



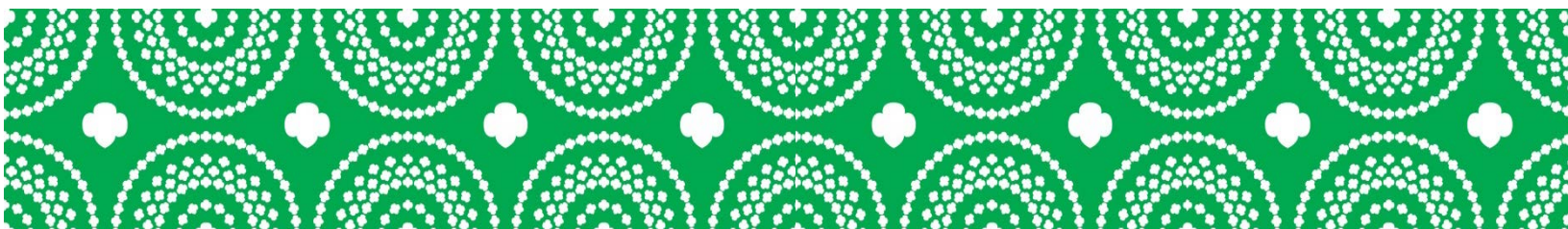
# Wells Fargo Financial Literacy



## Girl Scout Seniors & Ambassadors

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/>



# WELLS FARGO

## 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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| Additional Activity                     | Visit a Wells Fargo Location OR have a Wells Fargo Banker Speak to Your Group |      |

Resource Links:

Youth Toolkit (YT) & Instructor's Guide:

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

Online Modules:

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



# You and Your Money



# How Money Works

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Youth Toolkit: [pg. 2-10](#)

## **Lesson Objectives**

- Discuss where money comes from and how it works
- Understand important money concepts
- Assess knowledge of how money works

## **Introduction**

- What is money?
- Where do you think money comes from?
- How do you think money works?

## **Material**

- Money Quiz

## **Activities**

### **Money Defined**

- Using the Money Defined quiz, divide the participants into two groups. Explain that they are participants in a Quiz Show today.
- Each group will be asked one question at a time with four possible answers.
- The group must designate a spokesperson, who must answer the question within 10 seconds.
- One point is earned for every correct answer. If one team cannot answer in time, the other team has the opportunity to answer.
- The team with the most points at the end of the game wins! Be sure to emphasize the key points in *italics* under each question and answer; or use them as an activity summary.
- If time permits, have the participants complete the bonus round challenge.

## Money Defined

1. Money is a way to store, measure, and exchange \_\_\_\_\_.
  - a. value
  - b. products
  - c. coins
  - d. fun
2. In the U.S., money is printed by the \_\_\_\_\_ of the federal government.
  - a. best copy machines money can buy
  - b. Department of Commerce
  - c. Department of the Treasury
  - d. Internal Revenue Service
3. Whenever one person or group spends money, another person or group \_\_\_\_\_.
  - a. gets super jealous
  - b. spends the exact same amount
  - c. saves the exact same amount
  - d. gains money
4. If you deposit money at a financial institution, such as a bank, they'll often reward you by adding
  - a. a small amount of extra money called \_\_\_\_\_ on a regular schedule
  - b. a bonus
  - c. interest
  - d. a premium
  - e. "funny money"
5. A dollar in your hand today is worth more than a dollar you'll receive in the future because ...
  - a. you can invest the dollar you have today and earn interest on it over time
  - b. if you spend it today, you get to enjoy it right away
  - c. money usually declines in value over time
  - d. nobody can predict what tomorrow will bring

### Draw a line to match the word with the definition.

|            |  |
|------------|--|
| Appreciate | An increase in the general price of goods and services |
| Assets     | Anything of value owned by a person or company         |
| Depreciate | Money an individual or business owes to someone else   |
| Inflation  | To increase in value or price over time                |
| Liability  | To decrease in value or price over time                |

# Your Money Toolkit

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Youth Toolkit: [pg. 11-23](#)

## **Lesson Objectives**

- Understand the benefits of using a bank and how banking accounts work
- Identify parts of a check, deposit slip and debit card
- Learn how to read a bank statement

## **Introduction**

- How does having checking or savings accounts help you manage your money?
- What are some reasons that a person might want to write a check or pay with a debit or check card rather than use cash?
- Who knows exactly how much money they have in their account(s) right now?
- How often do you check your balances or keep track of your money? If you do it often, why? If not, why?

## **Materials**

- Paper
- Pen/pencil

## **Activities:**

### **Banking Learn “How-To”**

There is no big secret to using money management tools – all it takes is a little adding, subtracting, and some focus on keeping good track of the money you’ve got. We are going to review four basic banking tasks: making a deposit, writing a check, using a debit or ATM card, and using an ATM machine. When you make a deposit by mail or at the bank (and at some ATMs) you’ll be asked to fill in a deposit slip. Using the worksheet, identify the nine areas of the deposit slips: account number, your information, date, cash, checks, subtotal, less cash received, total, and signature.

| Label | Description        | Amount |
|-------|--------------------|--------|
| D     | CASH               | 254.00 |
| E     | Checks             | 120.00 |
| F     | Subtotal           | 145.00 |
| G     | Less Cash Received | 40.00  |
| H     | Total              | 105.00 |

- A. **Account number:** This number ensures that the money is deposited in the correct account. If you do not have your account number with you, your bank can provide the information to you.
- B. **Your information:** Your name is pre-printed or written in.
- C. **Date:** You will write today's date here.
- D. **Cash:** If depositing cash, you would write the amount here.
- E. **Checks:** If depositing checks or money orders, you would list each one separately here and continue on the back if more space were needed.
- F. **Subtotal:** You will add the cash and check amounts and write the total amount being deposited here.
- G. **Less Cash Received:** If you are at the bank, you would use this space to write the amount of cash you would like to get back from the checks you are depositing. The teller will ask you to sign the deposit slip and provide identification to confirm that you are the account holder.
- H. **Total:** You will subtract the amount, if any, on the line "Less Cash Received" from the Subtotal, and write the total amount being deposited here.
- I. **Signature:** The teller will ask you to sign the deposit slip and provide identification to confirm that you are the account holder, if you are withdrawing cash from your deposit.

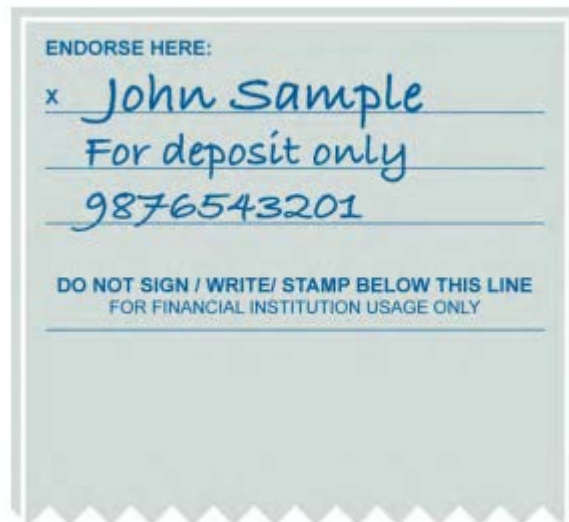
When you want to access money in your checking account, you can withdraw funds by writing a check. Check writing is also an important skill to have. Review the sample check and discuss the key areas of the check. It's important to write checks clearly in ink because they are electronically processed.

The image shows a check with the following details:

- A:** JOE SMITH, 2063 PLEASANT RD, ANYWHERE USA 12345
- B:** April 10, 2009
- I:** 201, 000-00000
- C:** Pay to the Order of Edgar Rodriguez
- D:** \$46.73
- E:** Forty-six and seventy-three/100
- F:** YOUR BANK
- G:** For Groceries
- H:** Joe Smith
- K:** 234000561
- J:** 987654320

- A. **Your name and address go here.** These are preprinted on the check for your convenience and tell the person or company to whom you're giving the check—known as the payee—that you're the one who wrote it.
- B. **This is where you write today's date.**
- C. **Here is where you write the name of the person or company who will be receiving the money.** If you're making a withdrawal for yourself, you will write "Cash" here.
- D. **The amount of the check is written here.**
- E. **The amount in words is written on this line.** You start at the left edge of the line and when you're finished, you will draw a line through the remaining empty space as far as the word "Dollars."
- F. **The name of the bank that holds your account appears here.**
- G. **To remember what you bought, you can write a brief description here.**
- H. **Your signature should be the last thing you complete.** It gives the bank permission, or authorization, to release the money to the payee.
- I. **This is the check number.** This reference number will help you keep track of your payments by check. Each time you write a check, you should record the check number, date, payee, and amount in your check register. Then, calculate your new balance.
- J. **This is the 10-digit account number that is unique to your account.** This tells the bank which account the money comes from.
- K. **This is the bank routing number.** It identifies the bank that issued the check. You need this number to set up direct deposit at work. Direct deposit allows your employer to electronically deposit your paycheck directly into your account without giving you a paper check.

When you deposit checks, you need to let the bank know that you have personally approved the transaction by endorsing the check. In order to approve the transaction, you sign your name, write “For deposit only”, and include your account number on the top of the check. Use the account number for which you want to deposit the check.



Another way to access money from your checking account is by using your ATM and/or debit cards. When you open a checking account, your bank will probably offer you the opportunity to apply for an ATM or debit card. Both are safe, convenient ways to get cash, make deposits, and transfer funds. A Visa® or MasterCard® symbol on your debit card means you can use it to make purchases wherever those debit cards are accepted. You may be able to use your ATM card to make purchases if the merchant is using one of the same electronic ATM networks that’s listed on the back of your card.

Practice your ATM skills at:

<https://handsonbanking.org/htdocs/en/y/#/en/y/gs/how/ygshowpra.html>



- A. Debit Card Number:** This 16-digit number is unique to your card. It is different from your checking account number.
- B. Expiration Date:** Your card can only be used until this date. A new card will be automatically sent to your address prior to the expiration date.
- C. Visa® or MasterCard® Logo:** This symbol means that you can use this card wherever Visa® or MasterCard® debit cards are accepted, for example, department stores, restaurants, and online.
- D. Customer Service Number:** Call this toll-free number when you have questions about your account.
- E. Signature Bar:** For your protection against fraud, be sure to sign here as soon as you receive your card.
- F. Card Verification Value (CVV):** This number is unique to your card. When you use your card to make purchases over the phone or Internet, some merchants may require you to supply this number to confirm that you have the card with you.
- G. Network Logos:** The logos that appear on your card indicate where it can be used:
- You can access the money in your checking account at any ATM that carries the same logos as your card.
  - You can make PIN-based purchases at merchants that display the same Point-of-Sale network logos that appear on your card, such as Interlink®. Some merchants also provide a cash back option when making a PIN-based purchase. You can make signature-based purchases at merchants that accept Visa® or MasterCard® debit cards, depending on the logo on your card.

**For girls wanting to do more:**

- Complete the Banking Statement Scavenger Hunt on pg. 19 of the Youth Toolkit
- Do the Writing a Check activity on page 21 of the youth toolkit



# Earning Money



# Starting Your Search and Getting the Job!

Youth Toolkit: [pg. 24-35](#)

## **Lesson Objectives**

- Discuss how education increases earning power
- Understand the job search and application process
- Build job interviewing skills and techniques
- Read a paycheck and paystub

## **Introduction**

- How is earning your own income beneficial to you?
- Have you thought about jobs that you might enjoy? Why? Do any of these require an advanced degree?
- What do you think is important as you look for work or employment?

## **Activities:**

What goal(s) might you want to establish to help you in your job search?

- In order to set a goal that is achievable, consider the **S.M.A.R.T.** goal framework:

**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-bound.

- Distribute *Creating S.M.A.R.T Goals* worksheet and review the original goal versus the S.M.A.R.T goal so participants can see how the S.M.A.R.T. goal is more attainable.

## **For those wanting more practice:**

- Try the following activities in the Youth Toolkit:
  - A Job Searcher (pg. 25)
  - Ace That Interview (pg. 26)
  - Read your paycheck

## **Additional Reading (Youth Toolkit):**

- Getting Your Job Start (pg.32)
- Preparing for Job Interviews (pg. 34)

## Creating S.M.A.R.T. Goals

### Example

**Original goal:** *I want a summer job.*

**S.M.A.R.T. Goal:** *As an experienced swimmer, I want to work during the summer at the local pool as a lifeguard on weekday afternoons from 12 – 5 pm.*

|            |                                   |
|------------|-----------------------------------|
| Specific   | Work as a lifeguard               |
| Measurable | Weekday afternoons from 12 – 5 pm |
| Attainable | I am an experienced swimmer       |
| Realistic  | I can walk to the local pool      |
| Time-bound | Summer                            |

**My S.M.A.R.T. Goal:**

|            |  |
|------------|--|
| Specific   |  |
| Measurable |  |
| Attainable |  |
| Realistic  |  |
| Time-bound |  |

# Consider Entrepreneurship

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Youth Toolkit: [pg. 36-43](#)

## **Lesson Objectives**

- Discuss how education increases earning power
- Understand the job search and application process
- Build job interviewing skills and techniques
- Read a paycheck and paystub

## **Introduction**

- If you could start your own business, what would it be?
- As a business owner, what do you consider the most important skills to have?
- Think of a small business that has closed. What do you think went wrong?

## **Materials**

- Paper
- Pen/pencil
- Worksheet: Are you an Entrepreneur?
- Business Plan template

## **Activities:**

### **Identifying your Interests, Skills, and Talents**

Many of us have a good business idea. Think about your interests, skills, and talents. Do you like playing with children, mowing lawns, organizing yard sales?

- List your interests, skills, and talents and then categorize them by what you enjoy doing, what people most compliment you for, and in what you excel.
- Narrow your list to a maximum of 3 ideas that could be profitable.
- Share your top three with another participant and brainstorm discuss the following questions:
  - What is your business idea?
  - What qualifications do you have to open this business?
  - How would you ensure success?
  - Who else do you need to involve?
  - What would it cost to start the business?

# Are You an Entrepreneur?

## Identifying Your Interests, Skills, and Talents

**Interests:** What do you enjoy doing?

**Skills:** What do you do well?

**Talents:** What do people most compliment you for?

### **Taking Your Idea from Dream to Reality**

Develop your business plan. Distribute the Business Plan template.

- Think about your business name. Is it easy to say and remember? What feelings or emotions come to mind?
- What is your business idea? Will you provide a product or service? What will you specifically do or provide? Why is the business needed?
- Who will be your customer? Where can you find your customers? Where do they live? What are their interests and needs? Who is your target market? Who will need or want your products or services and be willing to pay for them?
- Who is your competition? What do they charge? What is unique about their operation?
- How will you market your business? How will you let potential customers know you exist? Will you use traditional marketing, such as signs, newspapers, community events? Will you use social media? What else will you do?
- What is your projected budget? Consider all your expenses and expected income. How much does it cost to create your product or perform your service? What price will the market bear? What will you charge? What is your per unit/service profit margin?
- When can you start? What will it take to start? What other support do you need? Who else do you need to involve?
- Think about other tasks and deliverables, along with the timeframe/timeline, that you need to address for success.

# Business Plan Template

A business plan is a roadmap that helps you transform an idea into a profitable business.

|  |  |
|--|--|
| <p><b>Business Name</b></p> <p>What feelings come to mind? Will potential customers be able to remember and say your business name easily?</p> |  |
| <p><b>Business Idea</b></p> <p>Product or service? What will you specifically do/provide? What is unique about your business?</p>              |  |
| <p><b>Target Customer</b></p> <p>Who will be your customer? What are their interests and needs? Where can you find them?</p>                   |  |
| <p><b>Competition</b></p> <p>Who is your competition? What do they charge? What is unique about their operation?</p>                           |  |

|   |  |
|---|--|
| <p><b>Marketing Approach</b></p> <p>How will you let potential customers know you exist (signs, newspaper, community events, and social media)? What is unique about your business?</p>                         |  |
| <p><b>Projected Budget</b></p> <p>How much does it cost to create your product or perform your service? What price will the market bear? What will you charge? What is your per unit/service profit margin?</p> |  |
| <p><b>When Can I Start?</b></p> <p>What will it take to start? When can you actually start? What other support do you need?</p>   |  |
| <p><b>Tasks/Milestones</b></p> <p>Identify specific tasks and timeline for success.</p>   |  |



# Smart Spending



# Understanding and Creating Budgets

Youth Toolkit: [pg. 69-79](#)

## **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?
- How do you make financial choices and decisions?
- Is it possible to address all of your needs and wants?

## **Materials**

- Bean game activity
- 20 beans/girl

## **Activity:**

### **The Bean Game**

The beans represent money (limited financial resources). As consumers, we have a limited amount of money, or beans, but there is an unlimited amount of choices in the world, many of which are listed here.

- Distribute The Bean Game activity and a bag of 20 beans to each pair of participants.
- You and your partner will allocate your beans, (i.e. your money), based on your decisions. The circles on the board represent how many beans you must put down to make that choice.
- Together as a group, work through an example: Let's look at the Housing category. Do you and your partner consider housing a need or want? How will this choice drive your decision?
  - a. You have four (4) options to choose from; (1) you can live at home, (2) rent and share housing with a roommate, (3) rent a place on your own or (4) buy a home.
  - b. If you choose to live at home, there are no beans needed for this expense because your parents will continue to pay your living expenses.
  - c. If you choose to rent, there are two circles there and you will need to lay down two beans.

- d. What should you consider if you plan to live with a roommate? What do you need to consider if you want to live alone? What are the benefits of renting versus buying? If you prefer to live with a roommate or live alone, there are other considerations, such as amenities (the extra comforts) and furnishings.
  - e. With your partner, come to an agreement on your housing choices. What is important to you?
- Give participants about ten minutes to work on making their selections. Remind them that it is important for each participant to voice their opinion and preference. In life, we often have to discuss decisions with other family members and make compromises.
    - a. Participants should discuss some of their purchases and the choices they made. They should reflect on how they prioritized and managed their allotted beans (money). Ask the participants the following questions to promote discussion:
      - i. How did you adjust your budget?
      - ii. What choices or compromises did you have to make?
      - iii. Why did you make the decisions you did?
  - **TIME FOR A TWIST:** Tell participants that there's been a cutback at work. The family income has been reduced so you will need to take away 10 beans. You will have approximately 5 minutes to restructure your budget. What did you have to change to accommodate the income loss?

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

- Read Shopping and Spending Tip beginning on page 77 in the HS Tool Kit.
- Then complete the Spending Plan Tips from Teens activity on pg. 71 of the HS Toolkit

## Your Spending Plan: The Bean Game

| Housing  |                 |
|--|-----------------|
| Live at home (includes cable television, internet, and phone)  | No Monthly Cost |
| Rent a place to live with a roommate (includes cost for necessary utilities, such as electricity and water)    | ○○              |
| Rent a place to live on your own (includes cost for necessary utilities, such as electricity and water)        | ○○○○            |
| Buy a home (includes cost of utilities, taxes, insurance, maintenance, and other home owner expenses)          | ○○○○○○          |
| <i>If you choose to rent or buy, you will also have to pay for any amenities and furnishings you may want:</i> |                 |
| Cable  | ○               |
| Internet   | ○               |
| Phone  | ○               |
| Buying furniture at garage sale, thrift shop or used furniture   | ○               |
| Buy new furniture  | ○○              |
| Transportation   |                 |
| Walk or bike   | No Monthly Cost |
| Ride the bus   | ○               |
| Drive a personal automobile (includes cost for necessary fuel, insurance, maintenance, and licensing)          | ○○              |
| Savings  |                 |
| No Savings   | No Monthly Cost |
| 10%  | ○               |
| 20%  | ○○              |

| Food  |                 |
|---|-----------------|
| Eating at home (groceries for one person)                             | ○               |
| Eating at home (groceries for two people)                             | ○○○             |
| <b>Eating out:</b>  |                 |
| Meal out once/month   | ○               |
| Meal out once/week  | ○○              |
| Meal out once/day   | ○○○             |
| Personal Care   |                 |
| Basic toiletry supplies (toothpaste, shampoo)                         | ○               |
| Basic household supplies (laundry detergent, dishwashing soap)        | ○               |
| Gym membership  | ○               |
| Hair cut  | ○               |
| Health insurance (medical, vision, and dental)                        | ○○              |
| Deluxe hair grooming (styles, perms, color)                           | ○○              |
| Spa package (one massage, manicure, or other spa treatment per month) | ○○              |
| Clothing  |                 |
| Wear present wardrobe   | No Monthly Cost |
| Buy clothes at discount stores/thrift shops                           | ○               |
| Buy clothes at department stores                                      | ○○              |
| Shop for designer labels  | ○○○             |

| Entertainment / Other   |   |
|---|---|
| <b>Cell phone:</b>  |   |
| Basic service   | <input type="radio"/>                       |
| Service with a data plan  | <input type="radio"/> <input type="radio"/> |
| <b>Movies:</b>  |   |
| Subscription to a movie rental service  | <input type="radio"/>                       |
| See one movie in the theater/month<br>(with purchase of popcorn, candy and drink) | <input type="radio"/> <input type="radio"/> |
| <b>Music:</b>   |   |
| Download 10 songs per month or purchase one CD per month                          | <input type="radio"/>                       |
| Attend one musical event/concert per month  | <input type="radio"/> <input type="radio"/> |
| <b>Gifts:</b>   |   |
| Purchase cards and small gifts on special occasions                               | <input type="radio"/>                       |
| Purchase frequent gifts for everybody   | <input type="radio"/> <input type="radio"/> |
| Spectator sports – attend two sporting event per month                            | <input type="radio"/> <input type="radio"/> |
| Shopping – one purchase per month   | <input type="radio"/>                       |
| Purchase supplies for a hobby   | <input type="radio"/>                       |
| Donate to a charitable cause  | <input type="radio"/>                       |
| Pets / Pet Care   |   |
| No pet  | No Monthly Cost                             |
| Fish or bird  | <input type="radio"/>                       |
| Dog or cat  | <input type="radio"/> <input type="radio"/> |

## 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<br>(FOR SIGN) |          | \$1.00    | \$9.00         |
| SALES                     | \$20.00  |           |                |
| <b>TOTAL:</b>             |          |           | <b>\$29.00</b> |





# All About Credit



# Credit Basics

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## **Lesson Objectives**

- Understand key terms related to credit
- Describe risks and benefits of credit
- Define the 5 C's of credit (how lenders evaluate creditworthiness)

## **Introduction**

- How can having credit benefit you?
- How would you describe good credit? Bad credit?
- What are the risks of using credit cards or taking out a loan?

## **Activity**

### **Credit risks vs. benefits**

Divide the class into 2 groups – one will list real world examples of credit risks and the other will list examples of credit benefits. Give the class ten minutes to create their lists. When they are finished, write their examples on a whiteboard/chalkboard or large piece of paper (chart paper). Lead a discussion by focusing on the key points below:

#### ***Benefits***

- Having good credit may make it easier to rent an apartment and/or get service from local utility companies.
- You have the financial flexibility to make major purchases that take more money than you have on hand.
- Good credit is giving me the chance to act on life opportunities such as buying a car or home
- To avoid debt problems, never let your credit card debt exceed 20% of your yearly net income. Also, keep your credit card debt low enough so that your required payments are no more than 10% of my monthly income.

#### ***Risks***

- Overspending with credit may become a struggle to pay it back and if you pay a few things late, you can lose money on late fees too.

- A low credit rating makes it tougher for me to get loans or credit the next time. Even if you're able to borrow you may have to pay a higher interest rate.

## The “Five Cs” of Credit Activity

- How do lenders decide whether or not to loan you money? The 5 C's of course – character, capacity, capital, collateral, and condition. Some lenders develop their own loan decision “scorecards” using aspects of the 5 C's and other factors.
- Evaluate the descriptions on the right-hand column of the table. Write in the appropriate C for each description.
- Discuss with your partner and create a skit focused on one of the 5 C's of credit.
- Share the skit with another team and discuss what you learned about credit.

# Optional Activities

## Optional activities

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Be a Savvy Shopper – [YT pg. 44-53](#)

Saving to Buy a Car – [YT pg. 54-68](#)

Investing Basics – [YT pg. 84-95](#)

Staying Safe – [YT pg. 96-101](#)

**YOU DID IT!**



**CONGRATULATIONS!**



# End of Booklet



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