

After this, go over the FAQs about Credit Scores listed in the Student Guide. Then, ask the class: *What are some examples of why a good credit score and credit report are important? What are some activities (maybe examples from their Financial Goals/Action Plans) that would require good credit?* Pass out the “How to Improve Your Credit Score” handout. Emphasize how empowering building credit and improving one’s credit score can be, as it opens up many opportunities for financial resilience and stability.

Write the following terms on the whiteboard and explain their meaning: credit limit, late fees, “secured credit cards,” grace period, interest rate. Use the Student Guide for reference. These terms will help prepare participants for the following activity.

## **Facts About Credit**

**Facilitator:**

**Suggested time:** 10-15 minutes

**Materials:** PowerPoint slides; Student Guide p. 103-104; whiteboard; credit card fact or fiction cards

### **Activity:**

This Credit Card Fact or Fiction game is an opportunity to make this workshop more interactive. Similar to the *Checkbook Writing Activity* from Workshop 4, it can be done in-person with printed-out cards or virtually with the PowerPoint slides. There are 10 statements about credit that participants will determine are true or false. The printable cards are located in the Workshop 6 Handouts in the Facilitator Toolkit.

Go through each card (either printed out on each participant’s desk or on the PowerPoint slides). Ask participants to take turns reading their cards to the class. The group will decide whether the statement is true or false. Facilitators should give more detailed information about each one and explain why the sentence is true or false.

### **Card #1:**

When a credit card company sets limits on how much can be charged on a card, it’s based on your ability to handle debt