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**FLiP [F**inancial **Li**teracy **P**rogram**]**

FLiPis a program that is designed to increase financial awareness in youth served at the Boys & Girls Clubs. Many of those youth are from low-income families and this program aims to impact their future by breaking the cycle of poverty and living pay check to pay check by exposing them to financial terms, concepts, and strategies at an impressionable age.

FLiP is made up of several pieces, including curriculum both nationally and locally developed, field trips, family services and interactive activities.

Programs will run Money Matters: Make it Count, a Boys & Girls Clubs of America program. The program will be run over the course of 10 days. The lesson plans to be conducted from the curriculum are specified in this handbook. There are three versions of Money Matters to be facilitated, the original curriculum, which is written for youth in middle school or early high school, Money Matters Jr., developed locally with upper elementary school students in mind and Fast Pitch, also created locally to serve teens. During Money Matters, There are two field trips to be organized by each individual program. One field trip is to a local bank, and the second field trip is to a local college or university.

There will be one other component making up the entirety of the FLiP program which will bring families together to learn the benefits and practices of responsible financial planning.

That component will be a finance presentation, aimed at capping off a year filled with beneficial lessons regarding money, credit and financial security. The finance presentation could include anything pertaining to financial information that families can benefit from. Local banks have been known to created and facilitate a presentation on saving, saving for college, budget basics, among many other topics. American Express employees have conducted Reality Town scenarios for kids. University/college employees have done presentations about financial aid for families as well. The possibilities here are immense.

The required components to complete FLiP are as follows:

* + Money Matters: Make it Count (one of three versions)
	+ Bank Field Trip
	+ College/University Field Trip
	+ Finance Presentation

To conclude the year and all of the accomplishments of the youth, their parents and the programs, there will be a FLiP recognition ceremony, with all of the sponsors and participating youth in attendance, in early May.

**FAST PITCH FLiP**

Fast Pitch( FLiP) is a program that is designed to engage, entrepreneurial initiative in teenaged youth served at the Boys & Girls Clubs of South Valley. Many of these youth have previously participated in other financial literacy programs giving them a basic fundamental understanding in fiscal awareness. The aim of the program is to build upon previous concepts and expand their awareness through opportunities that can benefit them in their future endeavors.

This is a 15 day program that will simulate what it is like to start their own business as an entrepreneur. It will take them through each step, giving them the opportunity to not only learn about the “how to’s” but also have a first hand experience in the developmental process.

Each day, teens will learn a different integral part of the business plan model and marketing process. They will have the option to either work as an individual or in a group of about 3-5 students throughout the length of the project.

 As the students complete the different steps of the project they will compile it into a working portfolio. Once they complete the steps of the project they will go head to head with their peers at their designated site and present their completed business proposals to a panel of judges. The panel will then determine the winner of the Fast Pitch Challenge who will go up against the winner from another teen center to determine the final champion.

**Fast Pitch is a 15 day program and includes a field trip**

**Day 1: Introduction**

* Take attendance at the beginning of the activity of each day.
* Conduct the following activity to introduce them to making a consumers product
	+ Have the students write down several products they use on a daily basis and discuss why they:
		- Purchase the product
		- Need the product
		- Use the product
* Conduct the Pre-test
	+ Found in Appendix 2-3
* Go over the program layout discussed in the introduction and talk about the business plan model and steps to the project and the overall expectation during the program.
	+ Examples of the business plan model can be found here <http://www.entrepreneur.com/formnet/businessplantemplates.html>

**Day 2: Product Planning**

* Break them into groups and have them brainstorm ideas for their product. Keep in mind that we are trying to encourage ideas applicable to club.
	+ Use the Business Proposal Plan Sheet in Appendix 6
	+ Assign roles CEO, CFO, and General Manager
		- Vocab sheet in Appendix 7-8

**Day 3: Needs and Wants**

* Pass out the Needs vs. Wants worksheet for the business model
	+ Work sheet in Appendix 9
	+ Have students itemize what they feel is going to be a need and want and total their proposed budget.
		- Be sure to keep this worksheet once they have completed it because they will use it to complete the worksheet for Day 4.

**Day 4: Creating a Budget**

* Take their completed worksheet from Appendix 9 that was completed on Day 3 and apply it to the Business Budget Worksheet with your desired start up cost.
	+ Business Budget Worksheet in Money Matters Facilitators Guide page 81-83

**Day 5: Business Loans and Investment**

* Introduce what a loan is and how someone would apply for a loan
* Discuss that factors that play onto getting a loan such as credit score, interest rate, risk assessment ext.
	+ Use Appendix 7-8 for Vocab List of terms to go over with during the lesson

**Day 6: Apply for a Loan**

* Pass out scenarios with a given credit history
	+ Appendix 10-11
* Hand out sample loan application and have them fill it out with a given past credit history
	+ Appendix 12

**Day 7: Bank Field Trip**

* Check out a Club vehicle if necessary and be sure to arrange the field trip with the bank prior to going. Take Pictures
* Refer to Bank List
	+ Appendix 15

**Day 8: Advertise**

* Discuss the importance and power of marketing
* Play the guess that Marketing Logo Game
	+ Use the link provided
		- <http://www.guessthelogo.com/logo-games/>

**Days 9-10: Marketing**

* Have them develop a marketing campaign for their product
	+ Business Plan Design Sheet
		- Appendix 13
	+ Include the following
		- Slogan
		- Brand
		- Logo

**Day 11: Guest Speaker**

* College student or professor from U of U School of Business

**Day 12: Write the Business Plan**

* Discuss what a business plan is and how it effects the overall goal of a company
* Show them several business plans from other companies
	+ Have them use the computer lab to do research
* Hand out the sample business plan and have them create their own
	+ Appendix 14

**Day 13-14: Compile Presentation**

* Begin compiling all the information into a formal budget, loan application, and business proposal to tie together with the marketing campaign to pitch to the board.
* They can use Power Point, Tri folds, visual aids, and any other visual medium within reason.

**Day 15: Present The Pitch**

**Additional Resources:**

* Crossword Puzzles <http://www.crosswordpuzzlegames.com/create.html>
* Quizzes <http://www.themint.org/kids/the-truth-about-millionaires.html>
* Quizzes <http://www.themint.org/teens/i-paid-how-much.html>
* handsonbanking.org
* practicalmoneyskills.com
* thirteen.org/finance/games
* <http://pbskids.org/itsmylife/games/boss/>
* <http://www.teachingkidsbusiness.com/how-to-start-your-own-business.htm>
* <http://www.pbs.org/teachers/thismonth/business/index1.html>
* <http://www.yeskidzcan.com/files/SocEntWorkbookJune15.pdf>
* <http://www.allterrainbrain.org/PDFs/ATBActivityGuide.pdf>