A STORY OF
INTEREST (AND SUPERVISION!)
High School Lesson Plan

State and National Teaching Standards

New York

- 12.E1a. In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

- 12.E1b. Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

- 12.E1c. Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.

- 12.E3d. A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.

New Jersey

- 6.2.12.C.6.c. Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

Connecticut

- ECO 9–12.2. Generate possible explanations for a government role in markets when market inefficiencies exist.
- ECO 9–12.3. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

C3 Framework

- D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.

Grade Level
9-12

Time Required
120 minutes

Compelling Question
How are you like a bank?

Supporting Questions
What is the importance of compound interest?
What is bank supervision?
How does the past affect the future?

Objectives

- Define the concept of compound interest
- Compute the difference between simple and compound interest
- State the goals of bank supervision
- Categorize how bank supervisors maintain financial stability
- Describe the way the past affects the future
- Analyze the effect of immediate financial decisions on the future

Materials
A Story of Interest (and Supervision!) comic book
Handout 1: How Are You Like a Bank?
Handout 2: Budget Battle
Handout 3: A Worksheet of Interest
Handout 4: "What Do You Do?"
Handout 5: "Can We Take a Look at Your Books?"
Handout 6: Fortune Teller
Handout 7: This Is Your Life!

Procedures

Supporting Question 1: What is the importance of compound interest?

1. Begin the lesson by asking students how many of them would like to make money. *(Expected student response: most of them will.)* Ask students to name some of the ways that they could make money. *(Most students will probably name a variety of jobs. Some may bring up inheritance. If the answer is not given, guide students toward the idea of saving.)*

2. Explain to students that saving is just a way of earning money and that they'll learn more about it. Tell students that in this unit, they will answer the compelling question, **How are you like a bank?** On **Handout 1: How Are You Like a Bank?**, ask students to write down three predictions about how they are similar to a bank. Tell students to hold on to their handout as they'll need it later.

3. Returning to the concept introduced in Step 1, ask students if they would like to make money passively, or without doing anything. *(Students will likely find this appealing.)* Tell students that today they will learn the secret to this money-making method.

4. Pass out the comic book, A Story of Interest (and Supervision!), to each student. Explain that students will use the comic book to examine how they are like a bank. Pass out **Handout 2: Budget Battle**. First, before reading, ask students to answer questions 1 and 2 on Handout 2. Once that is complete, have students read pages 1-10 in the comic book. As they read, they should answer the remaining questions on Handout 2.

5. Debrief, guiding the students toward the idea that budgets are important.
    a. How would you define a want? *(Wants are items that may not be vital for living, but provide satisfaction and enjoyment to the consumer.)*
    b. How would you define a need? *(Needs are items that are necessary for survival, or to keep your job, or to sustain some semblance of living standards.)*
    c. What are examples of wants that Cybob purchased? *(Fancy space car, golf shoes, the multiple-course meal)*
    d. What are examples of needs that Cybob purchased? *(You could make an argument for maybe one or two courses of food.)*
    e. Which of these two types of purchases (wants or needs) should be prioritized? *(Needs.)*

f. What happens if you do not have enough money to cover your wants and needs? *(You go into debt and would need to borrow money, whether it is through a bank or by keeping a balance on your credit card.)*
g. Predict what will happen to your amount of savings if your wants and needs exceed your income. *(You would save less money.)*
h. Predict what will happen to your amount of savings if your income exceeds the money spent on wants and needs. *(You would save more money.)*

6. At the bottom of Handout 2, ask students to list their own wants and needs. Ask a few students to share. *(There will be some items that could be considered wants or needs, depending on circumstances. Emphasize to students that wants are not a bad thing; everyone has wants, and there is nothing wrong with having them. There is some ambiguity between the two concepts, and wants vs needs can also be contextual. For example, a car may be a need in the suburbs vs a want in a big city. Regardless of how certain things are classified, guide the students toward understanding that spending money on too many wants and neglecting needs leads to a lack of savings.)*

7. Remind students of your statement in Step 3 that money can be made through passive means. Explain to students that savings are the key to this process.

8. Pass out **Handout 3: A Worksheet of Interest**. Ask students to re-read pages 7-8. Check students' understanding by having them define the term "compound interest" at the top of Handout 3.

9. Remind students of the supporting question they are answering today: **What is the importance of compound interest?**

10. Tell students that now they will learn how compound interest works. But first, in order to understand compound interest, they must understand simple interest.

11. Begin by focusing students' attention on the left side of Handout 3. Explain that simple interest is the interest computed on the original amount invested with no compounding.

12. Tell students to imagine the following scenario:
    a. They have $100 to invest.
    b. The interest rate is 10%.
    c. They will wait four years before withdrawing their money.

13. Explain that the formula for simple interest is shown on the left side of Handout 3. Using the formula, ask students to calculate how much money they will have after four years.
    a. P = principal (the amount initially invested, in this case $100)
    b. i = interest rate (the rate charged, in this case 10% [written as .10])
    c. t = time (the amount of time the money will be invested, in this case four years)

14. Have students compute the answer and respond to the questions:
    a. How much interest have you earned after four years? *($40)*
    b. How much money have you earned after four years? *($140, or the initial $100 plus the $40 in interest)*

15. Now, ask students to imagine they borrowed, rather than saved, the money. Have the students predict what would happen. *(Expected student response: after four years they would have to pay back $140 for borrowing $100.)* Ask students how that would impact their financial decision. *(Some students will likely say they are less likely to borrow now that they have to pay "extra money.")*

16. Now, focus students' attention on the right side of Handout 3.

17. Tell students to imagine that it is an identical scenario:
    a. They have $100 to invest.
    b. The interest rate is 10%.
    c. They will wait four years before withdrawing their money.

    However, add that now students will use compound interest to find out the value of their savings. Remind them of the definition of compound interest. *(Interest that is earned on top of previous interest earned.)*

18. Explain that the chart on the right side of Handout 3 will help them compute the compound interest. Using the equations provided, ask students to calculate the amount of money they will have after four years.

19. Have students compute the answers and respond to the questions:
    a. How much interest have you earned after four years? *($46.41)*
    b. How much total money do you have after four years? *($146.41, or the initial $100 plus the $46.41 in interest)*

20. Now, ask students to imagine that they borrowed the money rather than saved the money. Ask the students to predict what would happen. *(Expected student response: they would have to pay back $146.41 for borrowing $100.)* Ask students how that would impact their financial decision. *(Some students may say they are less likely to borrow. Tell students to note that, with compound interest, they have to pay back even more money.)* Ask students to predict which type of interest a lender would prefer to use. *(Compound interest, because the lender makes more money.)*

21. Have students answer the questions on the back of Handout 3. Debrief, focusing students' attention on how compound interest is different than simple interest.
    a. If you are a borrower, how does compound interest affect you? *(Compound interest increases the amount that you have to pay back over time, because the interest on your loan accumulates more interest if you do not pay it back promptly. In the long run, you'll have to pay more money.)*
    b. If you are a saver, how does compound interest affect you? *(Compound interest increases the value of your investment in the long run. The principal you save accumulates interest, and that interest accumulates interest, and over time, your savings are larger and larger.)*
    c. How does the idea of saving and borrowing relate to wants vs needs? *(By balancing spending between wants and needs, and making sure to have some money left over for savings, you can take advantage of compound interest and earn money "passively" by just leaving it in the investment and allowing it to grow.)*

22. Tie the answers to the question at the bottom of Handout 3 to the supporting question: **What is the importance of compound interest?**

23. Ask students to return to Handout 1. At the bottom of the page, ask students to write one sentence on how compound interest shows that they are like a bank. *(Expected student response: both students and banks depend on compound interest. Both can use it to grow their money, whether it is savings for the student or the size of the loan balance for the bank.)*

Supporting Question 2: What is bank supervision?

24. Begin the lesson by reviewing with students the concept of compound interest. *(Students should respond that compound interest is interest that accrues on top of earned interest, increasing the total value.)*

25. To prepare students for today's lesson, distribute **Handout 4: What Do You Do?** Ask students to focus on the front side (the picture of the principal character). Ask students to think of three duties that a principal has when running a school, and to draw a picture symbolizing that particular duty. *(Answers will vary, but students will likely say things like evaluate teachers, punish students, monitor the halls for safety, create budgets, etc. Symbols could include a detention slip, a hall monitor vest, etc.)* Ask students to share a few and write the answers on the board.

26. Introduce students to the supporting question for this lesson: **What is bank supervision?** Distribute **Handout 5: "Can We Take a Look at Your Books?"** At the top of the page, ask students to make a prediction about why a bank may not have enough money.

27. Students will now define the term bank supervision. Ask students to read pages 10-15. This will prepare them for the next steps in the lesson.

28. Next, ask students to review page 1 of the comic. Students are to list each of the three goals of bank supervision on the three spaces on Handout 5. Explain to students that they will analyze these three goals of supervision.

29. Divide the class into three groups. Each group will examine a different aspect of bank supervision.
    a. Group one will analyze "Safety and soundness in the financial system" and will read page 16.
    b. Group two will analyze "Stability in financial markets" and will read pages 17-18.
    c. Group three will analyze "Fair and equitable treatment of consumers in financial transactions" and will read pages 17-18.

30. Ask each group to write three sentences summarizing its particular aspect of bank supervision on Handout 5. Then, form groups of three, with one student from each of the three reading groups. In these new groups, ask students to teach each other their particular aspect of bank supervision.

31. Reconvene as a class and debrief, discussing the role of bank supervision in the financial system. Ask students to return to their prediction at the top of Handout 5. Have them write a two-sentence reflection statement about their prediction. Have a few students share, emphasizing to students that a "wrong prediction" is not wrong at all. Tell them it is important to make predictions to drive thought and inquiry, and the more important thing is to reflect on their predictions afterward to understand them.

32. Ask students to return to Handout 4. Remind them that earlier they looked at the duties of a principal. Now, have them flip the worksheet over on the back to the picture of the bank supervisor (holding a briefcase). Using what they have learned, ask students to think of three symbols that show the duties of a bank supervisor. Illustrate them on the picture. *(Answers may vary. Students could draw an accounting notebook, a stethoscope [to symbolize examinations], etc.)*

33. Summarize the lesson by asking students to answer the supporting question "**What is bank supervision?"** at the bottom of Handout 4**.** Debrief, covering the three aspects of bank supervision with details.

34. Ask students to return to Handout 1. At the bottom of the page, ask students to write one sentence on how supervision shows that they are like a bank. *(Expected student response: principals supervise students like themselves to make sure they are following the rules. This is similar to the way the Fed supervises banks to make sure they are following the rules.)*

Supporting Question 3: How does the past affect the future?

35. Distribute **Handout 6: Fortune Teller.** Tell students that today's supporting question is: **How does the past affect the future?**

36. To begin, ask students to read pages 19-21 (finish the comic). Ask students to answer the two questions at the top of Handout 6.
    a. How did Cybob's past affect his future? *(Expected response: by getting into debt, Cybob had to sell many of his assets, and will have to curb his spending in the future.)*
    b. How did Ben Franklin's past affect the future? *(Expected student response: by saving money in the past, Ben Franklin earned more money in the future for Boston and Philadelphia through compound interest.)*

37. Explain to students that today they will practice budgeting and computing interest. Divide the students into two groups. The first group will play the role of individuals (i.e., students). The second group will play the role of banks.

38. Distribute **Handout 7: This Is Your Life!** Ask students to look at the top of the page to the see the title that corresponds to their role: banker or individual. Note that there are letters "A," "B," or "C" at the top of the pages. Each of these letters corresponds to a different scenario.

39. Group students into pairs (two individuals who have the same letter, such as two "A" individuals; and two bankers who have the same letter, such as two "C" bankers). Allow students to work through Handout 7 in pairs. Circulate around the room, answering any questions.

40. As you walk around, you will discover that some pairs will have good financial conditions, while other pairs will have bad ones. When students have finished, ask a few groups to explain their scenarios and outcomes to the class. Write key ideas on the board for all students to note.

41. Conclude the lesson by having students answer the remaining questions on Handout 6. Debrief on the supporting question **How does the past affect the future?** at the bottom of Handout 6. *(Expected student response: good financial decisions in the past lead to good outcomes such as increased revenue or more savings, while poor financial decisions can lead to debt or banks having low reserves.)*

Assessment

42. Remind students of the compelling question: **How are you like a bank?**

43. Ask students to take out **Handout 1: How Are You Like a Bank?** Ask students, for each compelling question, to write down a way that individuals and banks are similar.

44. To assess knowledge, in the box at the bottom of Handout 1, using the three answers from Step 43, ask students to answer the compelling question: How are you like a bank?

45. Finally, ask students to complete the box at the bottom of Handout 1. Students should reflect on their initial predictions, and describe why they were right or wrong. Reassure students that there is nothing wrong with an incorrect prediction. The point of a prediction is to drive inquiry and to learn.

How Are You Like a Bank?

Prediction Time

The essential question for this unit is: **How are you like a bank?** That may seem like an odd question at first. I mean, how *are you* like a big building full of money? Yet, there's more than meets the eye to both you and a bank.

In the space below, using the knowledge you have now, make three predictions about ways that you are like a bank. Remember that these are predictions, so it's okay if you need to revise them after the lesson. That just means you've learned more!

Prediction 1:

Prediction 2:

Prediction 3:

Supporting question 1: How does compound interest make you like a bank?

Supporting question 2: How does supervision make you like a bank?

Supporting question 3: How does looking at the past as it affects the future make you like a bank?

Compelling Question: How are you like a bank?

How were your answers at the end of the lesson similar and/or different from your predictions?

Why was this the case?

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Budget Battle

Wants vs Needs: the ultimate battle. In economics, these concepts are extremely important. In the space below, you'll analyze the differences between them.

1. How would you define a want?

2. How would you define a need?

3. What are examples of wants that Cybob purchased?

4. What are examples of needs that Cybob purchased?

5. Which of these two types of purchases (wants or needs) should be prioritized?

6. What happens if you do not have enough money to cover your wants and needs?

7. Predict what will happen to your amount of savings if your wants and needs exceed your income.

8. Predict what will happen to your amount of savings if your income exceeds the money spent on wants and needs.

MY WANTS	MY NEEDS

A Worksheet of Interest

YOU HAVE: $100	INTEREST RATE: 10%	TIME TO INVEST: 4 YEARS

Simple interest:

Formula: **Final amount = P(1 + i • T)**

P= principal (amount you invest)

i = interest rate (as decimal)

T = time money is invested

How much interest have you earned after four years?

How much money have you earned after four years?

Compound interest:

COLUMN LETTER	(A)	(B)	(C)
FORMULA	STARTING YEAR 2 PUT (C) HERE	(A) • .10	(B) + (A)
END OF YEAR...	STARTING AMOUNT	INTEREST EARNED	TOTAL VALUE END OF YEAR
1			
2			
3			
4			

How much interest have you earned after four years?

How much money have you earned after four years?

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Handout 3: continued

If you are a borrower, how does compound interest affect you?

If you are a saver, how does compound interest affect you?

How does the idea of saving and borrowing relate to wants vs needs?

Answer the supporting question: What is the importance of compound interest?

A STORY OF INTEREST (AND SUPERVISION!) HANDOUT 4

"What Do You Do?"

Before we can understand the concept of bank supervision, we need to know what supervision looks like!

In the space below, you see a picture of a principal. First, think of three duties that a principal has. Then, draw a symbol that represents each of those duties and illustrate them on the principal. (Think of something that you would see in school to represent each duty!)

Duty 1:_____

Symbol 1:

Duty 2: _____

Symbol 2:

Duty 3:_____

Symbol 3:

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Handout 4: continued

In the space below, you see a picture of a bank supervisor. Based on what you have learned, think of three duties that a supervisor has. Then, draw a symbol that represents each of those duties and illustrate them on the supervisor.

Duty 1:_____

Symbol 1:

Duty 2: _____

Symbol 2:

Duty 3:_____

Symbol 3:

Answer the supporting question: What is bank supervision?

_____

"Can We Take a Look at Your Books?"

Prediction: Why might a bank not have enough money?

Reflection on my prediction:

Goals of bank supervision:

Goal 1:

What is the purpose of this form of bank supervision? What does it do?

Goal 2:

What is the purpose of this form of bank supervision? What does it do?

Goal 3:

What is the purpose of this form of bank supervision? What does it do?

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Fortune Teller

How did Cybob's past affect his future?

How did Ben Franklin's past affect the future?

What decisions did your bank or individual make that impacted their financial future?

For banks: How does too little cash impact their functioning?

For individuals: What is one way you could reduce your amount of debt?

Answer the supporting question: How does the past affect the future?

THIS IS YOUR LIFE!

BANKER

A

Welcome to **Bank A**! Your bank faces the following scenario:

You have $500 in cash reserves in the bank. Last month, you funded a new housing complex, but the developer went bankrupt, so your reserves in the vault are lower than usual.

Loan 1: $250 loaned at 5% interest for a period of 3 years. The interest compounds yearly.

Loan 2: $100 loaned at 6% interest for a period of 2 years. The interest compounds yearly.

Using the tables below, compute the total principal and compound interest you will receive from these two loans.

Loan 1

Column Letter	(a)	(b)	(c)
Formula	Starting Year 2 put (c) here	(a) • .05	(b) + (a)
End of Year…	Starting Amount	Interest Earned	Total Value End of Year
1			
2			
3			

Loan 2

Column Letter	(a)	(b)	(c)
Formula	Starting Year 2 put (c) here	(a) • .06	(b) + (a)
End of Year…	Starting Amount	Interest Earned	Total Value End of Year
1			
2			

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Handout 7: continued

What is the total amount of interest your bank will earn from both loans when they are repaid?

What is the total sum of money you will have in the bank when the loans are repaid (total principal and interest from both loans + reserves)?

What would a supervisor say about your bank? Why?

THIS IS YOUR LIFE!

BANKER

B

Welcome to **Bank B**! Your bank faces the following scenario:

You have $1,000 in cash reserves in the bank. You are concerned about the current state of the economy and want to have extra money in the vault in case times get tough.

Loan 1: $500 loaned at 3% interest for a period of 3 years. The interest compounds yearly.

Loan 2: $200 loaned at 8% interest for a period of 3 years. The interest compounds yearly.

Using the tables below, compute the total principal and compound interest you will receive from these two loans.

Loan 1

Column Letter	(a)	(b)	(c)
Formula	Starting Year 2 put (c) here	(a) • .05	(b) + (a)
End of Year…	Starting Amount	Interest Earned	Total Value End of Year
1			
2			
3			

Loan 2

Column Letter	(a)	(b)	(c)
Formula	Starting Year 2 put (c) here	(a) • .08	(b) + (a)
End of Year…	Starting Amount	Interest Earned	Total Value End of Year
1			
2			
3			

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Handout 7: continued

What is the total amount of interest your bank will earn from both loans when they are repaid?

What is the total sum of money you will have in the bank when the loans are repaid (total principal and interest from both loans + reserves)?

What would a supervisor say about your bank? Why?

THIS IS YOUR LIFE!

BANKER

C

Welcome to **Bank C**! Your bank faces the following scenario:

You have $200 in cash reserves in the bank. This amount was higher a few weeks ago but you have made two large loans in the past month.

Loan 1: $1,200 loaned at 2% interest for a period of 4 years. The interest compounds yearly.

Loan 2: $1,500 loaned at 4% interest for a period of 2 years. The interest compounds yearly.

Using the tables below, compute the total principal and compound interest you will receive from these two loans.

Loan 1

Column Letter	(a)	(b)	(c)
Formula	Starting Year 2 put (c) here	(a) • .02	(b) + (a)
End of Year…	Starting Amount	Interest Earned	Total Value End of Year
1			
2			
3			
4			

Loan 2

Column Letter	(a)	(b)	(c)
Formula	Starting Year 2 put (c) here	(a) • .04	(b) + (a)
End of Year…	Starting Amount	Interest Earned	Total Value End of Year
1			
2			

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Handout 7: continued

What is the total amount of interest your bank will earn from both loans when they are repaid?

What is the total sum of money you will have in the bank when the loans are repaid (total principal and interest from both loans + reserves)?

What would a supervisor say about your bank? Why?

THIS IS YOUR LIFE!

INDIVIDUAL

Hi **Individual A**! You face the following scenario:

You earn $3,000 per month. You've decided that this month you are going to treat yourself. You have developed a list of wants and needs, and plan to buy them all because you deserve it. Circle the items that are wants, and then add up the total cost of your purchases.

Rent: $1,300	Food bill: $200
Super Gizmodo video game console: $499	Auto loan: $391
Motorcycle jacket: $150	3 meals at the local steakhouse: $150
Utilities: $120	Concert tickets: $70

Total spending for the month:_____

A payment is also coming due this month. You decided to take out a loan a while ago to buy a sofa, and now it's time to pay the full balance.

The amount borrowed was $500 at 6% interest for a period of 2 years. The interest compounds yearly. Use the chart below to compute what you owe for the sofa.

Column Letter	(a)	(b)	(c)
Formula	Starting Year 2 put (c) here	(a) • .06	(b) + (a)
End of Year…	Starting Amount	Interest Accrued	Total Value End of Year
1			
2			

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Handout 7: continued

What is the total amount that you owe for your loan?

What is the total amount that you owe for the entire month?

What would a financial advisor say about your financial health? Why?

What are you losing out on if you don't have extra money at the end of the month?

THIS IS YOUR LIFE!

INDIVIDUAL

Hi **Individual B**! You face the following scenario:

You earn $3,000 per month. You've decided it's going to be a fairly lean month. You obviously have your needs, and you made a wish list at the beginning of the year of things you want. You decide that you're going to treat yourself to ***one*** of those items this month. Circle the items that are wants. Then, add up the total cost of your needs and the want you selected for your treat:

Rent: $1,300	Food bill: $200
Super Gizmodo video game console: $499	Auto loan: $391
Motorcycle jacket: $150	3 meals at the local steakhouse: $150
Utilities: $120	Concert tickets: $70

Total spending for the month:_____

A payment is also coming due this month. You took out a loan a few years ago to pay for a community college class you needed to get a professional certification.

The amount borrowed was $800 at 1.5% interest for a period of 2 years. The interest compounds yearly.

Use the chart below to compute what you owe for the class.

Column Letter	(a)	(b)	(c)
Formula	Starting Year 2 put (c) here	(a) • .015	(b) + (a)
End of Year…	Starting Amount	Interest Accrued	Total Value End of Year
1			
2			

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Handout 7: continued

What is the total amount that you owe for your loan?

What is the total amount that you owe for the entire month?

What would a financial advisor say about your financial health? Why?

What are you losing out on if you don't have extra money at the end of the month?

THIS IS YOUR LIFE!

INDIVIDUAL C

Hi **Individual C**! You face the following scenario:

You earn $3,000 per month. Last month, you dipped into savings to pay for a bunch of things on your list. So, at the moment you don't necessarily want anything…well, maybe you'll allow yourself *one* more thing…Circle the items that are wants. Then, add up the total cost of your needs and the want you selected for your treat:

Rent: $1,300	Food bill: $200
Super Gizmodo video game console: $499	Auto loan: $391
Motorcycle jacket: $150	3 meals at the local steakhouse: $150
Utilities: $120	Concert tickets: $70

Total spending for the month:_____

Your credit card balance is high because of all the good stuff you have purchased over time. You just kind of forgot about it, and now the total is due this month.

The amount borrowed on your credit card was $1,200 at 13% interest for a period of 2 years. The interest compounds yearly.

Use the chart below to compute what you owe for the stuff you bought.

Column Letter	(a)	(b)	(c)
Formula	Starting Year 2 put (c) here	(a) • .13	(b) + (a)
End of Year…	Starting Amount	Interest Accrued	Total Value End of Year
1			
2			

Lesson Plan by Graham Long
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Handout 7: continued

What is the total amount that you owe for your loan?

What is the total amount that you owe for the entire month?

What would a financial advisor say about your financial health? Why?

What are you losing out on if you don't have extra money at the end of the month?