3–5

Facilitator's Guide

Unlocking Savings

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 students to the basics of saving money through a breakout or escape room-style activity. You will guide students as they solve puzzles and problems related to saving money. Students will meet Gabriella, a fourth grader who earns an allowance by doing chores, and will help her make better saving decisions. Throughout the lesson, students will discuss the importance of saving, how to set savings goals, and discover practical tips for saving money. They will engage in interactive activities, such as solving mazes and unlocking locks, to reinforce their understanding. By the end of the lesson, students will have a clearer understanding of how to save money and set achievable savings goals.

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 lesson can be delivered in several ways. Be sure to check out the delivery options ahead of time to pick the one that is right for you.

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
- **Unlock Savings:** An escape room-style 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 potential extension activities

OVERVIEW

Lesson Summary

In this lesson, students are introduced to the basics of saving money through a breakout or escape room-style activity. You will guide students as they solve puzzles and problems related to saving money. Students will meet Gabriella, a fourth grader who earns an allowance by doing chores, and will help her make better saving decisions. Throughout the lesson, students will discuss the importance of saving, how to set savings goals, and discover practical tips for saving money. They will engage in interactive activities, such as solving mazes and unlocking locks, to reinforce their understanding. By the end of the lesson, students will have a clearer understanding of how to save money and set achievable savings goals.

Recommended Grade Level

Grades 3 to 5

Time Required

30 to 40 minutes

Objectives

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

- Define savings.
- Share why saving money is important.
- Describe various methods of saving money.
- Set a simple savings goal.
- Describe the benefits of saving for future needs and wants.

Key Terms

- **Allowance:** Money given to children on a regular basis, sometimes tied to doing chores or helping out at home
- **Chores:** Jobs or tasks done around the house, like washing dishes or taking out the trash
- **Deposit:** Money put into a bank account
- **Emergency fund:** Money that is saved for an unexpected or important need
- **Interest:** Extra money you get for keeping your money in a savings account
- **Piggy bank:** A container, often shaped like a pig, where you can save your coins and small amounts of money
- **Saving:** Keeping something, such as money, to use later
- **Savings account:** A way to keep your money safe at the bank and earn a little extra money called interest
- **Savings goal:** Something you want to save money for, like a toy, a game, or something special
- **Withdrawal:** Money taken out of an account

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 resources you will have access to, and the amount of time you have available to prepare.

Unlock Savings

The lesson is based on the popular concept of escape rooms. As such, it involves solving a series of clues and puzzles. There are three ways to facilitate this process with students. Review the options below and select those that will work best for you and your situation.

- **Stick to the Slides:** The simplest version is to use only the slides. Students will solve the puzzles, and you will let them know if/when their answer is correct.
- **Go Online:** Use this Google Form to read clues and enter results. You will not be able to move ahead until the correct answer is entered. Be sure to go through the Google Form at least once on your own in advance of the lesson to make sure you know what to expect.
- **Use Combination Locks:** If you want to increase student engagement in the lesson, you can use physical combination locks with either the slides or the Google Form. The lesson calls for two dif ferent types — one with letters and one with numbers. Before conducting the lesson, you will need to set the combination on each lock to the provided solutions. This is a relatively simple process, but it will take time to prepare. See the **Materials** section for additional details on the locks that are needed, and use the callout boxes in the **Delivery** section for facilitation instructions.

Materials

- ❑ **Unlock Savings PowerPoint and/or Google Form** (Coordinate how to display this in advance.)
- ❑ **Combination locks** (Optional.)

  4-number lock with the code set to 6087

  4-letter lock with the code set to BEAR
- ❑ **Completion Signs** (Optional for students to hold up for a photo at the end of the lesson.)
- ❑ **Information for the Teacher or Host** (Bring a copy or provide the electronic version. Be sure to include the Savings Advice Exit Tickets.)

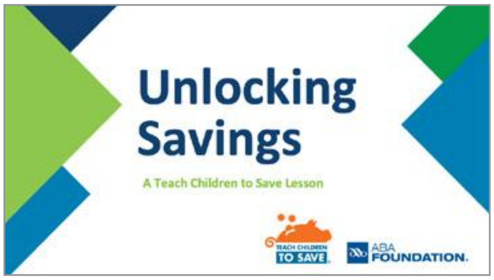
Using Combination Locks:

The four-number and four-letter locks referenced in this lesson are readily available online and in retail stores, such as Walmart, Target, Home Depot, and Lowes. Before purchasing, make sure you are able to set your own code. In the case of the four-letter lock, check that the letters you need are available (BEAR). For assistance locating the locks you need, please contact the ABA Foundation's Teach Children to Save Coordinator at **CommunityEngagement@aba.com**

Background Information

This lesson features elements of an "escape room" or "breakout" activity. It is intended to be an interactive and engaging challenge where participants work together to solve puzzles, find clues, and complete tasks within a set time frame to achieve a specific goal. These activities simulate the experience of being "locked" in a room and needing to use teamwork, critical thinking, and problem-solving skills to "escape" or unlock a final objective. In the context of our lesson, "Unlocking Savings," students will help a fictional character, Gabriella, navigate various savings-related puzzles and tasks, promoting collaboration and reinforcing key financial concepts in a fun and dynamic way. For the purpose of this lesson, the time limit is omitted to allow for instruction to take place during the lesson.

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 do a breakout or escape room-style activity."**

SLIDE 2

Ask, **"Have you ever participated in a breakout or escape room activity before?"**

Accept several student answers.

If needed, explain that these activities involve solving puzzles and problems. They typically involve a team of players working together to discover clues, solve puzzles, and accomplish tasks to escape a room or open a locked box.

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.

DELIVERY | Unlock Savings

SLIDE 3

Say, **"The name of our breakout is called 'Unlock Savings.'" Before we solve any problems, let's see who we are helping."**

Google Form Version

If you plan to read the clues and enter the solutions in the Google Form version, click the safe while viewing the slides. This should open the Google Form in a browser window.

SLIDE 4

Read, **"Gabriella is a fourth grader at Downtown Elementary School. She's one of the nicest kids you'll ever meet! She is a great friend and is always happy. She loves animals and riding her scooter."**

SLIDE 5

Read, **"Every week Gabriella does chores at home. She makes her bed and cleans her room. After dinner, she loads the dishwasher and wipes off the table. On the weekends, she vacuums and helps fold the laundry."**

Ask, **"Do any of you do chores at home?"**

Acknowledge students' answers. If desired, share a chore you were responsible for doing when you were their age.

DELIVERY | Unlock Savings

SLIDE 6

Read, **"When all of her chores are done for the week, Gabriella's parents give her an allowance."**

Ask, **"Who can tell me what an allowance is?"**

Explain that an allowance is money children receive from their parents or guardians. Some families pay their children an allowance and some do not. Some children need to do chores for their allowance. Others do not. Reinforce that every family handles allowances differently.

SLIDE 7

Read, **"When Gabriella gets her allowance, she always thinks about saving some of it. She knows that saving money is a good idea, but she seems to end up spending it instead."**

SLIDE 8

Ask, **"Do you think of yourself as more of a saver or a spender?**

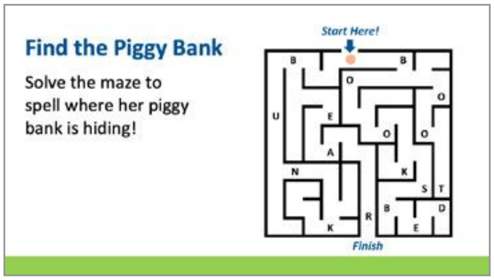
Say, **"Hold up one finger if you are more of a saver or two fingers if you think you are more of a spender."**

Comment on student responses, by saying, **"I see most of you think of yourselves as savers," or "It looks like we have a pretty good mix of savers and spenders in this group."**

DELIVERY | Unlock Savings

SLIDE 9

Read, **"Gabriella needs our help to become a better saver! To start, can you help Gabriella find her piggy bank? Her room is a mess."**



SLIDE 10

Say, **"We need to solve the maze to spell where her piggy bank is hiding."**

Call on a volunteer to come to the front and help solve the maze, or direct students to work with a partner to solve it.

If needed, let them know the solution is the series of letters along the answer's path.

DELIVERY | Unlock Savings

SLIDE 11

Ask, **“Think we can open this lock?”**

Determine which solution you will try:

- Use what the volunteer provides.
- Call on a pair of students to share their answer.
- Gather responses from the class, and take a vote for the best answer.

Try the selected solution. If needed, try others until the correct one is used (BEAR).

Combination Lock

If available, try the solution provided by the student on a physical version of a four-letter lock. Make sure the letters are scrambled before trying the combination.

Allow one or more students to adjust the dials. For example, one volunteer can move the first dial, another the second, and so on. Be sure to check the code before trying to unlock it, or ask a volunteer to make sure it is “dialed in” correctly.

Exaggerate the “unlocking” of the lock with a comment such as, “Let’s see if this works?”

DELIVERY | Unlock Savings

SLIDE 12

Confirm the answer is correct and compliment the students on solving the clues.

SLIDE 13

Read, **"Congratulations! You helped Gabriella find her piggy bank! If Gabriella can easily see her piggy bank, she will have an easier time adding money to it when she earns her allowance."**

Say, **"Some people might ask where you keep your money at home, but I will not. Does anyone have a guess about why I won't ask you that?"**

Explain that where you keep your money is private information and only the people who need to know that information should have it. Not sharing where our money is kept helps to keep it safe.

DELIVERY | Unlock Savings

SLIDE 14

Read, **"If Gabriella wants to keep her money extra safe, she should take it to the bank and deposit it in a savings account."**

Say, **"Let's make sure everyone knows what this means. A savings account is an account offered at a bank. It keeps your money safe. You can also earn interest, which is money paid to savers for putting their money in the bank. Making a deposit means you are putting money into the account. The opposite of a deposit is called a withdrawal — meaning you remove money from your account."**

If desired, let students know that children are allowed to open savings accounts at your bank with the help of an adult. Share the minimum deposit amount for a child's savings account and other requirements, if applicable.

DELIVERY | Unlock Savings

SLIDE 15

Read, **"Can you help Gabriella find the bank? Keep track of the way Gabriella needs to go on the map in order to get to the bank."**

Call on a student to solve the maze. As the solution is stated, follow the route on your computer with your cursor or trace the route on the screen with your finger.

Say, **"Let's retrace those steps and keep track of the directions we went: up, down, left, or right."**

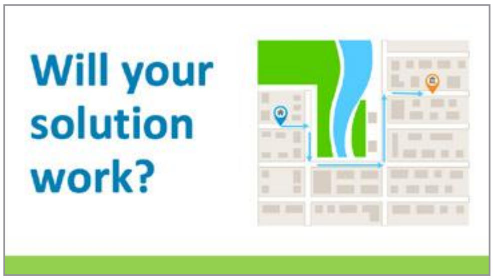
Retrace the solution and ask students to help keep track of the direction each time.

When their solution matches the solution below, move on to the next slide. If they offer a different solution, prompt them to choose the shortest possible route.

Solution:

- Right
- Down
- Right
- Up
- Right

DELIVERY | Unlock Savings



SLIDE 16

Say, **“Let’s see if your solution works.”**

Click the slide to reveal each arrow, one at a time. Use comments such as, **“Looks like we are on the right path” and “This is looking good” and/or questions like “Is this the same route we took?”**

SLIDE 17

Say, **“Nice job! You helped Gabriella get to the bank and deposit her money! With her money in the bank, she won’t be as tempted to spend it!”**

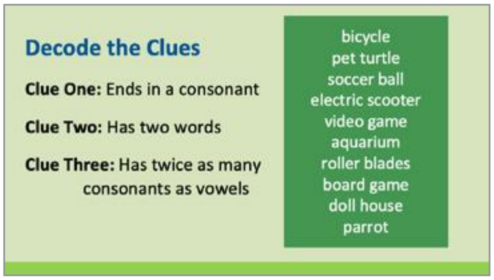
Remind students that there are a number of reasons to keep any money they are saving in a bank. First, it is a very safe place to keep their money. Money that people deposit there is insured, meaning they cannot lose it. Second, when their money is in a savings account it makes it a little more challenging to spend it. It isn’t impossible, but it takes a little effort. This is especially helpful for people who have a hard time saving their money instead of spending it.

DELIVERY | Unlock Savings

SLIDE 18

Say, **"Gabriella is watching a show with her mom when she gets an idea for something she really wants! Her mom says she should save her money to get it. "**

Invite students to share if they have ever saved money to buy something or pay for a certain experience. Consider sharing a personal example of something you have saved money for in the past or are saving money for now.



SLIDE 19

Say, **"This is a list of possible items that Gabriella is saving to purchase. I'm going to show you three clues. When you think you know what Gabriella is saving for, raise your hand."**

Click to animate the slide. Read, **"Clue one: Ends in a consonant."** If needed, remind students that some letters are vowels (for example, a, e, i, o, and u), and the rest are considered consonants. Pause for a moment while students eliminate choices.

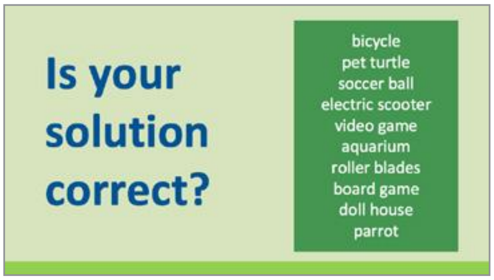
Say, **"Don't be too quick to guess. You might not have quite enough information yet."**

Click to animate the slide. Read, **"Clue two: Has two words."**

Ask, **"Are you narrowing it down?"**

Click to animate the slide. Read, **"Clue three: Has twice as many consonants as vowels."**

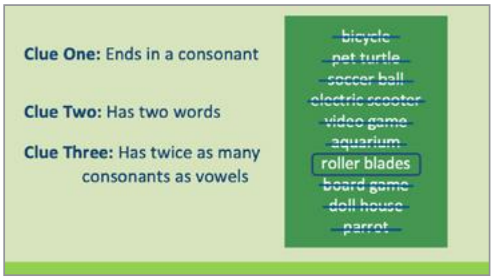
DELIVERY | Unlock Savings



SLIDE 20

Ask, **"Who thinks they know the answer?"**

Call on a student to provide their answer. Congratulate the first student to share the correct answer: roller skates.



SLIDE 21

Say, **"Let's go through the clues again."**

Click to show Clue One, and read, **"Ends in a consonant."**

Say, **"That means we can rule out the choices that end in a vowel: A, E, I, O, or U."** Click to reveal the choices that are eliminated.

Click to show Clue Two. Read, **"Has two words."**

Say, **"That eliminates the one-word choices."** Click to reveal the choices that are eliminated.

Say, **"That leaves us with: soccer ball, electric scooter, and roller blades."**

Click to show Clue Three. Read, **"Has twice as many consonants as vowels."**

Ask, **"How many consonants and vowels are in each of our remaining options?"** The correct answer is:

- Soccer ball: 7 consonants and 3 vowels
- Electric scooter: 9 consonants and 6 vowels
- Roller blades: 8 consonants and 4 vowels, and 8 is double 4

Click to reveal the choices that are eliminated and the final answer: roller blades.

DELIVERY | Unlock Savings

SLIDE 22

Say, **"Setting a savings goal should encourage Gabriella to save more of her money. If she keeps a photo or drawing of her savings goal somewhere she can see it, that will remind her of why she's saving."**

Say, **"Turn to a partner and see if you can come up with at least two other ways you help yourselves to remember goals you have set."**

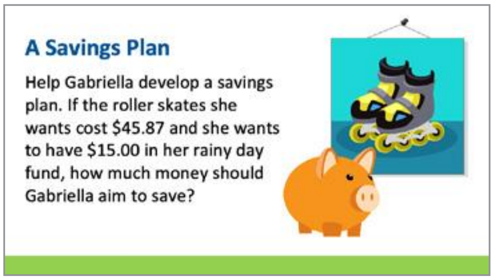
Allow time for students to brainstorm and then ask a few pairs to share an idea. If needed, provide additional examples, such as sharing their savings goal with a family member or friend and asking that person to remind them about it from time to time.

SLIDE 23

Read, **"Gabriella's uncle told her that saving for roller skates is a great idea. He also encouraged her to set some of her money aside for 'a rainy day.' He told her that some expenses can't be predicted like her skates breaking."**

Say, **"Setting money aside for a 'rainy day' or an emergency fund is a really good idea. You never know when you will have an unexpected expense. For example, a friend might invite you to do something that requires money to do, or something you have might break or get damaged. Having money set aside for the unexpected can let you deal with these types of events."**

DELIVERY | Unlock Savings



SLIDE 24

Read, **"Help Gabriella develop a savings plan. If the roller skates she wants cost $45.87 and she wants to have $15.00 in her rainy-day fund, how much money should Gabriella aim to save?"**

Say, **"Solve the problem on a scrap sheet of paper or with a calculator. When you think you have the answer, raise your hand."**

DELIVERY | Unlock Savings

SLIDE 25

Say, **"Let's see if one of you has the answer that will unlock Gabriella's savings."**

Call on volunteers until the correct answer is given: 6-0-8-7 or $60.87.

Combination Lock

Show students your 4-number lock, if available. Make sure the numbers are scrambled before using it.

Say, **"I'm going to need four volunteers to help me. Each volunteer will turn a dial on the lock."**

Ask, **"Who would like to volunteer to go first?"**

Call on three more volunteers, allowing each to turn the next number to match their solution.

Before testing the solution, read the four-digit combination the students have entered aloud to the class. Direct students to raise their hands if they have the same answer.

Ask for another volunteer to test the solution and see if the lock will open. If needed, try additional combinations from students until the correct one is used (6-0-8-7).

DELIVERY | Unlock Savings

SLIDE 26

Read, **"That's right! Gabriella should plan to save $60.87. If she continues to get $8 a week in allowance, how long will it take her to save enough money to reach her goal?"**

Allow time for students to consider the problem and answer.

Say **"It will take her eight weeks to save this much money. The less she saves each week, the longer it will take her to reach her goal."**

Say, **"Once you know how much you need to save, you can create a savings plan. Savings plans include your savings goal, the amount you need to reach it, how long it will take you to reach your goal, and how much you should save on a regular basis to reach it."**

DELIVERY | Unlock Savings

SLIDE 27

Say, **“Let’s see how Gabriella did. Who can solve this word equation? Once you think you know the answer, give me a thumbs up sign.”**

Inform students that the puzzle is based on sounds. Ask them to try and spell the answer using the correct spelling.

SLIDE 28

Say, **“Who thinks they know the answer?”**

Call on a student to share their answer. Congratulate the first student to provide the correct answer: Goal achieved!

SLIDE 29

Read, **“You did a great job helping Gabriella unlock her savings!”**

Congratulate students for completing the breakout activity, and tell them that you hope they enjoyed it.

DELIVERY | Conclusion

SLIDE 30

Say, **"Before I leave, I'm curious. Do any of you have a savings goal like Gabriella?"**

Call on several volunteers to share their savings goals. Remind students that people often set very different savings goals. For example, your savings goals are likely different than theirs or even those of your friends or family members.

SLIDE 31

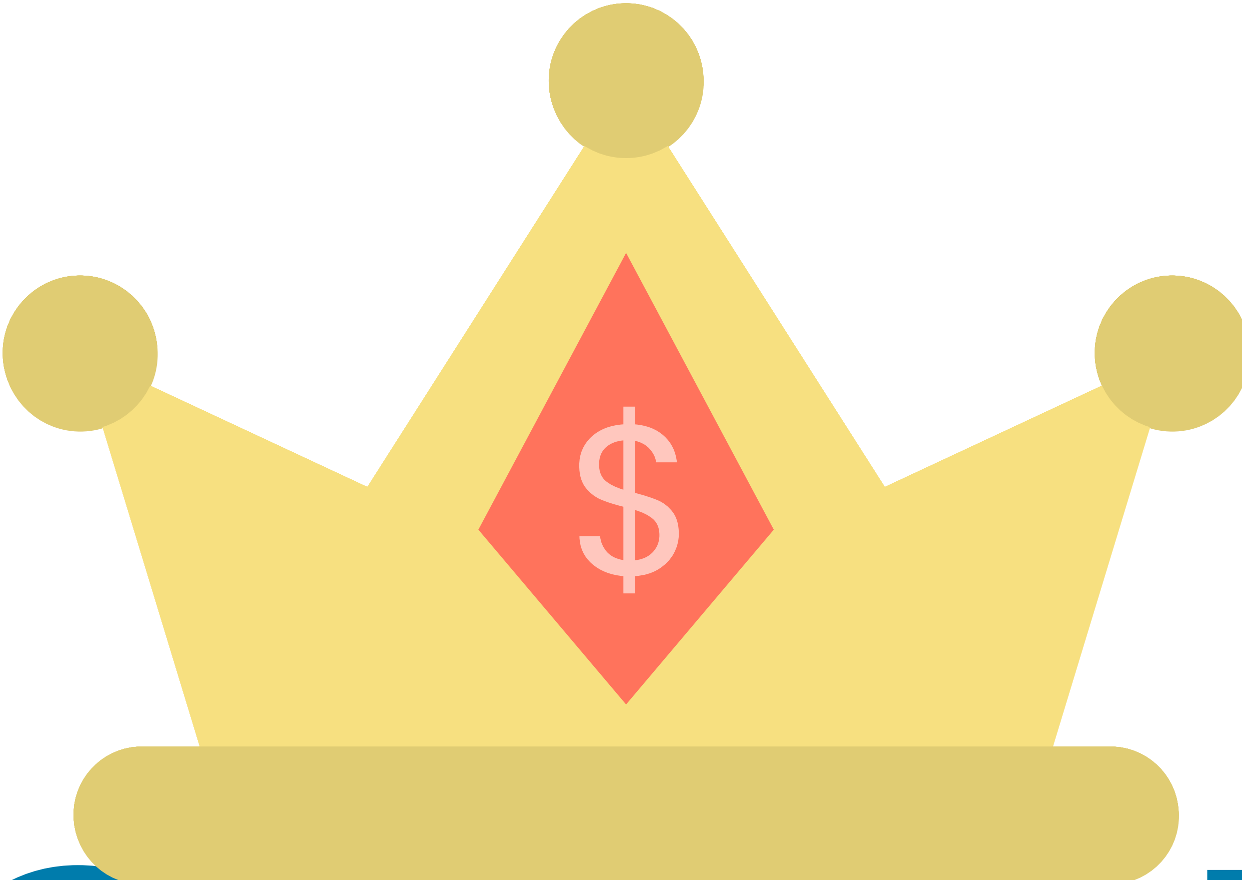
Thank the students for letting you come to their class and for paying attention and listening.

Remind students that it is important to set savings goals and keep the money they are saving in a safe place until they need to use it. Tell them that you hope to see them opening a savings account or adding to it in your bank someday.

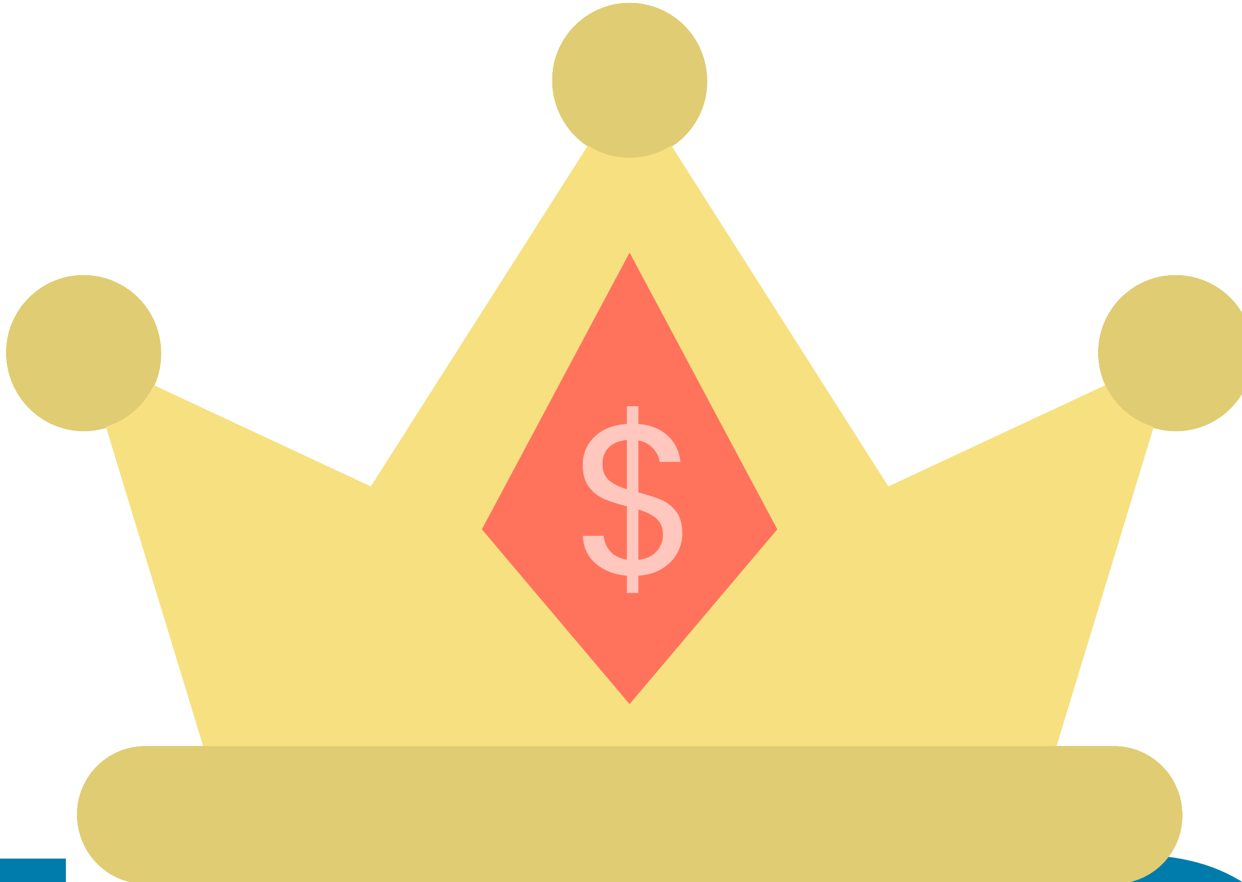
Photo Op

If allowed, distribute a Completion Sign to each student and take a photo of the group to celebrate their success **"Unlocking Savings."**

LOCK
STAR



QUEEN
OF SAVINGS



KING

OF SAVINGS

WE UNLOCKED SAVINGS!

PUZZLE
MASTER

FUTURE
BANKER

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 – 2	Ask the teacher to provide a brief introduction and then introduce yourself.
Unlock Savings Slides 3 – 29	You have the same choices in a virtual environment as you do in person. You can choose to follow the slides or the **Google Form**. With either one you can add the physical combination lock if they are available. Rather than calling on students for answers to the various questions, ask the teacher to select students and share their responses.
Conclusion Slides 30 – 31	No adaptations are needed.

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.

- **Unlock Savings:**
  - Do you think students will respond better to the slide-based version of the escape room activity or the Google Forms version?
- **Conclusion:**
  - Would you like to distribute the Key to Saving Exit Ticket at the end of the lesson or save it for later?
  - Is it okay to take a group photo at the end? If so, what limitations are there for using it online?

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.

Unlocking Savings: A Teach Children to Save Lesson for Grades 3 to 5

In this lesson, students are introduced to the basics of saving money through a breakout or escape room-style activity. The volunteer will guide students as they solve puzzles and problems related to saving money. Students will meet Gabriella, a fourth grader who earns an allowance by doing chores, and will help her make better saving decisions. Throughout the lesson, students will discuss the importance of saving, how to set savings goals, and discover practical tips for saving money. They will engage in interactive activities, such as solving mazes and unlocking locks, to reinforce their understanding. By the end of the lesson, students will have a clearer understanding of how to save money and set achievable savings goals.

Objectives

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

- Define savings.
- Share why saving money is important.
- Describe various methods of saving money.
- Set a simple savings goal.
- Describe the benefits of saving for future needs and wants.

Key Terms

- **Allowance:** Money given to children on a regular basis, sometimes tied to doing chores or helping out at home
- **Chores:** Jobs or tasks done around the house, like washing dishes or taking out the trash
- **Deposit:** Money put into a bank account
- **Emergency fund:** Money that is saved for an unexpected or important need
- **Interest:** Extra money you get for keeping your money in a savings account
- **Piggy bank:** A container, often shaped like a pig, where you can save your coins and small amounts of money
- **Saving:** Keeping something, such as money, to use later
- **Savings account:** A way to keep your money safe at the bank and earn a little extra money called interest
- **Savings goal:** Something you want to save money for, like a toy, a game, or something special
- **Withdrawal:** Money taken out of an account

Suggested Extension Activities

1. Invite students to complete the **Key to Saving Exit Ticket** with a tip for becoming a better saver. Consider cutting out the keys and displaying them for others to read.
2. Offer grade-appropriate math practice through the development of simple savings plans. Given an amount for an item or experience, students divide the cost by the amount of time they would have to save to determine how much they need to save each week, month, or year.
3. Direct students to write a paragraph or short story describing a scenario in which someone would need to use the money they have saved.
4. Invite students to make their own piggy banks using containers you provide or ones they bring from home. Encourage them to decorate their container. If they have a specific savings goal, they can include that in their design.
5. Reinforce the process of depositing money into a savings account and understanding the role of a bank by setting up a mock bank in the classroom. Students can role-play as bank tellers and customers as they practice filling out deposit slips, making deposits, and discussing the importance of saving money.

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:

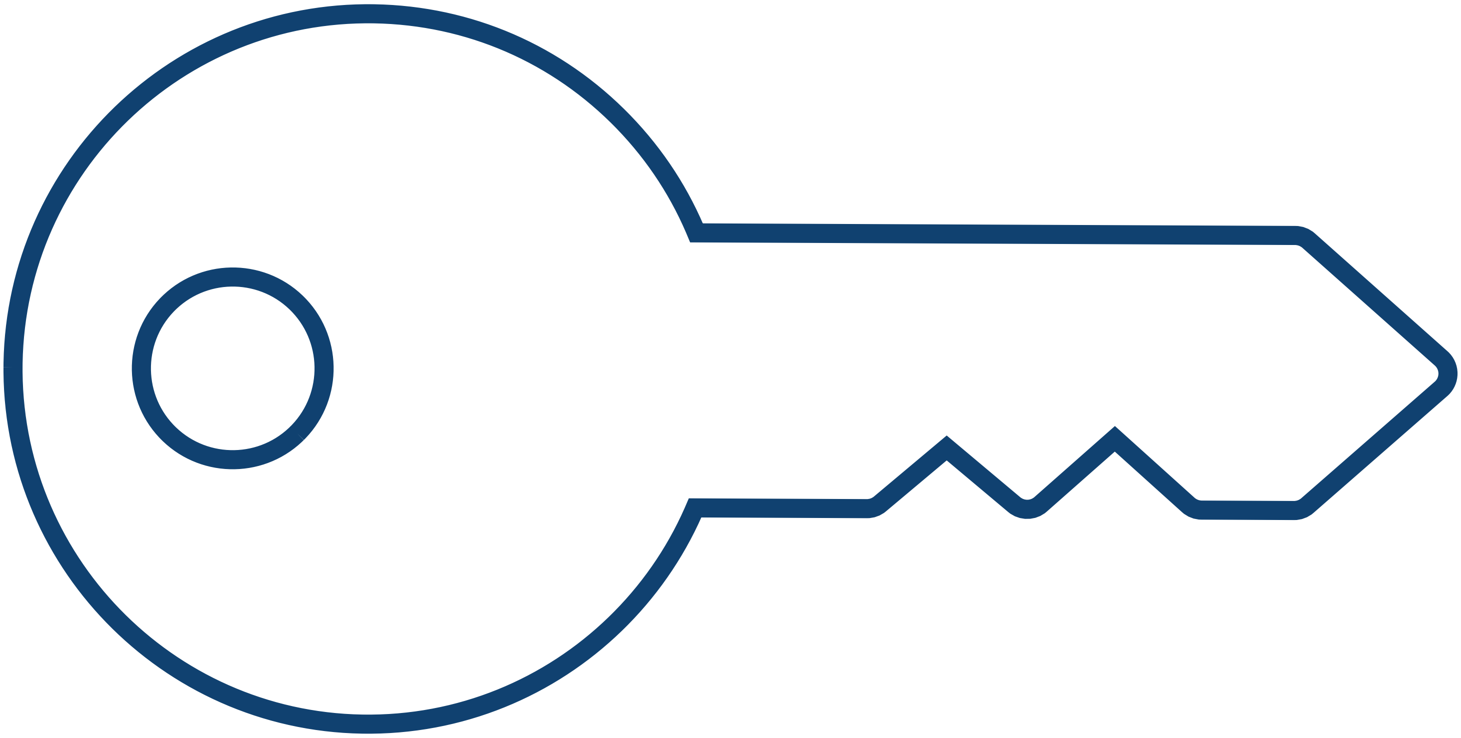
- **I.** Earning Income 4-6 Income can be received as gifts or as an allowance for which no specified work may be required.
- **III.** Saving 4-1 When people save money, they are choosing not to spend money today to be able to buy something in the future.
- **III.** Saving 4-2 A savings plan is a plan for setting aside money to pay for a future need, goal, or emergency.
- **III.** Saving 4-4 Safety and ease of access are factors to consider when deciding where to keep savings.
- **III.** Saving 4-5 Financial institutions often pay interest on deposit accounts to attract customers to deposit money in their institution.
- **IV.** Investing 4-2 Low-interest savings accounts are commonly used for short-term financial goals and emergency funds because they are low risk. When saving for longer-term financial goals, people often invest in riskier assets to earn higher returns.

Exit Ticket

Key to Saving

Name:____________________________________

Fill in the key with a tip someone can use to become a better saver.



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