

BELL TO BELL: BANKING SERVICES



VOL. 4, ISSUE 14

10.30.2017



Engage:
Get them thinking



Teach:
Share the knowledge



Practice:
Use the knowledge



Reflect:
Assess their learning

Teaching banking services? We have a plan!

Engage: Beware, debt can drown you!



Do your students live in a community where they are exposed to title, pawn, and payday lenders? Would you like a way to discuss the high cost of borrowing from these financial services? Assign handout 1 of this [activity](#) to accompany the St. Louis Fed's alternative financial services [infographic](#). After completing the activity, make a pro/con list with students for each type of lender discussed on the infographic. You can assign handout 2 as an exit ticket for the end of class.

Teach: Why should you develop a relationship with a bank or credit union?



This [lesson](#) helps you teach your students all about the services and benefits of using a bank or credit union to manage their finances. Use the interactive [presentation](#) to accompany the lesson. Lesson exercises include comparing financial institutions and their services, writing and endorsing checks, reconciling accounts, and reading account statements.

Practice: Traditional versus shadow banking



Take your students deeper into the loanable funds market with this [article](#) from *Page One Economics*. The classroom edition has follow-up exercises on direct and indirect lenders as well as graphing the loanable funds market. If you prefer to stick to the basics of banking, try the Test Your Knowledge [interactive game](#).

Assess: Banking and budgeting



Assign the student activities from this banking and budgeting [lesson](#) to test your students on their skills. If you register for the [Econlowdown](#) instructor management panel, you can also use the [It's Your Paycheck!](#) online courses with pretests and posttests to assess your students.

BELL TO BELL: BUDGETING



VOL. 2, ISSUE 15

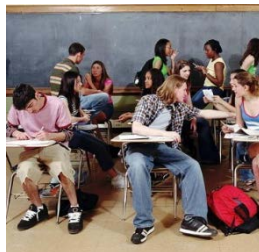
10.19.2016



Engage:
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Teaching budgeting? We have a plan!

Engage: [Katrina's Classroom](#)—back to school video and discussion



In this [video](#), your students meet a young woman named Jamie and her friends, all of whom had to evacuate New Orleans during Hurricane Katrina. The young people talk about the important role a budget plays in building savings and being prepared in the face of an emergency. Use the discussion questions at the end of the video to reinforce the content.

Teach: [Budgeting basics](#)



Give students a compelling reason to prioritize the important life skill of budgeting. This [activity](#) provides a full lesson plan, accompanying PowerPoint presentation, and an extension [activity](#). Use the [Why Budget?](#) infographic to reinforce the key parts of a budget. Use the online version or [order](#) a print copy of the poster today!

Practice: Budgeting 101 online course



[Register](#) as an instructor and then enroll your students in the Budgeting 101 Online Course. Budgeting is the most basic and most important tool in anyone's financial toolbox. With this online course, students are given the hands-on opportunity to create budgets for fictional “Regan” during her sophomore year in nursing school, and later, as a recent graduate with an apartment and a new car. Using either Microsoft Excel or Google Docs, the students download our budgeting tool with space for their own budget as well as the examples they created by establishing Regan’s budget.

Assess: Project-based learning—tracking expenses and creating a budget



Assign this [project](#) to your students and instill the daily practice of expense monitoring. They will perform weekly progress checks to determine whether their budget is on target for the month. The project includes a follow-up reflective essay assignment and a grading rubric for easy implementation.

BELL TO BELL: GOAL SETTING



VOL. 4, ISSUE 2

07.27.2017



Engage:
Get them thinking



Teach:
Share the knowledge



Practice:
Use the knowledge



Reflect:
Think about your learning

Teaching goal setting? We have a plan!

Engage: Why prepare for the unexpected?



Display our infographic, [Why Prepare for the Unexpected?](#)

Tell students to review the infographic and ask them the following questions:

1. How might financial disasters occur?
2. What do financial planning people do?
3. What is an emergency fund and how much should be in it?
4. How can people plan and prepare for emergencies?

Teach: Create your SMART goals!



Display slides 9 and 10 of our Lesson 1: Katrina Strikes' [PowerPoint](#) to guide students through a discussion of goal setting. Follow the procedures for slides 9 and 10 in the [lesson](#) to help students learn how to establish SMART goals. Students will turn the prompt—"I want to save money"—into an effective SMART goal.

Practice: Let's give goal setting a try!



Assign [Project 2 Activity: Financial Goals Worksheet](#) to fine-tune your students' financial goal-setting skills. This exercise helps students to formulate and prioritize financial goals over different time horizons. They will identify short-, intermediate-, and long-term goals. Use the rubric to evaluate their performance.

Assess: The art of decision making online course



Launch the [Test Your Knowledge PowerPoint](#) to assess your students. Designed to test your students' comprehension of the key concepts associated with goal setting, this interactive PowerPoint can be used as a team challenge. Divide your students into groups to see which team answers the most questions correctly as you alternate between questions.

BELL TO BELL: SAVING MONEY



VOL. 3, ISSUE 16

05.03.2017



Engage:
Get them thinking



Teach:
Share the knowledge



Practice:
Use the knowledge



Reflect:
Assess their learning

Teaching how to save money? We have a plan!

Engage: Why should you save?



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

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

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

Teach: Saving essentials



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

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

Practice: Savvy savers



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

Assess: Soar to savings!



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

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

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