6–8

Facilitator's Guide

Saving for a Sunny Day

A Teach Children to Save Lesson

TEACH CHILDREN TO SAVE®

ABA FOUNDATION®

WELCOME

Thank you for being a Teach Children to Save volunteer! It is because of volunteers like you that this program has been a success for over two decades. Children need bankers like yourself to share important financial lessons and help get them on the road to financial success. Whether you are a seasoned volunteer or just getting started, you can be sure that your time and effort will pay off!

This guide contains everything you will need to deliver a high-quality lesson that introduces middle school students to the basics of financial decision-making through interactive scenarios and group discussions. The lesson begins with students sharing examples of financial decisions they have observed. They then participate in a "This or That" game, where they make group-based choices involving hypothetical scenarios, including whether to save or spend money in different situations. Throughout, students track their decisions and consider the trade-offs each choice presents. As the lesson progresses, they learn about saving for unexpected "rainy day" expenses and "sunny day" opportunities. You will conclude the lesson by discussing how saving money can provide financial security and help with future expenses and encouraging students to consider keeping the money they save in an account at a bank.

As you review the guide, be sure to add your own notes and personalize the lesson as you see fit. The scripts and directions are provided as a guide, but you have the ability to make it your own based on your own delivery style.

This is a great lesson to use if you are limited on time. It doesn't take long and is easy to implement. If your bank will be working with students in multiple grade levels, consider pairing this lesson with Saving for a Rainy Day for Grades K-2, which has a similar theme and focus.

What's Your Why?

Before stepping in front of a group of children, it can help to remind yourself of WHY you are doing this. Think about your own experiences learning about money (or not) as a young person and what you've seen as an adult. Why is this lesson important for children to have?

IN THIS GUIDE

This Facilitator Guide has information to help you prepare for and deliver the lesson, handouts, and other materials to use when teaching it, and information for you to give to the teacher or host. Here's a breakdown of what you'll find and the purpose of each section.

Overview

This section includes background information to help you understand what will be covered in this lesson.

- **Lesson Summary:** A description of the lesson, including what students will do and learn
- **Recommended Grade Levels:** The grades this lesson targets, although there is some flexibility
- **Time Required:** Guidance about the amount of time the lesson should take to present
- **Objectives:** What students should be able to do at the end of the lesson
- **Key Terms:** Kid-friendly definitions for banking terms you might use during the lesson

Preparation

Get ready to teach the lesson by reviewing the information in this section and preparing any materials you will need.

- **Delivery Options:** Choices you should make ahead of the lesson about how to deliver certain portions
- **Materials:** What you will need in order to conduct the lesson

Delivery

The lesson itself is divided into the following sections with slide-by-slide guidance on what to do or say, but you are welcome to customize it to your presentation style. Consider adding notes before you teach the lesson.

- **Introduction:** Introducing yourself and the lesson to the students
- **Conservation Bingo:** Students seek others to match energy-related descriptions
- **This or That?:** A group decision-making activity
- **Conclusion:** Wrapping up the lesson and thanking the students for their time and attention
- **Virtual Adaptations:** Suggestions for adapting the lesson to a virtual environment

Coordinating with the Teacher or Host

It is important to connect with the teacher or host ahead of time to ensure you are both on the same page and provide details about the lesson.

- **Questions to Ask:** Topics to address ahead of the lesson to make sure it goes well
- **Information for the Teacher or Host:** Details to share, including topics covered in the game

This lesson lasts around 30 minutes. If you have extra time and want to pair this with another lesson, play a few rounds of MS Banking before and after game.

OVERVIEW

Lesson Summary

In this lesson, students learn the basics of financial decision-making through interactive scenarios and group discussions. The lesson begins with students sharing examples of financial decisions they have observed. They then participate in a “This or That” game, where they make group-based choices involving hypothetical scenarios, including whether to save or spend money in different situations. Throughout, students track their decisions and consider the trade-offs each choice presents. As the lesson progresses, they learn about saving for unexpected “rainy day” expenses and “sunny day” opportunities. You will conclude the lesson by discussing how saving money can provide financial security and help with future expenses and by encouraging students to consider keeping the money they save in an account at a bank.

Recommended Grade Level

Grades 6-8.

Time Required

20 to 35 minutes

Objectives

At the end of this lesson, students will be able to:

- Identify choices individuals make about spending or saving money.
- Analyze factors that influence financial decisions in a given scenario.
- Share examples of “rainy day” and “sunny day” savings.
- Describe how having money in savings can make some financial decisions easier.

Key Terms

- **Bank Account:** A place where you can keep your money safe, managed by a bank, so it is not as easy to spend quickly
- **Budget:** A plan for how you will spend and save your money over a certain period of time
- **Consensus:** When everyone in a group agrees on a decision or goes with the majority choice if they can’t all agree
- **Expense:** Something you spend money on, like buying lunch or paying for an event
- **Financial Decision:** A choice about how to use money, such as whether to spend or save it
- **Pros and Cons:** The good and bad points of a choice
- **Rainy Day Savings:** Money set aside for unexpected expenses or emergencies, like fixing something that breaks or paying for an extra cost
- **Savings:** Money that you do not spend right away and keep for future needs or goals
- **Sunny Day Savings:** Money saved for special or fun opportunities that come up unexpectedly, like going on a trip or buying something special
- **Trade-Off:** Giving up one thing to get something else. For example, if you spend money on a game, you might not have enough for a snack late

My Notes

Come back and add notes about how this lesson went after you deliver it. That way you'll have them to look back on if/when you have the opportunity to teach it again.

PREPARATION

Delivery Options

This lesson offers several delivery options. Review the presentation steps and decide what will work best for you based on your personal preferences, the age of the students, and the time you have available.

This or That?

The lesson centers around an activity in which students select options as a group. If you prefer to conduct this activity as a whole-group session, invite students to share their "This or That" responses by moving to one side of the room or another, as directed. If you don't want that much movement, students can stand or sit to show their responses.

Materials

- ❑ **Saving for a Sunny Day PowerPoint Slides** (Coordinate how to display this in advance.)
- ❑ **This or That Handout** (Print one copy per group of 3 to 4 students.)
- ❑ **Information for the Teacher or Host** (Bring a copy or provide the electronic version.)

DELIVERY | Introduction

SLIDE 1

Introduce yourself to the class. Say, **“Hello. My name is Ms./Mrs./Mx./Mr.   .”** (Students generally address adults in school settings as Ms./Mrs./Mx./Mr. Most use their last name.)

Say, **“I’m here today as a volunteer from (Bank Name). Today we’re going to learn about making financial decisions.”**

Take Note

Have you noticed that the lesson’s script is in bold and in quotations? Feel free to use this during the lesson or make it your own. You can adjust what you say to fit your personal style of speaking or presenting.

SLIDE 2

Say, **“Before we start, I’d like to get an idea of what financial decisions you are familiar with.”**

Ask, **“What choices can you think of that people make about money?”**

Accept several student responses if any are offered.

DELIVERY | Introduction

SLIDE 3

Say, **"Financial decisions can be like other choices we make. We have two or more choices, and we need to decide between them."**

Say, **"Imagine you are out to eat. You heard their chicken nuggets are really good, but you've really been craving macaroni and cheese. Then again, it has been a while since you had a cheeseburger."**

Ask, **"Which one would you choose?"**

Tell students to raise their hands for their selection and count the number of responses for each.

SLIDE 4

Say, **"If you choose to get the chicken nuggets, does that mean that people who picked the macaroni and cheese or the cheeseburger made the wrong decision?"**

Discuss student responses and emphasize that people often make different decisions. As is the case with many financial choices, this one doesn't have a right or wrong answer.

Say, **"Imagine this was a "family style" restaurant meaning that you order one thing for the whole table. So, if you ordered cheeseburgers, they'd bring one for each person at the table."**

Ask, **"Do you think this decision would be harder or easier to make as a group where you'd all need to agree on what menu item to choose?"**

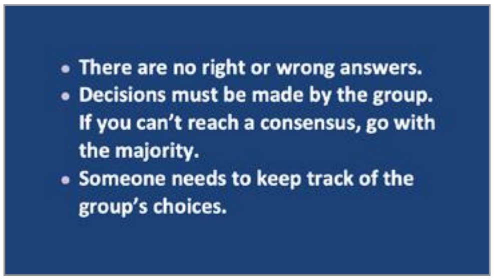
Accept several student responses.

DELIVERY | This or That?

SLIDE 5

Say, **"We are going to play a game of 'This or That' and make decisions as a group. To do that, I first need you to get into groups of three to four people."**

Allow time for students to form groups.



SLIDE 6

Say, **"I am going to share a series of situations and decisions that your group needs to make."**

Click to reveal each bullet and say the following:

- **"As with the menu question, there are no right or wrong answers for any of these decisions."**
- **"Your decisions must be made as a group. If you can't reach a consensus — meaning you can't all agree on the answer, go with the majority."**
- **"Pick someone in your group to keep track of each of your choices."**

SLIDE 7

Say, **"Imagine your class won a schoolwide contest. You have a choice of prizes — a pizza or taco party."**

DELIVERY | This or That?

SLIDE 8

Ask, **"Which one would you select?"**

Say, **"Take a moment to discuss the choice as a group. Follow the rules of the game. You need to all answer the same or go with the majority."**

Allow time for students to reach a decision. Call on several groups to share their responses and the factors they considered.

SLIDE 9

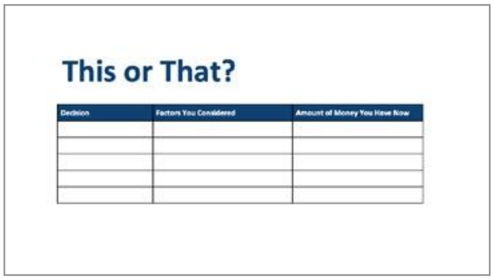
Say, **"This next decision is a bit different. It is a financial choice. Imagine that it is your birthday, and you've received $50 from family and friends."**

SLIDE 10

Ask, **"Do you set it aside for something special, or do you use it to buy some small items or treats for yourself and friends?"**

Say, **"Take a moment to discuss the choice as a group. What are the pros and cons of each option?"**

DELIVERY | This or That?



SLIDE 11

Distribute a copy of the **This or That?** Handout to each group.

Say, **"I just handed a decision tracker to each group. Once you have reached a decision, write it down along with one or more factors your group considered when making the decision."**

Ask, **"If you chose to save the money, what do you think you put in the 'Amount of Money You Have Now' column?"**

Listen for the correct answer ($50) and acknowledge it.

Ask, **"If you spent the money, what would you put there?"**

Acknowledge anyone who says $0 for providing the correct answer.

SLIDE 12

Say, **"Let's consider the next decision."**

Say, **"You have a chance to work at a weekend community event, earning $20."**

SLIDE 13

Ask, **"Do you take the job, or spend the weekend relaxing with friends?"**

Say, **"Once you have made your decision, be sure to take note of factors you considered and how much money your group now has after this decision."**

DELIVERY | This or That?

SLIDE 14

Say, **"It's a hot Saturday afternoon, and you're invited to a water park with friends. It costs $15 for admission and snacks."**

SLIDE 15

Ask, **"Do you join them for a fun day or skip the outing to save for bigger plans, even if it means missing out?"**

Say, **"Each time you make a decision, make sure you keep track of it. I won't be reminding you each time."**

SLIDE 16

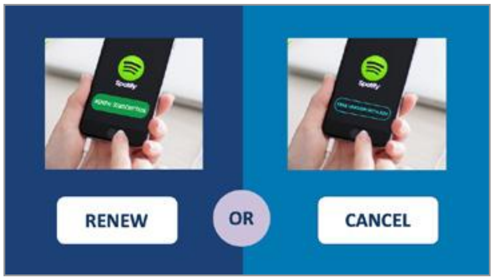
Say, **"Let's do a quick check-in. When I call on your group, someone should announce the amount of money your group has right now."**

Call on each group to answer the question. Comment, if desired, on the groups' similarities and/or differences.

DELIVERY | This or That?

SLIDE 17

Say, **"Time for another decision. You have a subscription to a streaming service, but it's $10 per month. Your parents ask if you want to keep paying for it."**



SLIDE 18

Say, **"Do you continue the subscription, enjoying the convenience, or cancel it and only get the free content?"**

SLIDE 19

Say, **"Your friends are planning to go out for ice cream after school, and it will cost about $10 for a sundae."**

SLIDE 20

Ask, **"Do you join them in getting ice cream, go but not eat anything, or skip the outing altogether?"**

DELIVERY | This or That?

SLIDE 21

Say, **"Your headphones suddenly stop working on one side. It will cost $15 to get them repaired."**

SLIDE 22

Ask, **"Do you pay to get them fixed, or do you manage with only one working side, knowing you might have to replace them later?"**

SLIDE 23

Say, **"Let's do a quick money check. When I call on your group, one person should share how much money your group has now."**

Take note of which groups, if any, have less than $50 remaining.

DELIVERY | This or That?

SLIDE 24

Say, **“This is the last decision. Friends invite you to go to an amusement park. A one-day ticket costs $50.”**

SLIDE 25

Ask, **“Do you have the money to go? If so, will you use your money for that or pass on the invitation?”**

Say, **“Again, make a decision as a team. If you have less than $50, your decision is an easy one.”**

SLIDE 26

Ask, **“Which groups had enough money left to afford the trip to the amusement park?”**

Call on any groups with enough money left and ask them what choices they made along the way that meant they had at least $50 at the end.

SLIDE 27

Ask, **“Would you have made different choices if you had known about the trip earlier in the process?”**

Listen to student feedback and ask them for specific examples of decisions they would have changed if they knew this was coming. If desired, allow time for students to talk about this in their groups and report back on their discussions.

DELIVERY | This or That?

SLIDE 28

Ask, **“Have you ever heard people say that they are saving for a rainy day? What do you think they mean by that?”**

Say, **“Most people save for a rainy day for unexpected expenses that are unpleasant. These include things like…”**

Click to reveal each example, and read them aloud:

- **“headphones not working,**
- **water spilled on your controller,**
- **your soccer cleats wearing out before the season is over,**
- **or cracking the screen on your phone and needing to get it fixed or replaced altogether”**

Say, **“None of these are desirable expenses and so we think of them as ‘rainy days.’”**

SLIDE 29

Say, **“The final choice in our activity was unexpected, too, but it was a good event. Things like this happen all the time, too. I like to think of this as “Saving for a Sunny Day.”**

Ask, **“What other examples of ‘sunny days’ can you think of — unexpected expenses or opportunities that you might save for without knowing what they will be?”**

DELIVERY | Conclusion

SLIDE 30

Ask, **"If you have money that you've been saving, how does that sway your decisions when you have a rainy or sunny day?"**

Accept responses from several students.

Say, **"Just remember that you can't spend all your savings on 'sunny days' or you risk not having anything left for the rainy ones."**

SLIDE 31

Say, **"Before we finish, let's talk for a minute about how you might go about saving money."**

Ask, **"If you don't want to spend all of the money you have saved before you really need it, where might you keep it?"**

Call on students to share ideas.

Say, **"Saving money in an account at a bank is a great way to keep the money you are saving safe. Not having it sitting at home or in your wallet also makes it a little easier to not just spend it all without thinking about it."**

SLIDE 32

Thank the students for letting you come to their class and for paying attention and listening.

Tell students you've enjoyed being with them and talking about reasons to save money. Let them know that you hope to see them bringing their rainy and sunny day savings to the bank someday.

DELIVERY | Virtual Adaptations

This section provides suggestions for delivering this lesson in a virtual format in which the banker is presenting the lesson using a video conferencing tool such as Microsoft Teams or Zoom. The recommendations presume that the students are together with the teacher in a classroom and they can view both the banker and the presentation on a screen or television. Ideally, a camera should also be focused on the classroom so the banker can see the students. Further adaptations will be required if everyone (presenter, teacher and students) participates virtually from their own location.

Section	Virtual Adaptation
Introduction Slides 1–4	If you are facilitating virtually, double check to ensure the sound is enabled. Show the video by sharing your screen on a video conferencing platform (e.g. Zoom).
This or That? Slides 5–29	If you are at a distance and the students are in person, ask the educator to form the groups and select students to reply, as they are called upon.
Conclusion Slides 30-32	No adaptations are needed.

Group Name:________________________________

This or That?

Keep track of your group's decisions as you make them.

Decision	Factors You Considered	Amount of Money You Have Now

Questions to Ask

Coordinating with the Teacher or Host

Connect ahead of time to get answers to the questions below.

GENERAL QUESTIONS	ANSWERS
How many students do you expect to participate?	
Would you like me to send you a copy of the lesson and the educator materials in advance?	
What is the best way for me to show PowerPoint slides (i.e., send them to you in advance, bring them on a jump drive, connect my own laptop, etc.)?	
Several times during the lesson, I will call on students to answer questions or volunteer to be part of the lesson. Would you prefer to select students to respond, or should I?	
If students lose focus, how would you like me to get their attention? Should I use a call-and-response phrase such as “1-2-3 eyes on me” or will you step in?	

ACTIVITY QUESTIONS	ANSWERS
Ask the questions that pertain to your plans for each activity.	
• **Groups:** Do you want to pre-assign students to groups or let them choose their own??	

Information for the Teacher or Host

Thank you for hosting a Teach Children to Save lesson!

The information below provides additional background information for you as the educator or program leader.

Saving for a Sunny Day: A Teach Children to Save Lesson for Grades 6-8

In this lesson, students discover the basics of financial decision-making through interactive scenarios and group discussions. The lesson begins with students sharing examples of financial decisions they have observed. They then participate in a “This or That” game, where they make group-based choices involving hypothetical scenarios, including whether to save or spend money in different situations. Throughout, students track their decisions and consider the trade-offs each choice presents. As the lesson progresses, they learn about saving for unexpected “rainy day” expenses and “sunny day” opportunities. The volunteer will conclude the lesson by discussing how saving money can provide financial security and help with future expenses and by encouraging students to consider keeping the money they save in an account at a bank.

Objectives

At the end of this lesson, students will be able to:

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Suggested Extension Activities

1. Use the Savings Overlap Exit Ticket as a check for understanding following the lesson.
2. Read a short story or excerpt from a book featuring a young character making financial choices (e.g., "A Chair for My Mother" by Vera B. Williams or the poem "Smart" by Shel Silverstein) and discuss the character's decisions.
3. Pose math problems in which students calculate the cost of spending versus saving, factoring in options such as discounts or interest.
4. Invite students to write a short story about a character facing financial decisions, showing the character's process in choosing to save or spend and the factors they considered when making their decision.
5. Divide students into small groups and challenge them to create skits based on different financial scenarios discussed in the lesson or those of their own creation, focusing on presenting the choices and outcomes.
6. Assign students to research and present on a type of "rainy day" or "sunny day" savings event. They can interview family members about an unexpected expense or opportunity and share what they learned about planning for such events.

Connection to National Standards

This lesson addresses the following national standards:

National Standards for Personal Financial Education from the National Jump$tart Coalition and Council for Education:

III. Saving 8-1 People save money for many different purposes, including large purchases such as cars and homes, education costs, retirement, and emergencies.

III. Saving 8-2 Savings decisions depend on individual preferences and circumstances, and can impact personal satisfaction and financial well-being.

Name:______________________________

Savings Overlap Exit Ticket

What does saving for a “rainy day” and saving for a “sunny day” have in common? What are examples of each?