

# POWER OF INVESTING

*Your guide to  
teaching the power  
of investing early.*

*Facilitator  
guide*



charles  
SCHWAB

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# I: MONEYWISE AMERICA PROGRAM OVERVIEW

## ABOUT MONEYWISE AMERICA

Moneywise America (MWA) is an innovative new financial literacy program designed to help level the economic playing field through high-quality financial education for teens across the country, with a focus on reaching youth in under-resourced communities and schools. It encompasses four core components:

- **Training: Internal training for Schwabbies to build their skills and confidence to teach financial literacy to teens.** All MWA volunteers will complete at least 35 minutes of training; for those who are interested, there will be opportunities to complete up to three levels of certification, all at your own pace.
- **Content: Original, proprietary, standards-based financial literacy curriculum designed specifically for use with teens.** MWA content can be used on its own or as a supplement to a community organization's existing financial literacy content.
- **Volunteerism: Trained Schwabbies can utilize MWA content to teach financial literacy in the community or use their training to deliver an organization's existing financial literacy content.** While some Schwabbies may already know where they want to volunteer, we will provide resources and support to help ensure anyone who wants to can get out there and volunteer in their community.
- **Partnerships: Nonprofits and community organizations help us reach teens where they are.** National partners include Boys & Girls Clubs of America, Junior Achievement, and SIFMA Foundation. Locally, Schwabbies will also partner with schools and other teen-serving organizations in their communities.

Moneywise America builds upon Schwab's position and legacy as a national financial literacy leader. For more than three decades, Charles Schwab Foundation has worked to advance financial literacy for people of all ages. Through MWA, Schwab is doubling down on our efforts to reach as many youth as possible with high-quality financial education.

## PARTICIPANT BENEFITS

Moneywise America is critical to Schwab's vision of preparing the next generation to achieve financial freedom. Financial literacy is an essential life skill, one that is especially important for teens, yet there is a stark lack of focus on financial literacy within our mainstream educational systems. Less than half of U.S. states require that students take a course in personal finance in order to graduate from high school, and only five states require that it be a standalone course.

This gap—between the need for quality financial education and access to it—is even more pronounced for teens from under-resourced communities and schools. According to the 2020-2021 [State of Financial Education Report](#), only 7.4% of Black and brown students, and 7.8% of low-income students, have access to a stand-alone personal finance course required for high school graduation.

Moneywise America is part of our effort to help fill that gap. It is designed to help teens develop both **comprehension** of key personal finance concepts and the **skills** to take informed action based on their personal goals and dreams. Participants will benefit from:

- Expertly created content designed to teach teens essential personal finance concepts including goal setting, budgeting and saving, managing money and unexpected costs, responsible credit and debt management, planning for college, and investing.

- A highly engaging and flexible program model designed to meet teens where they are.
- Interaction with impassioned and skilled Schwab volunteers, trained in delivering financial literacy content to a diverse teen audience.
- An enhanced understanding of key financial concepts and actionable takeaways, including how to apply them directly to their lives now in order to help them achieve their goals for the future.

## PRIMARY AUDIENCE

- **Age Range:** MWA content is designed to appeal to teens ages 13-18.
- **Group Size:** 15-30 attendees is ideal to allow full participation in the allotted time.
- **Community Partners:** MWA is designed to be delivered in partnership with teen-facing nonprofit organizations (e.g., Boys & Girls Clubs, Junior Achievement, etc.) and/or local schools.

## PROPRIETARY CONTENT

Moneywise America content includes 22 standards-based individual personal finance sessions, each designed to be used in a modular way.

- Each session\* can act as a stand-alone lesson if you have only one visit with a group of teens.
- Each session can be bundled with other sessions for a more extensive learning experience if you are meeting with the same group of teens multiple times. For information on session bundle recommendations, visit the Content page at *Jumpword*: Moneywise America.

\*Only one session, *Personal Goals & Decision Making*, is never used on its own.

This session, *Power of Investing: The Power of Investing Early*, is the third session within Module 5 of the MWA framework.

Moneywise America Content at a Glance				
Foundational Sessions	Get Started: Intro to Money Basics			
	Personal Goals & Decision Making			
Module 1: The Basics	Module 2: Money Management	Module 3: Credit & Debt	Module 4: College & Career Planning	Module 5: Investing
1.0: Set Money Goals	2.0: Manage Your Money	3.0: Master Credit & Debt	4.0: Plan for the Future	5.0: Get Invested
1.1: Budgeting	2.1: Paycheck	3.1: Types of Debt	4.1: Career Path	5.1: Saving & Investing
1.2: Spending	2.2: Financial Products	3.2: Responsible Credit	4.2: Education Costs	<b>5.2: Power of Investing</b>
1.3: Saving	2.3: The Unexpected	3.3: Credit History		5.3: Investing Options
		3.4: Identity Protection		

## II: SESSION STRUCTURE—HOW IT WORKS

Moneywise America content and sessions are developed by expert educators. They are intentionally designed to create a positive learning environment, elicit engagement and facilitate an easy flow. There is a consistency to the session structure which builds familiarity and comfort for teens when multiple sessions are used.

The *Power of Investing: The Power of Investing Early* 60-minute session includes the below components, and Section V of this Facilitator Guide offers a detailed script and clear prompts for each.

- **Welcome:** This is where you welcome participants, introduce yourself and establish rapport, including a welcome exercise, reviewing expectations for working collaboratively, and participant reflection related to the learning objectives.
- **Engage:** You will share a video to introduce the main content of the session. Typically, the video will be followed by a guided discussion or an exercise. In addition to the presentation slides, there may be worksheets in the Teen Guide to support the exercises.
- **Explore:** In many cases, you will introduce a second video to further expand upon and deepen the lesson. Following the video, you will reinforce the learning through a combination of guided discussion, individual, and/or group exercises that will enable participants to apply concepts to their own lives. In addition to the presentation slides, there may be worksheets in the Teen Guide to support the exercises.
- **Wrap-Up:** You will close the session with group and individual reflection on key takeaways. Participants will revisit the same prompt from the beginning of the session and record their updated response. Finally, you will ask participants to complete a brief session evaluation and thank them for participating.

## III: PREPARATION—WHAT YOU NEED TO KNOW IN ADVANCE OF YOUR SESSION

Prior to your session, work together with your Schwabbie co-volunteer(s) to confirm the **WHO, WHAT, WHERE, WHEN** and **WHY**. Doing so will ensure you're fully prepped and ready for a seamless program delivery.

We recommend a **total of two or three volunteers** and the roles can be shared in the following way:

- **Project lead:** delivers content as facilitator and plans the volunteer project with the community organization
- **Engagement lead:** guides the teen engagement process, works the room or monitors chat, may relay questions on behalf of teens if needed, watching for reactions or places where it looks like they are stuck or excited
- **Operations lead:** runs the technology, troubleshoots, and is there to support the overall event to make sure it runs smoothly

If you are delivering a session with two volunteers, we recommend that you combine the project and engagement lead into one role.

- **WHO:** As you're preparing for your session, you'll want to make sure you have a good understanding of who will be in the room with you. Confirm with your host the demographics of the participants, as well as their ages/grades so you can be intentional in how you're gearing the discussion to a younger or older audience. Are there any key challenges or unique aspects of the student group that you should be aware of? Since your host will be familiar with the group, you'll want to make sure they'll be available throughout the session to help keep the students engaged and paying attention.
- **WHAT:** Get comfortable with the material you'll be teaching! Take time to review this entire Facilitator Guide, prepare a few personal or current event stories to use as examples where appropriate, and determine what supplies you'll need for the session, as noted in Section IV of this Guide, and if you or the host will provide them.
- **WHERE:** You'll want to talk with your host to gain a good sense of the physical space in which you'll be delivering the lesson. Is it a classroom? Is there space for participants to work in small breakout groups? Make sure you understand the technical capabilities of your location as well, including internet availability, the required screen capabilities, connectors, and adapters to play the video(s). What equipment or resources do you need to supply? Check with your host that they (or someone else on site) will be able to assist with any technology troubleshooting on the day of. Are there other staff or teachers who will be in the room to help facilitate?
- **WHEN:** Plan to arrive at the location at least 20-30 minutes prior to the start of the session so you have plenty of time to set up and prepare, including testing the tech, making sure the video sound is working, acquainting yourself with the space, and identifying an area for breakout groups. Confirm with your host the dynamics of when you are presenting and where the teens are coming from/going to on either end of the session. Understanding these details will provide some helpful insight into the mindset of your participants.
- **WHY:** To best meet the participants where they are, it's important to understand why they're here. Did they self-select to take this course, or are you delivering to a group with mixed interests? Is this part of a larger curricula, or are you being viewed as more of a one-time guest speaker or someone who is introducing the topic that will be explored further over time? Knowing the "why" behind the teens' attendance will help you estimate their potential engagement level, and prep accordingly.

## IV: HOW TO USE THIS FACILITATOR GUIDE

This Facilitator Guide is your step-by-step outline for how to facilitate the *Power of Investing: The Power of Investing Early* session, and includes a script, directions for delivery, and helpful tips and reminders. This Guide is for your own use when preparing for and presenting the session; it is not to be shared with program participants. Before diving into the Facilitator Script (Section V), read the key information below.

### WHAT YOU WILL NEED FOR THE *POWER OF INVESTING: THE POWER OF INVESTING EARLY* SESSION:

- **Facilitator Guide:** Read through this full Guide prior to volunteering so you are prepared and confident before your session. Print out this Guide and bring it with you for reference and in case of technical difficulties.
- **Presentation Slides:** You will walk program participants through these slides during the session. They work hand in hand with the session outlined in the Facilitator Guide and are key to engaging program participants. In case of technical difficulties, download the presentation slides to your computer and send them to the host beforehand.
- **Video:** Each session has at least one video that corresponds with the lesson. The video(s) are embedded in the presentation and can also be found by visiting the Content page at *Jumpword: Moneywise America*. As with the presentation slides, download the video(s) to your computer and send them to the host as separate file(s) beforehand. Details on when to play the video(s) are included in the Facilitator Script (Section V).
- **Teen Guide:** Session worksheets and handouts should be distributed to program participants prior to the start of the session, either by you or your host. Teens will complete the worksheets during the lesson and keep them as a helpful takeaway. You can find the Teen Guide for this session (including the handouts below) by visiting the Content page at *Jumpword: Moneywise America*.
  - Pre/Post Session Self-Reflection Form
  - Keisha, Juan & Lily’s Retirement Comparison Worksheet
  - My Retirement Savings Worksheet
  - Session Evaluation Survey (Note: Teens may complete the survey online using the link at the top of the form and in the presentation. For those who complete hard copies, please collect the surveys at the completion of the session and email responses to [SchwabCommunityServices@Schwab.com](mailto:SchwabCommunityServices@Schwab.com))

## PRE-SESSION CHECKLIST

Details of each session (the **WHO, WHAT, WHERE, WHEN, and WHY**) will vary for each facilitator. For a seamless delivery, work together with your host and Schwabbie volunteer partner(s) to make sure you’ve confirmed the following details. If you have any questions prior to your event, please email [SchwabCommunityServices@Schwab.com](mailto:SchwabCommunityServices@Schwab.com).

<input type="checkbox"/> Confirm Attendees (Ages/Grades of Teens)	<input type="checkbox"/> Confirm Role of Each Volunteer
<input type="checkbox"/> Confirm Interest/Experience Level of Teens	<input type="checkbox"/> Confirm if Laptop is Provided (Or if You Will Bring)
<input type="checkbox"/> Confirm Role of Host; Exchange Contact Information with Host	<input type="checkbox"/> Confirm Who Will Run the Presentation Slides and Video(s) (You or Host)
<input type="checkbox"/> Confirm Who Will Provide Any Other Needed Materials Such as Sticky Notes or Markers (You or Host)	<input type="checkbox"/> Confirm Required Screen Capabilities and Tech to Play Video(s)
<input type="checkbox"/> Confirm Who Will Print Teen Guide Materials (You or Host)	<input type="checkbox"/> Review Facilitator Guide and Video Script(s); Print Copies to Bring
<input type="checkbox"/> Confirm Internet Access at Location	<input type="checkbox"/> Brainstorm Personal Examples or Relevant Current Events to Share with Teens
<input type="checkbox"/> Confirm Space for Breakout Groups	<input type="checkbox"/> Arrive 20-30 Minutes Early for Prep
<input type="checkbox"/> Remember to Have Your Cell Phone Handy to Help Track Time	

## VOLUNTEER GUIDANCE—ENGAGING YOUR TEEN AUDIENCE

This Guide includes a script for your session and ideas for introductions. For more comprehensive information on working with teens of different backgrounds and abilities, and group facilitation techniques, refer back to your Employee Training Modules.

- **Personalize the Session:** Personalize the session by including real-life examples and stories. Try to make examples relatable to the teens; for example, speaking about retirement or goals 20 years from now may not resonate as much as saving \$100 a week from a summer job. It may be hard for teens to conceptualize past a few years in the future.
- **Don't Move Too Quickly:** Leave teens enough time to properly think through questions by taking pauses and stopping the video where necessary. Take breaks and allow for questions to ensure teens are following along with the session. And remember, silence in the group doesn't necessarily signal disengagement—participants may be processing the information/concepts they're hearing about.
- **Gauge the Personality of the Group:** For example, if the group is energetic, calling on people may be appropriate and an efficient way to encourage participation, but if the group is shy this may seem intimidating.
- **Engage the Host:** Allow the host to assist, as they may know methods for engaging their groups.
- **Meet Teens Where They Are:** Remember, teens aren't used to talking about financial concepts the way you and your colleagues, or even other adults, might be. Use basic language and avoid complex financial, educational and/or Schwab-specific terminology that may confuse participants. Also be sure to present financial services and concepts objectively—do not “sell” Schwab to teens.
- **Use Proper Pronouns:** To personalize the experience and avoid accidentally offending someone by assuming gender identity, ask for teens to use name tags with their preferred pronouns. Consider including your pronouns on your nametag as well to show inclusiveness.

Most importantly, remember to smile, use eye contact, and be friendly and conversational throughout the activity.

## SESSION ADAPTATIONS

We all know that technology isn't foolproof; things happen! If challenges arise while facilitating, try not to stress. Be flexible and adapt, as best you can, by continuing to deliver the session. Here are some ideas for addressing potential hiccups:

- **Video Issues:** As noted above, it is best to bring the video(s) in a few formats. While the video(s) will be embedded in the presentation, also download them to your computer before the event and send them to the host ahead of time. If the video(s) do not play on the device you're delivering the program on, try a different format or have the host try to play the video(s). Prepare for the worst by coming with the session's video script(s) printed out (Section VI of this Guide) so you can summarize the concepts if needed. Don't spend too much time fussing with the video(s); if they don't work, read the script(s) and move on to the next activity.



- **No Internet:** Familiarize yourself with the lesson ahead of time and think through your action plan if tech is unavailable. Bring a printed copy of this Facilitator Guide to the session so you will still have all the presentation information and the teens will be able to do the activities.
- **No Room for Breakout Groups:** If there is no space for teens to work in small groups, have them work in pairs, or do all the activities together as one big group, encouraging participation from everyone. Or, get creative! Choose a way to “split” the group into teams while keeping everyone in the same space. For example, “if your birthday is between January–March, you’re team A. What would everyone on team A choose for this question?”

## SHARE YOUR EXPERIENCE

We are proud of our Schwab volunteers for empowering the next generation with financial literacy skills through Moneywise America. As we continuously enhance this program, we want to hear from you about your volunteer experience. Following your session, please consider doing the following:

- Share your volunteer feedback by visiting *Jumpword: Moneywise America* and navigating to the Quicklinks section
- Join the conversation on the Moneywise America Teams channel
- Post on social media (*Jumpword: Schwab4Good*)

## V: FACILITATOR SCRIPT



# *Power of Investing: Your guide to teaching the power of investing early.*

### Session Overview

The purpose of this session is to focus on the advantage of early investing. Participants will be presented with the concept of compound interest and be given different examples of how it works. Length of time is a significant variable within investing, but not the only one. The amount of money that is invested and the rate of return are other variables that will be shown to participants. This will reinforce the understanding that the sooner they are able to invest for their future, the greater the opportunity to benefit from compounding.

This session includes two videos, the first of which finds our teen characters far in the future past retirement age. As the long-time friends come together to play a friendly game of dominoes, Cameron asks Maya and Eddie to reflect on their past financial choices. We learn some of their successes, some misses, and most importantly the advice they would give to future generations.

The second video elaborates on how growth from compound interest works, specifically for long-term investing related to retirement. It includes an explanation of the impact of length of investment, additional regular contributions to an investment, and the power of a 1% change in the rate of return.

### Take Away:

As a result of taking this session, participants should understand how compound interest works and know that variables such as length of time, amount of money contributed and rate of return affect outcomes. Participants will know that investing over time, especially when starting young, can help them gain financial freedom and allow them to reach their long-term goals.

# Session Outline: In-Person Delivery



## Notes to the Facilitator:

- Remember this is a guide, personalize your talking points so it doesn't feel like you're just reading to the participants.
- Be relatable! You're talking to teens so try not to use too much "industry" language.
- Remember not to push Schwab on the participants when talking about financial institutions or brokerage firms. Always say "through Schwab or similar companies, you can do XYZ."
- If you're meeting with the same group of teens multiple times, you can skip the "Collaborate" section after your first session.

## Welcome

- Welcome: Thumbs Up or Down Exercise 5 minutes
- Collaborate 2 minutes
- Pre-Session Self-Reflection 4 minutes
- Objectives 2 minutes

## Engage

- Power of Investing: Video 1 3 minutes
- Discuss 2 minutes

## Explore

- Power of Investing: Video 2 10 minutes
- Discuss 2 minutes
- Practice: Keisha, Juan & Lily's Retirement Comparison Worksheet 10 minutes
- Practice: My Retirement Savings Worksheet 12 minutes

## Wrap-Up

- Discuss: Overall Session 3 minutes
- Post-Session Self-Reflection & Evaluation 4 minutes
- Close 1 minute

Total:  
60 minutes

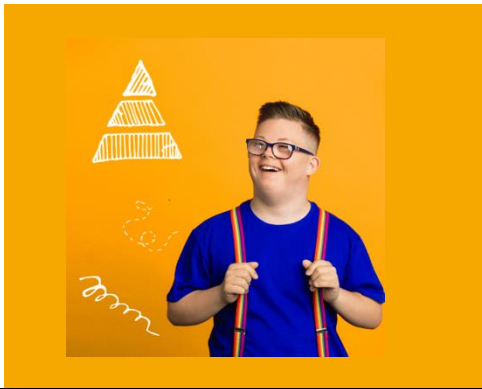
## Materials Needed

### Facilitator

- **Presentation slides** (PPT)
- **Facilitator Guide** (PDF); printed copy of this document, includes:
  - Video Scripts 1&2
- **Videos 1&2** (these are embedded in the presentation slides, but you may want to download as back-up)

### For Participants

- **Teen Guide** (PDF), includes:
  - Pre/Post Session Self-Reflection Form
  - Keisha, Juan & Lily's Retirement Comparison Worksheet
  - My Retirement Savings Worksheet
  - Session Evaluation Survey



# WELCOME

## Notes to the Facilitator:

*“Thumbs Up or Down” is a cooperative learning strategy that invites participants to express their opinions and take a position while incorporating movement and discussion. Participants are able to express their opinions when presented the following options:*

- *Thumbs Up: Agree*
- *Thumbs Down: Disagree*

*To begin, read a statement. Afterwards, give participants a chance to express their position. You can call on a volunteer from each position to explain the reason for their selection. This helps the group understand each other's perspectives.*



Facilitation: **Welcome**  
**5 minutes (Slides 2-6)**

Greet participants by introducing yourself. Take 5 minutes to guide participants through “Thumbs Up or Down.” Provide participants the following directions:

- *“Good morning/afternoon. My name is \_\_\_\_\_. I’m from Charles Schwab and I’m a Moneywise America volunteer. My job is \_\_\_\_\_ and I’m here today to start the conversation about how to reach your personal goals through money management. **(ADVANCE TO SLIDE 3)** To begin, I’m going to make a statement and depending on your position, use your hand to give me a Thumbs Up if you Agree, or a Thumbs Down if you Disagree.” **(ADVANCE TO SLIDE 4)***

Share the following statements. Ask one participant from each position to explain the reason for their opinion.

- *I know what compound growth is. **(SLIDE 4)***
- *I know someone who saves and/or invests. **(SLIDE 5)***
- *I’ve talked with an adult about how they are saving for retirement. **(SLIDE 6)***

**Thank participants and transition to Collaborate, SLIDE 7**





# Collaborate

## Notes to the Facilitator:

*Setting norms within a group is essential to establish the expected behaviors of group members. As participants will be working collaboratively and cooperatively with both you and each other, the “4 Ps” are designed to promote the development of mutual respect and a collaborative spirit.*



Facilitation: **Collaborate**  
2 minutes (Slide 7)

Present participants with the group norms of collaboration, elaborating if needed.

- *“We will be working together as a group, so here are some guidelines that we can follow to help us succeed in our work together. Can I get a volunteer to help me read through the ‘4 Ps’?”*
  1. *Posing questions–If you’re unsure, ask! It’s the best way to learn.*
  2. *Putting ideas on the table–Sharing your ideas helps us all learn.*
  3. *Paying attention to self and others–Being attentive shows respect and encourages curiosity.*
  4. *Presuming positive intentions–Start with the assumption that people mean well–it will make us better listeners and communicators.”*

**Thank the participants who volunteered, by name, and transition to the Pre-Session Self-Reflection, SLIDE 8**



## Pre-Session Self-Reflection

### Notes to the Facilitator:

Participants will use the Pre/Post Self-Reflection Form (found in their Teen Guide) twice during the session. Here, they will be asked to respond briefly to a prompt before the lesson begins. Towards the end of the session, they will be asked to respond to the same prompt. This will help reinforce key lessons and how they apply to their lives.



Facilitation: **Pre-Session Self-Reflection**  
4 minutes (Slides 8-9)

Have participants access the **Pre/Post Self-Reflection Form** and give directions for completion:

- *“Before we get started, I have a question that I’d like you to respond to. Once you access the Pre/Post Self-Reflection Form, please write a sentence or two to respond to this question. Don’t worry about writing a long paragraph, just focus on getting your general thoughts or ideas down in 1 to 2 sentences.*
- **(ADVANCE TO SLIDE 9)** *Why is investing early important for helping me reach my long-term goals? Take a moment to think about this question and let me know if you have any questions. Hold on to this form, as we will revisit this same question at the end of today’s learning experience.”*

**Transition to Objectives, SLIDE 10**



## Objectives

### Notes to the Facilitator:

*Learning objectives help provide a roadmap for the participants and give purpose to the learning.*



Facilitation: **Objectives**  
2 minutes (Slide 10)

Explain learning objectives to participants:

- *“Today during our session, you will be able to:*
  - *Know the definition of compound growth*
  - *Understand how length of time, amount of money, and rate of return affect your final outcomes*
  - *See how investments can grow over various time frames.”*

**Transition to show Power of Investing: Video 1, SLIDE 11**



## **ENGAGE:** **Power of Investing:** **Video 1**

### Notes to the Facilitator:

*Providing participants with a short introduction to the video will help set the stage for how they view the video.*

*This video begins with retired Maya, Cameron, and Eddie hanging out playing dominoes when Cameron asks them to reflect on their past financial choices. The group shares their hits and misses along with some advice they have for the next generation of youngsters.*

*The premise of this video is to get participants thinking about the importance of:*

- *Starting to invest early*
- *Taking advantage of company retirement savings plans and matching*
- *Saving for short- and medium-term goals to minimize debt*



Facilitation: **Engage: Video 1**  
**5 minutes (Slides 11-13)**

Before showing **Power of Investing: Video 1**, prompt participants with the following:

- *“Today we are going to take a trip into the future and visit with Cameron, Maya, and Eddie in post-retirement life. After a game of dominoes, they begin to reflect on their past financial choices they have made throughout their lives and even have some advice to share with us. Try to pay close attention to Maya’s reflections for discussion afterwards.”*

**(ADVANCE TO SLIDE 12, play Power of Investing: Video 1)**

After the video plays, **ADVANCE TO SLIDE 13**. Ask the participants the following questions, calling on one or two participants for answers:

- *“What are some takeaways from Maya’s experience?”*
- *“What questions do you have about investing for the long term?”*

**Transition to Power of Investing: Video 2, SLIDE 14**





## EXPLORE: Power of Investing: Video 2

### Notes to the Facilitator:

*This video is designed to elaborate on investing and compound interest. Below are the key takeaways from the video:*

- *Investing early is key. The longer you invest your money, the more you can earn as a result of compounding.*
- *Continuing to add to your investment account is another way to take advantage of compound growth. The higher your balance, the more interest you can earn in each subsequent period.*
- *Your rate of return from investment earnings can make a sizable difference in the growth of your principal. Even a 1% difference can lead to a significant increase in earnings over the years.*

*After the video, give participants the opportunity to ask any questions they may have about the concepts that were presented. Although it can be uncomfortable, make sure to give the appropriate amount of wait time to participants so they may think of their questions. Then, move on to the next part of the session.*



Facilitation: **Explore: Video 2**  
12 minutes (Slides 14-16)

Introduce the informational video to participants:

- *“Now let’s take a closer look at how investing works, specifically with the way your money grows as a result of compounding.”*  
**(ADVANCE TO SLIDE 15, play Power of Investing: Video 2)**

After showing the video, solicit questions from participants and provide clarifying answers to check for understanding. **(ADVANCE TO SLIDE 16)**

- *“What questions do you have about the way compound interest works related to length of time invested, amount of money regularly contributed, and rate of return?”*

**Transition to Practice, SLIDE 17**



## Practice: Keisha, Juan & Lily's Retirement Comparison

### Notes to the Facilitator:

*This activity is intended to have participants analyze the differences in the ways each of the teen characters saved/invested for retirement.*

***PART A:*** *look at the data in a graph and describe what they notice.*

***PART B:*** *read a more detailed description of Keisha, Juan, and Lily's savings journey to answer the following:*

- *What similarities and differences do you notice in the way Keisha, Juan, and Lily saved? (Keisha and Juan invest the same amount, but 10 years apart. Lily waited and tried to catch up by doubling their investment.)*
- *How did time spent saving affect these three outcomes? (The earlier you start investing, the more time your money has to grow and compound.)*
- *What effect did compound interest have on these three scenarios? (It had the most impact on the investments that were made earliest.)*



Facilitation: **Practice: Keisha, Juan & Lily's Retirement Comparison**  
10 minutes (Slide 17)

Have participants access the **Keisha, Juan & Lily's Retirement Comparison Worksheet** from the Teen Guide and introduce the activity. As a whole group, review the graph that shows each character's retirement savings over time and have them answer the question that follows.

- *"Let's look at some information about Keisha, Juan, and Lily's retirement journey. First, I'd like you to look at the graph in **PART A**, take a moment to think, and then write down what you notice. (Give participants 2 minutes to observe and record their answers.)*

Move to **PART B** and instruct participants to review the information in the chart and answer the question set. Participants can discuss each retirement journey in small groups, if available.

- *"Now take some time to read Keisha, Juan, and Lily's retirement journeys. It can be helpful to discuss each question with others before recording your answers. Let me know if you have any questions."*  
**(Give participants 7 minutes to review the chart, discuss and answer the question set.)**
  - *"What similarities and differences do you notice in the way Keisha, Juan, and Lily saved?"*
  - *How did time spent saving affect these three outcomes?"*
  - *What affect did compound interest have on these three scenarios?"*

**Transition to Create, SLIDE 18**



## Practice: My Retirement Savings

### Notes to the Facilitator:

Participants will be using the Schwab Moneywise Savings Calculator to complete **PART A** of the worksheet. The total retirement savings for each scenario is as follows:

**Scenario 1:** \$299,648.00

**Scenario 2:** \$488,595.00

**Scenario 3:** \$718,250.00

**Scenario 4:** \$968,598.00

Note that the starting amount in each scenario should be \$0 and additional contributions are added per year.

If participants are unable to use or access the online calculator, work as a group and show the process for each scenario. If there is no internet access, reference the calculations graphics on Slides 19 and 20.



Facilitation: **Practice: My Retirement Savings**  
12 minutes (Slide 18-20)

Have participants access the **My Retirement Savings Worksheet** from the Teen Guide and introduce the application task.

- “It’s your turn to see what your potential investment savings would be in three different situations. You will use our Schwab Moneywise Savings Calculator in **PART A** to look at investing different amounts for different lengths of time.”  
(Provide participants with 5 minutes of work time to complete PART A and then check their answers for accuracy. If they can’t access the savings calculator, show the website to whole group, and determine the amounts together.) **ADVANCE TO SLIDE 19 and 20**
- “Now answer the question set in **PART B** to reflect on how this task applies to your financial future.”  
(Provide participants with 7 minutes of work time to complete PART B.)

**Transition by calling the group to attention for the Wrap-Up, SLIDE 21**



## WRAP-UP: Discuss: Overall Session

### Notes to the Facilitator:

*These questions are designed to be reflective of the overall session and review the main concepts and skills presented. While there are responses that are generally stronger than others, it is important to validate the participants by using neutral language to avoid value judgements that may impact participants.*

*If participants are reluctant to contribute to the conversation, it can be helpful to share personal anecdotes or “ah-ha” moments about realizing the importance of investing to reach your goals.*



Facilitation: **Discuss: Overall Session**  
3 minutes (Slide 21-22)

**Advance from SLIDE 21 to SLIDE 22.** After participants have completed their **My Retirement Savings Worksheet** come back together as a whole group to discuss and reflect. Ask participants the following questions:

- *“We’ve done some good work together today Before we finish up, I have a couple of last questions for you related to the session overall:*
  - *What surprised you about this experience?*
  - *Based on this experience, how would you prioritize your future saving and investing?*
  - *At what age do you think you will start investing?*

**Transition to the Post-Session Self-Reflection & Evaluation, SLIDE 23**





## Post-Session Self-Reflection & Evaluation

### Notes to the Facilitator:

Participants will complete the rest of the Pre/Post Self-Reflection Form by answering the same question posed in the beginning of the session. If participants ask why they are answering the same question, prompt them by asking if there are any new understandings or perspectives they could add to their original response.

After completing the Self-Reflection, participants should complete the Session Evaluation Survey found in their Teen Guide, or follow the link provided to complete it online. Remember to collect any surveys completed in-person.



Facilitation: **Post Session Self-Reflection & Evaluation**  
4 minutes (Slide 23)

Have participants access their **Pre/Post Self Reflection Form**.

- “Before we end our time together, I want you to go back to the very first question you asked yourself: **Why is investing early important for helping me reach my long-term goals?** Take a moment to think about how you would respond to this question with the information and activities from this session. You can write a sentence or two to respond to this question.
- When you are finished, please go to the Session Evaluation Survey in your Teen Guide, or use the evaluation link provided, to complete a very brief survey on your experience with this session.”

**Collect any hard-copies of the completed survey. Transition to Close, SLIDE 24**



## Close

### Notes to the Facilitator:

*This part of the session provides closure to participants' learning experience. It gives a last opportunity to connect the participants to the content through a personal reason or anecdote from the facilitator related to how investing, especially when started at a young age, has a direct impact on reaching your personal goals. This example will help participants understand the practical application of the session.*



Facilitation: **Close**  
**1 minute (Slide 24)**

Thank participants for their time, attention, and engagement.

### Single Session Closing:

- *“Before we end, I want to thank you for your time today. Being here to talk with you about the impact of compound growth in investing and saving is important to me because... [offer a personal reason here, e.g., ‘I wish I’d had this information when I was your age,’ or ‘saving and investing have really helped me in my life to reach my goals,’ or ‘I hope you can avoid some of the pitfalls I’ve had.’]”*
- *I appreciated the way we worked together to analyze Keisha, Juan, and Lily’s retirement savings, and how you calculated possible compound growth outcomes for your future self. So once again, thank you.”*

### Alternate Closing, if coming back for additional sessions:

- *“Before we end, I want to thank you for your time today. Being here to talk with you about the impact of compound growth in investing and saving is important to me because ... [offer a personal reason here, e.g., ‘I wish I’d had this information when I was your age,’ or ‘saving and investing have really helped me in my life to reach my goals,’ or ‘I hope you can avoid some of the pitfalls I’ve had.’]”*
- *I appreciated the way we worked together to analyze Keisha, Juan, and Lily’s retirement savings, and how you calculated possible compound growth outcomes for your future self. I look forward to seeing you again to continue the conversation. So once again, thank you.”*

## VI: VIDEO SCRIPTS (1&2)

### Power of Investing: Video 1 Talking Points

- Video 1 starts with older Maya, Eddie and Cameron, who are now retired and sitting around a table playing a game of dominoes.
- Cameron asks Maya and Eddie if they ever think about past financial choices, such as when they started putting money away for retirement. Maya replies that she does think about this. She graduated from college with a lot of student loan debt and then racked up credit card debt from traveling with her band in Europe in her twenties.
- Maya notes that traveling was always one of her goals, but she could've saved and budgeted for it better. It took her awhile to pay off that debt once she got her full-time job in fashion marketing, and she didn't really start contributing to her 401K until she was almost 30. She regrets getting started so late.
- Maya notes that she had a few investing accounts for retirement. She eventually opened an IRA as well, but she also wishes she had contributed to that earlier. If compound interest has taught her anything it's that when it comes to investing, the earlier the better.
- Maya recognizes that she is doing okay – she invested in stocks, bonds and mutual funds in all these accounts and, though it didn't seem like much money in the moment, everything grew over the decades. In her case, it was better late than never. However, she now sees the effects of compound interest and that it's hard not to wonder where she could've been if she had started investing for retirement earlier.
- Eddie chimes in that it took him awhile to realize that investing in his business and investing in retirement are two different things.
- Maya then offers some advice to younger generations: if your job offers you a 401K or another retirement account, do it. And if they'll match your savings, capitalize on that. She lost years of growth from compound interest because she left money on the table while she was paying off debt.
- Eddie offers advice as well: start investing as early as you can and designate money specifically for retirement. He saved money and invested in his business, but he didn't specifically open retirement accounts until he was in his forties. If he could go back in time, he would make the choice to start earlier.
- Finally, Cameron offers the advice to invest earlier than you think you should. Cameron started investing in his early twenties, as soon as he started getting a regular paycheck, and he thinks it's one of the best financial choices he's made. Investing not only helped him save for retirement, but it also helped him reach some of his long-term goals like buying a house.
- The video closes with the following question: Why is investing early important in helping me reach my long-term goals?

## Power of Investing: Video 2 Talking Points

- Video 2 starts with a scenario: you've looked at your budget, talked to some friends, and you think now's the time to start investing. You've heard that your money can grow because of something called compounding but want to know more about how it works.
- The video then goes on to explain different aspects of compound growth.
  - **The basics**
    - The first thing to look at is your starting balance/principal amount—how much money you initially invest.
    - Next is interest—the rate at which your investment grows as a percentage of your balance/principal. The higher the rate, the more money you earn and the lower the rate, the less money you earn.
    - Money in an account that earns interest compounds over time. The greater the frequency of compounding, the faster your money grows. Continuing to add money to your investment account helps accelerate compounding even more. And, the longer you keep money in your account, the more you can earn through compounding.
    - For example, at the end of your first year investing, you have a principal balance of \$1,000. You earn 6% in interest and decide to keep that money invested. This means your principal plus interest equals \$1,060.
    - If you earned 6% interest at the end of year 2 on your balance of \$1,060, that would be \$63.30, and your new principal balance would be \$1,123.60. If this pattern continued for the next 3 years, you would earn \$67.42 in interest with a new principal balance of \$1,191.02. Imagine if this pattern continued for 5 years. You would have \$1,338.23.
    - In this example, it's great that your ending principal balance is much higher than when you started. But, to get to your long-term goals you'll need more.
  - **How compound growth works: length of time (snowball)**
    - Many people say that compounding is like a snowball rolling downhill. It can be small when it starts at the top and get bigger as it rolls down and picks up more snow. This relates to the length of time you have your money in an investment account. The gains you earn and reinvest compound, making your balance bigger, and then that larger balance earns its own gains. If you start at the top, you'll end with the most snow, versus starting in the middle of the hill.
    - Making up for lost time is challenging when investing. For example, Maria invested \$5,000 at age 25 and let her money grow for 40 years, earning 6% interest. She ended up with \$51,000. Her friend waited until she was 45 and invested double to make up for lost time. Even though she invested more, she earned almost \$20,000 less than Maria.
  - **How compound growth works: amount of money invested (caring for a plant)**



- Think of investing for the long term like caring for a plant. If you want your plants to grow, they have basic needs like sunlight and water. But boosting their soil with fertilizer and nutrients can ensure strong growth. You wouldn't just have to do this once, but continually over time to give your plant the best chance for optimal growth.
  - In the same vein, to ensure optimal growth for your money, you need to continually boost your account's health by adding regular contributions. Remember, the higher the principal balance, the more potential growth you can see through compounding.
  - Think about Maria's \$5,000 investment that grew to \$51,000 over 40 years. If she had boosted her account with an additional \$5,000 each year, she would have ended up with \$820,238.
  - On the other hand, Ana invested \$10,000 and after 20 years her investment grew to \$32,000. If she had contributed an additional \$10,000 each year (to try to make up for lost time), she would have \$389,927.
  - While both Maria and Ana's "investment gardens" grew with constant care through regular contributions, Maria's early start and additional contributions provided an advantage that would make it challenging for Ana to ever catch up, even with the savviest investing strategy. Even if Maria stopped investing after 20 years, she would still have a much bigger nest egg than Ana and would have contributed half as much.
- **How compound growth works: rate of return on investment**
    - Unlike starting early and making regular contributions, which are in our control, the return rate—how much you earn—is something we don't have control over. The more money you have in your account, the more money you'll earn through compounding. However, it should also be known that the higher the interest rate, or percentage, the more you will earn.
    - For example, if you have a \$1,000 principal balance in your investment account and let it sit for 10 years earning compound interest, here is what you would earn:

Return Rate	1%	2%	3%	4%	5%	6%	7%
Amount	\$1,104.62	\$1,218.99	\$1,343.92	\$1,480.24	\$1,628.89	\$1,790.85	\$1,967.15

- As you can see, an increase of even just 1% can make a big difference in how much you earn. Now imagine you are Maria or Ana. We've been estimating their compound growth earnings at a 6% return rate, but what if it increased by 1%?

	Yearly Investment	Number of Years	Total Investment	6% Return Rate	7% Return Rate
Maria	\$5,000	40	\$200,000	\$820,238	\$1,068,048
Ana	\$10,000	20	\$200,000	\$389,927	\$438,652

- For Ana, the difference of 1% makes about an extra \$48,000 in earnings. For Maria, who started investing 20 years before Ana, there is almost an extra \$250,000 in earnings when the return rate changes from 6% to 7%. Although 1% can seem like a very small number for most other situations, when it comes to compound growth a gain of 1% can make a big difference in your investment outcomes.
  - Keep in mind that higher returns usually mean higher risk, so you'll need to balance how much risk you'll be comfortable with to achieve your goals.
- The video closes with a reminder: investing can seem like something to do far in the future, but the truth is, the sooner you can start investing, the more secure your financial future can be when your investments grow from the power of compounding.