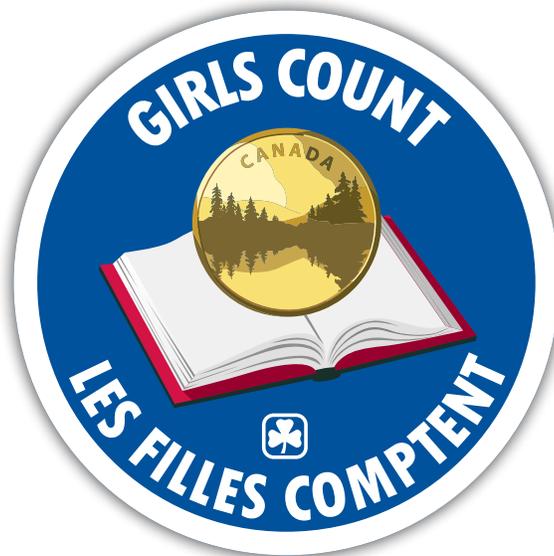


GIRL GUIDES OF CANADA—GUIDES DU CANADA

GIRLS COUNT

Guides Program





Guides Challenge

Your Guides should leave this Challenge with a stronger understanding of money and how its daily use affects their lives. The Girls Count Guides Challenge will help your girls develop currency awareness, learn about the purchasing power of money, and how to manage their money to plan for their future. Unless otherwise specified, girls should complete all the activities in each theme to earn their Girls Count crest. For this Challenge, starter and closing activities have been included, which you can integrate into your normal opening and closing. Additional reference materials are available in the appendix as well as in the Guider Backgrounder. Some activities might require you to collect additional materials. For girls seeking additional information, you can refer them to the Girls Count Financial Literacy Resource for Guides, Pathfinders, and Rangers.

Throughout the Challenge, suggested questions and conversation starters are included to prompt discussion. These conversations will be important indicators to help you assess the current financial literacy of your unit. Guides will have a varying degree of exposure to money and finance, so adapt the activities as needed to meet the financial literacy levels of your unit. This Challenge can be completed in one or two meetings depending on the timing and depth of the discussion. It is important to debrief whenever possible to ensure the girls have an improved understanding and have a chance to reflect on their experiences.



Don't forget to share what you are doing in the Girls Count Challenge by telling us about your participation in the program and sharing photos with us on social media using **#GGCGIRLSCOUNT** and the following tags:



Girl Guides of Canada



@girlguidesofcan



@girlguidesofcanada

Privacy Protection

In the safety of the unit, girls may feel very comfortable and keen to share their financial experiences. They may not have a good grasp of what should be kept private. When opening the meeting be sure to emphasize that girls should not:

- Disclose any personal financial information, or family information. For example, they should not share how much they receive for allowance, money they receive as gifts, their family's financial status, money they themselves or their parents earn from jobs, money they have invested, the amount they received for their birthday, etc.
- Share their banking information, especially PINs to their credit or debit cards, with anyone.

Every activity is designed with hypothetical amounts and costs so the girls will not need to use their own financial situation in any case.



≡ **BEGIN** the Challenge with this Starter Activity ≡

Starter Activity: Forms of Payment

Materials:

- Forms of payment (page 15)

Before the girls arrive, hang up the images of the six forms of payment around the room. After you have opened your meeting, give the girls a chance to walk around the room to read each one. The girls can read them together in pairs, in small groups, or independently. Once they have had a chance to read each one, bring them back as a unit.

You can ask the girls:

- What did you notice about the images and descriptions?
- Which were familiar? Were any unfamiliar?
- Have you used any of the forms of payment around the room?
- How do you earn money?
- How do you decide how to spend your money?

Some girls may receive an allowance; some may receive money from holidays or birthdays. For those who receive an allowance, you can ask them how they earn their allowance. This may be earned through chores so they can save it, or so they can buy things themselves.



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≡ **CONTINUE** your meeting with the activities below. ≡

Theme 1 — Currency Awareness

In order for girls to become financially savvy, it is important that they have a firm foundation in the basics of currency. The experiences of Guides will vary greatly; some girls may have used a debit card or credit card or seen their parents using online banking. Many of the girls have likely made purchases with gift cards or cash. All the girls will have some experience with money, so adapt the Challenge as needed.

For those who have strong financial literacy skills, this activity will be a refresher before they work through the rest of the Challenge. While we recommend doing both parts of the activity in this theme, you can choose to do just one if timing is limited.

Objective:

- The girls will acquire knowledge of various payment methods.

Outcomes:

- Girls will understand the different forms of payment — debit cards, credit cards, cheques, gift cards, and Canadian currency (bills and counts) up to \$100.
- Girls will begin to understand the choices of payment available and the implications of those choices.

Theme Activity: Counting Ways to Pay

Materials:

- Forms of payment (page 15), posted around the room
- One set of letters that spell MONEY for each group (page 21)
- Word Scramble Description questions (page 22)

There are two parts to this activity – the first is an active game and the second is a word scramble relay.

Part 1: Playing with Payments

TIP: When the girls come to a decision on one form of payment, they can move by walking, running, or with silly movements depending on the space. You may want to include a place where girls can go if they are unsure about the type of payment.





Forms of Payment Scenarios:

1. You want to buy tickets for a music concert online.
Payment options: credit card, gift card
2. Your parents need to pay your teacher for a school field trip.
Payment options: cheque, cash
3. You have to pay your friend back the \$40 that she loaned you.
Payment options: cash, cheque, Interac e-Transfer
4. You want to buy a hotdog from the hotdog stand.
Payment option: cash
5. You want to buy a new bike from the department store but you are uncomfortable carrying a large amount of money with you.
Payment options: debit card, credit card, gift card
6. You need to give your friend money for the camping trip.
Payment options: Interac e-Transfer, cash, cheque
7. To pay for lunch, you go to an ATM to take out cash from your bank account.
Payment options: debit card
8. You buy cupcake ingredients from the grocery store.
Payment options: cash, credit card, debit card, gift card
9. You want to participate in this week's pizza lunch at school.
Payment options: cash, cheque
10. You have been planning on buying a new computer and the one you want is on sale this week.
Payment options: credit card, gift card, cash, debit card



Move onto the second part of the activity when the girls have an understanding of when they would use a particular form of payment.

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Part 2: Word Scramble Relay

This game is a combination relay and word scramble.

In this word puzzle game, girls must correctly answer a question in order to collect a letter. The game continues until five questions have been answered correctly. The first team that is able to successfully organize their letters to create the mystery word (MONEY) wins.

Divide girls into small groups and assign a Guider to each group. The girls line up on the starting line, while the Guiders line up across the room holding the scramble questions and the shuffled letters.

Each team sends one girl to retrieve a question from their assigned Guider that she brings back to her group. As a group they decide on an answer. One girl then returns to the Guider with the group's answer, and if they have it correct, they receive a letter to bring back to the group. If they are incorrect, the girl returns to her team to try again. After two incorrect answers, the Guider should give the team a new question. The game ends when one group correctly unscrambles all the letters.

WORD SCRAMBLE ANSWER KEY

1. This is a certified piece of paper that allows you to transfer a certain amount of money from your bank account to someone else on a specific date: **CHEQUE**
2. The name of the machine that allows you to withdraw money from your bank account: **ATM/BANK MACHINE/ABM**
3. You use this form of payment to transfer money online from one person to another: **INTERAC E-TRANSFER**
4. Usually received as a present, this small plastic card has a certain amount of money on it that you can use to buy anything at a specific store: **GIFT CARD**
5. If you want to buy something but don't have the cash with you or in your bank account this card will allow you to borrow money from the bank: **CREDIT CARD**
6. The name of where you put your money at the bank. There can be many different kinds of these, like chequing, saving and youth: **ACCOUNT**
7. The two different forms of cash currency (must get both forms correct): **COINS AND BILLS/BANK NOTES**
8. This is a plastic card that allows you to pay for items using money from your bank account: **DEBIT CARD**

After completing both activities, take a few minutes to see if the girls have any other questions about the forms of payment they have been discussing. For girls that are ready for an extension to this activity, take a few minutes to identify the pros and cons of each form of payment as an additional debrief.



Theme 2 — Purchasing Power

Girls will have had different experiences using money to make purchases. At this stage in their lives, the girls will have some choice in how to use their money. They may have used money to pay for something at a store, or used a debit card linked to their bank account, or used a gift card that was given to them. This activity will help girls better understand their spending behaviours.

Objective:

- The girls will explore the factors that impact purchasing decisions and identify personal spending behaviours.

Outcomes:

- Girls will be able to identify their own personal spending patterns.



Theme Activity: What Kind of Spender Are You?



Coin clipart © Southstreet Creative

Materials:

- Spending Styles (page 23)

Divide the girls into four groups and give each a spending style description. In their groups they will create a skit that features a girl who shows that type of spending habit and present it to everyone.

TIP: If the groups are too large to accommodate all the girls in a single skit, they can do multiple little skits that show the behaviour of the girl described.

Spender Descriptions (found on page 23 for the girls):

- **HEY BIG SPENDER:** This girl loves to shop and enjoys spending her money. She buys things for herself and for others. When she sees something she wants, she buys it! As soon as she has money, she usually spends all of it quickly. Spending money makes her feel great!
- **SUPER SAVER:** This girl likes to keep track of her money. Her piggy bank is usually full because she loves to save—every cent is important! She doesn't really like spending money, and is not a big shopper. If she does buy something, it is usually something that she really needs.
- **FUTURE PLANNER:** This girl balances her spending between both her wants and needs. She will allow herself to buy something nice or fun every once and awhile, but not all the time. She knows saving small amounts of money will slowly add up, and will eventually allow her to make a major purchase.
- **MONEY AVOIDER:** This girl doesn't care about money and really hasn't had many chances to learn about it. She avoids dealing with money and doesn't know much about banks or savings. She usually lets her mom or dad handle these things. She would rather hang out with her friends or do things that don't cost anything.



After all the skits have been performed, start a discussion about the type of spender they most relate to. Sample discussion starters could include:

- What type of spender is most like you?
- What type of spender is least like you?
- If you could improve one of your spending behaviours, what would you do differently?

You can also ask the questions survey-style and just have the girls raise their hands to identify their spending style or have them identify the spending style they would like to adopt.

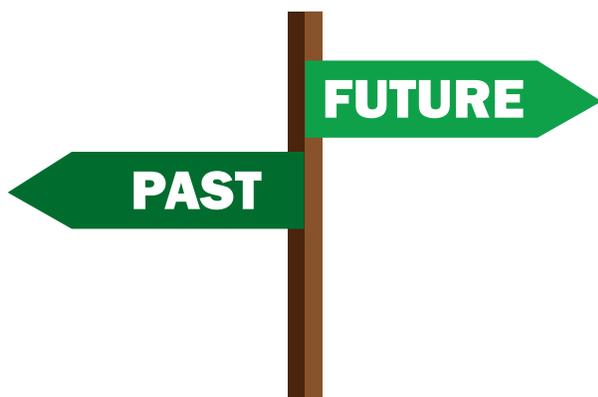
HEY BIG SPENDER



SUPER SAVER



FUTURE PLANNER



MONEY AVOIDER





Theme 3 — Money Management

Developing financial planning skills and learning how to map out how much one will spend or save is an important part of becoming financially literate. These basics lay the groundwork for the skills needed to be able to create realistic budgets later in life.

Objective:

- Girls will acquire skills in money management as it relates to spending a pre-determined amount of money.

Outcomes:

- Girls will be able to budget with a sum of money using the basic components of a budget (income, spending, saving, and sharing).
- Girls will begin to understand the importance of creating a realistic budget and adjusting their expectations.



Theme Activity: Money-opoly

Materials: (See the Tips for additional suggestions)

- Money-opoly cards (page 24), shuffle them before the game
- 50 pieces of money for each girl or each pair of girls, see the tips below for suggestions
- 30 pieces of money for each bank
- Three containers per girl or pair of girls

For this game there is quite a bit of preparation required and you can involve the girls in the organization as they arrive at the meeting. Each girl or pair of girls will need 50 pieces of currency to play money-opoly and three containers that can be used to hold their budgeted currency.

TIP: Different types of materials can be used to represent money for this activity. For example; pompoms, beads, popsicle sticks, dry beans, paper clips, dry pasta, etc. It is important that the pieces are small enough to be easily contained.

Containers could include: yogurt tubs, envelopes, jars, take-out containers, etc. The containers can be different sizes or shapes as long as they can hold the currency.

Before giving the girls the supplies, share with them a story to explain how they earned their money. This will give the girls some context to help them organize their funds into a budget. The scenario below is an example; however, feel free to create your own.



Sample scenario:

“Each week you help out around the house and you earn \$10 a week as an allowance. You are allowed to do whatever you want with your money, and you are trying to plan how you are going to use it. This month is special because your neighbour asked you to feed her pet lizard and gave you another \$10 for pet-sitting. At the end of the month, you have \$50 and you would like to set some aside to spend, some to save, and some so you can donate to charity. How would you divide your money?”

The girls are given their money and three containers – one for spending, one for saving, and one for sharing (donations). The girls are encouraged to divide their money in a way that makes sense to them. Have them sort their money into the three containers and share their rationale for how they divided their money before the game begins. The girls may choose to not put any money aside for charity or put the majority of their money in savings. These are all acceptable strategies.

TIP: If you have a big group of girls, ask a couple of them what their strategies were and then ask the other girls, by a show of hands, how many organized their money the same way. After hearing a few different strategies, give the girls a chance to reassess their budgets before you start the game, if they would like.

You may also want to set a time limit so you have time for a discussion afterwards.

After they are satisfied with their budget, start the money-opoly game. There are many ways to organize this game based on the size of your groups and the needs of the girls. See the “Possible Ways to Play” below. Make sure that the “bank” has 30 pieces of money available as a float for the game. While they are playing, the girls may only use the funds they put in their savings container after they have run out of all their spending money. As well, the funds they put aside for sharing can only be used for donations, not for spending overflow.

Possible Ways to Play

OPTION 1: LARGE GROUP

Bring the girls together with their budgets into a large group. The Guider needs one set of money-opoly cards. She reads the directions on each card and the girls follow the instructions.

OPTION 2: SMALL GROUPS

The girls can play this version in small groups with a Guider to support them. Each group will need a set of money-opoly cards.



Coin clipart © Southstreet Creative



When the girls are out of time or out of funds, the game ends. Bring the girls together to discuss how their budget choices impacted the results of the game. Possible questions could include:

- Did the budget you created work? Why do you think it was successful or unsuccessful?
- Did you have to go into your savings or were you able to play the game using your spending money only?
- In life, what situations might happen that are unexpected when you are trying to save money?
- How important is it to put money aside in savings? When the game ended, how much of your savings had you used?
- What would you do differently next time?

TRY AGAIN: If time permits, give the girls the chance to reassess their budgets and play again. This time, suggest to the girls that it is commonly recommended to save 20% of your income and to donate 10%, with the rest going to spending costs. Using their \$50 and that would mean that they should consider saving a minimum of \$10 and donating \$5.

You looked after your neighbour's bunny.



You earned \$10.



You find the latest mystery novel at a used book store so you do not have to pay full price

This is a \$4 expense.

You give money to the Canadian World Friendship Fund.



You donate \$5.

You win the town's relay race.



You win a \$15 prize.



≡ **CONCLUDE** the Challenge with the following activity. ≡

Closing Activity: Safe Spaces to Save

The purpose of this activity is to have the girls think about safe places to keep their money. Bring all the girls together and have them stand on a line facing the Guider. Read a storage option out loud and if the girls agree with the statement, they take a step forward. If they do not agree, they stay in the same spot. Ask a couple of girls to give one advantage and/or one disadvantage to using that savings solution. After hearing both, the girls can change their minds before the next one is read.

A possible prompt to start the activity could be, “Would this be a safe place to save your money?”

Storage suggestions can include:

- Wallet
- Under the mattress
- In a container or jar
- In a fridge or freezer
- Locked in a cupboard
- A storage locker
- A safe or vault
- A bank



At the end of the activity, the girls should reflect on “Which is the safest?” using some of the positive and negative reasons. Ideally, they should suggest a bank as the safest place to store their money. Following the discussion, ask the girls, “How do you get your money out of your bank account once you store your money there?” Their answers might include a variety of things, such as physically going to the bank to take out money, using a debit card, writing a cheque, etc. Many youth accounts have bank books and it’s very possible that a Guide might not have a debit card yet and needs to go to the bank and physically withdraw money. Depending on how much girls know about their parents’ banking practices, they many even offer up things like “online payments and email money transfers.” While we don’t use these options to physically “touch” our money, they are ways for people to access their money and use it for what they want such as online purchases and to send it to another person. If time permits, the girls can design their own debit card and share their creations at the end of the meeting.



Coin clipart © Southstreet Creative



Optional Activity: Make Your Own Budget Bank

If time permits, this activity can be started at the end of your meeting and taken home or completed in a subsequent meeting. Girls at this age may have their own bank accounts and a personal budget bank is a great place for them to store their money before they put it in the bank.

Materials:

- Three containers – box, small jar, or plastic container, toilet tube, etc.
- Materials to decorate the container – markers, stickers, ribbon, etc.
- Adhesives – glue or tape, washi tape
- Scissors

At the beginning of the meeting, the girls were asked “How do you earn money?” and they discussed some possibilities. This activity builds on that question and moves into the question of “What do you do with your money?” and “How do you decide how to spend your money?”

These banks build on the traditional bank and add a twist. Instead of creating just one bank where the girls can store all their money in one place, they are going to create three banks – one for savings, one for spending and one for sharing (donations/charity). When they are designing their banks, they can use re-usable items like toilet paper tubes or yogurt containers and they can decide how they will decorate each part of their banks.

Girl Guides of Canada–Guides du Canada gratefully acknowledges the support of TD Bank Group in the development of Girls Count content and the delivery of the pilot program.





Appendix

Starter Activity: Forms of Payment

Forms of Payment..... 15

Theme 1 - Currency Awareness

Money Cards 21

Word Scramble Description 22

Theme 2 - Purchasing Power

Spending Styles..... 23

Theme 3 - Money Management

Money-opoly cards..... 24



Forms of payment:

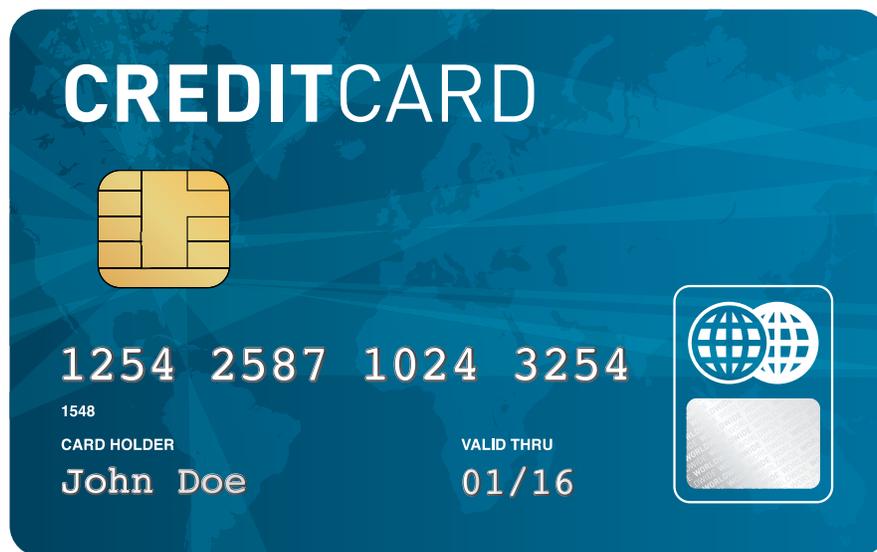


DEBIT CARD

- Looks Like: A plastic card with numbers, a microchip, and your name. Also has the bank's name.
- Getting One: You need a bank account.
- Using One: It is directly connected to your bank account and you can use it to pay for items using Interac machines at stores. You can also use it to take money from your account using an ATM/ABM (automatic teller/banking machine) or at the teller.



Forms of payment:



CREDIT CARD

- Looks Like: A plastic card with numbers, a microchip, and your name. Also has the bank or the credit card company's name.
- Getting One: You apply through a bank or a similar business and if you qualify, they will send you one.
- Using One: When you pay with a credit card you are borrowing money so you can pay for something. You have to pay all the money back. If you do not pay that money back on time, you have to pay interest fees. Some credit cards also have a yearly fee.



Forms of payment:

Salima Guider
123 Main Street
London, Ontario N5V 1X6

000123
REF-01234

January 11 20 *17*

PAY TO THE ORDER OF Girl Guides of Canada \$ 150.00/xx

one hundred and fifty 00 DOLLARS

 Savings Bank
Address of Bank

FOR membership fees 

||"123||" | :12345""009| : 1234" | 7654321 ||"

CHEQUES

- Looks Like: A piece of paper with all your bank information written on the bottom in numbers.
- Getting One: If you have a chequing account at the bank, you can order paper cheques.
- Using One: You can use them to give money to another person, organization, or pay at some stores. You write the recipient's name, the date and the amount you are giving them, and then you sign it. The recipient will deposit the cheque into their own account and your bank will transfer the money from your account to theirs. You have to have money in your account or the cheque will not be accepted and you will be charged a fee.



Forms of payment:



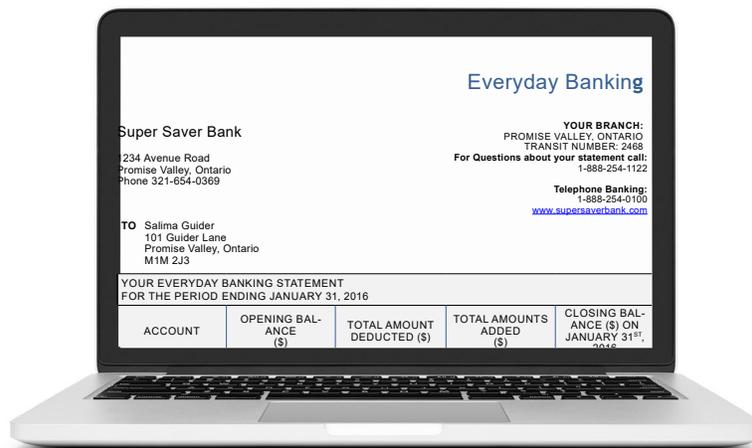
CASH/MONEY

- Looks Like: Coins or polymer bills/bank notes.
- Getting One: You earn money through work or can be given money for a special occasion. Some girls get money through a weekly allowance from their parents.
- Using One: You can use cash to buy something from a store, or restaurant or coffee shop. You can also use money to pay for services like a bike tune-up or to pay someone back if you borrowed money from them.

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Forms of payment:



INTERAC E-TRANSFER

- Looks Like: An email sent from your bank to another person.
- Getting One: This is available to people who have bank accounts and use online banking.
- Using One: You log into the website of the bank using your computer or a mobile app. You choose a person you are sending money to and for a fee your bank sends them the money directly to their bank account. You have to have money in your bank account to send an e-transfer.



Forms of payment:



GIFT CARD

- Looks Like: A plastic card with the logo or name of the company.
- Getting One: You are usually given gift cards for special occasions or when someone wants to thank you.
- Using One: Gift cards have a specific amount of money on them, which allows you to spend that amount. Some gift cards are specific to stores or movie theatres, while other gift cards can be used anywhere. As you make purchases, the amount is deducted from the gift card, until there is no money remaining on the card.



Word Scramble Letters

	Y	Y	Y	Y
	E	E	E	E
	Z	Z	Z	Z
	O	O	O	O
	Σ	Σ	Σ	Σ 



Word Scramble Descriptions

1. This is a certified piece of paper that allows you to transfer a certain amount of money from your bank account to someone else on a specific date.
2. The name of the machine that allows you to withdraw money from your bank account.
3. You use this form of payment to transfer money online from one person to another.
4. Usually received as a present, this small plastic card has a certain amount of money on it that you can use to buy anything at a specific store.
5. If you want to buy something but don't have the cash on you or in your bank account, this card will allow you to borrow money from the bank.
6. The name of where you put your money at the bank. There can be many different kinds of these, like chequing, saving and youth.
7. The two different forms of cash currency (must get both forms correct).
8. This is a plastic card that allows you to pay for items using money from your bank account.



Spending Styles:

HEY BIG SPENDER



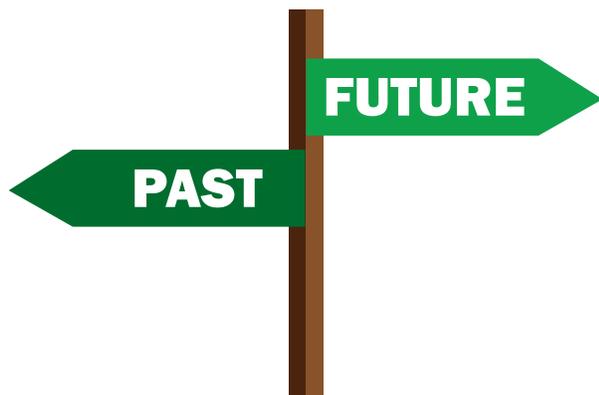
Hey Big Spender: This girl loves to shop and enjoys spending her money. She buys things for herself and for others. When she sees something she wants, she buys it! As soon as she has money, she usually spends all of it quickly. Spending money makes her feel great!

SUPER SAVER



Super Saver: This girl likes to keep track of her money. Her piggy bank is usually full because she loves to save—every cent is important! She doesn't really like spending money, and is not a big shopper. If she does buy something, it is usually something that she really needs.

FUTURE PLANNER



Future Planner: This girl balances her spending between both her wants and needs. She will allow herself to buy something nice or fun every once and awhile, but not all the time. She knows saving small amounts of money slowly will add up, and will eventually allow her to make a major purchase.

MONEY AVOIDER



Money Avoider: This girl doesn't care about money and really hasn't had many chances to learn about it. She avoids dealing with money and doesn't know much about banks or savings. She usually lets her mom or dad handle these things. She would rather hang out with her friends or do things that don't cost anything.



Money-opoly Cards

You lost your Girl Guides hat and need to buy a new one.



This is a \$15 expense.

It's Halloween and you need a costume. You make one yourself.



This is a \$10 expense.

Your Guides camping trip costs \$22. You pay half.



This is an \$11 expense.

You are going to buy snacks for your sleepover party.



This is a \$5 expense.

You are passionate about protecting the environment and decide to give money to an environmental charity.



Give a donation of your choice.

You are buying your friend a birthday gift.



This is a \$13 expense.





Money-opoly Cards

You looked after your neighbour's bunny.



You earned \$10.

It's your birthday and your aunt gives you \$10.



You earned \$10.

You give money to the Canadian World Friendship Fund.



You donate \$5.

You made and sold four bracelets this month.



You earned \$8.

You looked after your younger cousins while your relatives visited.



You earned \$10.

Congratulations, you won an award!



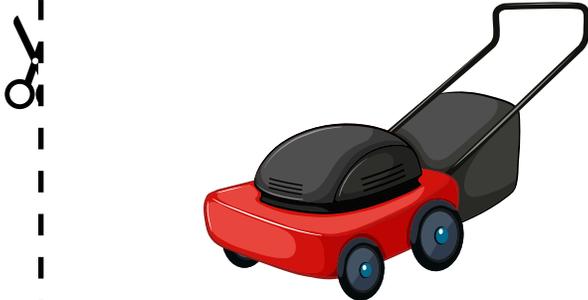
You earned \$15.





Money-opoly Cards

You earn money by raking your neighbour's lawn.



You earned \$12.

You go to the movies and buy popcorn to share with your friend.



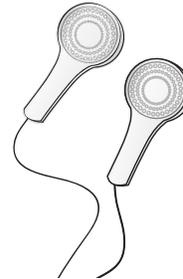
This is an \$18 expense.

You decide to play outside in the snow with your neighbours.



This is free!

You lost your headphones and need to buy a new pair. You found some on sale at the local dollar store.



This is a \$3 expense.

You buy some fresh jam from the farmer's market.



This is a \$5 expense.

You decide to bake cookies and need to buy the ingredients.



This is a \$10 expense.

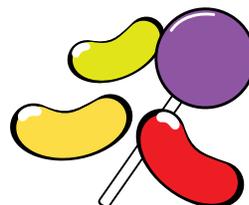




You find the latest mystery novel at a used book store so you do not have to pay full price.

This is a \$4 expense.

You like to treat yourself to candy every Friday for \$2. In one month you pay \$8 for these treats.



This is an \$8 expense.

You make a donation to help build a school overseas.



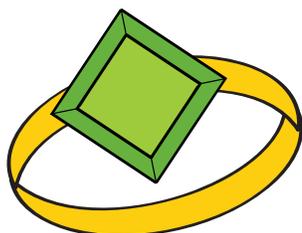
Give a donation of your choice.

You are making a craft with a friend. You buy the glitter and glue.



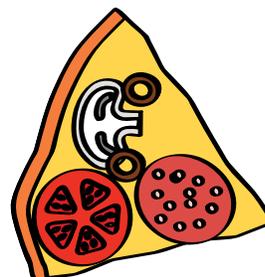
This is a \$2 expense.

You love to accessorize! You go to the nearest store and pick up a new ring.



This is a \$7 expense.

You want to participate in the hot lunch program at school.

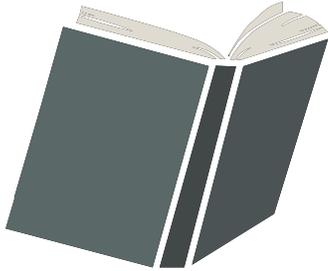


This is a \$3 expense.





You borrow a book from the library instead of buying it.



This is free!

You go to the skate-park with your cousin.



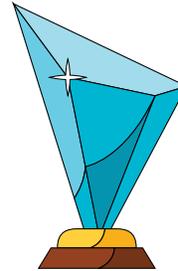
This is free!

You walked your neighbour's dog after school for a week.



You earned \$15.

You won a science, technology, engineering and math (STEM) challenge award.



You earned \$10.

You helped your grandmother weed her garden.



You earned \$10.

You win the town's relay race.



You win a \$15 prize.

