



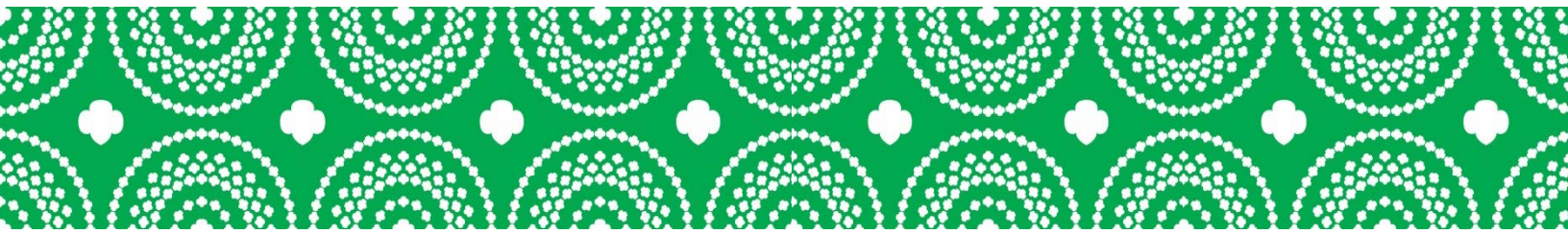
# Wells Fargo Financial Literacy



## Girl Scout Cadettes

Girl Scouts of Southwest Texas  
811 North Coker Loop  
San Antonio, Texas 78216  
(210) 349- 2404 or 1-800-580-7247  
[www.girlscouts-swtx.org](http://www.girlscouts-swtx.org)

To learn more about Wells Fargo  
and their mission,  
visit <http://www.wellsfargo.com/>





## About

The name Wells Fargo is forever linked with the image of a six-horse stagecoach thundering across the American West, loaded with gold. The full history, over more than 160 years, is rich in detail with great events in America's history. From the Gold Rush to the early 20th Century, through prosperity, depression and war, Wells Fargo earned a reputation of trust due to its attention and loyalty to customers.

- **March 18, 1852** - Henry Wells and William G. Fargo founded the legendary company. Through prosperity, depression and war, post-war prosperity, social changes, and changing communications, Wells Fargo's attention to customer needs has remained constant.
- **1858** - Wells Fargo helped start the Overland Mail Company — the famed "Butterfield Line" — to meet the demand for speedy communications across the west.
- **1861** - Wells Fargo also took over operations of the western leg of the famed, but short-lived, Pony Express.
- **1866** - Wells Fargo combined all the major western stage lines. Stagecoaches bearing the name *Wells, Fargo & Co.* rolled over 3,000 miles of territory, from California to Nebraska, and from Colorado into the mining regions of Montana and Idaho.
- **1888** - After expanding along the transcontinental railroad completed in 1869, Wells Fargo became the country's first nationwide express company.
- **1905** - *Wells Fargo & Co's Bank, San Francisco* (as it was called since 1852), formally separated from *Wells Fargo & Co Express*.
- **1910s and 1920s** - Wells Fargo served as a commercial bank in San Francisco, supporting the West's growing business and agriculture, including fledgling auto, aerospace and film industries.
- **1960s** - Wells Fargo became a northern California regional bank with branch offices everywhere.
- **1980s** - Wells Fargo expanded into a state-wide bank and became the seventh largest bank in the nation — and launched its online service.
- **1990s** - Wells Fargo returned to its historic territory throughout the Western, Midwestern, and Eastern states.
- **1995** - Wells Fargo created the first online banking platform.
- **2017** - Wells Fargo become the first the first major bank to allow customers to use phones to get cash and more at ATMs.

## Girl Scouts of Southwest Texas & Wells Fargo are proud to bring to you the... Wells Fargo's Financial Literacy Initiative



Ninety percent of all women will be financially self-sufficient. The [Wells Fargo Financial Literacy Initiative](#) teaches today's young entrepreneurs vital life skills, such as setting goals, budgeting and saving.

Wells Fargo is focused on providing young girls the resources to set goals and become financially responsible when earning and money managing money. Wells Fargo understands the importance of financial education for girls who will become productive citizens and already contribute to the economy.

Wells Fargo provides the online "Hands on Banking" tool to help girls become financially savvy money managers. In addition, Wells Fargo has partnered with R.I.S.E. (Raising & Inspiring Successful Entrepreneurs – A San Antonio Hispanic Chamber of Commerce Program), to teach life skills that will help girls improve their financial literacy and think like entrepreneurs. Girls will seek new ways to solve problems and even turn those solutions into new products or businesses.

Girl Scouts of Southwest Texas and Wells Fargo know that girls are a part of the future of our economy and want to ensure they are confident in their financial decision-making. That is why GSSWT and Wells Fargo are proud to announce the Wells Fargo Financial Literacy Initiative.

## Steps to Earn the Wells Fargo Financial Literacy Patch

Girl Scouts is the premier girl leadership development program—girls have fun with a purpose! All activities are girl-led, and girls should decide what activities to complete when earning a Business Patch Initiative (BPI) patch. In the spirit of Girl Scouting, girls may choose to participate in activities that are not listed in the booklets and/or supplements. If girls complete the minimum required number of activities based on the theme of the BPI, they have earned the BPI patch. For more information, contact Larissa Deremiah at [lderemiah@girlscouts-swtx.org](mailto:lderemiah@girlscouts-swtx.org).

### Step One:

1. Review the 5 required lessons.
2. Think about what activities you would like to do.
3. Complete 2 of the 5 activities within the required lessons (for a total of 10 activities).

### Step Two:

1. Complete the [Business Patch Initiative \(BPI\) Evaluation](#)
2. For more information, contact:  
Girl Scouts of Southwest Texas  
ATTENTION: Program  
Phone: (210) 319- 5775  
Toll Free: 1-800-580-7247  
Fax: (210) 349- 2666  
[lderemiah@girlscouts-swtx.org](mailto:lderemiah@girlscouts-swtx.org)



### Step Three:

1. Receive your Wells Fargo Financial Literacy Patch!

## The Girl Scout Leadership Experience

Girls at every level of Girl Scouting participate in the “*leadership experience*.” A *leadership experience* is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership:

### Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

### Connect

Girls care about, inspire, and team with others locally and globally.

### Take Action

Girls act to make the world a better place.

It’s not just “what” girls do, but “how.” When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (*Girl-Led, Cooperative Learning, and Learning by Doing*) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral to Girl Scouting.

### Girl-Led

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with the girls.

### Cooperative Learning

All members of a group work together towards a common goal that can only be accomplished with the help of others.

### Learn by Doing

A “hands-on” learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission: **Building girls of courage, confidence and character, who make the world a better place.**



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Resource Links:

Teen's Toolkit (TT) & Instructor's Guide:

<https://youth.handsonbanking.org/educators/middle-school/>

Online Modules:

<https://youth.handsonbanking.org/grades/middle-school-course/>



# You and Your Money



# You and Your Money

Teen's Toolkit: [pg. 2-8](#)

## **Lesson Objectives**

- Identify sources of income
- Recognize the importance of money in society
- Describe the role of banks and other financial institutions in assisting people to manage their money wisely

## **Introduction**

- Does anyone know where money comes from—how is produced originally?
- What are some examples of how money changes hands in our society? What makes money flow between people, businesses and banks?

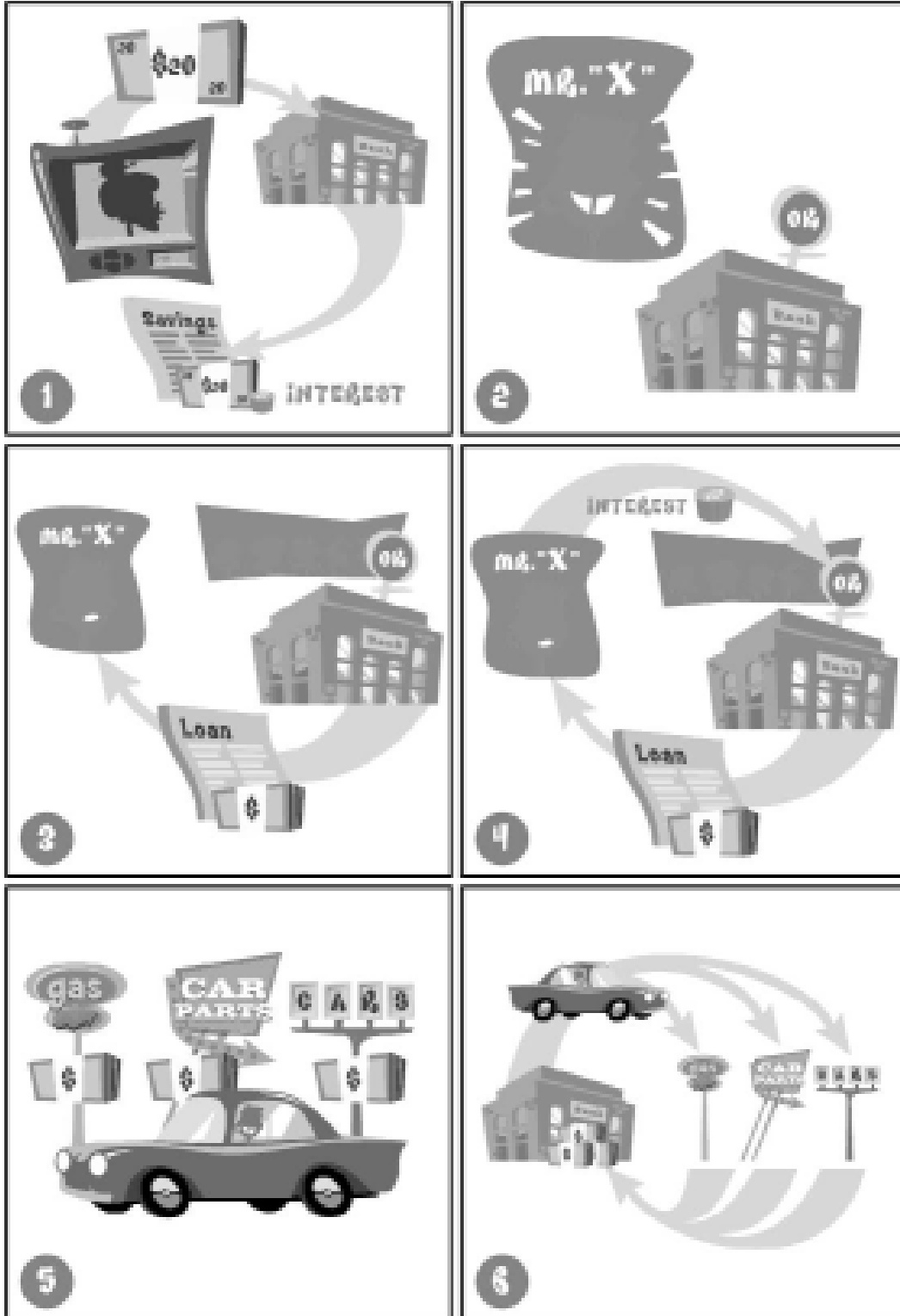
## **Material**

- Paper
- *Storyboard Information sheet*
- Pencils

## **Activities**

- How Money Is Used: Introduce participants to the cycle of money in the following diagram. Use the examples below to discuss how money flows from hand to hand and create a storyboard to show another example.
  - Let's say your grandmother gives you \$20 for your birthday, and you decide to keep it safe at the bank, in a savings account. The bank then pays you a small amount for keeping your money in that account. This is called interest.
  - Now let's say that Mr. X comes to the bank for a loan to buy a car. Because they know he manages his money carefully, the bank is sure he'll repay the loan. The bank gives him the loan, and Mr. X is a happy customer!
  - The bank uses a portion of your money—and money from lots of other bank customers—to give Mr. X his car loan.
  - Mr. X will have to pay back every penny he borrowed—plus he'll pay the bank interest. That's right—interest works both ways. You earn interest if you're saving money at the bank, and you pay interest if you borrow money from the bank.
  - Mr. X now pays the car dealer for his new car. On his way home, Mr. X fills up the tank at the gas station, and then buys some car supplies.
  - With each purchase, Mr. X's money changes hands once again. The gas station and car supply store owners use Mr. X's money to pay their expenses and their workers' paychecks. And then, the stores and the workers take their money—

once again—back to the bank. Mr. X's money has gone full circle!



## Information Sheet: Creating a Storyboard

When you're planning to share a message, a storyboard can help you to bring your script and ideas to life. A storyboard is a series of thumbnails that provides visual clarity and shows the breakdown of the story through key scenes. It's often used as a mock-up for movie scenes, music videos, and books and should be easily understood by anyone viewing it.

1. **Create a timeline.** Decide when and where your story takes place.
2. **Identify the key scenes.** Brainstorm a list of the key moments that you want to illustrate on your storyboard that will bring your story to life. Turning points are important to show.
3. **Sketch your scenes.** Draw sketches of each key moment. The setup should look similar to that of a comic book. Be sure to number the cells so they're easy to reference when you discuss your storyboard with others. ***This is just your rough draft, so don't try to make it perfect.***
4. **Describe with detail.** Think about how to depict the action or message in each illustration. Write a description of the most important elements of each one. Include dialogue that will take place. Consider what needs to be conveyed, the characters fighting, smiling, or moving toward a destination? Take the setting into account as well.
5. **Finalize the storyboard.** Be sure that each cell portrays the action you want it to portray. Share with a partner to make sure it flows well and isn't confusing. Remember to accept others' input as you go along. A storyboard is meant to be edited and changed. It can often be improved by ideas you might not have thought up on your own. Review your work and make final changes.

# Earning Power

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Teen's Toolkit: [pg. 9-11](#)

## **Lesson Objectives**

- Identify personal talents and interests
- Discuss how education, skills, and career choices influence income
- Practice job and career research skills

## **Introduction**

- Have you ever earned money for work? What work did you do and how much did you get paid?
- When you think about your future, what is one type of work or job you have thought about yourself?

## **Materials**

- Paper
- Pen/pencil
- Internet

## **Activities:**

### **How Much Would I Have to Work?**

- Ask participants to think of an item they are interested in buying and having.
- Have participants look in the classified ads to find 2 or 3 hourly jobs that they might want for a first job.
  - Research the education, experience, and other skills that are required for the position.
  - Calculate how many hours they would have to work to have enough money to the item (they should calculate the number of hours per job they identified).
  - As a follow-up, ask participants if the purchase is worth it given the number of hours they would have to work.

# Budgeting

# Understanding and Creating Budgets

Teen's Toolkit: [pg. 12-19](#)

## **Lesson Objectives**

- Explain the purpose of budgeting
- Discuss basic budgeting strategies
- Create a personal budget to meet a financial goal showing income and expenses

## **Introduction**

- Describe a time when you wanted to buy something but didn't have enough money to pay for it.
- What are some reasons you might want to have a written plan for how you are going to spend your money?
- Let's say you are ready to make a budget or spending plan—a written plan for how you will spend your money.
  - What are some of the kinds of things you would include?
  - What do you spend your money on now?
  - Do you keep track of what you spend your money on?

## **Activities:**

### **Party Budget**

You and a friend have a budget of \$100 for a party. Use the list below to help plan.

<b>Party Shopping List</b>		
<input type="checkbox"/>	2 deli trays	\$45.00
<input type="checkbox"/>	2 bags bulk candy	\$10.00
<input type="checkbox"/>	1 case soda	\$4.75
<input type="checkbox"/>	1 jumbo bag chips	\$3.45
<input type="checkbox"/>	Paper products	\$8.50
<input type="checkbox"/>	Used video game	\$12.99
<input type="checkbox"/>	Batteries for game	\$5.75
<input type="checkbox"/>	Decorations	\$14.95
<input type="checkbox"/>	Movie rentals	\$6.00

1. What combination of items would you buy for your party? Why?
2. If you were only given \$50, what changes would you make? Why?
3. Can you find two different combinations of purchases that total exactly \$50?
4. If 5 movie rentals cost \$30 (5 x \$6), will you have enough left to buy a deli tray?

**For girls who want to do more:**

**Redecorate Your Bedroom**

- Let your imagination run wild and sketch your new bedroom on a blank piece of paper.
- Itemize each new item (piece of furniture, accessory, etc.) as well as decorating supplies that you may want. Be sure to think about paint, wallpaper, and flooring.
- Research the costs you have listed.
- After assessing your priorities, create your redecorating budget. Do you need to change any of your plans or ideas to fit your budget?

## R.I.S.E. Supplement:

# ACTIVITY: BUILD YOUR OWN BUDGET WORKSHEET

Imagine you are starting your dream business. Once you have an idea, use the budget worksheet to make your own budget. The numbers you put on your budget can be fake. This activity is to practice so you'll know what to do when you have a real business!

### INSTRUCTIONS:

1. Start by listing the money you have available on the first line in column "D."
2. On the next line, in column "B," enter your income. Income is money you receive, usually for doing the work or money your business makes.
3. Now, add your income to your available money in column "D."
4. On the next lines, in column "A," enter the names of the items you will spend your money on. Those are your expenses. Write the dollar amount of each expense in column "C."
5. Now, subtract the amount of each expense from the money you have available in column "D." The total is the new amount of money you now have available.

### SAMPLE MONTHLY BUDGET FOR: LEMONADE STAND

A	B	C	D
DESCRIPTION	INCOME	EXPENSE	AVAILABLE
			\$20.00
LEMONADE MIX		\$5.00	\$15.00
PITCHER		\$5.00	\$10.00
WATER		\$0	\$10.00
POSTERBOARD (FOR SIGN)		\$1.00	\$9.00
SALES	\$20.00		
<b>TOTAL:</b>			<b>\$29.00</b>







# Saving & Checking Guide

# Banks and You

Teen's Toolkit: [pg. 31-44](#)

## Lesson Objectives

- Explore types of banking accounts
- Explain how savings and checking accounts work
- Practice completing bank transactions, including making deposits and withdrawals

## Introduction

- Are you saving money for something you want or need? Describe how you are managing to save money.
- How would you recommend opening a savings account to someone who doesn't have one yet?
- Let's say you have some money in a savings account, and you want to take some of the money out. Where would you go to do that, and what would you have to do?
- Even though the purpose of the account is to save money, why might it be necessary to withdraw money from a savings account?
- How will you be sure the bank records for your banking account are correct?

## Materials

- Blank paper
- Savings Deposit Worksheet
- Writing utensils (pens/pencils)
- Writing a Check Worksheet
- Savings Register Worksheet
- Savings Withdrawal Worksheet

## Activity:

### **Savings Deposit Worksheet**

Use the following information to complete the savings deposit slip below.

- Today's date.
- Print your name.
- Your account number. (Because this is practice, you can make up an account number here)
- Sign your name. (This is usually done in front of the bank teller to protect you.)
- \$50.00 cash deposit.
- Total the amount of the checks to deposit: \$57.58, \$10.92, \$27.63.
- Compute the subtotal of the cash and checks deposited.
- Request \$25.00 cash back from this deposit.
- Compute the total amount of the deposit minus the cash back.

<b>Deposit:</b> (Check one) <input type="checkbox"/> Checking <input type="checkbox"/> Savings		<b>Date</b>	
Checking or savings account number		Cash	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name		Total Checks	
Address		<input type="text"/>	<input type="text"/>
Please sign in teller's presence		Subtotal	
		<input type="text"/>	<input type="text"/>
		Less Cash Received	
		<input type="text"/>	<input type="text"/>
		Total \$	
		<input type="text"/>	<input type="text"/>

## Savings Withdrawal Worksheet

Use the following information to complete the savings withdrawal form below.

- Today's date.
- Print your name.
- Your account number. (Because this is practice, you can make up an account number here.)
- Using words, write out the amount you wish to withdraw from your savings account. Pretend you wish to withdraw \$375.00.
- Using numbers, write out the amount you wish to withdraw from your savings account. It's important that this amount is the same as the written amount.
- Your signature—this is done in front of the teller.

Checking, Savings, Money Market Access account number		<b>Withdrawal Slip</b>	
<input type="text"/>	<input type="text"/>	\$ <input type="text"/>	
Date			
Name (please print)		dollars	
Bank			
Street Address		_____ Signature (sign in presence of bank teller)	
City, State 12345			

## Savings Register Worksheet

Use the information below to fill in a blank savings account register. Remember, when you make a withdrawal, or take money out of your savings account, you subtract. When you make a deposit, or put money into your savings account, you add.

- On 10/2, you withdrew \$25.00 cash.
- On 10/15, you deposited \$15.50 that you earned babysitting.
- The bank paid you monthly interest of \$2.32 on the last day of October.
- You went to the ATM on 11/3 and deposited \$10.00.
- On November 4, you needed cash. You went to the ATM and withdrew \$20.00

Savings Register							
DATE	DESCRIPTION	WITHDRAWAL		DEPOSIT		BALANCE	
10/01						\$112	74

## Writing a Check Worksheet

Fill out the blank check below using the following information:

- The date is 11/5 • You are buying an item from the Dress Shop
- Write the cost of the item, \$49.67, in numbers
- Now, write out the amount in words
- Fill in the Memo line: “blue dress”
- Sign the check with your complete signature

<b>Your name</b>	102
<b>Street Address</b>	
<b>City, State 12345</b>	<b>Date</b> _____
<b>Pay to the order of</b> _____	<b>\$</b> _____
_____	<b>Dollars</b>
<b>Bank</b>	
<b>Street Address</b>	
<b>City, State 12345</b>	
<b>Memo</b> _____	_____
•123400056•	98765432•0102

## R.I.S.E. Supplement:

### SAVING FOR THE FUTURE

**Saving** means putting money aside for the future. People save, or set aside, money to make sure they have enough to pay their monthly expenses, to pay for something big in the future, and to have in case of an emergency. Entrepreneurs save so their businesses can be successful. Saving a little bit of money at a time can eventually add up. When it does, you can make a big purchase or you can keep saving.

### ACTIVITY: LET'S TALK SAVINGS

Now it's time to come up with savings goals. Have a family conversation about the importance of saving. Here are some questions that you can talk about together to get the conversation started:

- Are you saving money for something you want or need? How you are managing to save money?
- In your opinion, what's the best thing about saving your money?
- Why would you recommend saving money to someone who isn't yet?
- Let's say you have some money saved. Where would you keep it to make sure it's safe and where would you go to take it out when you need it?
- Even though the purpose of the account is to save money, when would it be important to take money from your savings?

Take notes from your conversation in the box below.

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# Credit and You



# Credit

Teen's Toolkit: [pg. 45-51](#)

## Lesson Objectives

- Evaluate the costs associated with borrowing money
- Recognize the advantages and disadvantages of making purchases with a credit card and paying for them over time
- Evaluate the characteristics of responsible borrowers
- Distinguish between consumer loans and buying over time on credit cards

## Introduction

Like we discussed with banking accounts, careful money management is important. You demonstrate good money management when you don't write checks for more money than you have. Today we are going to discuss careful money management in terms of credit.

- Have you ever borrowed money from someone? What kind of agreement did you make with them about paying the money back? Did you keep your promise?
- Did you put your agreement in writing?
- What are some examples of the largest, highest-priced purchases that people make? Why might someone want to make a purchase with a credit card rather than paying cash?

## **Credit and Me Quiz Show**

Divide the participants into two groups. Explain that they are participants in a Quiz Show.

- A recommended tip that supports or promotes good credit and positive credit history will be read.  
*(Note: If possible, have a game buzzer or bell for the groups to ring)*
- The first group spokesperson to respond with the correct answer, **TRUE or FALSE**, will earn one (1) point for their team. If the team accurately answers FALSE AND can correct the statement to make it TRUE, they earn one additional point.  
*For example: Your income can be damaged by missing payments and paying late. This answer is FALSE. If the group, corrected this to say: Your credit can be damaged by missing payments and paying late, they would earn 2 points. 1 point for the original response of FALSE and 1 point for offering the correct statement.*
- The team with the most points at the end of the game wins!
- If time permits, have the participants complete the bonus round challenge.

<b>Quiz Tip (to be read)</b>	<b>Recommended</b>
Money is how we measure our credit.	FALSE
Paying your bills on time and in full are good ways to establish a good credit record.	TRUE
The interest rate on loans is expressed as an annual percentage rate, or APR.	TRUE
Financial institutions are more likely to make loans to borrowers who have a good credit history.	TRUE
It is a good idea to use your credit card to buy something you can't really afford.	FALSE
Credit should be viewed as money that you have to pay back. It is a loan.	TRUE
Interest rates refer to the ability of a person or a business to borrow money from a lender with the intent, or promise, to pay the money back.	FALSE
It is a good idea to pay more than the minimum balance on credit cards.	TRUE
Money is how we measure our currency.	TRUE
The cost of borrowing money depends on the way the wind is blowing.	FALSE
Interest is applied to both loans and credit cards.	TRUE
Most lenders charge a fee for lending money.	TRUE
With loans, you also have to pay interest—but it's usually less interest than you'd pay with a credit card.	TRUE
The cost of borrowing money depends on the way the wind is blowing.	FALSE
You should always keep your promises to repay the money you borrow.	TRUE
Credit is a privilege—and it's granted only to those who have demonstrated their ability to manage their money over time.	TRUE

**BONUS ROUND:** The teams will have 3 minutes to generate a list of answers on a piece of paper.

Each answer is worth one (1) point. Potential answers follow the question. What can you do protect your credit history?

- Pay your bills on time
- Pay your bills in full
- Only apply for and open new credit accounts when you need them
- Borrow only what you need
- Check your credit report at least once annually
- Never exceed your credit card spending limit
- Consistently pay your bills on time
- Use a recent version of your Web browser
- Keep credit card balances at or below 70% of your spending limit
- Only apply for and open new credit accounts when you need them



# Optional Activities

## Optional activities

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Financial Decision Making – [TT pg. 20-24](#)

Budgeting Comparison Shopping – [TT pg. 25-30](#)

Smart Investing – [TT pg. 52-61](#)

Saving for a Pet – [TT pg. 62-66](#)

Online Safety – [TT pg. 67-73](#)

# CAN I AFFORD A DOG?

Getting a dog is not a one-time expense. They need a lot of things. Some of these things you just have to buy one time (like a dog collar). Other things, like food and medicine, you have to buy many times.

Now you're going to research how much it costs to have a dog. You can talk to people at pet stores, do research, question dog owners, and call shelters, trainers, and groomers.

CAN I AFFORD A DOG?	COST
Vaccines, Vitamins, Heartworm	
Spay/Neuter	
Bed	
Chew Bones	
Bowls	
Leash	
Flea control	
Fence/Crate	
Dental care	
Waste disposal tools	
Car restraint	
<b>LOOKING GOOD</b>	
Grooming	
Grooming Tools and Shampoo	
<b>TRAINING</b>	
Professional Training	
Training Aids	
<b>TRAVELING</b>	
Boarding	
In-home Pet Sitter	
Ask family or friends for help	* No Cost

**YOU DID IT!**



**CONGRATULATIONS!**



# End of Booklet



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