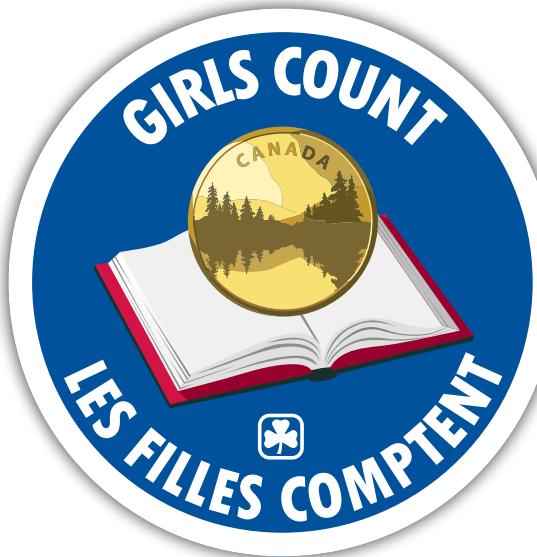


GIRL GUIDES OF CANADA—GUIDES DU CANADA

GIRLS COUNT

Rangers Program





Rangers Challenge

Your Rangers should leave this Challenge with a stronger understanding of money and how its daily use affects their lives. The Girls Count Rangers 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. Rangers 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, 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. This includes girls who will be attending post-secondary education, so that they do not need to disclose any of their student loan or scholarship amounts to complete any activities.



Girl Guides
of Canada
Guides
du Canada



≡ BEGIN the Challenge with this Starter Activity ≡

Starter Activity: Travelling within the Guiding Movement

Materials:

- Travelling within the Guiding Movement information cards (page 18)

Before the girls arrive, hang up the Travelling within the Guiding Movement information cards around the room. Give girls some time to look at the information from the World Centres and the GSUSA camp. After they have looked through the information, tell the girls that an exchange rate is the amount of one currency (rate) that is needed in order to purchase (exchange) another currency. Please note that exchange rates are constantly fluctuating and the ones here reflect a snapshot in time. You can provide the girls with the current exchange rate to show them the flux in action.

Ask the girls:

- Which World Centre has events that most appealed to you?
- What costs do you need to consider if you are planning an international trip?
- What influence might the exchange rate have when you are thinking about travelling internationally?



Our Cabana WAGGGS
<https://www.waggg.org/en/our-world/world-centres/our-cabana/>



Sangam WAGGGS
<https://www.waggg.org/en/our-world/world-centres/sangam/>



PAX Lodge WAGGGS
<https://www.waggg.org/en/our-world/world-centres/pax-lodge/>



Girl Guides
of Canada
Guides
du Canada



===== **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. All the girls will have an understanding of the value of Canadian currency but they may not have considered it in comparison to other countries and their currencies. For those who have travelled or used other currencies, this activity will be a refresher.

Objective:

- The girls will learn about exchange rates.



Outcomes:

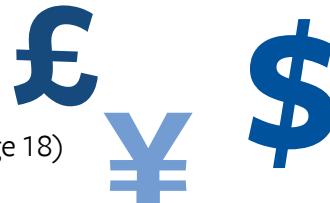
- Girls will be able to calculate the exchange rate for a variety of currencies and countries.
- Girls will develop an understanding that exchange rates can fluctuate for a number of reasons.

Theme Activity:

Currency Exchange Race

Materials:

- Travelling Within the Guiding Movement information cards (page 18)
- Currency Exchange Race Map (page 23)
- Calculators



Before the girls start this activity, quickly explain how to calculate the exchange rate. When they are calculating exchange rates there are two ways to approach it:

When converting **to** Canadian Dollars, divide the total by the exchange rate given in the Travelling within the Guiding Movement information cards.

- For example, if something cost \$65.00 USD and the exchange rate is \$0.76.
 $= 65 \div 0.76$
 $= \$85.53 \text{ CAD}$

When converting **from** Canadian Dollars, multiply the total by the exchange rate.

- For example, if something costs \$65.00 CAD and the exchange rate for the USD is \$0.76.
 $= 65 \times 0.76$
 $= \$49.40 \text{ USD.}$

Divide the unit into small groups of two or three. As a group they will be calculating the exchange rates as





quickly as possible for the scenarios given on their maps. Give each group the Currency Exchange Race Map and ensure that the groups have at least one calculator. Together they will read the question and run to find the information about exchange rates. Once they have the exchange rate, they quickly calculate the amount and move to the next location. They can complete the map in any order and the first group to complete their map wins.

TIP: To get the girls moving, hang the Travelling within the Guiding Movement information cards (page 18) at a distance so they have to move to the fact sheet to check the exchange rate. They can also be placed on the floor or at the table so they are not easily seen with a glance.

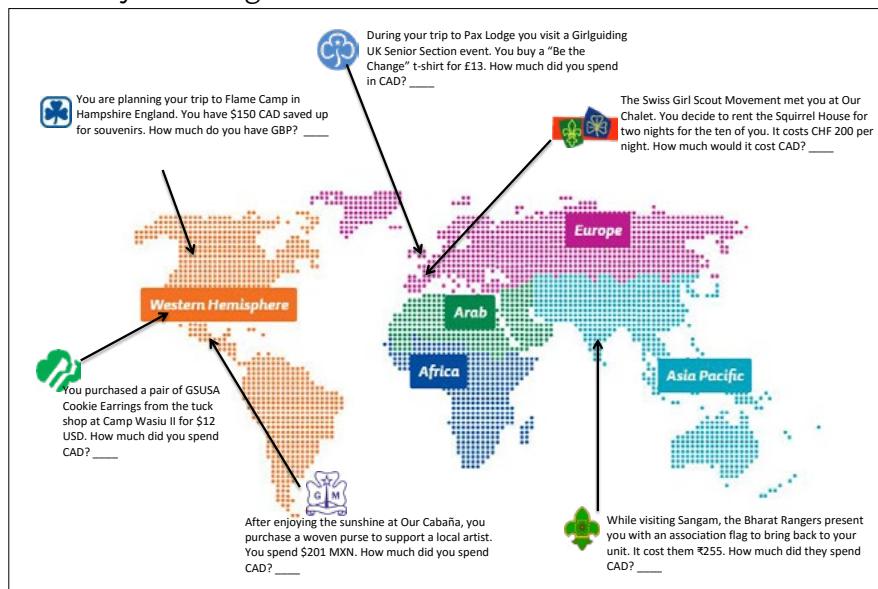
After they find all the exchange rates, have a discussion about factors that influence these rates. Some reasons that currency rates fluctuate:

- Demand for a country's currency
- Employment level of the country's population
- Country's gross domestic product (GDP) — this is the value of the goods and services that are made in that country within a certain time period.
- Value of various commodities internationally, e.g. oil, gold, etc.

It is important to note that when you are buying and selling currency the financial institution may charge you a fee in addition to the exchange rate.

You can ask the following questions to wrap up the discussion:

- Which exchange rates or costs surprised you when they were converted?
- How does a country's exchange rate make it more desirable to visit?





Theme 2 — Purchasing Power

Girls will have had different experiences using money to make purchases. At this stage in their lives, girls may have some autonomy in how they 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. They may have a steady job or they may be doing odd jobs to earn their money. Some will be saving for school, others for larger purchases, or for travel plans. Some may also spend as they earn. The following activities will help girls better understand their spending behaviours and prepare for their post-secondary lives.

Objective:

- Girls will learn about the factors that can influence the purchasing decisions they make.

Outcomes:

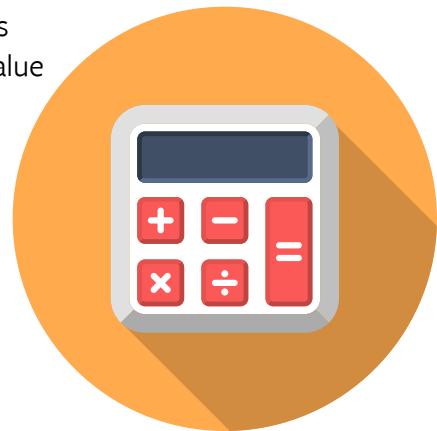
- Girls will make decisions about credit and learn about interest rates
- Girls will understand that supply and demand can affect product value

Theme Activity: Preparing for the Future

Part 1: Credit Calculator

Materials:

- Credit Calculator (page 25)



The purpose of this activity is to introduce the girls to the concept of credit and interest fees. Before starting the activity, ask the girls:

- What is a credit card? (*A credit card is similar to a debit card; however instead of being connected to the funds in your account, it is connected to the credit you have available from a particular institution. You are borrowing money, and you must pay it back.*)
- Who is eligible for a credit card? (*It depends on the province and/or institution; some are available to high school students.*)
- How does someone obtain a credit card? (*They apply through a financial institution or through an organization.*)
- What is a credit card used for? (*Usually used for bigger purchases, builds credit score with all purchases and payments.*)
- How does credit work? (*Credit cards come with a credit limit, which is the maximum amount you can charge to the card, or borrow. One way to describe it is a renewable loan. This is a good time to ensure the girls understand what a loan is and that they have to pay back anything they borrow on credit.*)
- What is a credit score? (*See the tip box for notes.*)
- Is there good and bad credit? What's the difference? (*See the tip box for notes.*)





If they cannot answer any of the questions or they are misinformed, make sure to correct this. Ensure they understand a few key terms that are attached to the Credit Calculator sheet for this activity:

- Annual Fee
 - A yearly fee charged to the credit card user. This fee is charged regardless of how much money you borrowed or interest you have paid. Some cards do not have annual fees.
- Payment cycle:
 - Depending on the credit card company, the cycle is between 21 and 25 days long. This means your bill comes once a month but you may not be paying on the same day every month.
- Interest:
 - Interest is the fee you pay for the money you owe on a credit card and is set by the credit card company. This is also called “Annual Percentage Rate (APR)”.
 - One thing to keep in mind with interest is that if you do not pay off the full amount in the 21 day interest window, you will be charged interest on the full balance amount for the first month. In the months that follow, you are charged interest on the balance at the start of the cycle regardless of how much you pay off.
 - For instance, if your credit card has a 19.9% APR, you are charged 1.7% for each cycle (21-25 days). If you spend \$1000 and do not pay it off right away, you will be charged interest on the full \$1000.
 - $\$1000 \times 1.7\% = \17 interest owed. Your new balance is \$1017
 - If you pay \$900 towards the cost, your new balance is \$117. You will be charged interest on the new amount for the second month or cycle.
- Principal:
 - With a credit card, this is the remaining balance of what you have borrowed, excluding interest.
- Balance:
 - Amount owed on a credit card with interest.

TIP: Your credit score rates how responsible you've been with money you have borrowed (e.g. loan, credit card). When you apply for your first credit card or loan, a credit report is started in your name. The report tracks every time you are late paying your credit card or loan. The more times you are late with payments, the lower your credit score.

A high credit score or “good credit” is established when credit cards are paid off on time and when a person does not exceed their credit limit. Later in life, a high credit score will be helpful if you want to borrow money to pay for post-secondary education, a car or a home. A low credit score or “bad credit” can result when credit cards are not paid off on time or when a person goes over their credit limit. The more frequently these things occur the lower the score. With a low credit score, you can be denied future loans that may be needed to make larger purchases.

ADDITIONAL RESOURCES:

<http://itools-ioutils.fcac-acfc.gc.ca/CCPC-CPCC/CCPC-CPCC-eng.aspx>
<http://www.fcac-acfc.gc.ca/Eng/resources/toolsCalculators/Pages/CreditCa-OutilsIn.aspx>

*Resources from the OCA can be found at <https://www.ic.gc.ca/eic/site/oca-bc.nsf/eng/cao2179.html>



Girl Guides
of Canada
Guides
du Canada



Have the girls work together in groups of two or three. Read the scenario on the Credit Calculator (page 26) as a group and give them a chance to calculate the interest that Sam will need to pay. They will be calculating the interest rate based on three payment options – \$50.00 monthly, \$75.00 monthly, and \$100.00 monthly. Have the girls work through the calculations, filling in the blanks as they go to see how monthly payments affect the amount of interest paid in total.

When they are finished their calculations, they can check their solutions with the answers (page 28) or share their calculations as a group. As a unit, discuss which payment option they think would be most manageable for them. To prompt discussion you can ask:

- What are some of the pros and cons to having and/or using a credit card?
- What considerations do you have to make when you are deciding how much to charge on your credit card? What considerations do you have to make when you are deciding how much to pay back to your credit card?
- What surprised you most when you were making the calculations?
- In what situations would you use a credit card?
- What might you need credit for in the future?
- How can you manage credit card debt?
- What are some key things you need to remember when it comes to credit cards?

For additional information and credit card tips the girls can refer to the Girls Count Financial Literacy Resource for Guides, Pathfinders, and Rangers. After they have shared their calculations and thoughts about payment, play Would You Rather. Read the scenarios and options to the girls. Give them a second to consider their options and poll the group for their choices. A few girls can share their thinking after each one.

Would You Rather Scenarios:

1. Would you rather:
 - Go out with friends every week
 - Go out once a month and save for a weekend away with friends
2. Would you rather:
 - Buy a new article of clothing that you LIKE now
 - Buy a new more expensive article of clothing that you will LOVE in a month
3. Would you rather:
 - Drive an “old clunker” so that you have your own car in your last year of high school
 - Save for a nicer used car that you can drive in your post-secondary life
4. Would you rather:
 - Buy new books
 - Buy used books
5. Would you rather:
 - Pay the minimum on your credit card so you have money left to spend on other things each month
 - Pay as close to the full balance on your credit card each month so you avoid paying as much interest as possible
6. Would you rather:
 - Work during the school year and have the summer free
 - Work in the summer and have the school year free





Part 2: Apartment Hunting

This activity works well completed as a group discussion with the entire unit.

Materials:

- Apartment Hunting (page 29)
- Chart paper or a white board

To begin the discussion, introduce the girls to some factors that impact an item's value, such as:

- Supply and demand — the balance between what is available and what is wanted/needed
- Cost of production — quality, type of materials being used, location of production
- Perceived value — brands, trends, popularity
- Characteristics of the customer base — amount of wealth, purchasing behaviours, needs/wants

After introducing the factors, ask the girls to brainstorm some things that may influence the cost of renting a place to live. You can record them so the girls can refer back during their discussion. Some of their suggestions may include:

- Type of rental — condo, apartment, room in a house
- Living alone or with others
- Demand for rentals in that area — the higher the demand, the higher the price; also there may not be spaces available if the demand is too high
- Location — close to amenities, public transportation, walkability, schools, laundry, fitness, outdoor spaces, neighbourhood
- Quality of the rental — age, size, uniqueness, balcony, view

Show the girls the three rental properties. After the descriptions are read, have the girls discuss and evaluate the rental based on their list and suggest why the rent varies for each space.

TIP: The rental cost is left blank on the Apartment Hunting sheets (page 29) so you can use the amounts suggested below or use comparable prices for your geographic area. The prices used here are based on living in a large urban city.

- Apartment with balcony — \$1,650/month
- Basement apartment — \$950/month
- Room in a house — \$600/month

For suggested average prices or rental comparisons you can check out:

- <http://www.ctvnews.ca/canada/report-reveals-average-rent-prices-across-canada-1.2704967>
- <http://globalnews.ca/news/2146260/see-what-a-1200-apartment-rental-looks-like-across-canada/>





Afterwards, reflect on the discussion and ideas generated by the girls by using the following question or by playing another round of Would You Rather:

- How do each of these factors influence your decision?

1. **Would you rather:**

- Live alone
- Live with other people

2. **Would you rather:**

- Pay more to have an apartment with a balcony
- Pay less by living in a basement apartment

3. **Would you rather:**

- Live in a funky little space
- Live in a spacious open-concept space

4. **Would you rather:**

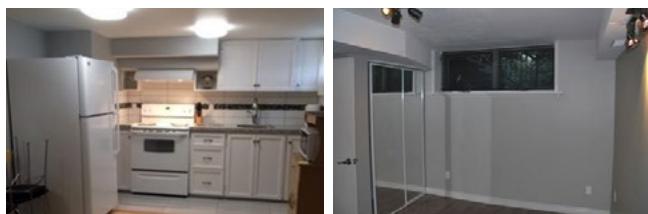
- Be close to amenities such as a grocery store and be far from downtown
- Live downtown near a mall but have to drive to the amenities

5. **Would you rather:**

- Live in a popular area with lots of people around
- Live in a quiet area with fewer people around



OPTION ONE – ONE BEDROOM CONDO + BALCONY



OPTION TWO – ONE BEDROOM BASEMENT APARTMENT



OPTION THREE – A ROOM ON THE SECOND FLOOR OF A HOUSE





Theme 3 — Money Management

Developing financial planning skills – planning how much you will spend or save – is a factor in becoming financially literate. These basics lay the groundwork for the skills needed to be able to create realistic budgets later in life. Additionally, learning to protect oneself from risk is an important step to achieving financial goals.

Objective:

- Girls will build their knowledge in planning for their financial future, budgeting and fraud.

Outcomes:

- Girls will be able to identify different types of fraud and how to avoid these risks.
- Girls will be able to budget for the future and adapt their budget as needed.

Theme Activities:

Be a Fraud Buster

Materials:

- A buzzer or noisemaker for each team



The purpose of this game is to build awareness of typical types of fraud and how to avoid these risks. Give the girls a definition of fraud – the crime of using dishonest methods to take something valuable from another person. Ask the girls to list all the types of fraud they know about. You may want to record the list so the girls can refer back. Use the list below to help make sure the girls learn about various types of financial fraud. Invite girls to discuss any experiences they may have had or their friends/family may have had around attempted fraud.

Sources of fraud can include:

- **PHISHING** — email pretending to be someone else in order to get someone's personal information
- **PIRATING** — copyright infringement usually occurring when someone downloads something that has been copied without permission such as music, television, movies, or books
- **SCAM** — trick or attempt to cheat someone to make a profit such as a fake sales website
- **NSF (NON-SUFFICIENT FUNDS) OR BOUNCED CHEQUES** — someone writes a cheque when they do not have the money in their account; the recipient can be charged a fee for trying to cash the cheque
- **IDENTITY THEFT** — someone steals the personal information of another and pretends to be them
- **SKIMMING** — stealing someone's credit card or debit card information and using it without permission. This often happens at a store using a debit machine that saves the information from the card without the person's knowledge
- **FALSE BILLING** — someone is charged for a good or service they did not receive
- **EMBEZZLING** — when someone is trusted with another's assets (money, investment, or property) and they steal those assets





- **COUNTERFEIT MONEY** — money not made by the Canadian Mint or Canadian Bank Note Company but that looks real
- **FORGERY** — replicating or imitating a document, painting, etc., and trying to pass it off as the original

Divide the girls into teams of three or four and assign them a noisemaker or buzzer. If you do not have noisemakers available, each team can decide on a sound effect or word and shout that out instead. The Guider will read them a scenario – the first team to buzz in answers the question. If they answer correctly, the team is awarded 100 points; if incorrect another team can answer instead. The girls can buzz in at any point of the question. The team with the most points wins. If possible, use all the scenarios below; however, adapt as time permits.

Fraud Buster Scenarios:

1. You receive an email from your bank asking you to log onto their website and validate your information for their database. You appreciate that they want to protect your identity and your money. Conveniently, there is a link in the email and it looks just like the home page from your bank's website.

ANSWER: PHISHING. Banks would typically ask you to go to your branch in person to sort out this information. They may also call you, but be cautious, because scams can happen over the phone, too.

2. On your way home, you stop at a gas station. While paying with your debit card, you chat with the friendly clerk. You do not notice that your card was swiped a second time by the clerk into another device. Two weeks later, you check your bank statement and see that you have been charged for several large transactions you did not make.

ANSWER: SKIMMING.

3. You create a profile on a popular social network site. You fill out the information section including your date of birth, phone number, address, school, and teams. You add pictures with family and friends. Shortly after creating this profile, you get emails addressed to you personally about a long lost family member in another country who has left you a lot of money.

ANSWER: PHISHING OR A SCAM.

4. You missed several episodes of your favourite TV show and it is not available on your paid streaming service. Instead of buying or renting the episode from a video sharing service, you decided to go online and see if you can stream it from another website. You find one called “Always Free TV For You!” that has all the episodes you have missed.

ANSWER: PIRATING. If you download or stream music, TV shows or movies from an unofficial source, you are committing a crime. Artists, agents and people who work in the entertainment business make their living through the legitimate sales of their work. Every year, the entertainment industry loses billions of dollars in revenue from pirating.





5. You receive a bill in the mail from a sports store for items that were ordered last week. Although you have used this store in the past, you have not purchased anything from them in months. You contact the store and the manager informs you that they did not issue that bill. You check the bill and notice that the store address is different from the one you called.

ANSWER: FALSE BILLING This most likely came from an illegitimate source.

6. You are invited to a concert by a friend. The tickets are selling quickly so your friend agrees to pick up tickets for both of you. Unfortunately, you do not have the money in your chequing account because you have not been paid yet. You decide to write a cheque for the amount to cover the ticket and give it to your friend. You hope that she will wait a few days to cash your cheque.

ANSWER: NSF OR BOUNCED CHEQUE. You have written a cheque when you know there is no money in your account and you have committed fraud.

7. Your mom told you she would pay you \$25 for cleaning out the garage and basement. You worked really hard to complete these jobs and she was supposed to give you the money this morning so you can go out with your friends tonight. She is running late and you notice her chequebook on her desk, so you write yourself a cheque and sign her name.

ANSWER: FORGERY. Copying someone's signature is a form of forgery.

8. You applied online for a mystery shopper job. A week later, you receive a letter with a list of tasks you need to complete and a cheque for a \$1000. You are instructed to go to a specific store and use the money to purchase certain items and return the rest of the money to the company that hired you.

ANSWER: SCAM. This is a mystery shopper scam. A few days after you cash the cheque you will find out it was counterfeit and you will be responsible for all the money used.

9. You are selling your bike online and you receive a message from an interested buyer. After confirming the purchase, you receive an email that seems to originate from PayPal stating that you need to click on the link to confirm the payment. The site looks like PayPal and you enter your PayPal login details.

ANSWER: PHISHING. The 'buyer' now has access to your login information and can access your PayPal account.

10. You put an ad online to sell your computer. You are aware that there are a lot of digital scams so you make sure the person paid you in cash. The buyer is interested in buying the computer agrees to meet you and your father to pick it up. You have a pleasant conversation and you are given \$1000 in cash. You try to use the money to buy something from the convenience store on the way home and they won't accept it.

ANSWER: COUNTERFEIT MONEY. Fortunately, Canadian money is becoming more and more difficult to counterfeit. Make sure to check the security features when you are receiving money from people you do not know.





After playing the game, ask the girls to share some of the ways they can protect themselves from fraud in the future. Their suggestions may include:

- Verifying sources
- Avoiding giving personal information by email or over the phone
- Asking questions
- Protecting their PIN
- Shredding documents with personal information on it
- Keeping their passwords a secret
- Not responding to emails from senders they do not know
- Being aware during a purchase, even when making conversation

Budgeting For Your Future

Materials:

- Budgeting for Your Future Part One: Avatar Description (page 32)
- Budgeting for Your Future Part Two: Monthly Budget (page 34)
- Budgeting for Your Future Part Three: Budget Tracking Sheet (page 38)
- Budget Cards (page 40)

Before starting the activity, have a discussion with the girls about the importance of learning to create a personal budget, especially before finishing high school to help prepare for post-secondary life. Some of the girls may have created a budget already, so ask them to share some of their thoughts and what they considered when planning. You can also explain to them the differences between scholarships, bursaries, and student loans, including a bit about the application processes so they have a better understanding of ways to fund their post-secondary education.

TIP: The Girls Count Financial Literacy Resource for Guides, Pathfinders, and Rangers includes information on scholarships, bursaries, and loan opportunities. Please share this document with your unit if relevant.

- Scholarships are non-repayable awards given to recognize a student's high level of academic excellence, athleticism, or community involvement.
- Bursaries are non-repayable awards allocated on the basis of financial need (generally not based on grades).
- A student loan is money borrowed from the province or a financial institution and it is repayable with interest at the end of your studies.

After they have had a chance to discuss, give each girl all of Budgeting for Your Future in the appendix (pages 32 - 40). Depending on your unit, the girls can either work in groups of two or three or independently on this activity.





Before they start to plan their budget, have the girls choose the avatar that best represents them or that reflects life decisions that interest them. Once they have chosen their Avatar, they will use the information provided with each avatar to calculate their monthly income before planning their budget.

Once the girls have created a budget for their avatar, have them shuffle the budget cards. Each girl takes turns drawing a card with different life scenarios and reading it to the group. They each choose an option that best fits the choices and income of their avatar. Once they have made a choice, they record it on their “Budgeting for Your Future” page. When they have read all the cards, they each tally up their budget to see if they have balanced their income with their expenses.

TIP: All amounts calculated for this game are based on averages and may differ from your province or area. For example, minimum wage and university residence fees have been calculated based on the national average. Feel free to replace amounts with those more reflective of your area or explain to them that amounts provided, such as minimum wage, have been calculated as a national average.

Once they wrap up their budgets, bring them back together as a unit and do a quick survey of how many girls stayed under budget, balanced their budget, or went over budget. Cater your discussion questions based on their experiences.

- What were some of the most challenging choices you had to make? What compromises or sacrifices did you have to make?
- What is the difference between living at home and other living arrangements? Besides saving money, what other benefits could you have? What may be some disadvantages to living at home?
- If you were to complete this activity again, what would you do differently? How will you take what you learned into your own life?
- How is this different from the budget you may have already created for yourself?



Georgia



Keisha



Aimee





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

Closing Your Financial Future

Many of the girls in Rangers are planning for their future and they may not have realized the importance of the financial literacy in their future aspirations. To wrap up the meeting, give the girls a chance to reflect on their learning and ask you any questions they may still have. You can direct them to the Girls Count Financial Literacy Resource for Guides, Pathfinders, and Rangers for additional information.

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



Girl Guides
of Canada
Guides
du Canada



Appendix

Starter Activity: WAGGGS World Regions

Travelling within the Guiding Movement information cards 18

Theme 1: Currency Awareness

Currency Exchange Race 23

Currency Exchange Race Solutions 24

Theme 2: Purchasing Power

Credit Calculator 25

Apartment Hunting 29

Theme 3: Money Management

Budgeting for your Future Part One: Avatar Description 32

Budgeting for Your Future Part Two: Monthly Budget 34

Budgeting for Your Future Part Three: Budget Tracking Sheet 38

Budget Cards 40





Travelling within the Guiding Movement information cards

GSUSA Camp Wasiu II

- Fun Fact: This camp is 45 acres or the size of 90 soccer fields!
- Location: Sierra Nevada, California
- Events: Blanket Fort Competition, Stand-up Paddleboarding
- Cost to Stay: For a Troop Camp Weekend it costs \$80 USD (United States Dollar) per person. Or if you choose to do a special week-long program like “I Won’t Grow Up!” it costs \$385 USD/person
- Currency Exchange Rate: 1.00 CAD = 0.76 USD



Resident Camp Girl Scouts of the Sierra Nevada <http://www.gssn.org/en/camp/explore-camp/residentcamp.html>



Girl Guides
of Canada
Guides
du Canada



Travelling within the Guiding Movement information cards

Our Cabaña

- Fun Fact: This World Centre is known for its bright green door that has welcomed over 70,000 girls.
- Location: Cuernavaca, Mexico
- Events: While staying at Our Cabaña, you can learn to make traditional Mexican handiwork pieces in the craft house.
- Cost to Stay: \$964.61 MXN (pesos) per night.
- Currency Exchange Rate: 1.00 CAD = 13.29 MXN



Our Cabana WAGGGS <https://www.waggs.org/en/our-world/world-centres/our-cabana/>



Girl Guides
of Canada
Guides
du Canada



Travelling within the Guiding Movement information cards

Pax Lodge

- Fun Fact: This World Centre is located next door to the WAGGGS World Bureau.
- Location: Hampstead, North London
- Events: A Self-Guided London Challenge has been designed to give visiting Rangers a chance to explore London and the surrounding area.
- Cost to Stay: Varies depending on the room, from £24 to £78 per night.
- Currency Exchange Rate: 1.00 CAD = 0.54 GBP (Great Britain Pound/Pound Sterling)



PAX Lodge WAGGGS <https://www.waggs.org/en/our-world/world-centres/pax-lodge/>



Girl Guides
of Canada
Guides
du Canada



Travelling within the Guiding Movement Information Cards

Our Chalet

- Fun Fact: Established in 1932, this was the first World Centre.
- Location: Adelboden, Switzerland in the Swiss Alps
- Events: This is a great winter destination with skiing and Winter Adventures lasting three to seven days.
- Cost to Stay: Varies depending on the room, from CHF (Swiss Franc) 30 to CHF 70 per night
- Currency Exchange Rate: 1.00 CAD = 0.74 CHF



Our Chalet WAGGGS <https://www.wagggs.org/en/our-world/world-centres/our-chalet/>



Girl Guides
of Canada
Guides
du Canada



Travelling within the Guiding Movement information cards

Sangam

- Fun Fact: When Sangam was first built in 1966, 50% of the cost was raised by Girl Guides and Girl Scouts worldwide.
- Location: Pune, India
- Events: As a unit you can complete a geocaching challenge or tour the Taj Mahal.
- Cost to Stay: The dormitories are around ₹943 per night or up to ₹5190 per night with ₹850 for meals
- Currency Exchange Rate: 1.00 CAD = 50.64 INR (Indian Rupees)



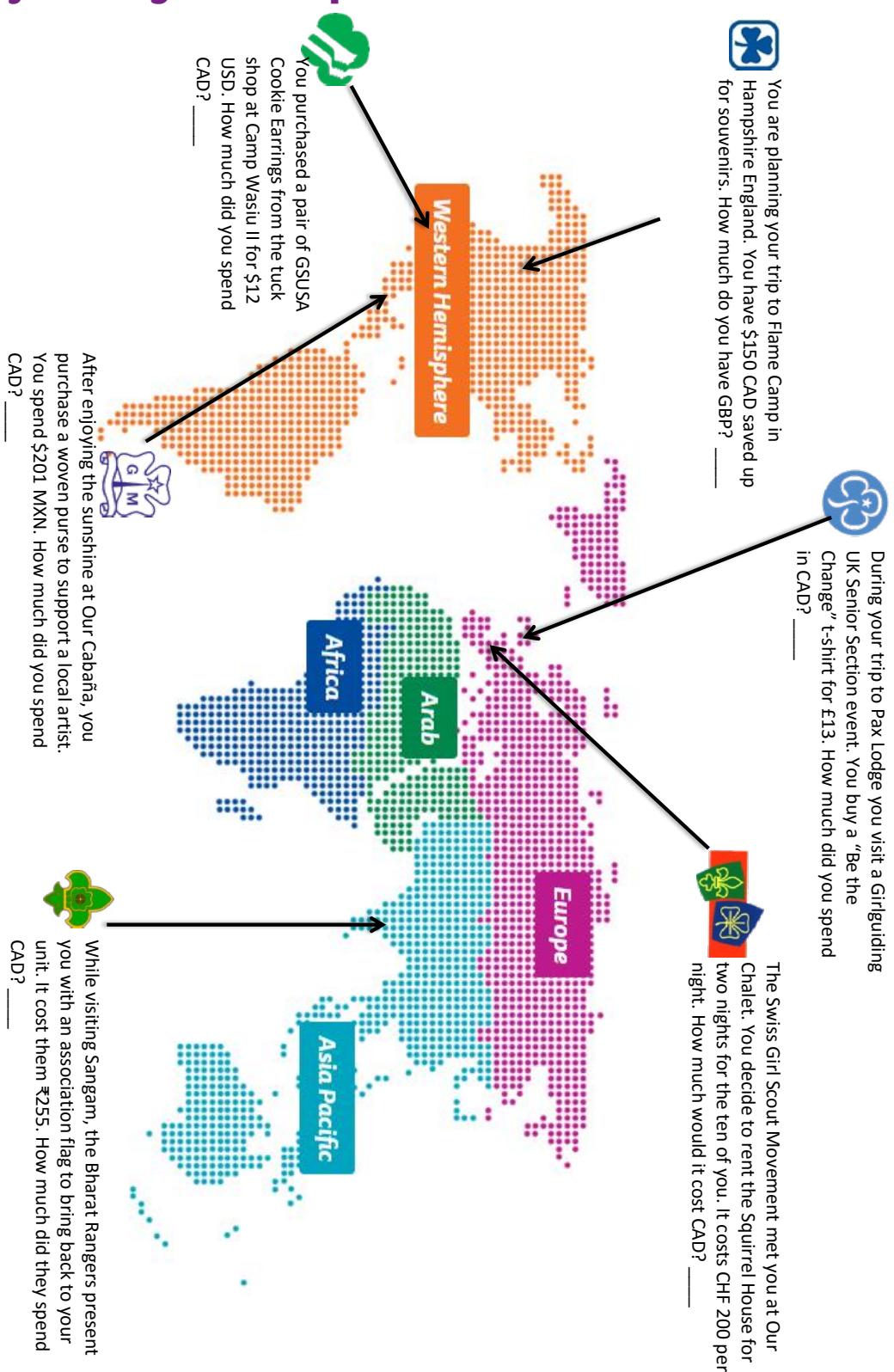
Sangam WAGGGS <https://www.waggs.org/en/our-world/world-centres/sangam/>



Girl Guides
of Canada
Guides
du Canada

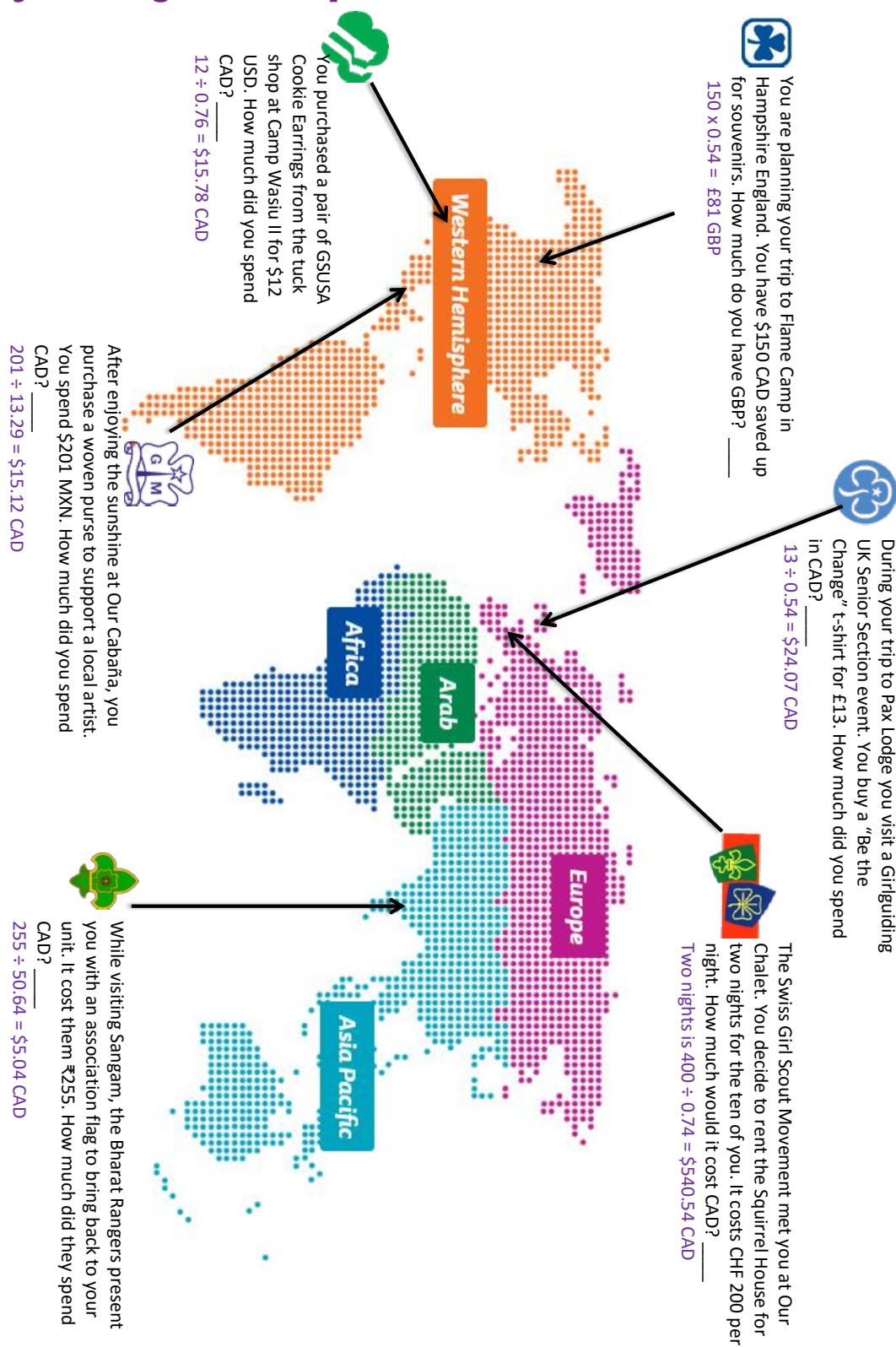


Currency Exchange Race Map





Currency Exchange Race Map - Solutions





Credit Calculator

Key credit card terms

- Annual Fee
 - A yearly fee charged to the credit card user. This fee is charged regardless of how much money you borrowed or interest you have paid. Some cards do not have annual fee.
- Payment cycle:
 - Depending on the credit card company, the cycle is between 21 and 25 days long. This means your bill comes once a month but you may not be paying on the same day every month.
- Interest:
 - Interest is the fee you pay for the money you owe on a credit card and is set by the credit card company. This is also called “Annual Percentage Rate (APR)”.
 - One thing to keep in mind with interest is that if you do not pay off the full amount in the 21 day interest window, you will be charged interest on the full balance amount for the first month. In the months that follow, you are charged interest on the balance at the start of the cycle regardless of how much you pay off.
 - For instance, if your credit card has a 19.9% APR and you are charged 1.7% for each cycle (21-25 days). If you spend \$1000 and do not pay it off right away, you will be charged interest on the full \$1000.
 - $\$1000 \times 1.7\% = \17 interest owed. Your new balance is \$1017
 - If you pay \$900 towards the cost, your new balance is \$117. You will be charged interest on the new amount for the second month or cycle.
- Principal:
 - With a credit card, it is the remaining balance of what you have borrowed, excluding interest.
- Balance:
 - Amount owed on a credit card with interest.

Scenario:

Sam had an accident while riding her bike and needs to replace it. She has some money in savings but decides to use her credit card to help build her credit score. Sam is trying to decide how she will pay back the money without having to pay back too much interest.

She spent \$349.99 after tax, and her credit card has a 19.9% APR (1.7% a month). Use the Credit Calculator Table below to help you with your calculations. If your calculator does not have a “%” feature, you can multiply by (0.017) and make sure to round up to the nearest cent.

If she does not pay off the principal (what she borrowed to pay for the bike) before the start of the cycle, she will owe \$5.95 in interest after the first month:

- To calculate Sam’s first month’s interest, you would:
- $= 349.99 \text{ (Principal or cost of the bike)} \times 1.7\% \text{ (monthly interest rate)}$
 $= \$5.95$ in interest and a new balance of \$355.94





Test out different payment options to see how much interest Sam will be charged depending on the amount she pays each month. The number of months has been calculated using an interest calculator.

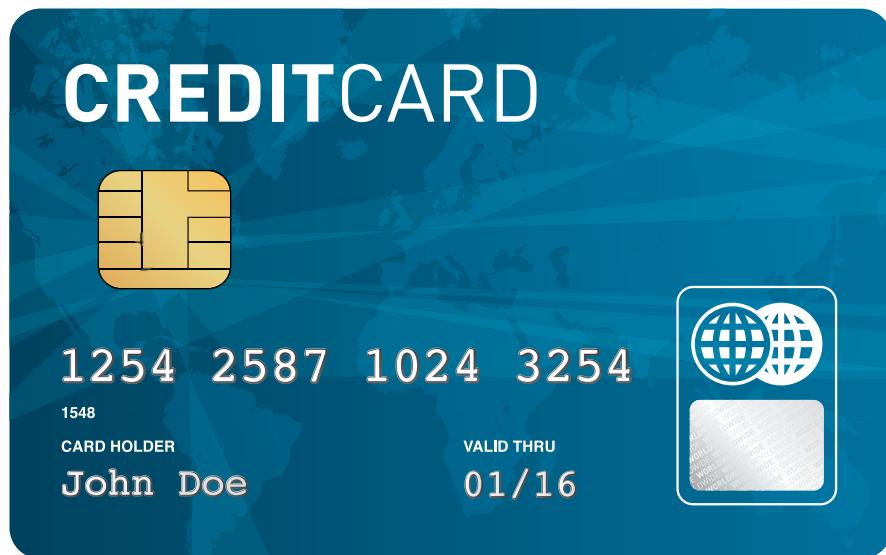
Credit Calculator Table

Payment Option	Interest
Minimum Payment: \$20/month	<ul style="list-style-type: none">Her second month's interest would be: $= \\$355.94 - \\20 payment $= \\$335.94$ (new balance) $= \\$335.94 \times 1.7\%$ $= \\$5.71$ in interest and a new balance of $\\$341.65$It would take her 21 months to pay off her card.In total, Sam would pay $\\$66.84$ in interest.Total cost of the bike: $\\$349.99 + \\$66.84 = \\$416.83$
\$50/month	<ul style="list-style-type: none">Her second month's interest would be: $= \\$355.94 - \underline{\hspace{2cm}}$ payment $= \underline{\hspace{2cm}}$ (new balance) $= \underline{\hspace{2cm}}$ (new balance) $\times 1.7\%$ $= \underline{\hspace{2cm}}$ in interest and a new balance of $\underline{\hspace{2cm}}$It would take her 8 months to pay off her card.In total, Sam would pay $\\$25.22$ in interest.Total cost of the bike: $\\$349.99 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
\$75/month	<ul style="list-style-type: none">Her second month's interest would be: $= \\$355.94 - \underline{\hspace{2cm}}$ payment $= \underline{\hspace{2cm}}$ (new balance) $= \underline{\hspace{2cm}}$ (new balance) $\times 1.7\%$ $= \underline{\hspace{2cm}}$ in interest and a new balance of $\underline{\hspace{2cm}}$It would take her 5 months to pay off her card.In total, Sam would pay $\\$17.35$ in interest.Total cost of the bike: $\\$349.99 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$





\$100/month	<ul style="list-style-type: none">Her second month's interest would be: = \$355.94 - _____ payment = _____ (new balance) = _____ (new balance) $\times 1.7\%$ = _____ in interest and a new balance of _____ <ul style="list-style-type: none">It would take her 4 months to pay off her card.In total, Sam would pay \$13.74 in interest.Total cost of the bike: \$349.99 + _____ = _____
Pay the entire balance before 21 days	<ul style="list-style-type: none">It would take her 0 months to pay off her card.In total, Sam would pay \$0 in interestTotal cost of the bike: \$349.99 + \$0 = \$349.00



Girl Guides
of Canada
Guides
du Canada



Calculation Solution Key

Payment Option	Interest
Minimum Balance: \$20.00/month	<ul style="list-style-type: none">Her second month's interest would be: = $\\$355.94 - \\20 payment = $\\$335.94$ (new balance) $= \\$335.94 \times 1.7\%$ = $\\$5.71$ in interest and a new balance of $\\$341.65$It would take her <u>21</u> months to pay off her card.In total, Sam would pay <u>$\\$66.84$</u> in interest.Total cost of the bike: $\\$349.99 + \\$66.84 = \\$416.83$
\$50.00/month	<ul style="list-style-type: none">Her second month's interest would be: = $\\$355.94 - \\50 payment = $\\$305.94$ (new balance) $= \\$305.94$ (new balance) $\times 1.7\%$ = $\\$5.20$ in interest and a new balance of $\\$311.14$It would take her 8 months to pay off her card.In total, Sam would pay $\\$25.22$ in interest.Total cost of the bike: $\\$349.99 + \\$25.22 = \\$375.21$
\$75.00/month	<ul style="list-style-type: none">Her second month's interest would be: = $\\$355.94 - \\75 payment = $\\$280.94$ (new balance) $= \\$280.94$ (new balance) $\times 1.7\%$ = $\\$4.79$ in interest and a new balance of $\\$285.72$It would take her 5 months to pay off her card.In total, Sam would pay $\\$17.35$ in interest.Total cost of the bike: $\\$349.99 + \\$17.35 = \\$367.34$
\$100.00/month	<ul style="list-style-type: none">Her second month's interest would be: = $\\$355.94 - \\100 payment = $\\$255.94$ (new balance) $= \\$255.94$ (new balance) $\times 1.7\%$ = $\\$4.35$ in interest and a new balance of $\\$260.29$It would take her 4 months to pay off her card.In total, Sam would pay $\\$13.74$ in interest.Total cost of the bike: $\\$349.99 + \\$13.74 = \\$363.73$
Pay the entire balance before 21 days	<ul style="list-style-type: none">It would take her <u>0</u> months to pay off her card.In total, Sam would pay <u>$\\$0$</u> in interestTotal cost of the bike: $\\$349.99 + \\$0 = \\$349.99$





Apartment Hunting

Let's look at renting a one-bedroom apartment/condo



COST: _____ PER MONTH

OPTION ONE – ONE BEDROOM CONDO + BALCONY

Location: Downtown, near the financial district

Bedrooms: 1 Bathrooms: 1

Amenities: Parking, outdoor pool, guest suites, movie theatre, pool table, gym

The unit has a dishwasher, microwave and a washer/dryer

Located right downtown in a very safe area, this one-bedroom condo is on the 33rd floor and overlooks the city. The unit comes with a dishwasher, balcony and washer/dryer. Amenities in the building include a gym, outdoor pool, movie theatre, pool tables and guest suites. Close to public transit.

Not within walking distance of a university or college.



Girl Guides
of Canada
Guides
du Canada



Let's look at renting a one-bedroom apartment/condo



COST: _____ PER MONTH

OPTION TWO – ONE BEDROOM BASEMENT APARTMENT

Location: Downtown, in the shopping district and near the university and college

Bedrooms: 1 Bathrooms: 1

Amenities: Apartment has washer/dryer

Located near a shopping mall, grocery store and within walking distance of the university and college, this spacious apartment may not have many windows, but it's perfect for a student. Washer/dryer included. Close to public transit and in a safe area.

No cats allowed. No dishwasher. Parking is extra.



Girl Guides
of Canada
Guides
du Canada



Let's look at renting a one-bedroom apartment/condo



COST: _____ PER MONTH

OPTION THREE – A ROOM ON THE SECOND FLOOR OF A HOUSE

Location: Downtown, in a multicultural area, near the university

Bedrooms: 1 Bathrooms: 1

Amenities: none

Located in heart of downtown, this room is in the second floor of a house. The kitchen, bathroom and living room is shared with three other people. Close to public transit, the university and China Town. Generally a safe area.

Utilities (hydro and water) are not included. Parking is extra. No dishwasher.

No laundry, but a laundromat is just down the street!



Girl Guides
of Canada
Guides
du Canada



Budgeting For Your Future Part One: Avatar Description



Avatar One: Georgia

DESCRIPTION: Georgia is excited to have just graduated from high school. She definitely needs a break from school! She isn't quite sure what kind of career she wants, and has thought about traveling internationally as well. She has decided that she wants to take at least a year off to work, travel, and save money until she decides what to do next. She is also looking into an apprenticeship to become an electrical technician.

EMPLOYMENT: She has opened an online store to sell different things she has made with her 3D printer. She earns about \$100 a month from her store. She currently works 35 hours per week for her dad, earning \$11.25 an hour.

GIFTS AND SAVINGS: Georgia didn't work during high school, so she doesn't have a lot of money in the bank. She has \$600 she saved from baby-sitting and holiday money.



Avatar Two: Keisha

DESCRIPTION: Keisha has known what her professional goals are for a while. She has mapped out her career and knows she needs to go to university for a degree. She may even do a masters or PhD after that, depending on how she likes it. She has been saving up for school for a while, and has a good chunk in her bank account stashed away for her education.

EMPLOYMENT: Keisha wants to focus all of her energy on her school work, to make sure that she is getting good grades. She has decided not to work, at least for the first year of university.

GIFTS AND SAVINGS: She had a part-time job in the summer helping out with landscaping. She saved most of this money over the last two summers, so has about \$5,480 in savings. Her parents started an RESP (Registered Education Savings Plan) for her, so she will have some money to help her to pay for school, about \$12,000 a year. Keisha's parents have also graciously offered to give her \$10,000 this year to help her with her tuition. In total, she has \$27,480 available in her first year.

POST-SECONDARY EDUCATION: Because of her parents' income, she is not eligible for student loans through her province or the federal government. She has an average of 86% and received an entry scholarship from her university, for \$1,720 in her first year. She also received a one-year scholarship from Girl Guides of Canada for \$2,000. In total, she has \$3,720 to contribute to help with educational expenses.

Keisha has \$27,480 in savings but will still need to use \$10,080 of that for her tuition. This leaves her \$17,400 in savings that she can apply to her expenses.





Avatar Three: Aimee

DESCRIPTION: Aimee is quite creative and wants a career that is hands-on and practical.

A college program or trade school is the perfect choice for her, because after a few years, you can go right into the work force. Since she doesn't have a lot of money saved in the bank, she knows that she will have to get a part-time job when she goes to school, in order to pay for her education.

EMPLOYMENT: Aimee found a part-time job as a waitress at a restaurant. She works 15 hours a week and makes a minimum wage of \$11.20. She also makes \$400 per month in tips.

GIFTS AND SAVINGS: Aimee worked part-time during the school year. Some of the money she made she spent on new clothes and going out with friends, but she was able to save some for school. She currently has \$1,280 in savings. She doesn't have any investments or RESPs (Registered Education Savings Plan). Aimee's grandmother is really proud of her for going to college and is giving her \$5,000 for her first year of school.

POST-SECONDARY EDUCATION: Aimee has been approved in her first year for a student loan for \$7,200, a Canada Student Grant for \$3,000, and a bursary for \$900. She was thrilled to find out that she is a recipient of a one-year scholarship from Girl Guides of Canada for \$2,000! In total, she has \$13,100 available in her first year. She will pay around \$9,240 for her education costs.

The extra \$3,860 dollars left from her loan will be applied to her savings for the year as an income to cover her expenses. She will have a total of \$10,140 available in her savings.





Budgeting For Your Future

Part Two: Monthly Budget

Avatar: _____

Calculate your monthly income. Insert zero for any category not relevant to you. Round down your calculations to the nearest dollar to make it more straightforward.

Weekly Pay (if Working)

Weekly Pay	# of hours x wage	
------------	-------------------	--

Monthly Income

Income		
Source	Calculation	Monthly Amount
Monthly Pay	Weekly pay x 4	
Additional Monthly Income	Any other set monthly amounts Tips: Sales:	
Savings/Gifts <ul style="list-style-type: none">• Make sure to calculate using how much your avatar has if they have money to spend/left after paying for school	Total amount of gifts and savings ÷ 12 months	
	Total Monthly Income	

Now that you have figured out how much money you earn a month, take turns choosing a card from the pile. Each card has a different choice and expense your avatar is faced with. You can choose which option on the card you would like to purchase. Some purchases are mandatory (like water/hydro) while other purchases are optional. With every card played, fill in the expense in the appropriate column on your budget tracking card. For any expense you do not have to claim or calculate, put \$0 on the line.





Answer Budget For Avatar One: Georgia

Weekly Pay (if Working)

Weekly Pay	# of hours x wage $35 \times \\$11.25$	\$393.75
------------	---	----------

Monthly Income

Income		
Source	Calculation	Monthly Amount
Monthly Pay	Weekly pay x 4 $\\$393.75 \times 4$	\$1,575
Additional Monthly Income	Any other set monthly amounts (tips or sales) Tips: \$0 Sales: \$100	\$100
Savings/Gifts o Make sure to calculate using how much your avatar has if they have money to spend/left after paying for school	Total amount of gifts and savings ÷ 12 months $\\$600 \div 12$	\$50
	Total Monthly Income	\$1,725



Girl Guides
of Canada
Guides
du Canada



Answer Budget for Avatar Two: Keisha

Weekly Pay (if Working)

Weekly Pay	# of hours x wage	\$0
------------	-------------------	-----

Monthly Income

Income		
Source	Calculation	Monthly Amount
Monthly Pay	Weekly pay x 4	\$0
Additional Monthly Income	Any other set monthly amounts (tips or sales) <i>Tips: \$0 Sales: \$0</i>	\$0
Savings/Gifts o Make sure to calculate using how much your avatar has if they have money to spend/left after paying for school	Total amount of gifts and savings ÷ 12 months $\$17,400 \div 12 = \$1,450$	\$1,450
	Total Monthly Income	\$1,450



Girl Guides
of Canada
Guides
du Canada



Answer Budget for Avatar Three: Aimee

Weekly Pay (if Working)

Weekly Pay	# of hours x wage $15 \times \\$11.20$	\$393.75
------------	---	-----------------

Monthly Income

Income		
Source	Calculation	Monthly Amount
Monthly Pay	Weekly pay x 4 $\\$168 \times 4$	\$672
Additional Monthly Income	Any other set monthly amounts (tips or sales) Tips: \$400 Sales: \$0	\$400
Savings/Gifts o Make sure to calculate using how much your avatar has if they have money to spend/left after paying for school	Total amount of gifts and savings ÷ 12 months $\\$10,140 \div 12 = \\845	\$845
	Total Monthly Income	\$1,917



Girl Guides
of Canada
Guides
du Canada



Budgeting For Your Future Part Three: Budget Tracking Sheet

Before you make any budgeting decisions, you need to figure out where you are going to live! Choose one of the four options then fill in your budget tracking sheet accordingly.

Option 1:	Stay at home and pay your parent \$350 a month. Includes cable TV, Internet, Utilities and food.
Option 2:	Room in a shared house for \$600 a month.
Option 3	On your own in a basement apartment for \$950 a month.
Option 4:	In an apartment with a balcony for \$1,650 a month.
Option 5	If you are going to school, you can choose to live in residence. For the year it costs \$6,200 (or \$517 per month). Includes internet, telephone, and cable TV.

	Expenses
Housing	
Rent/Residence	
Decor	
Furniture	
Cleaning Supplies	
TOTAL	
Utilities Plus	
Hydro/Water/Gas (Utilities)	
Phone	
Internet	
Cable TV	
TOTAL	
Food and Transportation	
Groceries/Meal Plan/ Restaurants	





Public Transit Pass	
Car: Insurance/Payments/Gas/Parking	
Other Transportation Options (Walk/Bike/Transit Tickets)	
TOTAL	
Other Expenses	
Clothing/Shoes	
Personal Hygiene	
Memberships	
Hobbies and Extracurricular Activities	
Entertainment	
Vacation	
Gifts	
Charitable Donation	
Miscellaneous or emergency fund (5% of monthly income)	
TOTAL	
TOTAL MONTHLY EXPENSES	



Girl Guides
of Canada
Guides
du Canada



Budget Cards

Groceries/Meal Plan

Option 1:	If you are living at home, food is included in your rent.
Option 2:	If you are a thrifty shopper, spend \$150 a month.
Option 3	If you like to order-in or eat-out occasionally, spend \$250 a month.
Option 4:	If you live in residence, you have a meal plan that costs \$2,000 for the year (or \$250 per month for 8 months).



Internet and Cable TV

Option 1:	If you are living at home or in residence, internet and cable TV is included.
Option 2:	If you have roommates, you each pay \$20 a month for internet and cable TV.
Option 3	If you live on your own you can purchase unlimited internet for \$40 a month.
Option 4:	If you live on your own you can purchase an internet/cable TV package for \$125 a month.



Utilities

Option 1:	If you are living at home or in residence, utilities are included in your rent.
Option 2:	You have to pay utilities on top of rent. You pay \$60 a month.



Transportation

Option 1:	To have a car, pay \$150 a month in insurance, \$35 for gas, \$25 for parking, and \$250 for car payments. You pay a total of \$460 a month.
Option 2:	You buy a transit pass that costs \$110 a month.
Option 3	You walk or cycle everywhere. Spend \$20 a month on incidentals like transit tickets for bad weather or bike repairs.
Option 4:	If you live on your own you can purchase an internet/cable TV package for \$125 a month.



Phone Plan

Option 1:	Basic plan with limited data for \$35 a month.
Option 2:	Advanced plan with increased data and free evenings and weekend calls and texts for \$50 a month.
Option 3	Unlimited minutes and the most data available for \$75 a month.





Furniture: Desk

Option 1:	If you live at home or in residence, you already have a desk.
Option 2:	You buy a new desk for \$100.
Option 3	You buy a used desk for \$50.



Decor

Option 1:	If you want to paint your room, it will cost you \$70 for paint and supplies.
Option 2:	If you want to decorate with framed pictures or pop art, it will cost you \$40 for the materials.
Option 3	You decide to do nothing.



Gifts: Your Friend's Birthday Party!

It's your friend's birthday and she wants to go out for dinner at a restaurant. You pay \$20 for dinner and \$15 for a small gift.



Cleaning Supplies

You need to clean your room. If you live at home, you can use the cleaning products that are on hand. If you are living away from home, you need to pay \$20 for the products you need.



Personal Hygiene

Option 1:	You buy your favourite high-end brands, pay \$50 a month.
Option 2:	You buy the brand you see advertised at the drugstore, pay \$25 a month.
Option 3	You buy items on sale, pay \$10 a month.



Memberships: Choose as many or as few as you would like

Option 1:	You decide to maintain your Guiding membership and join Link as an adult member. You pay \$60 for the year.
Option 2:	You want to join a gym to stay active. If you live in residence this is included in your fees. For all other living arrangements, this will cost you \$60 a month.
Option 3	You start a running club with a few friends. This is free.





Entertainment: You are ready to relax! Every other week you decide to:

Option 1:	Pay \$20 to go the movies with your friends. ($2 \times \$20 = \40.00 a month)
Option 2:	Pay \$18 to grab dinner out. ($2 \times \$18 = \36.00 a month)
Option 3	Hang out at a friend's place for free.
Option 4:	Order pizza and watch a movie for \$15. ($2 \times \$15 = \30.00 a month)



Vacation: You have a week off!

Option 1:	Your friends want to go with you to an all-inclusive vacation down south, you save \$50 a month for the trip.
Option 2:	You go to a friend's cottage and chip in \$100 for supplies.
Option 3	You have stay-cation at home with friends and family for free.



Clothing: You would like something new to wear.

Option 1:	You buy a top in the latest style for \$60.
Option 2:	You buy a funny T-shirt that will look great with jeans for \$25.
Option 3	You buy a dress that will be great for the next time you go out with your friends for \$70.
Option 4:	You decide that you would rather save your money.



Hobbies and Extracurricular Activities

Option 1:	You love to bake and you would like to try a new muffin recipe and need the ingredients, including a new muffin tray. It will cost you \$35.
Option 2:	You need new running shoes because yours have worn through the bottom. It will cost you \$110.
Option 3	You need a new outfit for your dance team, you pay \$80.
Option 4:	If you do not do any extracurricular activities you do not need to pay anything.



Charitable Donation

Option 1:	Your friend's little sister is selling cookies to raise money for her Rangers unit; you buy one or more boxes for \$5 each.
Option 2:	Your friend is participating in a charity run and asks you to contribute. You donate \$15 or more.
Option 3	You are supporting a charity car wash and donate \$5 to have your wheels (bike or car) polished.
Option 4:	Donate to a cause of interest with an amount of your choosing.

