K–2

Facilitator's Guide

Saving for a Rainy Day

A Teach Children to Save Lesson

TEACH CHILDREN TO SAVE®

ABA FOUNDATION®

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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 2 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 teaches children about setting savings goals and dividing the money they have based on its purpose. The lesson begins with a discussion of reasons people save money and an introduction to setting savings goals. Students will be invited to identify their own personal savings goals. After that, you'll teach children about rainy day funds, reasons people have them, and the value of keeping money separated by purpose. If time allows, students can create labels that they can take home and affix to jars for spending, saving (goals and rainy days), and giving. At the end, you will point out that another place to keep money safe is 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.

If you expect to have students from different grades or levels, this is a great lesson to use. It doesn't require specific math or reading knowledge and is very flexible.

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?

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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
- **Setting Savings Goals:** An introduction to savings goals
- **Rainy Days Ahead:** Learn why people "save for a rainy day"
- **Money Jars Activity:** Students color labels they can take home (optional)
- **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 potential extension activities

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OVERVIEW

Lesson Summary

In this lesson, students learn about setting savings goals and dividing the money they have based on its purpose. The lesson begins with a discussion of reasons people save money and an introduction to setting savings goals. Students will be invited to identify their own personal savings goals. After that, you'll teach children about rainy day funds, reasons people have them, and the value of keeping money separated by purpose. If time allows, students can create labels that they can take home and affix to jars for spending, saving (goals and rainy days), and giving. At the end, you will point out that another place to keep money safe is at a bank.

Recommended Grade Level

Kindergarten to second grade

Time Required

20 to 40 minutes

Objectives

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

- Describe reasons people save money
- Share a personal savings goal
- Explain why people save money for unexpected expenses

Key Terms

- **Rainy day fund:** Money that is being saved for unexpected events, also known as an emergency fund
- **Savings:** Setting something aside — such as money — to use in the future
- **Savings goal:** The reason a person is saving money

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.

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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.

Setting Savings Goals

The lesson begins with an introduction to the reasons people save. Decide in advance if you will use the images on the slides as your only examples or if you will bring other props, such as a piggy bank. This section of the lesson can also be made more interactive by providing one or more coins to students who volunteer to answer questions and then directing them to place them in the piggy bank. If a colleague joins you, handing out the coins and carrying the piggy bank around to students would be a good way to involve them in the lesson.

Rainy Days Ahead

Young children respond well to the use of props and visual aids. You can have fun with this part of the lesson by bringing in various rainy day supplies such as a rain jacket or poncho, boots, an umbrella, etc.

Coordinate in advance with the teacher or host to see if there will be enough time for students to complete the **My Personal Savings Goal** activity while you are there. If so, ask what drawing supplies you can expect students to have access to during the lesson and if the children will need to relocate in order to complete it. For example, with younger students, you might start the lesson with students sitting on the floor. To complete this portion of the lesson, they would likely need to return to their desks.

Money Jars Activity

In this activity, students will complete and color labels to create their own money jars. This will take additional time and supplies. Be sure to coordinate with the teacher or host about the availability of drawing or coloring supplies in advance. If not used while you are there, you can leave copies of this handout for students to do later.

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Materials

Saving for a Rainy Day PowerPoint Slides (Coordinate how to display this in advance.)

Demonstration props (These are optional but encouraged as they will make the lesson more fun and engaging for young students.)

- Piggy bank with a few coins already inside
- Extra coins to place in the piggy bank
- Rainy day supplies, such as a raincoat, poncho, hat, and/or umbrella
- Four clear jars or plastic containers labeled ahead of time with the **Money Jar Labels**

(Consider using a variety of jars and container styles and sizes to show various options.)

My Personal Savings Goals (1 copy per student — optional)

Money Jar Labels (1 copy per student — optional)

Information for the Teacher or Host (Bring a copy or provide the electronic version. Be sure to include the Choices at Home handout.)

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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 explore things people do with their money."**

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.

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DELIVERY | Setting Savings Goals

SLIDE 2

If you brought a piggy bank to use as an example, show it now along with the piggy bank on the slide.

Say, **"Raise your hand if you can tell me what this is and how someone might use it."**

Accept several student answers.

Confirm that it is a piggy bank with money inside.

Say, **"People put money in piggy banks and other containers that they are saving."**

Ask, **"Why do you think people put the money they are saving into a piggy bank or other container?"**

Call on several students to share their answers.

Share additional reasons and examples, as desired, to ensure student understanding.

- Keeping money in a piggy bank or a jar is safer than keeping it in other places.
- Money left in a pocket, for example, might be lost in the wash.
- If you set your money down in your room, it might get lost or mixed in with other things.

Say, **"Having a special place to keep your money is a great idea."**

Coins for Answers Option

Consider increasing student participation by giving a coin to each person who answers a question and inviting them to place it in the piggy bank.

SLIDE 3

Ask, **"Have you ever saved money in a piggy bank or another safe place?"**

Invite several students to share where they have saved money and why.

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DELIVERY | Setting Savings Goals

SLIDE 4

Say, **"I just heard some of you share what I like to call a 'savings goal' — when you save your money to try, buy, or do something."**

Say, **"Here are some examples of different savings goals."**

Ask, **"Are any of these savings goals you might have? If not, who do you think might want to save for these things?"**

Share potential reasons people might save for one or more of the examples, such as:

- Someone who loves to play baseball might save for a new baseball glove or a new bat.
- If you like to play video games, you might save money for a new game, controller, or even a new console.
- Perhaps you want a pair of shoes that your family doesn't want to buy, so you might save money to get them yourself.
- Maybe you love playing with a certain type of toy, like LEGO® bricks*, and you want to buy more.
- Savings goals aren't just for things. Going to an amusement park, movie, or concert could be a savings goal.

Reinforce that people often have very different savings goals.

Say, **"Your savings goal might be different than your friend's savings goal, and that is okay. In fact, most people will have different savings goals because their interests are different. Your savings goals often change over time. My savings goals now as an adult, for example, are very different than they were at your age."**

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DELIVERY | Setting Savings Goals

SLIDE 5

Ask, **"Does anyone know why we call these savings goals?"**

Accept several student answers then reinforce that savings goals give us something to aim for and reach — just like in sports like basketball, soccer, hockey, football, etc.

SLIDE 6

Say, **"Naming our savings goals and reminding ourselves of them can help us stay focused on our goals."**

SLIDE 7

Ask, "**What are some savings goals you might set?"**

If time allows, distribute a My Personal Savings Goal activity sheet to each student and invite them to draw a picture or write about a personal savings goal. Invite students to share the savings goals they illustrated or wrote about.

> If using rainy day items as props for the next part of the lesson, get them out and/or put them on as this portion of the lesson concludes. For example, put on a rain jacket or poncho, hold an umbrella, or have a pair of rain boots nearby.

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DELIVERY | Rainy Days Ahead

SLIDE 8

Ask, **"Does anyone know if it is going to rain later today or tomorrow?"**

If using them, point out your "rainy day" gear. For example, say, **"I'm wearing my trusty poncho, and I have my umbrella ready in case I need it."**

SLIDE 9

Say, **"If you ask some people what they are saving their money for, they might tell you they are saving for a rainy day. In fact, they might even call it their rainy day fund. This is just a saying, though. It doesn't mean they are saving for an actual rainy day."**

SLIDE 10

Ask, **"Have you ever heard someone say that it is raining cats and dogs outside?"**

Say, **"When people use this saying, they don't mean cats and dogs are actually falling from the sky, do they? No. They mean, it is raining really hard."**

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DELIVERY | Rainy Days Ahead

SLIDE 11

Say, **"So, when people say they are saving for a rainy day they aren't saving for umbrellas or rain boots. Instead, what they mean is that they are saving for something unexpected."**

SLIDE 12

Ask, **"Here's an example of what could be considered a 'rainy day' or an unexpected event. What do you think this is showing?"**

Accept student responses and clarify, as needed, that this shows a cell phone with a broken screen.

Say, **"People accidentally drop their phones and break the screen, but they can't predict when — or where — that will happen."**

Explain that if the screen on your cell phone shatters, you will need to pay to fix the screen or buy a new phone.

Say, **"People don't plan to drop their phone, so needing to fix it would be an unexpected cost."**

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DELIVERY | Rainy Days Ahead

SLIDE 13

Say, **"If a person has a rainy day fund, they can use that money to pay for these unexpected costs. But what would happen if they don't have a rainy day fund?"**

Ask, **"What would happen if someone didn't have a rainy day fund?"**

Accept student responses and share additional reasons, such as:

- Use money being saved for something else.
- Not use the phone until they save up the money to fix it.
- Borrow the money to fix it and then earn more money to pay that back.

Say, **"Just like it is a good idea for adults to have a rainy day fund, kids can save for a rainy day, too."**

Share examples of reasons young people might save for a "rainy day" such as fixing or replacing something that is damaged. If possible, share a personal anecdote or story. Examples might include:

- Bike gets a flat tire and needs to be replaced
- Dog chews your shoes and you need a new pair
- Lose something you borrowed from a friend or relative and need to replace it
- Video game controller stops working and you need a new one

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DELIVERY | Rainy Days Ahead

SLIDE 14

Say, **"Rainy days aren't all bad. They can be good, too. Without rain, lots of flowers and food wouldn't grow."**

SLIDE 15

Say, **"Sometimes you might want money to pay for something unexpected that is good. For example, a friend might invite you to go somewhere that will cost money. You might decide you want to buy a gift for a friend or a loved one. These are other ways to use money in your rainy day fund."**

SLIDE 16

Say, **"When you are saving for more than one reason, it is a good idea to divide your money. You should also keep your spending money separate from the money you are saving. If you set money aside to give to others, this can also go in a different place."**

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DELIVERY | Money Jar Activity

SLIDE 17

Say, **"You don't need anything fancy or even to spend any money to separate your money. You can do it by simply using containers you have at home."**

SLIDE 18

Say, **"We're going to create labels that you can use once you locate jars or other containers at home."**

Distribute a copy of the **Jar Wraps Activity Sheets** to each student. Point out the different labels and explain how each might be used:

- **Savings goal:** Something you plan to buy or do in the future
- **Rainy day fund:** Money for an unexpected event
- **Spending:** Ordinary purchases
- **Giving:** Money you plan to donate or share with others in some way

Direct students to fill in the blank on the savings goal label with a savings goal they identified earlier or another one.

If time allows, students can color and cut out the labels. If not, this can be done later or taken home to complete. If you have a set that you made ahead of time to demonstrate, show them to the students as an example of what the finished project will look like.

> **IDEA!** Ask if you can take photos of some of the students' work to share with colleagues and/or on social media. Avoid taking photos of the students themselves to avoid privacy concerns.

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DELIVERY | Conclusion

SLIDE 19

Ask, **"Have you ever heard of a bank?"**

Say, **"Another place where many people keep their money safe is at a bank. Money in the bank isn't just safe from things like being stolen or lost. When you keep money at home in an easy-to-access location, you might be tempted to spend it rather than save it."**

Say, **"If you are interested in keeping your money in a savings account at a bank, the best place to start is by talking to your parent or guardian about your options."**

SLIDE 20

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

Remind students that no matter what they plan to do with their money it is always a good idea to keep it somewhere safe.

Let them know that you hope to see them someday — perhaps bringing the money they have saved to the bank.

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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	Ask the teacher to provide a brief introduction and then introduce yourself.
Setting Savings Goals Slides 2 – 7	Rather than calling on students for answers to the various questions, ask the teacher to select students and share their responses.
Rainy Days Ahead Slides 8 – 16	Use the slides or stop sharing your screen during this portion so students can see your image full screen. This approach will work best if you make use of multiple props to increase student engagement. If students complete the **My Personal Savings Goal** activity sheet in class, ask the teacher to facilitate calling on student volunteers to share their goals.
Money Jars Activity Slides 17 – 18	Provide a digital version of the **Money Jars Labels** to the teacher or host in advance. Ask them to make 1 copy for each student and distribute them when directed in the lesson. Request that they help students during the coloring process and call on several students to share their completed labels. Another option is to ask the teacher or host to complete this activity with the students later.
Conclusion Slides 19 – 20	No adaptations are needed.

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Name: ______________________________

My Personal Savings Goal

Draw a picture or write about a reason you might save money to use in the future.

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Money Jar Labels

Color each label and fill in the blanks. Cut them out and attach them to jars or containers you find at home.

Savings for a Goal

Savings for a Rainy Day

Spending

I might spend money on ____________.

Giving

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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.

- **Rainy Days Ahead:** Should the students complete the **My Personal Savings Goal** activity sheet or just share ideas aloud? If so, should they be expected to draw or write about their goal?

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Information for the Teacher or Host

Thank you for hosting a Teach Children to Save lesson!

The information below and the handouts on the pages that follow provide additional background information for you as the educator or program leader. Feel free to use any of the suggested extension activities as a way for further understanding of the lesson and/or as a means of assessing student understanding.

Saving for a Rainy Day: A Teach Children to Save Lesson for Grades K to 2

In this lesson, learn about setting savings goals and dividing the money they have based on its purpose. The lesson begins with a discussion of reasons people save money and an introduction to setting savings goals. Students will be invited to identify their own personal savings goals. After that, the volunteer will teach children about rainy day funds, reasons people have them, and the value of keeping money separated by purpose. If time allows, students can create labels that they can take home and affix to jars for spending, saving (goals and rainy days), and giving. At the end, the volunteer will point out that another place to keep money safe is at a bank.

Objectives

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

- Describe reasons people save money
- Share a personal savings goal
- Explain why people save money for unexpected expenses

Key Terms

- **Rainy day fund:** Money that is being saved for unexpected events, also known as an emergency fund
- **Savings:** Setting something aside — such as money — to use in the future
- **Savings goal:** The reason a person is saving money

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Suggested Extension Activities

1. Direct students to complete the **Clear and Cloudy Exit Ticket** to gauge student comprehension of the lesson and identify any gaps in understanding.
2. Read a book that reinforces the importance of saving money and/or features a character who saves their money, such as:
   - *Bunny Money* by Rosemary Wells
   - *A Chair for My Mother* by Vera B. Williams
   - *Curious George Saves His Pennies* by Margaret and H.A. Rey
   - *Just Saving My Money* by Mercer Mayer
   - *Rock, Brock, and the Savings Shock* by Sheila Bair
   - *Save It!* by Cinders McLeod.
3. Explore the concept of savings accounts and encourage students to discuss them with their families.
4. If you use a token economy system in your classroom (i.e., students earn coins or points or objects for good behavior), consider ways students can choose to save these for larger "purchases" in the future.

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 4-1 When people save money, they are choosing not to spend money today to be able to buy something in the future.

III. Saving 4-2 A savings plan is a plan for setting aside money to pay for a future need, goal, or emergency.

III. Saving 4-3 People differ in their values and attitudes about saving.

III. Saving 4-4 Safety and ease of access are factors to consider when deciding where to keep savings.

VI. Managing Risk 4-3 One way to cope with unexpected losses is to save for emergencies.

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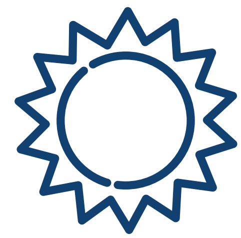
Name: ______________________________

Clear & Cloudy Exit Ticket

Clear



Tell me one thing you understand from today's lesson.

____

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____

____

Cloudy

Tell me one thing you need more help to understand.

____

____

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