



Moneywise  
America™



# SAVING AND INVESTING

*Your guide to teaching  
the difference  
between saving and  
investing and when to  
use each strategy.*

*Facilitator  
guide*



# *Facilitator Guide: Table of Contents*

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I.	Moneywise America Program Overview	1
II.	Session Structure—How it Works	3
III.	Preparation—What You Need to Know in Advance of Your Session	3
IV.	How to Use this Facilitator Guide	4
V.	Facilitator Script	8
VI.	Video Scripts (1&2)	22

# 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, *Saving and Investing: The Difference Between Saving and Investing and When to Use Each Strategy*, is the second 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	<b>5.1: Saving &amp; Investing</b>
1.2: Spending	2.2: Financial Products	3.2: Responsible Credit	4.2: Education Costs	5.2: Power of Investing
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 *Saving and Investing: The Difference Between Saving and Investing and When to Use Each Strategy* 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 *Saving and Investing: The Difference Between Saving and Investing and When to Use Each Strategy* 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 *SAVING AND INVESTING: THE DIFFERENCE BETWEEN SAVING AND INVESTING AND WHEN TO USE EACH STRATEGY 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
  - Eddie's Saving and Investing Timeline Worksheet
  - My Saving and Investing Timeline 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

☐ 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



# *Saving and Investing: Your guide to teaching the difference between saving and investing and when to use each strategy.*

### Session Overview

The purpose of this session is to focus on the difference between saving and investing. In the 50/30/20 rule (50% needs, 30% wants and 20% savings), how does the 20% savings portion of your take-home pay get allocated? As your goals and income change over time, so does the way you save, and the allocation to saving vs. investing. Setting goals and determining when to save and when to invest is essential to reaching your financial freedom.

This session includes two videos, the first of which finds our teen characters Cameron, Maya, and Eddie catching up at school after Spring Break. Maya describes the trip she took to Florida and how her grandmother is living the good life thanks to good decision making when it came to saving and investing for her future. As the boys ask questions, Maya gives them information about when to save vs. invest using Cameron's short-, medium-, and long-term goals as an example.

The second video elaborates on the ways to save and ways to invest. It presents the types of accounts that you can use for savings and the types of accounts used for investing, particularly for education and retirement. Not only should you know the difference between why you would save vs. invest, but also understand the rules and regulations related to each type of account to ensure you are maximizing your savings and investments.

### Take Away:

As a result of taking this session, participants should understand how to save their money and the various ways one can invest their money. They should also know when investing is feasible and applicable to their personal and financial 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: Waterfall Exercise 5 minutes
- Collaborate 2 minutes
- Pre-Session Self-Reflection 4 minutes
- Objectives 2 minutes

## Engage

- Saving and Investing: Video 1 5 minutes
- Discuss 2 minutes

## Explore

- Saving and Investing: Video 2 11 minutes
- Discuss 2 minutes
- Practice: Eddie's Saving and Investing Timeline Worksheet 9 minutes
- Create: My Saving and Investing Timeline Worksheet 10 minutes

## Wrap-Up

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

Total:  
60 minutes

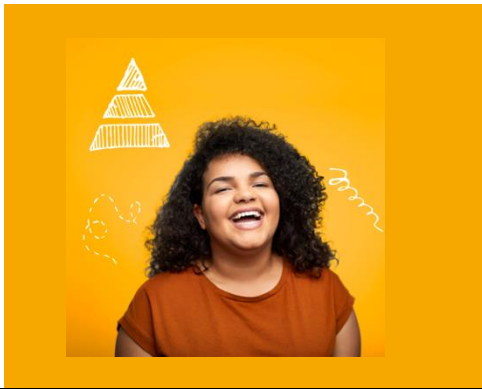
## Materials Needed

### 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
  - Eddie's Saving and Investing Timeline Worksheet
  - My Saving and Investing Timeline Worksheet
  - Session Evaluation Survey



# WELCOME

## Notes to the Facilitator:

*“Waterfall” is a cooperative learning strategy that invites participants to express their opinions in a quick and succinct way when presented with a question set.*

*To begin, read a question. Afterwards, give participants 30 seconds to think of their response. When the time is up, quickly solicit short answers from each participant.*



Facilitation: **Welcome**  
**5 minutes (Slides 2-8)**

Greet participants by introducing yourself. Take 5 minutes to guide participants through “Waterfall.” 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 saving and investing. (ADVANCE TO SLIDE 3) To get us warmed up, I’m going to ask a question and will ask you to hold onto your answer until I say ‘Waterfall’. When you hear me say ‘Waterfall,’ I’ll quickly call on people to get your answers.” (ADVANCE TO SLIDE 4)*

Ask the following questions one at a time. After 30 seconds, say “Waterfall” and have participants quickly share their answers.

- *What is a personal goal you have within the next year, or where do you see yourself within a year? (SLIDE 4)*
- *What is a personal goal you have for, or where do you see yourself at, age 20? (SLIDE 5)*
- *What is a personal goal you have for, or where do you see yourself at, age 25? (SLIDE 6)*
- *What is a personal goal you have for, or where do you see yourself at, age 35? (SLIDE 7)*
- *What kind of life do you want to create for yourself after you’ve retired from working? (SLIDE 8)*

**Thank participants and transition to Collaborate, SLIDE 9**



# 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.



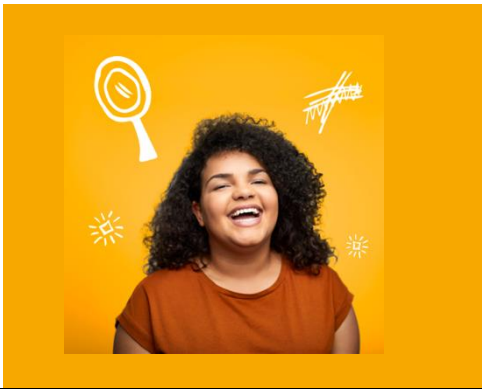
Facilitation: **Collaborate**  
2 minutes (Slide 9)

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 10**





## 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.

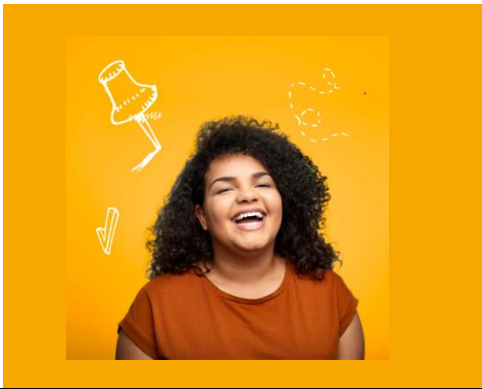


Facilitation: **Pre-Session Self-Reflection**  
4 minutes (Slides 10-11)

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 11)** *How do I determine when to save and invest, and how will that help me reach my personal 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 12**



# Objectives

## Notes to the Facilitator:

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

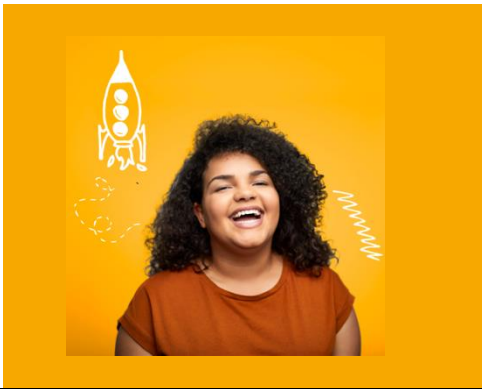


Facilitation: **Objectives**  
2 minutes (Slide 12)

Explain learning objectives to participants:

- *“Today during our session, you will be able to:*
  - *Understand what investing is*
  - *Understand the difference between saving and investing*
  - *Know how personal and financial goals relate to saving and investing choices*
  - *Determine when saving or investing would be the best option*
  - *Know different retirement savings vehicles.”*

Transition to show **Saving and Investing: Video 1, SLIDE 13**



## **ENGAGE:** ***Saving and 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 Maya, Eddie, and Cameron meeting up at school after Spring Break. Her recap of the week turns into a lesson in saving vs. investing learned from Maya's grandmother during her visit to Florida.*

*The premise of this video is to get participants thinking about the difference between saving and investing, and why it is beneficial to know when to use either strategy.*

*When presenting the discussion questions, note the following:*

- *Saving can be geared towards short- and medium-term goals and is easily accessible.*
- *Investing is a long-term financial journey that has multiple pathways to help your money grow over time.*
- *One of the biggest potential advantages for a young investor is leveraging time to help investments grow through compounding. The more time ahead of you, the more growth potential there is.*



**Facilitation:** **Engage: Video 1**  
**7 minutes (Slides 13-15)**

Before showing **Saving and Investing: Video 1**, prompt participants with the following:

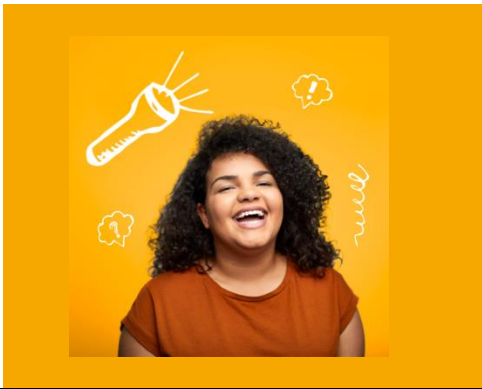
- *"It's after Spring Break, and Maya, Eddie, and Cameron are catching up before school. Maya has just returned from visiting her grandmother in Florida. Their conversation starts with Maya talking about the sunshine, but then turns to saving. Let's hear what Maya learned on her trip."*

**(ADVANCE TO SLIDE 14, play Saving and Investing: Video 1)**

After the video plays, **ADVANCE TO SLIDE 15**. Ask the participants the following questions, calling on one or two participants for answers:

- *"What are some of the differences between saving and investing?"*
- *"Why do you think it's important for someone who's young to start thinking about saving for retirement?"*

**Transition to Saving and Investing: Video 2, SLIDE 16**



## EXPLORE: Saving and Investing: Video 2

### Notes to the Facilitator:

*This video is designed to elaborate on the differences between saving and investing. Below are the key takeaways from the video:*

- *When following the 50/30/20 rule, your 20% savings should be split between short-term/emergency savings and long-term savings*
- *You can save by putting your money in a savings or money market account, or by using a Certificate of Deposit*
- *You can invest for retirement with a 401(k), 403(b), or a Roth IRA account. These accounts have fees and penalties for early withdrawals*
- *You can invest for education with a 529 account*
- *You can also invest for your future with a brokerage account*
- *Investing is a long-term strategy that benefits from compounding, while saving allows you safekeeping with quick access to your money when needed*

*After the video, give participants the opportunity to ask questions about the concepts that were presented.*



Facilitation: [Explore: Video 2](#)  
[13 minutes \(Slides 16-18\)](#)

Introduce the informational video to participants:

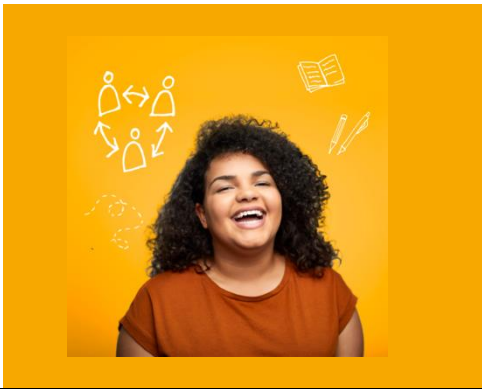
- *“Now let’s take a closer look at saving and investing. There are definite differences between the two that you’ll need to be aware of. As you watch the next video keep in mind goals you would save for and goals you would invest for.”*

**(ADVANCE TO SLIDE 17, play Saving and Investing: Video 2)**

After showing the video, solicit questions from participants and provide clarifying answers to check for understanding. **(ADVANCE TO SLIDE 18)**

- *“What questions do you have about the different ways you can save or invest and why you would select either option?”*

**Transition to Practice, SLIDE 19**



## Practice: Eddie's Saving and Investing Timeline

### Notes to the Facilitator:

*This activity is intended to have participants determine the difference between saving and investing for a specific type of goal. Participants will be presented with the following points on Eddie's timeline with his goal to determine and explain why he should save or invest.*

*When reviewing answers, keep the following in mind:*

*Any situation where money is needed in less than 5 years is for saving rather than investing. However, if other savings are available to cover the goals or projected expenses, investing could also be an option, due to excess risk capacity and/or tolerance.*



**Facilitation: Practice: Eddie's Saving and Investing Timeline**

**9 minutes (Slide 19-20)**

Have participants access the **Eddie's Saving and Investing Timeline Worksheet** from the Teen Guide and introduce the activity. As a whole group, review Eddie's timeline and complete the first goal.

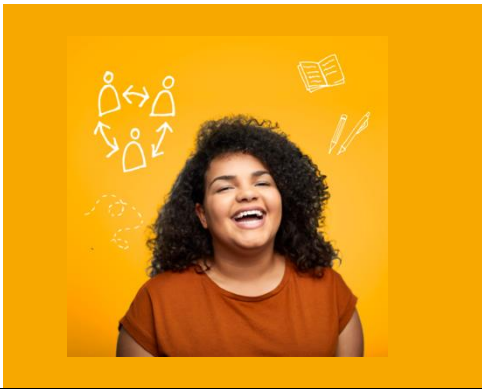
- *"We're going to work together now to examine Eddie's goals and help him determine if he should save or invest for each goal. Let's look at the timeline of his goals and do the first one together."* **(ADVANCE TO SLIDE 20)**  
**(Read through Eddie's timeline and complete the questions for his first goal. Give participants 7 minutes to work independently or in groups to complete.)**

Bring the group back together and ask for participants to volunteer their answers:

- *"Can I get some volunteers to tell me, at the different points on his timeline, if Eddie should save or invest, and why?"*
  - **Should Eddie save or invest to buy a laptop?** *(Save: he will need the funds in the very near term)*
  - **Should Eddie save or invest to attend and pay for college?** *(Save: he would need the funds in the near term and wouldn't be able to cover expenses if there were a loss)*
  - **Should Eddie save or invest to start a business?** *(Save/Invest: if there are savings available for projected expenses for the coming years, investing could also be an option depending on Eddie's ability to tolerate risk and his capacity to contribute to investments)*
  - **Should Eddie save or invest to buy his mom a house?** *(Invest: he will have over 15 years for his money to grow via compounding. The money wouldn't be needed for his own expenses and investing would likely yield more than savings)."*

**Transition to Questions Continued, SLIDE 21**





## *Practice: Eddie's Saving and Investing Timeline*

### Notes to the Facilitator:

When reviewing answers, keep the following in mind:

Any situation where money is needed in less than 5 years is for saving rather than investing. However, if other savings are available to cover the goals or projected expenses, investing could also be an option, due to excess risk capacity and/or tolerance.



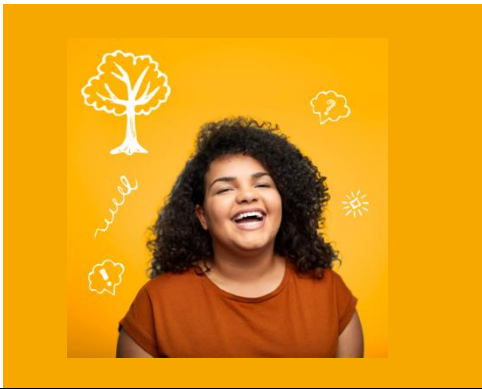
Facilitation: **Practice: Eddie's Saving and Investing Timeline**

9 minutes (Slide 21)

Questions continued:

- **Should Eddie save or invest to retire?**  
(Invest: he will benefit the most from compounding over many years, especially if he starts at a young age, and he has time to ride out the ups and downs of markets)
- **Should Eddie save or invest to pay taxes on the sale of a property?**  
(Save: this is a near term expense that isn't appropriate for risk taking)
- **Should Eddie save or invest to take an overseas vacation?**  
(Save: this is a near term expense and an investment loss could impact the ability to cover the costs)

Transition to Create, SLIDE 22



## Create: My Saving and Investing Timeline

### Notes to the Facilitator:

*This activity is intended to have participants determine the difference between saving or investing for a specific type of goal when applied to their own lives. They determine their own points on a timeline with matching goals, then determine and explain why they should save or invest.*



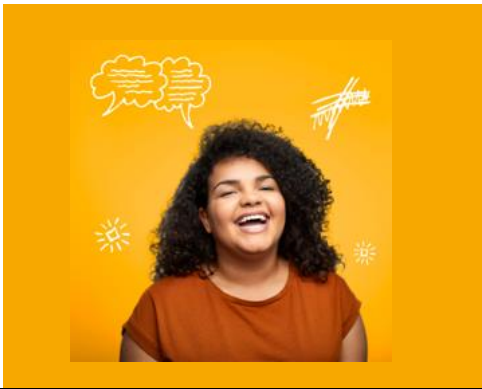
Facilitation: **Create: My Saving and Investing Timeline**  
**10 minutes (Slide 22-23)**

Have participants access the **My Saving and Investing Timeline Worksheet** from the Teen Guide and introduce the application task.

- *“It’s your turn to think about your future goals and whether you should be saving or investing for them. You will work through the same process that we used for Eddie’s timeline. Think about the goals you thought of in the beginning of the session as a starting point. There are also suggested goal categories such as education, home ownership, new car, family, vacations, retirement, and even starting a business. Your own goals may fall into other categories. We’ve left the age column of your timeline blank, meaning you can use the same ages as Eddie or be flexible with your own. Be sure to figure out the time before the funds are needed, as that will help you determine whether to save or invest.”*

**(Provide participants with 10 minutes of work time, answering questions as needed.) ADVANCE TO SLIDE 23**

**Transition by calling the group to attention for the Wrap-Up, SLIDE 24**



## 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.*

*Remind participants that time, risk tolerance, and risk capacity are the major factors in determining when to save vs. invest.*

*If participants are reluctant to contribute to the conversation, it can be helpful to share a personal anecdote about a goal of your own that required saving over investing, or vice versa.*

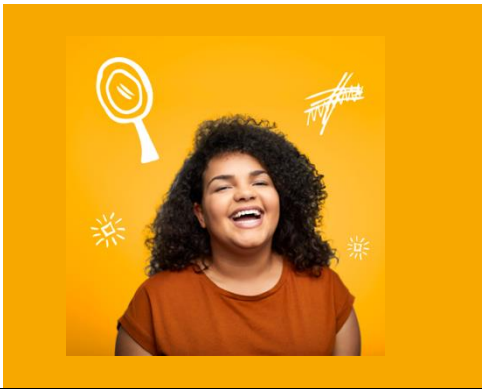


Facilitation: **Discuss: Overall Session**  
3 minutes (Slide 24-25)

**Advance from SLIDE 24 to SLIDE 25.** After participants have completed their **My Saving and Investing Timeline 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 was a goal you decided you should save for? Why did you choose saving over investing?*
  - *What was a goal you decided you should invest for? Why did you choose investing over saving?*
  - *Why is it important to both save and invest?*

**Transition to the Post-Session Self-Reflection & Evaluation, SLIDE 26**



## 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.



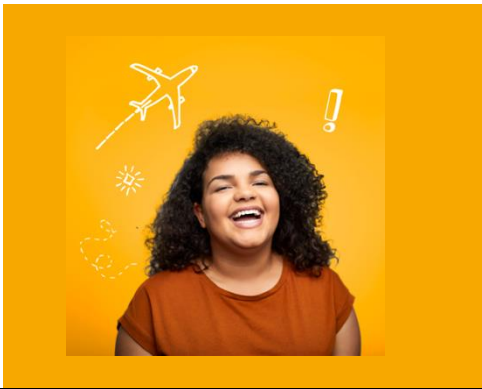
### Facilitation: **Post Session Self-Reflection & Evaluation**

4 minutes (Slide 26)

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: **How do I determine when to save or invest and how will that help me reach my personal 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 27**



## 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 why it was important to differentiate between when to save and when to invest. This example will help participants understand the practical application of the session.*



Facilitation: **Close**  
**1 minute (Slide 27)**

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 understanding the difference between when to save and when to invest 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.’]*
- *I appreciated the way we worked together to determine when Eddie should save or invest, and how based on your goals you made similar decisions on saving and investing. (ADVANCE TO SLIDE 28) 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 understanding the difference between when to save and when to invest 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.’]*
- *I appreciated the way we worked together to determine when Eddie should save or invest, and how based on your goals you made similar decisions on saving and investing. I look forward to seeing you again to continue the conversation. (ADVANCE TO SLIDE 28) So once again, thank you.”*



## VI: VIDEO SCRIPTS (1&2)

### Saving and Investing: Video 1 Talking Points

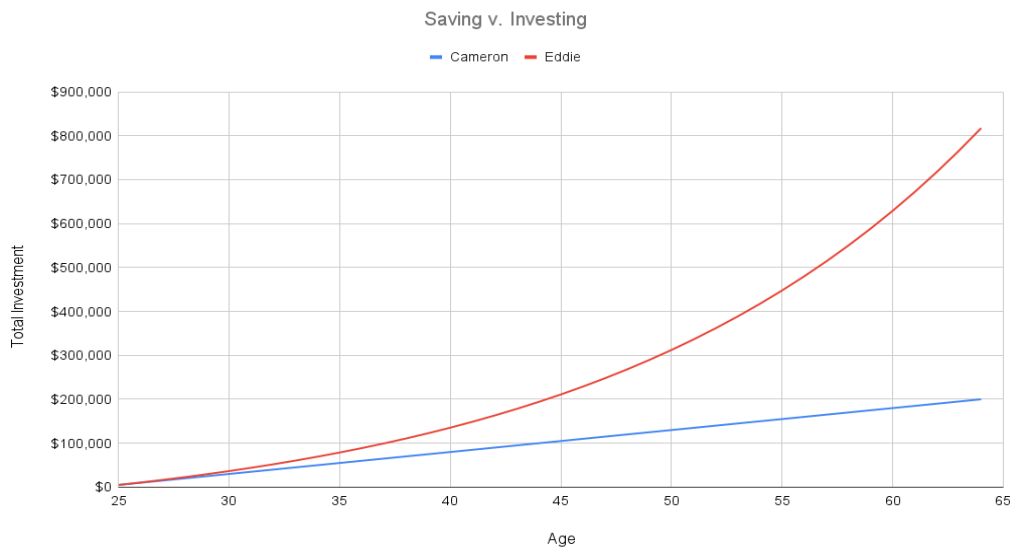
- Video 1 starts with Cameron, Eddie and Maya talking at school the Monday after spring break. Maya has just returned from a trip to Florida to visit her grandma, who moved there for retirement.
- When asked how her trip was, Maya says it was nice to spend time with her grandma, and that her grandma is loving retirement. She has a condo near the beach and is enjoying shopping and playing golf with friends.
- Eddie exclaims that she must have saved well for retirement, and Maya replies that she *invested* for retirement. During the trip, Maya's grandma taught her about the difference between saving and investing, and that everyone should really do both.
  - Saving is putting aside money for future use that you can usually access at any time, such as from a savings account. Investing is taking your money and putting it to work for you, with the goal of growing it over time. Investing comes with rewards as well as risk. But, investing over a long period of time in lots of different types of investments can reduce that risk.
- Eddie simplifies this explanation: saving is less risky than investing but investing can pay off more in the long run.
- Maya recalls that there are lots of types of investments such as stocks and bonds in an online account, or real estate. There are also different investment accounts for specific things, such as a 401K for retirement, which is a common retirement account that companies offer to their workers. 401K's are great because you're not taxed on the money you put in, and it can grow.
- The trick with 401K's is that you can't touch the money for a long time without getting taxed and penalized. So, unlike savings accounts, 401K's are specifically designed for retirement.
- Cameron then asks, how do you know when it's best to save vs. invest?
- Maya responds that it depends on the goal you're trying to reach. Usually, if you have more than 5 years to invest you can afford to take some risk and have the chance of growing your money more. If you have less than 5 years, you'd want to put your savings in something that might not grow as much but is safer. People typically save for short-term goals and invest for long-term goals.
- The teens then use Cameron's goals as an example. Cameron's short-term goal is to start college, which begins in 6 months. Since he will need to access the money soon, Cameron should save, not invest. Investments can go up or down, and if you need the money, that's too big a risk in the short-term.
- Cameron's medium-term goal is to buy a car once college ends, in 4-5 years. While this one is trickier, Maya recommends that Cameron still save for this goal rather than invest.

- Cameron’s long-term goal is to save for a down payment on a house for his future family. This timeline is likely at least 10 years away, so Maya, Cameron and Eddie agree investing is the best option here.
- Cameron’s even longer-term goal is retirement. This one is 100% invest. Though it's far in the future, retirement should be on everyone’s radar as an important long-term financial goal. Even if it’s a small amount at first, it’s important to start investing early.
- Currently, Cameron is saving 20% of his paycheck from working at a museum. He could consider investing some of that 20% based on how he’s budgeting for his goals. Most of it would go to savings, but some might go to an investment account for the long term.
- The video closes with Eddie asking the question: “How do I determine when to save or invest and how will that help me reach my personal goals?”

## Saving and Investing: Video 2 Talking Points

- Video 2 starts with an introduction to saving and investing. Saving is a good option to set money aside for your short- and medium-term goals. Investing is a good option for your long-term goals, as money you invest can grow and compound over time.
- How do you know when to save and when to invest? The video explains below:
  - **Ways to Save:** The 50/30/20 guideline suggests that you should allocate 50% of your take home pay to cover needs, 30% can be put toward wants, and the last 20% is for savings.
    - Of that 20% savings, half may go toward short-term and emergency savings, while the other half should be for long-term savings.
    - Short-term and emergency savings should be kept someplace where it's safe and easily accessible, such as a bank savings account or certificate of deposit (CD) at a bank or credit union.
  - **Ways to Invest:** The other half is for your long-term goals, such a house, education if you have kids, and retirement. When you're just starting out, try to set aside at least 10% of your income toward long-term goals.
    - But, depending on what your long-term goals are, saving just 10% might not be enough. Saving more is always a good option but investing can help you reach long-term goals sooner.
      - Specific investments and accounts are designed to compound your money over time. The longer you keep your money invested in these accounts, the more you can earn through compounding. Think of it as a snowball that gets bigger as it rolls down a hill, picking up more snow. What you earn gets reinvested and added to your ongoing contributions, growing your investment.
    - To invest, you can open an account that you manage on your own or get help from a financial advisor or brokerage company that holds your account; these exist online and/or have branch locations in many cities.
    - There are also different types of accounts for specific purposes, e.g., a 529 account for education, or an IRA or 401K for retirement.
    - Two important reminders for investing are:
      - **Don't put all your eggs in one basket.** Having a mix of different investments—stocks bonds, cash, real estate—helps you decrease your risk. Think if you're a farmer: By planting different types of crops and growing them in many different places, you can avoid *all* crops being ruined by bad soil or weather in one area.
      - **There's a trade-off between risk and reward.** Generally, the lower the risk, the lower the return on your investments and vice versa. Everyone has a different tolerance for risk, so each time you look at an investment you need to think about how much risk you are willing to take, and what might happen to your finances if it doesn't pan out.

- **The Difference Between Saving and Investing:** Saving is putting money aside for the future where it can be easily accessed. Investing is putting money aside with the intention of earning a financial gain or profit.
  - You buy an investment with the hope that its value will increase over time. Although investing comes with the risk of losing money, it also has the potential for greater returns than you'd receive by putting your money in a bank account. Investing, especially for retirement, is a long-term endeavor to enable you to ride the ups and downs of the market.
  - Whether you save or invest, always minimize fees to financial institutions.
- **Why Starting Early is important:** See this example below.
  - Cameron puts \$5K a year in a savings account earning 0.5% interest for 40 years, from age 25 to 65. At age 65, he would have a total of \$221K.
  - If Eddie took the same amount each year and invested it for 40 years in a retirement account with an annual 6% rate of return, he would have almost \$820K in his account by age 65.
  - The most important part of investing is to start as early as you can, so that you can maximize your earnings with compound growth over time.



- That said, if Eddie takes any money out early to pay for a vacation, for example, he loses any future growth on the funds he takes out, may not get the full value of his original investment, or may pay a penalty if it's a restricted account. If Cameron withdraws from his savings, he doesn't face the same consequences, but also never had the potential for growth from investing.
  - Thus, it's important to have a plan for both your long- and short-term savings goals and why saving AND investing both play a role in your financial future.
- The video closes with a reminder: save for the short-term and invest for the long-term. Knowing the importance of savings and the power of investing can help you meet your personal and financial goals for each chapter of your life.