios:

- How money travels through a poor family;
- How money travels through a working-class or middle-class family;
- How money travels through a wealthy family;
- Paying yourself first so you are an asset-builder, not just a consumer.

Share parting thoughts such as:

- every dollar you put in the asset column works for you 24 hours a day;
- pay yourself first and then get creative about the rest of your expenses;
- as you deepen your asset base, you can do higher risk-return investments;
- giving/volunteering is a good way to feel rich as you are patiently building assets
- there is no getting rich quick – safe investing is like watching paint dry.

## Session Three: Building a Good Credit Rating

### ORIENTATION – 5 minutes

Hand out packets and pens, and make name tags. Summarize today's topic, emphasizing that it does not matter what your credit rating is now, what matters is which direction you are heading. Credit can be improved.

### THE FCRA AND HOW TO GET AND READ A CREDIT REPORT – 45 minutes

- Review the basic legal rights of the FCRA: seeing your file, correcting errors, line of explanation.
- Discuss [www.annualcreditreport.com](http://www.annualcreditreport.com) for free once/year and also how to get *additional* credit reports from each bureau via other FCRA rules or by mailing request with \$3 per bureau
- Review four main sections of reports: personal info, public records, creditor history, and inquiries.
- Focus on three parts of credit history: name of creditor/collector, balance owed, payment history.
- Teach the basics of credit report codes:
  - I = individual, J = joint
  - O = open (whole balance due each month), R = revolving (cards), I = installment (loans)
  - 1 = on time, 2 = 30 days late, 3 = 60 days late, 5 = in collection, 9 = charged-off

In the special case of charge-offs, a creditor writes an account off as bad debt, but you still owe it. If you do not pay, it will be sold to collectors again and again, each time restarting a seven-year clock. Try to pay the original creditor if not sold already. Keep track and when done, write bureaus.

Review participants' own reports (2-3 weeks ahead of credit class, have them complete form for free annual report, and mail it; if already used the free one, cost for MN is \$3 per bureau). Review how to fix errors, emphasizing clarity, paper trail, and increasing assertion. Show transparency overheads with examples of how to read and how to correct credit reports.

Discuss credit repair scams – using frivolous mass-disputes or segregated file identities. Emphasize “painting over rust” and that there's nothing they can do that you cannot do free.

Discuss the three C's of credit and how strength in one area can compensate while rebuilding:

- **Character** – Is there a history of paying on time? How long at current address and job?
- **Capacity** – Is there steady income and ability to pay? How many other debts are there already?
- **Capital** – Is there property to secure the loan? Is there a savings account or co-signer?

### IMPROVING YOUR CREDIT SCORE – 25 minutes

Review basics reasons that cause scores to be lowered as listed on the *How to Improve* sheet. Then draw a big pie on the board and show various pieces of “good credit.” Discuss how each is affected by each factor. Emphasize that by far the biggest pieces are paying on time and paying down the debt load.

Discuss the importance of two-handed approach: cleaning up the old debts – correcting errors and making payments on old debts, **and** beginning to rebuild good credit – savings accounts and *secured credit cards* (not debit/ATM card) at a credit union or bank. These should be used monthly and paid in full so no interest is charged, but perfect history is started. In a year, do the same with a store card.

Discuss idea of a *nontraditional credit report* with proof of paid rent, utility bills. This is not a substitute, but you can find ways to build credit record with the bureaus.

## **LEARNING CIRCLE –20 minutes**

**Topic: “Putting our heads together here with all that we’ve just learned, what’s one thing you now know about how to build good credit or how to fix bad credit?”**

## **CLOSING – 25 minutes**

Do a credit report psychodrama with volunteers by being the voice of encouragement and of discouragement to a subject dealing with a sample credit problem. The person facing up to their credit report listens to both voices and decides what to do. Choose two to three scenarios:

### **THE DEBT YOU RESENT PAYING AT ALL**

Your report lists a collection agency for an unpaid medical bill of \$800. Insurance refused to pay and you are stuck with bill. What steps can you take to improve your credit report?

The encourager emphasizes paying via a payment plan. Once paid off, he/she should write to the bureau. The encourager also thinks of ways to get extra money to pay it off sooner, like tax refund or part-time job. The discourager emphasizes anger and refusal to pay. He/she suggests just waiting for seven years for it to be off the credit report.

### **THE DEBT THAT HAS GROWN BIG BY IGNORING**

Your report lists a credit card debt that is charged-off, the debt was for a card with \$500 limit but now with interest and fees is \$1000 owed and charged-off and sold to collector so listed twice. What steps can you take to improve your credit report?

The encourager emphasizes paying via a payment plan or settlement done well, and then writing bureau to show it is paid off. The discourager emphasizes anger and refusal to pay extra and suggests just waiting for seven years to get it off the credit report.

### **THE FLURRY OF DEBTS THAT HAPPENED ONE BAD YEAR**

Your report shows twenty different bad checks in collections and three small store cards charged off, all totaling \$2000. What steps can you take to improve your report?

The encourager emphasizes that small debts can get paid off quickly and writing the bureaus to show paid. The discourager emphasizes the pain of writing twenty-three payment plans every month and says just quit.

## **Session Four: Consumer Protection and Financial Institutions**

### **ORIENTATION – 5 minutes**

Hand out packets and pens, and make name tags. Outline today's topics: banking, insurance, and consumer protection.

### **HOW TO SUCCEED WITH CREDIT UNIONS AND BANKS – 25 minutes**

- Discuss the safety and benefits of credit unions and banks vs. check cashing and finance companies.
- Share tips for keeping a good checking account and to re-establish banking, if an account was closed.
- Review the three federal laws that protect you when dealing with financial institutions.
- On the board, review checking an account register and balancing with monthly statements.

Divide into teams and play *Financial Institution Family Feud*. Each team gets a turn to answer a question. If they're right, they get a point. If not, the other team can answer and get the point.

### **INSURANCE AND RISK MANAGEMENT – 10 minutes**

Review the types of loss, tips on good insurance decisions, and list of insurance terms.

### **LEARNING CIRCLE – 20 minutes**

**Topic: “What’s one thing you’ve learned from life experience about insurance? This can be any type of insurance: car, health, life, home, and disability. Tell us about that one experience.”**

### **ALL ABOUT INSURANCES – 20 minutes**

Review the details of each type of insurance:

- Health
- Auto
- Homeowner's
- Life
- Disability

Play “What do you call that thing?” game and keep score on the board. The group gets a point if they can say the answer, but the leader gets a point if they don't know. Come with a list of 20 terms about insurance.

### **PREDATORY FINANCIAL PRACTICES AIMED AT HOUSING – 10 minutes**

Review the basic seven scams and share tips to prevent falling for them.

### **PREDATORY FINANCIAL PRACTICES AIMED AT CONSUMERS – 10 minutes**

Review the basic eleven scams and discuss tips to prevent falling for them.

### **CONSUMER PROTECTION RESOURCES – 10 minutes**

Discuss how to prevent identity theft and to manage it if it happens. Emphasize that it is better to shut the barn door than to have to chase the horse. Discuss consumer protection tools that can make a wrong right. Next, review the list of social capital resources that people can call for help.

### **CLOSING – 10 minutes**

Divide into teams again and lead a rematch game of Consumer Protection Family Feud.

**OR**

Do final learning circle on theme of community assets:

**TOPIC: What's one example of a community asset (persons, organizations, cultural) I am grateful for, and who is one person I can be an asset for by sharing with them all this financial information I'm learning?**

## Discussion Questions to Use with AFFLUENZA Video

**Affluenza: Simply defined, Affluenza is a dysfunctional relationship with money/wealth, or the pursuit of it. Globally it is a back up in the flow of money resulting in a polarization of the classes and a loss of economic and emotional balance.**

The Affluenza video is available at libraries or from Bullfrog Productions, 1-800-543-3764 or <http://www.bullfrogfilms.com>.

**Use the following questions for small group discussions and have each group report back to large group.**

- “Keeping up with the Joneses” pressures us to spend more. What’s one area where you spend less than your neighbors and feel fine about it?
- Marketers are targeting a lot of advertising at children to make them consumers. Besides just saying “no,” brainstorm five things parents can say or do to help kids learn to spend less.
- Who do you know (outside your family) who seems stuck on the work/spend treadmill?
- Commercialism pushes disposable, throwaway products so you will buy over and over. Brainstorm ten disposable products that are sold, but for which there is a non-disposable product that you can re-use instead (i.e. a box of tissues vs. washable hankies).
- How do materialism and pressures to buy things create conflicts in your family?
- Imagine only using credit cards when you can pay the whole balance in full each month – how would that change how you spend and what you buy?
- Who do you know (outside your family) who is thriftier than you are?
- Kids learn from what adults actually do, not what they say. Brainstorm ten things adults and kids can do together, that would be interesting to both, and would cost no money.
- Commercialism pushes products as “new and improved!” Name two things you own that you have had for more than ten years that still work just fine.
- Commercial culture emphasizes *spending* as a way to self-worth. Other cultures promote giving and sharing as a key to feeling good about yourself. Brainstorm five social issues or causes that kids and teenagers care about and might feel good giving money to support.

## Investment Exercise: Hypothetical Risk-Return Timeline

Explain that you are going to demonstrate how risks and returns work. You will start all together at one end of the room and go toward the other end on this twenty-year journey to see what happens. Get six volunteers to each play one type of investment and follow these instructions on a card:

- **Savings Account** – move ahead one step, only on even-numbered years;
- **U.S. Savings Bond** – move ahead one step in even years, two steps in odd-numbered years;
- **Rental Property** – move ahead one step each year;
- **Mutual Fund** – move ahead three steps each year;
- **Individual Stock** – move ahead four steps each year;
- **Gold** – move ahead three steps only every fifth year.

### Timeline events per year:

Years	Events
1, 2, 3, 4	Follow the card for each year.
5	Interest rates are cut by the Federal Reserve Board three times, so rental property moves ahead five steps (cheap refi.), savings accounts and bonds sit still for years six and seven.
6, 7, 8, 9	Follow the card for each year, except for savings accounts and bonds should sit still in years six and seven.
10	There is a terrorist attack, so the stock market plunges 30% this year in a massive sell-off, while gold soars. Stock moves thirty steps back, mutual funds move ten back, and gold moves ten forward.
11, 12, 13, 14	Follow the card for each year.
Year 15	Stocks surge in a bull market, but gold plummets. A renter smoking in bed burns the house down and can't be rented while being repaired. AND drug dealers move in down the block! Rental takes five steps back, gold takes ten back, and stock and mutual fund move ten forward.
16, 17, 18, 19	Follow the card for each year.
Year 20	Inflation has eroded the dollar value of assets, so everyone must move five steps back.

At the end of the twenty-year journey, leave all six volunteers in place and use them as discussion points for observing group members to see the risks and rewards over a long timeline.

Remind them that the best tools for growth over the long timeline may not be the best to use if you have a shorter time period, such as five years to save for a house. For shorter terms, it is better to stick with 100% safe investments like savings accounts, savings bonds, and CDs.

## Financial Institutions Family Feud

1. The Electronic Funds Transfer Act says that if you report a lost ATM card within two days, and a stranger uses it to charge \$1000, the most money you can be liable for is? **A: \$50**
2. If you don't report a lost ATM card within 60 days, you can lose how much? **A: 100%**
3. The Equal Credit Opportunity Act prohibits lenders from discrimination. Name three factors a lender cannot consider in deciding whether to give credit.  
**A: sex, marital status, race, religion, age, and whether you receive public assistance**
4. Credit unions are insured by the NCUA. Who insures and guarantees money at banks? **A: FDIC**
5. What type of bank account has two people sharing it and both names are on it? **A: joint**
6. When you have an ATM card, where is the cheapest place to withdraw cash with no fees?  
**A: at your own bank's ATM machines**
7. If you make a mistake writing a check, what do you write across the check in big letters so the bank will not cash it? **A: VOID**
8. What is it called when you ask your employer to put your paycheck right into your checking account instead of handing it to you? **A: direct deposit**
9. When you do not have enough money in your account to pay for a check you wrote, the bank will refuse it and charge a fee. What do you call that kind of check? **A: overdraft or bounced**
10. In Minnesota, if a check bounces, how much extra can the collector charge you without having to go to court? **A: \$30**
11. The secret code that you memorize and use at an ATM machine is called? **A: PIN number**
12. The amount of money you must leave in a checking account in order to have no monthly fee charged is called? **A: minimum balance or required balance**
13. The charge for an ACH automatic transfer from one account to another is? **A: zero, free**
14. A person who signs a loan with you is equally liable for the debt and is called? **A: co-signer**
15. The Truth in Lending Act requires financial institutions to disclose in writing the true costs of credit, especially the yearly rate of interest charged, called  
**A: APR, annual percentage rate**
16. Checking and savings accounts are federally insured, but not all bank products are. Name one type of financial account sold at banks but not insured. **A: money market, mutual funds**
17. The cheapest place to order more checks is not from the bank but where?  
**A: mail order check companies**
18. For what dollar amount do the FDIC and NCUA guarantee each checking/savings account at a bank or credit union? **A: \$250,000**
19. If you have trouble remembering to record in the register when you write checks, the best kind of checks for you to order are called? **A: carbon copy or duplicate**
20. The money paid to you for keeping money in a savings account or CD is called **A: interest**

## Consumer Protection Family Feud

1. Name two types of phone fraud. **A: slamming, cramming, overseas toll charges**
2. Name the scam where a home loan is structured to start with low monthly payments but then has a huge lump-sum payment due a few years into it **A: balloon payment**
3. Name two types of credit where the annual interest rate is often more than 100%.  
**A: payday loans, title loans, advance refund loans, rent-to-own contracts**
4. Name the scam where unnecessary fees and services, such as credit insurance and auto club memberships, are added onto a home mortgage loan to raise the cost. **A: packing**
5. Name two types of gambling, outside of casinos, where the odds of losing are thousands of times greater than the odds of winning. **A: pull tabs, lottery, video poker, Powerball**
6. Name the law that limits your liability to \$50 if your ATM card is stolen and used, but you report it within two days of loss. **A: Electronic Funds Transfer Act**
7. Name the FTC rule that gives you three days to cancel the purchase of anything you bought from door-to-door sales. **A: FTC Cooling off Rule**
8. Name the law that makes financial institutions tell you in writing the true cost of any loan or credit offered, including fees and APR. **A: Truth in Lending Act**
9. Name the law that prohibits lenders from considering certain factors such as race, age, or gender in credit decisions. **A: Equal Credit Opportunity Act**
10. Name the law that regulates credit bureaus and gives you rights to dispute incorrect information in your credit file. **A: Fair Credit Reporting Act**
11. Name the type of court where you can file a case without a lawyer and have a judge award you money owed by another party. **A: small claims court**
12. Name the state office that operates Minnesota's consumer protection hotline.  
**A: attorney general's office**
13. Name the federal agency that enforces consumer protection laws and prosecutes consumer fraud. **A: FTC or Federal Trade Commission**
14. Name three of the four parts that make a good complaint letter **A: name of product/service, the history of the problem, what specific action you want, timeline to respond to you**
15. Name the organization where you can find a certified consumer credit counselor to help with debt consolidation of credit cards **A: National Foundation for Credit Counseling**



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