

Girl Scouts of Missouri

Making CENTS in the City Patch Program



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INTRODUCTION

Research indicates that financial literacy is a growing social and economic dilemma among all ages in the United States. The solution is instruction -- starting at an early age and continuing throughout the formative years of an individual's life.

Financial literacy has an impact on everyone. This patch program was developed to provide opportunities that will help girls learn and understand how to use their financial resources (money) wisely.

The patch program has three (3) sections containing activities for: Girl Scout Daisies and Girl Scout Brownies; Girl Scout Juniors; and Girl Scout Cadettes, Seniors and Ambassadors.

PATCH INFORMATION

To complete the patch...

Girl Scout Daisies should complete the two (2) starred activities and any other activity

Girl Scout Brownies should complete the two (2) starred activities and any other three (3) activities

Girl Scout Juniors should complete at least six (6) including the three (3) starred activities

Girl Scout Cadettes and Seniors should complete eight (8) activities including the three (3) starred

Girl Scout Ambassadors should complete eight (8) activities including the three (3) starred and #13

TRAVELING TRUNKS

Along with this packet, troops can check out a Traveling Trunk from the local Girl Scout Resource Center or Service Unit office. The trunks contain items that troops can use to help them complete the requirements for the Making CENTS in the City Patch Program and enhance their quest for financial literacy.

The contents of the trunks may include:

- Books
- Games
- A list of Web site resources
- Forms and sample banking instruments (such as checks, deposit and withdrawal slips)
- Other resource information to work with the Making CENTS in the City Patch Program

ADDITIONAL RESOURCES FOR TROOP LEADERS/ADVISORS

http://financialeducation.citigroup.com/citi/financial_education/curriculum/index.htm Find facilitator tips, interactive lessons and lesson plans to supplement patch program activities.



This program was developed in collaboration with CITI.
Knowledge is your greatest asset.®

Where to purchase patches

Patches are available for purchase in your Girl Scout Shop. Troop Leaders should submit the troop's evaluation when purchasing patches or submit it online when completed. This evaluation must be completed to purchase awards for this program.

Program Standard 33, Safety-Wise: Fund Raising for other organizations

Girl Scouts, in their Girl Scout capacities, may not solicit money for other organizations. Girl members may support other organizations through service projects or a donation from their group treasury.

Some examples of suitable service projects to support other organizations include stuffing envelopes, delivering informational pamphlets to businesses, helping to organize and catalog books for a library book sale, serving as aides, or providing recordkeeping assistance.

Girl Scouts, in their capacity as Girl Scouts, may not raise or solicit money for other organizations or participate in walkathons or telethons or similar activities that raise funds for other organizations. However, girls may contribute a portion of their group treasury to organizations or projects they consider worthwhile (for example, local or international community service organizations, environmental projects).

If girls are interested in supporting Girl Scouting, donations can be made to the council for Activity Scholarships, The Girl Scout Trust Fund or the Juliette Low World Friendship Fund.

Remember to always be safe when using the Internet!

You can download the Internet Safety Pledge at www.girlscoutsem.org/girls/safety.asp. Please ask each girl to review and have signed.

Girl Scout Daisy & Brownie Patch Activities

Requirements for Daisies:

Complete two starred (*) activities and any other activity.

Brownies: Complete two starred (*) activities and any other three activities.

*1. Discuss with your troop the different coins and bills.

Explore ways to tell them apart, such as symbols, color and size. Talk about the value of each coin and what it can buy.

*2. Play a counting game.

Call out an amount and ask your troop to show the coins that make that amount.

3. Use snack time in the meeting as a shopping decision activity.

Have two food choices for snack time (e.g., two types of pudding or two types of fruit). Give each girl 50 cents in play money. Tell the troop that they are shopping for their food snacks today. Have each girl select one snack and pay for it with her play money. Collect the price of the snack from each girl. For variety, different snacks could be different prices. For example, vanilla pudding could be less than chocolate, or apples less than oranges.

4. Set up a pretend grocery store in the meeting.

Provide empty food containers for shopping choices. If necessary, the troop can contribute to the empty boxes and cans. [Note: Soft-sided containers, such as bread wrappers, can be stuffed with crumpled tissue paper to hold their shape.] Pictures of various nutritious snack foods cut from magazines can be glued on the front of boxes to represent food choices for fresh fruits and vegetables or foods for which you cannot find empty containers.

Mark prices on each pretend item. Price the food in 10-cent increments (for example: 20¢, 30¢, 40¢). For older girls, the prices could be in five-cent incre-

ments. Brightly colored stickers are great for placing the prices on items. Give each girl in the troop play money coins equal to \$1.00. Set the ground rules. Tell them they may purchase only one or two items with their money.

Let girls pay for their pretend grocery store purchases with their play money. Help one girl be the cashier who takes the money. Girls can take turns being the cashier.

Let the girls carry their purchases away from the store using small paper bags.

5. Provide a pretend toy shopping experience for the troop.

Label prices on brightly colored stickers and place them on the toys that are part of the troop's activities.

Let the girls use play money to purchase toys for this activity.

Make the prices proportional to the real price of the toys, but keep the prices all under \$1.00. (For example, put higher prices on the more expensive toys and lower prices on the less expensive toys.) For older girls, the total price could go up to \$2.00 to \$5.00 each.

Tell the girls that for that day they are the caretakers for the toys they purchased.

The girls can share their purchases with the other girls. At the end of playtime, the purchasers return the toys to the storage area.

6. Spending plan containers

Give each girl two containers to decorate. The containers can be two small plastic jars, recycled coffee cans with plastic lids, or small cardboard boxes, but try to make the containers the same for everyone in the troop.



Have old magazines, stickers, construction paper, crayons, and magic markers available. Allow the girls to be creative in decorating their two containers.

After the girls have decorated the containers, they should label one container as "SAVE" and the other as "SPEND."

Make sure each container is labeled with the girl's name.

Send the completed containers home with the girls.

Optional: Include a note to parents to let them know that you have been discussing spending and saving in the meeting.

Leaders can decide if they want to make a second set of "spend" and "save" containers for the girls to keep for the troop.

7. Spending plan envelopes

Give each girl two or three envelope templates or plain white envelopes.

Let them color or decorate their envelopes with pictures and stickers or crayons.

Pictures on an envelope can relate to what the envelope represents. For example, girls may want pictures of toys on their "save" envelopes to show what they are saving for.

Girl Scout Daisy & Brownie Patch Activities (cont.)

Instruct the girls to cut out their envelopes (if using template). Show the troop how to fold the sides of their envelopes and fasten two of the sides together, leaving the flap open. Label the envelopes with SAVE, SPEND and GIFTS.

8. Financial goal posters

Ask each girl to think of one thing she wants to buy. Help the girls focus on only one item.

Discuss with the girls that each thing costs money. Explain that dollars and cents have to be exchanged for the items, and this is why we save money.

Have each girl make a poster to depict her financial goal. The poster can be made on 8 1/2 x 11-inch or larger paper.

Let them cut pictures that represent the items they want from magazines or old catalogs. [Alternative: Let the girls draw free-hand pictures of what they want.]

Mount the pictures on colored construction paper.

Write the title "I am saving for:" at the top of each page. At the bottom of each poster, write: "Money needed to purchase this: \$_____."

9. Story time

Use meeting time to read books about saving and spending money. Borrow books from the local public library or bring from home if you do not have any available at the meeting site.

Here are some suggestions:

- ♦ **A Chair for My Mother**, by Vera B. Williams
- ♦ **Benny's Pennies**, by Pat Brisson; New York: Doubleday, 1992
- ♦ **Pigs Will Be Pigs: Fun with Math and Money**, by Sharon McGinley-Nally; New York: Simon & Schuster Books for Young Readers, 1994

- ♦ **Arthur's Funny Money (I Can Read Book 2)**, by Lillian Hoban
- ♦ **The Berenstain Bears' Trouble with Money**, by Stan Berenstain
- ♦ **The Berenstain Bears' Dollars and Sense**, by Stan Berenstain
- ♦ **The Berenstain Bears' Get the Gimmies**, by Stan Berenstain
- ♦ **A Dollar for Penny (Step-Into-Reading Step 2)**, by Julie Glass
- ♦ **Bunny Money**, by Rosemary Wells; Puffin Books, 2000
- ♦ **How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty**, by Nathan Zimelman; Albert Whitman and Company, 1992
- ♦ **The Monster Money Book**, by Loreen Leedy; Holiday House, 2000
- ♦ **Pigs Go to Market: Fun with Math and Shopping**, by Sharon McGinley-Nally; Aladdin Paperbacks, 1999

10. Spending plan game

This floor game can be played by small groups of girls at the same time. It teaches them to divide money received into two categories: "save" and "spend."

Make 8 1/2 x 11-inch posters that show spending and saving scenarios to place on the floor of the meeting space. Arrange them in a maze.

Use a pair of dice or a spinner from another game to determine how many spaces each girl moves on the floor game. Provide each player with two envelopes: one marked "save" and one marked "spend."

Appoint a game supervisor to give or collect the money associated with each landing spot. The girl with the most money at the end of the path wins.

11. Field trip to an agency providing services to youth

This activity helps girls understand how to give to other people. It should be viewed as a group activity. Discussion of sharing (or giving) part of troop money

earned can be accompanied with a field trip to a Seasons of Giving agency (GSEM) or organization that provides services to children, such as Ronald McDonald House, a homeless shelter or local humane society.

Decide on an agency the troop can provide service to; learn about the agency's mission, purpose, services and clients; or select an agency from the Seasons of Giving list (GSEM; contact your Neighborhood Seasons of Giving Coordinator for more information). As a troop, decide on a project to help meet a need for this agency.

The girls can work together on the project. Have the girls decide what they would like the project to be, its cost and how they plan to work together to complete the project. Please remember to follow Program Standard 33, found in *Safety-Wise* or on p. 3 of this packet.

12. Discuss name brand versus generic cereals.

Showing the girls a name brand cereal and a generic cereal, ask them which one they would rather have and why. Record their answers.

Ask next, if they were using their own money which one they would buy and why. Record their answers.

Divide the troop into pairs (groups). Pass out newspaper ads or sales fliers to the pairs and have them look for a selected item. When the pair finds the item, have them cut it out along with the cost. As a troop have them discuss the prices and decide which is a better buy and why. Repeat this activity for as many items as time allows.

Discuss the use of coupons, generic items and not being swayed by advertisements or commercials.

Girl Scout Junior Patch Activities

Requirements for Juniors: Complete at least six including the three starred (*) activities.

- *1.** Discuss a “need” and a “want.” Have the girls make a list of their five (5) most important needs and their five (5) most important wants.
Need – something that they cannot live without
Want – something that they would like but can live without

Questions to discuss:

- ♦ Will all of the girls’ lists be the same?
 - ♦ Will values influence your decisions and your lists?
 - ♦ Are all wants and needs listed in the correct places? Why or why not?
 - ♦ Which one of your wants could you give up if a friend could not meet her need?
 - ♦ What are some organizations that would benefit from your donation of money if you gave up some of your wants or needs?
 - ♦ What are other ways of giving besides money?
- 2.** Have girls discuss where they see advertisements. What are some of their favorite advertisements?
- ♦ Have the girls discuss with their parents/guardians what advertisements they like. As a group, discuss if the parents and the girls enjoy the same advertisements.
 - ♦ Are advertisements for toys like trucks different than for toys like Barbie®? Why?
 - ♦ Have girls share experiences where they have made a purchase from a commercial and the purchase did not turn out like they thought it would (i.e., smaller, broke easily, not same size, not as much fun as in the commercial)
- 3.** Using newspaper advertisements and sales fliers, have girls shop for school supplies, making sure that they stay within a budget of \$20.
- 4.** Discuss generic versus name brands.
- 5.** Have girls make a bank from recycled items or clay. Ask them to list the benefits of saving their money in a bank/credit union versus putting money in the piggy bank at home. Are there any disadvantages?
- 6.** Questions to discuss: Have you ever loaned money to a friend? How do you decide to say yes or no? Would it make a difference what the friend needed the money for or how much money they were asking for? What do you do if the friend does not pay you back? What would you be missing out on when your friend has your money? When would you consider borrowing money from a friend? Would you give them back anything extra for being so nice to you?
- 7.** Play the board game Payday, Mall Madness or a similar game (available in the Traveling Trunk). Work with girls to create their own game and teach a younger troop how to play. Make a swap to give to a younger troop relating to this activity.
- 8.** Reading skills can be practiced through this activity while girls are learning about allowances and spending plans.
- Provide books that focus on allowances and spending for the girls to read. Have the girls read a book on their own and create a poster illustration or book report about the book to share with their troop/family.
- Books are included in the Traveling Trunk, or you can borrow books from the school or your public library.

Here are some recommended titles:

- ♦ **Centsibility: The Planet Girl Guide to Money**, by Stacy Roderick; Kids Can Press, 2008
 - ♦ **Growing Money: A Complete Investing Guide for Kids**, by Debbie Honig; Price Stern Sloan, 2001
 - ♦ **Lunch Money**, by Andrew Clements; Aladdin Paperbacks, 2007
 - ♦ **Money Sense for Kids**, by Hollis Page Harman; Barron’s Educational Series, 2004
- *9. Spending diary**
This activity helps girls track how they spend their money. Ask girls to keep a spending diary for one week. Give each student a diary form. After one week, use meeting time to look at expenses. Group similar expenses together. Put expenses in separate categories (e.g., food, transportation, clothes, entertainment). Talk about needs/wants and what category they fall under.
- *10. Spending plans**
Have girls focus on their own spending patterns and integrate them into a written plan. Use the information from the spending diary. Have each girl total the amount spent in each category. Ask girls to compare their income (allowance) to outgo (expenses). They have just created a budget. Subtract outgo from income. Is the answer positive or negative? What adjustments need to be made to keep the net balance positive? Discuss decreasing expenses or increasing income. Have girls discuss how they can increase their income. What are ways they can raise money? (tutoring, extra chores, pet sitting, baby sitting, etc.)?

Girl Scout Junior Patch Activities (cont.)

Now ask girls to put 10 percent of their income into a savings category and 10 percent into donations. Girls will need to reallocate their expense plans.

Discuss making changes in allowances as needs change.

11. Give each girl a spending plan form to put a personal spending plan in writing. Ask girls to keep track of their spending for a month. Encourage them to continue working with a spending plan.

Remind girls that no two spending plans are exactly the same.

OR

Provide each girl with a different example of allowance earned and expenses over a month. Use sale ads or take a trip to the mall to spend their virtual allowance. Compare same/similar items in various stores. Are there differences in stores? Look for sale items. Do you have enough money for your wants? How do you decide what to spend your money on? Have the girls talk about their options.

12. Field Trip

Go on a trip to the local bank/credit union or the Federal Reserve. Talk to different types of employees about their jobs and the type of services they provide to customers. Are there differences with a bank vs. credit union? Find out how to open a savings or checking account, what other services do they provide? See 13 and 14 below for other activities to do on this field trip.

13. Investments

Find out about different ways to save money or invest. Learn about three different types: Savings account, Checking account, Christmas club, Mutual Funds, Certificate of Deposit, Money Market funds, U.S. Savings Bonds, Stocks, Bonds.

14. Money facts

Find out what happens to money when it gets worn. How long does it take for a dollar to “get old?” How about \$100 bill? How is the money destroyed? When do they print new money? How much does it cost to make a \$1.00 bill vs. \$100.00 bill?

How many different mints do we have in our country? Where are they? Do they make paper and coins? Why have they changed the way our money looks (different ink, pictures, holograms, sizes)? What is counterfeit?

15. Visit www.wheresgeorge.com and track bills. Where has the money been? Compare how old 5 different paper bills are. Instruct girls to share information with troop and/or family.

What other money facts can they find? What do some of the symbols on the dollar bill mean? How does U.S. money compare with other countries (look, size, color)? How much it is worth compared to the U.S. dollar?

List 5 types of currency from other countries and compare how much it is worth compared to the U.S. dollar.

Check out these great titles!

- ♦ **A Smart Girl's Guide to Money: How to Make It, Save It, And Spend It**, by Nancy Holyoke, Ali Douglass (Illustrator); American Girl Library; Paperback
- ♦ **Moneymakers: Good Cents for Girls**, by Ingrid Roper, Susan Synarski (Illustrator); American Girl Library; Paperback
- ♦ **The Amazing Days Of Abby Hayes #04 : Have Wheels, Will Travel**; Paperback
- ♦ **Cha-Ching!: A Girl's Guide to Spending and Saving**, by Laura Weeldreyer; Girls Guides; Leather Bound
- ♦ **Coin County: A Bank in a Book**, by Ikids
- ♦ **The Go-Around Dollar**, by Barbara Johnston Adams, Joyce Audy Zarins; Hardcover
- ♦ **If You Made a Million**, by David M. Schwartz, Steven Kellogg (Illustrator); Paperback
- ♦ **Money Troubles**, by Bill Cosby; A Little Bill Book for Beginning Readers; Paperback
- ♦ **Alexander, Who Used to Be Rich Last Sunday**, by Judith Viorst



Girl Scout Cadette, Senior & Ambassador Patch Activities

Requirements for Cadettes & Seniors: Complete eight activities, including three starred (*) activities, which are required.

Ambassadors: Complete eight activities, including three starred (*) activities and #13, which are required.

- *1. Checking account/debit/ATM cards
How to manage a checking account and debit/ATM cards

ACTIVITIES:

- Review the handout regarding "Things to ask when Opening a Checking Account"

http://financialeducation.citigroup.com/citi/financialeducation/curriculum/pdf/bbs_checking.pdf (p. 40)

- Discuss what forms of identification are needed in order to open a checking account

http://financialeducation.citigroup.com/citi/financialeducation/curriculum/pdf/bbs_open_check.pdf (p. 45)

- Complete Activity 5 Handout 1 and Activity 6 to learn how to write a check and maintain a healthy checking account

http://financialeducation.citigroup.com/citi/financialeducation/curriculum/pdf/bbs_maint_check.pdf

http://financialeducation.citigroup.com/citi/financialeducation/curriculum/pdf/bbs_writecheck.pdf (p. 51-52)

- Talk about how a debit card works

- *2. Credit Score/Credit Rating/
Credit Card

Credit is the trust given to another person for future payment of a loan, credit card balance, etc. A creditor is a person to whom a debt is owed. A credit score is a number generated by a mathematical algorithm (a formula) based on information in your credit

report, compared to information on other people. The resulting number is a prediction of how likely you are to pay your bills. They are important because the score may determine the rate you will get on your next car or house loan. People with the highest scores get the lowest rates.

ACTIVITIES:

- Talk with your family about when they use credit and when it should not be used.

http://financialeducation.citigroup.com/citi/financialeducation/curriculum/pdf/crt_abc_credit.pdf (p. 23-24)

- Review a sample credit report with your troop, discussing the purpose of these areas on the report: individual personal information, list of creditors, date credit opened with each creditor, most recent reporting date, type of credit received from each creditor, credit limit, high balance, current balance and status of payment (never late, missed payments, etc.).

http://financialeducation.citigroup.com/citi/financialeducation/curriculum/pdf/crt_estab_cred.pdf

http://financialeducation.citigroup.com/citi/financialeducation/curriculum/pdf/crt_maint_credit.pdf

- Discuss ways to keep the credit report in good standing, which in turn raises your credit score.

http://financialeducation.citigroup.com/citi/financialeducation/curriculum/pdf/crt_maint_credit.pdf (p. 56)

RESOURCES:

http://www.practicalmoneyskills.com/english/at_home/brochures/pmsflseries/credit_history.php

http://www.practicalmoneyskills.com/english/resources/tutor/statements/credit_report.php

3. Identity theft

Protecting your identity is a serious matter these days. If your personal confidential information is misplaced or stolen, your credit record can be damaged for many years as you work to repair the damage.

Identity theft is one of the fastest-growing types of financial fraud. Without stealing your wallet, a crook can steal your financial identity with as little information as your social security number. It is also called "account-takeover fraud" or "true-name fraud," and it involves crooks' assuming your identity by applying for credit, running up huge bills and stiffing creditors - all in your name.

ACTIVITIES:

- Discuss the items that make up a person's identity
- Discuss ways to protect identity.
- Discuss what steps to take if a person believes that their identity has been stolen.
- Review the resources below and provide as handouts after the discussion.

RESOURCES:

http://www.aba.com/Consumer+Connection/CNC_contips_idtheft.htm

http://www.aba.com/Consumer+Connection/gsac_idtheft.htm

http://www.aba.com/Consumer+Connection/idtheft_moretips.htm

4. Bank/Finance Company/Credit Union
Bank products: Savings account, money market account, CD

One of the simplest ways to save is to have a savings account at a local bank or other financial institution.

Girl Scout Cadette, Senior & Ambassador Patch Activities (cont.)

ACTIVITIES:

- ♦ Make a list of reasons to save money.
- ♦ Investigate each of the following bank products:
 - Savings Account
 - Money Market Account
 - Certificate of Deposit
- ♦ Compare the advantages and disadvantages to one product over the other.
- ♦ Define the difference between a bank, credit union and finance company.

RESOURCES:

http://financialeducation.citigroup.com/citi/financialeducation/curriculum/pdf/bbs_savings.pdf

5. Federal Reserve field trip or invite a speaker to a meeting

The Federal Reserve performs very important financial decisions that affect everyone. It can determine our interest rates, the amount of funds that commercial banks must hold in reserve against deposits, and buying/selling U.S. government securities.

<http://federalreserveeducation.org/FRED>

ACTIVITY:

- ♦ Schedule a tour with the Federal Reserve Bank. The nearest locations are St. Louis, Kansas City and Chicago.

For information on St. Louis tours, please call 314.444.8560 or 800.333.0810, ext. 44-8560.

http://www.stlouisfed.org/about/tour_schedule.html

For more information on Kansas City tours, please call 816.881.2000 or 800.333.1010.

<http://www.kansascityfed.org/Kansascity/>

For more information on Chicago tours, please call 312.322.2400.

http://www.chicagofed.org/education/money_museum.cfm

6. Bank field trip or invite speaker to a meeting

Banks perform many functions.

ACTIVITIES:

- ♦ Visit a local bank or invite someone from the bank to come speak about their products, services, routines and answer any questions.
- ♦ Find out about money characteristics, hidden information on money (symbols & legends), counterfeiting and anti-counterfeiting measures
- ♦ Afterwards, brainstorm in your troop or group ways they may use the bank in the near future.

7. Basics of a loan – car, personal, home

Most loans are similar: they have a principal amount, which is the amount borrowed; they have an interest rate, which is the rate at which you pay to use the money; and they have a payment term which is the length of time that it takes to repay the loan. Different types of loans will also include other parameters unique to the type of loan or item purchased.

ACTIVITY:

- ♦ Choose a car (from the newspaper or online) that you would like to own. Complete the Payment Calculator to determine the monthly payment and associated expenses with this car.

RESOURCES:

Payment Calculator:

<http://www.tcalc.com/tvwww.dll?calcloan?tmpl=CarAfford.htm&Cstm=aba&PmntAmt>

Loan Calculator:

<http://financialeducation.citigroup.com/citi/financialeducation/curriculum/calculators.htm#>

Research:

<http://www.kbb.com/>



*8. Budget/Personal Finance

A budget is a financial plan that details income and expenses.

ACTIVITIES:

- ♦ Complete Handout 1 (Where Does Your Money Go?) and discuss how choices affect each individual's monthly budget.
- ♦ **OR** complete online budgeting activities at www.italladdsup.org/mod4 or <http://www.themint.org/earning/whereyourpaycheckgoes.php> or <http://financialeducation.citi.com/financialeducation/curriculum/spreadsheet/index.htm>
- ♦ **OR** play the "Budget" board game (found in Traveling Trunk)

RESOURCES:

www.italladdsup.org
www.themint.org

9. Stock Market

People who buy stock in corporations are owners of that corporation. They risk their money (personal wealth) on the success of the business. Any business is risky because the future is uncertain. The owners of the business bear that risk. If the business succeeds, the owners benefit.

Girl Scout Cadette, Senior & Ambassador Patch Activities (cont.)

ACTIVITIES:

- ♦ Discuss what purpose the stock market plays in the global economy.
- ♦ Define: NYSE, share of stock, mutual fund, dividend, and capital.
- ♦ Choose local companies whose stock is traded on the NYSE and simulate a \$5,000 investment spread among two or more companies
- ♦ Track the investment performance over two weeks or longer.
- ♦ Discuss individual investment performance. Discuss how a different mix of companies would have changed the outcome.

RESOURCES:

Sites that provide Stock information:
"New York Stock Exchange"
<http://www.nyse.com> - Use the Quick Quote option

"NASDAQ quotes"
<http://quotes.nasdaq.com/>

CNBC
<http://www.moneycentral.msn.com/investor/home.asp>

10. Junior Achievement field trip

Junior Achievement uses hands-on experiences to help young people understand the economics of life. In partnership with businesses and educators, Junior Achievement brings the real world to students, opening their minds to their potential.

ACTIVITY:

- ♦ Review the Junior Achievement Web site to find out more about JA locally and nationally. Then contact JA to schedule a day field trip for your troop to learn about personal finance.

JA of Mississippi Valley, Inc. (St. Louis)
636.728.0707
<http://www.stlouisja.org>

JA of Middle America, Inc. (Kansas City)
816.561.3558
<http://www.jamidamerica.org>

To find another location, visit
http://www.ja.org/near/near_map.asp#

11. Job/Paycheck/Taxes/Careers

ACTIVITIES:

- ♦ Compare the income levels of different kinds of careers (see Traveling Trunk resource).
- ♦ Review the pay stub explanation worksheet from the Traveling Trunk. Choose a career and income level, and use the pay stub sample as a guideline to determine how much cash you would receive on payday.

RESOURCES:

Bureau of Labor Statistics
<http://bls.gov>

Bureau of Labor Statistics (Missouri link)
http://www.bls.gov/oes/current/oes_mo.htm#b00-0000

"Payroll Roll Call" article from
St. Louis Magazine

12. Volunteer to Help Another Troop

ACTIVITY:

- ♦ Volunteer to help a younger troop with one section of the Making CENTS in the City Patch.

13. Develop a presentation on the various ways a student can finance college or trade school education (e.g., scholarships, loans, grants, etc.)

Research the pros and cons of five of the following ways and include this in the presentation: Parental support, federal funding, scholarships, loans, work study program, job, or deferring education in order to work.

Make the presentation to a group of parents or younger students, or share with a guidance counselor at your school.

Some suggested titles:

- ♦ **A Woman's Guide to Investing**, by Virginia Morris and Kenneth M. Morris; Lightbulb Press, 2005
- ♦ **Credit Cards and Checks**, by Margaret C. Hall; Heinemann Educational Books, 2007
- ♦ **Banks**, by Margaret C. Hall; Heinemann Library, 2001
- ♦ **Growing Money: A Complete Guide for Kids**, by Debbie Honig; Price Stern Sloan, 2001
- ♦ **It's a Money Thing! A Girl's Guide to Managing Money**, by Women's Foundation of California; Chronicle Books, 2008
- ♦ **The Young Investor: Projects and Activities for Making Your Money Grow**, by Katherine Bateman; Chicago Review Press, 2001

Some suggested games:

- ♦ Hot Company
- ♦ CASHFLOW for Kids
- ♦ Budget board game

Girl Scouts of Missouri Making CENTS in the City Patch Program Evaluation

This evaluation must be completed by the Girl Scouts and the Troop Leader/Advisor to purchase awards for this program. Please return this form to your Girl Scout Shop at the time of purchase. If you mail your award order, please include this evaluation. You may also complete this form online at www.girlscoutsem.org/research/surveys.asp. When you purchase the awards, provide the date you completed the online form.

Record the total numbers for each question. For open-ended questions, please record each answer and the number of girls giving that answer.

Please indicate the number and Program Age Level of the girls participating: D ___ B ___ J ___ C ___ S ___ A ___

Your council name: _____

All Girl Scouts answer these questions.

1. Did you enjoy these program activities? Yes___ No___
2. Are you more aware of how saving can help you reach a goal? Yes___ No___
3. Did you learn about some factors that can help you make choices when you spend money? Yes___ No___

4. Check (v) the activities you completed.

Girl Scout Daisies and Brownies

- | | | |
|---------------------------|--------------------------------|---------------------------|
| ___1. Coins and Bills | ___5. Shopping for Toys | ___9. Story Time |
| ___2. Counting Game | ___6. Spending Plan Containers | ___10. Spending Plan Game |
| ___3. Shopping for Snacks | ___7. Spending Plan Envelopes | ___11. Field Trip |
| ___4. Grocery Store | ___8. Financial Goals Poster | ___12. Generic Items |

Girl Scout Juniors

- | | | |
|----------------------|----------------------|--------------------|
| ___1. Needs v. Wants | ___5. Book | ___9. Investments |
| ___2. Advertising | ___6. Spending Diary | ___10. Money Facts |
| ___3. Saving | ___7. Spending Plans | |
| ___4. Board Game | ___8. Field Trip | |

Girl Scout Cadettes, Seniors and Ambassadors

- | | |
|--|-----------------------------------|
| ___1. Checking Account/Debit/ATM Cards | ___8. Budget/Personal Finance |
| ___2. Credit Score/Credit Rating/Credit Card | ___9. Stock Market |
| ___3. Identity Theft | ___10. Junior Achievement Trip |
| ___4. Bank/Finance Company/Credit Union | ___11. Job/Paycheck/Taxes/Careers |
| ___5. Federal Reserve Trip/Speaker | ___12. Teaching Another Troop |
| ___6. Bank Trip/Speaker | ___13. Presentation |
| ___7. Loan Basics | |

5. What was your favorite activity? _____

6. Which activity did you not like? _____

7. What other activities could be added to help girls become financially literate? _____

(OVER)

For Girl Scout Daisies and Brownies

- 1. Can you tell someone about how much each coin is worth? Yes__ No__
- 2. Did spending play money help you learn how to make change? Yes__ No__
- 3. What's changed in the way you think about money? _____

For Girl Scout Juniors

- 1. Did the program activities help you understand the difference between needs and wants? Yes__ No__
- 2. Did the activities help you determine what is important to you when you make a choice? Yes__ No__
- 3. Are you more aware how your choices can help you reach a goal? Yes__ No__
- 4. Are you more aware of your options for saving money? Yes__ No__
- 5. How have these activities changed the ways you use/save/spend money? _____

For Girl Scout Cadettes, Seniors & Ambassadors

- 1. Are you using the information you learned in this program in your personal financial plans? Yes__ No__
- 2. Did these activities help you explore your goals? Yes__ No__
- 3. Do you have a financial plan in place to help you reach a goal? Yes__ No__
- 4. Do you feel better equipped to manage your personal finances now? Yes__ No__
- 5. What is the most important information this program provides to girls like you? _____

- 6. How has this program changed how you manage your personal finances? _____

For Adults with the Troop

- 1. Would you recommend this patch program to another troop? Yes__ No__
- 2. Will this troop participate in this patch program again? Yes__ No__
- 3. Have you seen changes in how the girls in your troop regard money? Yes__ No__
If yes, please give one or two examples _____

- 4. Are the girls in this troop more involved in troop finance management? Yes__ No__
If yes, are the girls more involved in financial decision-making? Yes__ No__
If yes, are they showing greater ability to make good decisions? Yes__ No__

Comments: _____

