

Interest Project Requirements

For Teen Girls



IP Activity Requirements:

Complete the **REQUIRED** activity first, and then choose **ONE** activity from **EACH** of the **DISCOVER, CONNECT, and TAKE ACTION** and **YOUR OWN ACTIVITY** categories. Finally complete the **REFLECTION** activity, for a total of **SIX** activities.

Breakin' It Down

You are almost an adult, and your entire future lies before you. Will you travel the world? Rent your own apartment? Buy your own cell phone, car or computer? Start your own business? Whatever you hope to do in your future, it will probably require money. The financial choices you make today will affect the possibilities you will have tomorrow.

HERstory

This program has been developed and updated by the Girl Scout Council of the Nation's Capital through a grant from Capital One to help girls develop their financial skills.

Your Leader\$hip Bling

This IP has been developed so girls like you can:

- **DISCOVER** - Understand how the financial decisions you make today will affect your future, and practice the skills to become a Balanced Budgeter, a Savvy Saver, a Clever Credit-Holder, an Intelligent Investor, and more.
- **CONNECT** – Build positive communication skills around money and financial issues, and explore the relationships money creates in different communities.
- **TAKE ACTION** - Help others in your community learn the importance of financial education and advocate for fair and just financial practices.

Making “Cents” of the Symbols

Each activity has a checkbox in front of it that can be used to keep track of how many activities are completed, and also to differentiate between activities.

Some of the activities offer information especially important for Seniors and Ambassadors as they prepare for life's next steps. We encourage girls at those levels to complete those activities. The following symbol identifies those activities:



Some activities also offer Extension activities to help girls extend their learning beyond the activity (but are not required). The following symbol highlights such activities:



ACTIVITIES LIST

- **REQUIRED** (*This activity must be completed first. Portfolio can be downloaded at www.gsnc.org/capitalcurrencytakehome.html*)

Complete your own GSCNC Capital Currency Portfolio. Your leader or an adult should guide you through the activities and responses, but you may complete the activities individually or in small groups. The “Got Money?” book, the Federal Trade Commission pamphlets, and “The Teen Girl’s Gotta-Have-It Guide to Money” book are included in the kit as resources. *There are a lot of financial resources available and the world of money rapidly changes, so feel free to explore additional resources.*

DISCOVER

Now that you’ve completed the Portfolio, let’s increase our financial fitness!

- **Credit Card Comparison**



Compare the three different credit card options that are provided in the kit. Fill out the Credit Card Worksheet, using the Credit Card Cheat Sheet, to help you determine which card would be the best deal for you. How could you use this card responsibly? What would the consequences be if you didn’t? Expand this activity by working with an adult to analyze some real credit card offers from the mail or online.

**Credit cards rules changed drastically in early 2010 with the CARD act. See the CARD act Tip Sheet in the take home kit for more information.*



EXTENSION: Watch the “Digging Out of Debt” clip from the **Your Life, Your Money PBS program** to hear the real life story of Amanda McCormick, a girl just like you who got into serious credit card debt. www.pbs.org/wned/videos.php
Brainstorm ways you can prepare yourself now to avoid Amanda’s situation.



- **A+ Credit**

In school, you’re taught that it’s important to get good grades and to score well on tests in order to succeed. In the world of finance, scoring high and getting a good grade makes all the difference with credit. Find out the difference between a credit report and a credit score. What does your credit report affect? What is the ideal credit score and how can you achieve it? Once you have some background, complete the Credit Extra Credit Worksheet found in the Take Home Resources or online.

- **Tax Crunch**

You’re finally rolling in the dough, having landed a job with a salary of \$33,000 a year. You get a paycheck twice a month. But wait! Your first paycheck is only for \$1,090.40! That’s only \$26,160 a year! Where did the rest of the money go?? Look at the fine print of the paycheck in the kit. Make a chart that shows how your paycheck was divided up and where all of the money went. Some of the money went to pay taxes. Make a collage or a list of the various things your taxes are used for. (Hint: visit the IRS website if you need help.)

- **Stockbroker for a Day**

Imagine that you have saved \$2,000 to invest in your future. What goals do you hope to achieve with this money? Which type of investment (or *combination* of investment types) would provide you with the best way to achieve these financial goals? Explore

pp. 12-21 of the “Got Money” Focus Book and pp. 48-63 of “The Teen Girl’s Gotta-Have-It Guide to Money” to learn more about investing. You are young, and you have a long time to let your money grow. Explore which options would be right for you. If possible, work with an adult to invest some money today.



EXTENSION: Participate in The Stock Market Game Girl Scout initiative, where teams of Girl Scouts in our council start with a virtual cash account of \$100,000 and strive to create the best-performing portfolio using a live trading simulation online. Contact the Council Program Department at programaa@gscnc.org to sign up. Learn more about SMG at: www.stockmarketgame.org/

- **Paying for College**



College. It will be one of the most expensive investments you will ever make. It will also be one of the most important things you can do to prepare for your future. Complete the suggested exercises in section five of the “College 101” Focus Book (pp. 30-35). Contact a public university, a private university, and community college in your state using the Hot On the Money Trail questions on p. 30 and compare the costs. Obtain a FAFSA form from a college, your high school guidance office, or www.fafsa.ed.gov. (See the example in your kit). Talk with your family or a college financial aid counselor about how you might pay for college.

CONNECT

- **Budgeting Bonanza**

Everyone needs to have budgets and manage their finances. With your troop or some friends, check your budgeting skills with the Budgeting Bonanza activity included in the Take Home Resources. Now see how well you can budget for a real activity! Think of an event, trip, or service project that you would like to do with your Girl Scout troop or another group of friends. It could be anything from a dinner for your group’s parents to a workshop for other girls about troop budgeting to a weekend campout... whatever you can imagine and budget for! Research the costs that would be involved with making this activity a reality. How will you come up with this money? Make up a budget and a money-earning plan, and share it with your troop.



EXTENSION: Actually *do* the group event, trip, or service project. Put your money-earning plan into action, follow your budget and make the plan a reality!

- **Bills, Bills, Bills**

With the help of your parent or guardian, pay your household's monthly bills. This may involve writing out checks or paying online. Enter your payments into their checkbook ledger and balance the checkbook. Where you surprised at how many bills had to be paid or at how much things cost? Have a discussion with your parent or guardian about the importance of paying bills on time and having a savings plan.

- **AvoID Theft**

With our increasing dependence on the internet and storing important information on computers, identity theft—where someone uses your personal information, most likely for financial gain—has increased dramatically the past few years. Discuss what items make up a person’s identity. Take the Identity Theft IQ quiz found in the

Take Home Resources to see if you know what information is appropriate to share with others. To make it more interactive, have the girls draw their faces on a sheet of paper and then cut it up into 12 pieces. For each right answer they give, they get a piece of their face back. If they answer 12 questions correctly, they “get their identity back”! Look through the ID Theft toolbox in the kit to see what items can remind you to protect your identity. Discuss ways that you can protect your identity, as well as the information of your friends and family. Find out what steps you would need to take if your identity was stolen. Share this information with at least one other person.



EXTENSION: Play different identity theft games like “ID Theft FaceOff” and “Friend Finder” at www.onguardonline.gov/

- **Put Your Money Where Your Mouth Is**

Money is notoriously one of the most difficult topics to discuss with other people. It’s important to have the skills to talk about money comfortably and to be able to succeed in financial negotiations, both now and in the future. What are financial negotiations? Who are people that you negotiate with regarding money? Think of a time in the past month when you had to negotiate for something money-related (allowance, while shopping, baby-sitting, etc) and reflect on how you handled the situation. How did you feel afterwards? Use the role play cards in the kit (or come up with your own scenarios!) and act out three versions of the scenario—a lose/lose situation, a win/lose situation, and a win/win situation (see the Negotiations Tip Sheet for more information). Discuss why you might negotiate for more money in certain situations – is it because you just want more money or because you want to be paid your true worth? What are ways you can ensure that your financial negotiations result in a win/win most of the time?



EXTENSION: Check out the Win-Win Negotiations Junior Patch Program, developed by Girl Scouts Western Pennsylvania. Consider putting on this program for younger Girl Scouts. www.gswpa.org/girls/programs/win-win-patch-program

- **Map That Money**

There’s a popular phrase that says money makes the world go ‘round. Choose a different country and find out what kind of money/currency they use and what the exchange rate is to the dollar. Compare with other countries. What are the ways money is transacted? How does their banking system compare to ours? Explore what life would be like for a girl your age in that country—what would her major expenses be? How much would she need to save? Do her needs/wants differ from yours?



EXTENSION: This is a great opportunity to reach out to our sisters abroad. Go to the World Association of Girl Guides and Girl Scouts website www.waggggs.org and find the contact information for guides/scouts in the country you selected. Contact them to set up a pen pal relationship and discuss some of these financial topics with them.

TAKE ACTION

- **Pay It Forward**

One of the most powerful ways to make a difference on these issues is to spread the knowledge you have learned. Hold a financial workshop for your friends or a younger troop (you can use the Brownie or Junior kits to assist you). One of the things you can offer at the workshop is an interactive financial possibilities skit.

Using the props provided in the IP kit, develop a skit that illustrates some of the financial education concepts you've learned through this program. Practice your skit and perform it at the workshop that you coordinate.

- **Be An Add-Vocate!**

Does your school offer any financial literacy programs for the students, like Junior Achievement or Jump\$tart? Are there workshops/information sessions on money management for adults in your community? If the answer is no, then use your voice and knowledge to be a money savvy advocate (or add-vocate, since you're working to add more knowledge to your friends and community!). Talk to the people in charge—your principal, your city councilmember, your superintendent—and let them know that financial education is important to you, your peers and your community! See the Advocacy Folder in the kit for more resources on successful take action ideas.

- **Helping Hand**

A lack of money can cause serious hardships for people in your community and around the world. Without money, it can be difficult to meet people's basic needs for food, shelter or healthcare. Find an organization that provides assistance to people with low incomes. Ask how you could help them, and then spend some time giving them a hand! For some inspiration, read the article "Why We Gave Away Our Home" included in the kit and have a discussion with your troop/friends/family about ideas and ways you can give more to others.

Remember, Girl Scouts cannot raise money for other organizations, but there are plenty of other ways that you can help! Ask about collecting items they need or volunteering your time.

YOUR OWN ACTIVITY

- What could YOU do to discover more about finances, connect with other people, or take financial action? Choose an area of financial planning that you would like to learn more about and design your own financial activity. What is the goal of this activity? *Use the My Own Activity sheet from the Take Home packet to help you.*

If you would prefer, you may choose one of the Discover, Connect, or Take Action activities that you didn't do the first time around to use as YOUR OWN activity.

REFLECT

- Talk with a parent or adult friend about what you've learned through Capital Currency. Think about how this IP relates to the Girl Scout Promise and Law. What skills or greater understanding have you gained to help you throughout your life?

Share your financial goals with the adult. Ask about some of their financial frustrations or their financial advice.

Choose a way to summarize your reflections: a paragraph description, a poem, a song or rap, or a drawing/painting/photograph, for example. *Use the Reflection sheet in the Take Home Resources to help you.*

Want to Learn More? Capital Currency Interest Project II

Complete SIX additional activities that you do not do the first time to earn CAPITAL CURRENCY II, a second Interest Project Patch.

