

Money Management for your Troop

Welcome to the world of money management in Girl Scouting. You are about to travel on a great journey of goal setting, planning, and budgeting – all with your girls.

A basic belief of Girl Scouting is that every activity should help girls take another step along the road to becoming self-assured adults, enabling them to navigate through whatever life brings. Dealing with money in a troop is no exception. Troops should be self-supporting. The goal for the troop is to earn enough money to pay for anticipated program activities without repeatedly asking the parents for contributions.

As a necessary part of troop programs, money is often required to pay for activities, supplies and equipment. Troop money-earning activities help teach girls the value of money: how to earn it, spend it wisely and to keep activities within the financial means of the troop. Learning how to manage money is one of the most valuable life skills girls can gain in Girl Scouting.

PURPOSEFUL MONEY MANAGEMENT INCLUDES:

1. **Goal Setting.** At the beginning of every year in Girl Scouting, and multiple times throughout the year, you should sit down with your girls and brainstorm about all the things they want to do. This would include field trips, camping, recognitions to work toward, supplies needed, and community service projects. Then help the girls to vote and choose what to put on their troop calendar as their activities for the year. The best troop program need not be the most expensive one. Troops who have limited budgets tend to be resourceful in their supplies and activities and are often the better for it.
2. **Girl-Led.** Money management helps girls develop a responsible attitude about money and the skills they need to be successful in life. As girls handle the troop funds, they begin to develop "financial literacy" - understanding the value of money and how to manage it. Girls begin to understand that there is an expense to everything, and that they need to plan ahead, work together, and earn the money necessary to do the things they want to do.

**DO NOT BORROW OR MIX PERSONAL FUNDS
WITH GIRL SCOUT FUNDS!**

The Girl Scout Leadership Experience...

The GSLE provides three processes for adults to incorporate in activities when partnering with girls: **Girl-Led, Cooperative Learning and Learning by Doing**. These three processes promote the fun and friendship that, for nearly 100 years, have been integral to Girl Scouting. But they do even more—when girls lead, when they learn by doing and when they engage in cooperative learning, the 5 leadership outcomes (or benefits) discussed in the preceding section are far more likely to be understood and achieved. The key to achieving these results using the program processes is to ensure progression takes place as girls transition from one Girl Scout Grade Level to another.

§ **Girl-Led** means that girls of every age take an active and grade-appropriate role in figuring out the what, where, when, why, and how of what they do.

Example of Girl-Led in Money Management _____

§ **Learning by Doing** is hands-on learning that engages girls in an ongoing cycle of action and reflection. When girls actively participate in meaningful activities and later reflect on them, they get a deeper understanding of concepts and mastery of skills.







Example of Learning by Doing in Money Management _____

§ **Cooperative Learning** is designed to promote sharing of knowledge, skills, and learning in an atmosphere of respect and cooperation as girls work together on goals that can only be accomplished with the help of others.

Example of Cooperative Learning in Money Management _____

These three processes promote the fun and friendship that have always been so integral to Girl Scouting.

Examples of Progression in Money Management

<div>Daisy Girl Scouts</div> 	<ul style="list-style-type: none"> *Parents contribute to the cost of the troop activities *Girls may participate in council sponsored cookie sales *Leaders handle the money
<div>Brownie Girl Scouts</div> 	<ul style="list-style-type: none"> *Girls pay dues—leaders handle the money *Girls discuss cost of supplies needed for activities *Girls learn to set goals and participate in council sponsored product sale activities *Leader handles troop budgeting and shares with parents
<div>Junior Girl Scouts</div> 	<ul style="list-style-type: none"> *Girls and leaders together decide on amount of dues *Dues are collected in patrols and records kept by the troop treasurer *Girls set goals for the year and determine what their cost will be *Leader supports girls' budgeting efforts based on their projected income and expenses *Girls participate in council sponsored product program sale activities *Leader retains overall responsibility for long-term budgeting
<div>Girl Scout Cadettes</div> 	<p>All of the above, plus:</p> <ul style="list-style-type: none"> *Girls estimate costs based on their goals and plans *Girls determine how they will meet their budget
<div>Girl Scout Seniors</div> 	<p>All of the above, plus:</p> <ul style="list-style-type: none"> *Girls plan and administer short-term budgeting and work with an adult on long-term budgeting
<div>Girl Scout Ambassadors</div> 	<p>All of the above, plus:</p> <ul style="list-style-type: none"> *Girls plan and administer long-term group budgeting, incorporating separate interest groups *Girls account for funds and report to the leaders and parents

Levels of Girl/Adult Partnership

LEVEL 1: Planning is new to girls. They usually depend upon the leader for suggestion, stimulation and direction. Most of them expect adult control. The leader assumes almost full responsibility for planning.

LEVEL 2: The leader introduces girls to simple decision making. Individual girls contribute their ideas. The leader still carries out the major responsibility for overall planning.

LEVEL 3: Girls rely less on the leader for ideas and begin to take responsibility for planning and carrying out short-term projects. They are developing an awareness of and respect for the opinions of others. They make simple group decisions.

LEVEL 4: Girls take a major role in planning out activities. The leadership skills of some girls are emerging. They develop skill in reaching a group consensus. They conduct the troop business meeting.

LEVEL 5: Girls assume full responsibility for planning and carrying out all their projects. They are using the democratic process for getting ideas, making decisions and evaluating results. All girls are involved. They call on adults as needed. Adults assist as consultants or advisors.

CAUTION: Be aware that girl/adult planning does not always flow in perfect order as it does on the display. Some Brownie Girl Scouts can be on level 4 and some Girl Scout Cadettes may be on level 3. It can even change from meeting to meeting!

"Tell me, and I'll forget. Show me, and I'll remember. Involve me, and I'll understand." --Benjamin Franklin

Managing Girl Scout troop finance is a part of girl/adult partnership. Girls and their leaders work as partners in making decisions as they **plan, implement, and evaluate** troop finances and activities.

The leader's role is to assist girls in:

- Learning decision-making skills
- Assuming a variety of responsibilities
- Selecting activities that match their abilities and encourage their growth
- Proceeding at their own pace
- Recognizing that learning experiences involve both success and failure

Planning with Girls

1. **Do advance planning.** Your level of advance planning will depend on the age of the girls. With Daisy Girl Scouts, you should be in charge of all troop money. However, with Senior Girl Scouts, you should let them do all of the financial planning and give advice only when needed. Keep in mind the Girl Scout program, policies and safety standards.

2. **Ask the girls.** Ask the girls to brainstorm ideas about how they would like to spend their troop money, and how they can make money to supplement the troop finances. Remember, there are no wrong answers or bad ideas while brainstorming!

3. **Include progression.** Keep progression in mind when asking the girls to manage finances. With Junior Girl Scouts, you might have them collect the dues. With Senior Girl Scouts, you would give them responsibility for all aspects of the troop's money. The troop should decide on a method of making decisions (voting, consensus, etc.)

4. **Alert other adults.** Keep the other adults informed of how money is being spent through Volunteer Toolkit communications, newsletters, etc.

5. **Use the plan.** Remember that activities don't always run smoothly or turn out successfully. Allow the girls to make mistakes and fail as long as they don't jeopardize their safety.

6. **Evaluate the activity.** Evaluation is extremely important because it allows girls to share ideas and gain a fuller meaning from their experiences.

Evaluating with Girls

1. Get the group in a circle.
2. Let the group do most of the talking!
3. Ask open-ended questions (questions that require more than a “yes” or “no”).
4. **WHAT?** What happened during the activity? Some good “what” questions are: What did you notice during the activity? Did anything surprise you? Why? What did you like the best? What was the worst part? Why? How did you feel when...? Why?
5. **SO WHAT?** What did you learn during the activity? Some good “so what” questions are: Were you successful? Did we raise enough money? Why/why not? What did you learn? Why is this important?
6. **NOW WHAT?** What will you do in the future? Some good “now what” questions are: What would you do differently next time? Why? What would you do the same? Why? How is this like another experience you’ve had (school, sports, church, etc)?

Helpful Hints

Don’t make it a formal process. When in the car on the way home from an activity, turn off the radio and listen to what the girls are saying about the experience. At a meeting, have the girls sit in a circle and just begin the discussion. Be sure it’s casual and fun.

Don’t worry about the order of the questions. With practice, you’ll get better at asking the questions in a progressive order. The most important thing is to ask questions and get the group talking about the experience.

Build the questions based on what the girls say. There is no perfect plan for asking questions because the answers change with each question. Listen to what the girls say, and build the questions on their answers. Keep in mind your final outcome—helping girls make meaning out of what happened during the experience so they can apply that learning to future decisions.

Just try it out. The more you do it, the more comfortable you’ll become. Practice does not make perfect; it makes permanent. The more you do it, the better you’ll become. It’s okay if it’s not perfect.