

# BELL TO BELL: SAVING MONEY



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**Engage:**  
Get them thinking



**Teach:**  
Share the knowledge



**Practice:**  
Use the knowledge



**Reflect:**  
Assess their learning

## Teaching how to save money? We have a plan!

**Engage: Why should you save?**



**Do your students know debt is bad for their health? Ask students to read the *Economy Matters* article, [Debt's Effects on Health](#) and listen to the [podcast](#) interview with the economist who conducted the research. Ask your students the following questions:**

1. By what percentage does one's risk of mortality in the next three months rise with a single account delinquency?
2. Describe some characteristics of U.S. debt. What percentage of Americans have debt? What is the median dollar value of household debt? By what percentage has median household debt risen since the year 2000?
3. Why should fiscal and monetary policymakers care about this research?

**Tell students one of the best ways to avoid debt is to save money regularly for big-ticket items and have an emergency fund for unexpected expenses.**

## Teach: Saving essentials



Discuss the pros and cons of saving using steps 1–7 in the [Pros and Cons of Saving and Investing lesson](#). (Use only the Saving portion.) Using the saving and investing infographic (order a copy [here](#) or access [online](#)) to check and reinforce student answers, ask the following questions:

1. What is the difference between saving and investing?
2. What is the Rule of 72?
3. What are some common saving tools?

## Practice: Savvy savers



Access the [PowerPoint](#) for “Katrina’s Classroom Lesson 4: Back to School.” Follow the [lesson procedures](#) for slides 37–47. You may also ask students to view the [video](#) for the lesson, which tells the story of a student who was a high school senior during Katrina and how she saved her money to purchase school clothing and to further her plans for higher education.

## Assess: Soar to savings!



Tell students that becoming a wise saver takes practice. Many people know they should save, but they have trouble putting their plans into action. Ask students the following questions:

1. What does it mean to be a saver?
2. What does the word savvy mean?
3. How could you be a “savvy saver”?

Follow steps 2–13 in the [Savvy Savers lesson](#), allowing students time to complete handouts 5.1 and 5.2. You may use [the PowerPoint](#) to guide the lesson and for review. As an assessment, have students complete handout 5.3 from the [Savvy Savers lesson](#). You may also wish to [create a class](#) and have students take the [Soar to Savings](#) online course, which includes pretest and posttest assessments.