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ABSTRACT

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are interpreting your paycheck and planning to use money wisely. The student will learn to differentiate between gross and net pay and will devise a plan to use money effectively through budgeting, banking, and use of credit. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (HW)

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HANDLING YOUR PAYCHECK



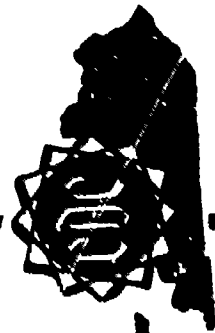
ORIENTATION TO THE WORLD OF WORK SERIES

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ORIENTATION TO THE WORLD OF WORK

HANDLING YOUR PAYCHECK

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Introduction

This unit, "Handling Your Paycheck," is one of a series of "Orientation to the World of Work" units designed for special vocational education teachers and other vocational teachers who have disadvantaged and handicapped students in their classes. There are nine other units in this series, namely:

- Occupational Safety
- Personal Development
- Getting a Job
- Introduction--Orientation to the World of Work
- Learning About Jobs
- How to Keep a Job
- The Role of Work in Our Society
- Self-Appraisal for Employment
- Taxes Affecting the Worker

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UNIT: HANDLING YOUR PAYCHECK

I. Rationale

The primary goal of vocational education is to prepare learners for gainful employment. Learners may acquire an occupational skill, they may be successfully employed, and yet, they may not achieve financial stability. They need help in handling money wisely.

Many disadvantaged and handicapped learners do not understand earnings and deductions and, as a result, quit their jobs because they think their employers are cheating them. Others over-extend credit and suffer garnishment of wages or repossession of purchased products. Employers dislike having credit risks on their payroll and look in disfavor at hiring one who has a past record of poor money management. These kinds of embarrassment and distrust can be avoided if proper education in wage earning, budgeting and wise use of credit is obtained. This unit provides that instruction.

II. Subject Matter Outline

- A. Interpreting Your Paycheck
 - 1. Wages and Salaries
 - 2. Payroll Deductions
- B. Plan to Use Money Wisely
 - 1. Budgeting
 - 2. Establishing Credit
 - 3. Banking Procedures

III. Unit Objectives

The student will

- A. Differentiate between gross and net pay.
- B. Devise a plan to use money wisely through budgeting, banking, and use of credit.

IV. Suggested Interest Approaches

1. Role play contractual agreements, providing incentive rewards at the termination of the contract. Purchase five (5) items of different value and reward learners for completing agreed upon terms of verbal contracts between teacher and learner.

Example of verbal contract:

- (1) John, I will give you a candy bar if you will open the window.
- (2) John agrees to conditions of contract and carries out task.
- (3) Teacher rewards John with candy bar.

Make contracts with four (4) other learners.

Examples of reward items and suggested activities for contracts:

Package of chewing gum / Bring a piece of chalk to teacher
Candy bar / Pick up a piece of paper from floor and place

in trash can

Ball point pen / Erase chalkboard

Pencil / Open/close a window/door

Sucker / Staple pieces of paper

After all five (5) contractual agreements are terminated, explain the idea of giving each learner an incentive or reward for completing a task. Point out that, likewise, workers are given an incentive (usually money) for work they complete or hours they spend doing a task. Also, there is an agreement between the employer and employee as to how much work or how many hours of work the employee must complete. Get X number of dollars.

Book No. 11

Help Yourself to a Job, Part II, "Explanation of Some Working Agreements Between an Employee and a Union"
Life Today, "Contracts and Agreements," ch. 17.

Book No. 13

2. Explore the concept "Don't ask your money where it's been? Tell it where to go."
3. View a film which describes the real value of money (Film No. 3, "What Is Money?")

JOB CONCEPT:

A. Interpreting a Paycheck

SUPPORTING CONCEPTS:

1. Wages and Salaries
2. Payroll Deductions

PERFORMANCE OBJECTIVES:

- The student will
1. Analyze various methods of job compensations.
 2. Understand various payroll deductions and benefits.

A. INTERPRETING A PAYCHECK 1. WAGES AND SALARIES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>View a filmstrip which shows different ent jobs with different rates of pay, different methods of being paid, various pay check deductions, and the importance of being a conscientious worker.</u></p> <p><u>Define and compare wages to salary.</u></p> <p><u>Buzz Session: Discuss methods of paying workers, such as</u></p> <ol style="list-style-type: none"> (1) Hourly rates (2) Weekly/Monthly (3) Overtime (4) By the job (5) By the piece 	<p>Same.</p> <p>Same.</p>	<p>Filmstrips: No. 3. "Managing Your Money Series" --"Earning Your Money"</p> <p>Dictionary Book: No. 17. <u>Succeeding in the World of Work (T)</u></p>

A. INTERPRETING A PAYCHECK 1. WAGES AND SALARIES (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES	HANDICAPPED	DISADVANTAGED
<p>Student Material: "Wages," pp. 23-24 "Hourly Rates," p. 25 "Overtime Rate," p. 26</p> <p>Book: No. 11. <u>Help Yourself to a Job</u> --"How You Earn Your Pay" --"Base Pay"</p> <p>Student Material: No. 1. "Earning a Living," p. 27</p>	<p>Same.</p> <p>Same. <u>Compare advantages and disadvantages of various methods of paying workers.</u></p>	<p><u>Solve</u> a problem which would help identify overtime and hourly rates.</p> <p><u>List</u> other methods of paying for work in addition to money, such as share cropping, exchanging live-stock or other commodities for labor, exchanging labor for labor, and piece work. <u>Note to Teacher:</u> Some businesses permit employees to make bows for gift wrapping at home as an example of piece work.</p> <p><u>Evaluation:</u> <u>Analyze</u> various methods of paying workers and kinds of pay received.</p>



A. INTERPRETING A PAYCHECK 2. PAYROLL DEDUCTIONS

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGES	HANDICAPPED	RESOURCES
<p><u>Examine</u> a payroll check and stub.</p> <p><u>Observe</u> various deductions such as:</p> <ul style="list-style-type: none"> --Retirement --FICA --Insurance --Union Dues --Federal Tax --State Tax --City Tax --Other <p><u>Note to Teacher:</u> Tell how the employer determines the amounts to deduct for each of these. Exercises in figuring union dues may be found in some mathematics books. A quick overview of the different types of insurance may be provided by using a filmstrip.</p> <p><u>Discuss</u> benefits received from deductions.</p> <p><u>Buzz Session:</u> <u>Discuss</u> voluntary and required deductions.</p>	<p>Same. <u>Note to Teacher:</u> Explain --wages earned</p> <ul style="list-style-type: none"> --various deductions must be totaled before take-home pay can be determined --total deductions are subtracted from total wages earned 	<p>Student Material: "Payroll Check," p. 28</p> <p>Book: No. 1. <u>Accent/Job Models Series</u> --<u>Paycheck</u></p> <p>Books: No. 18. <u>Useful Arithmetic, Volume I</u> --"<u>Figuring Out Dues</u>"</p> <p>Filmstrip: No. 3. "Money Management Series" --"<u>Buying Insurance</u>"</p>
<p>Same.</p> <p>Same.</p>		<p>Book: No. 11. "Help Yourself to a Job, Part II" --"<u>Salary Deductions</u>"</p>



A. INTERPRETING A PAYCHECK 2. PAYROLL DEDUCTIONS

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Discuss</u> the difference between <u>gross</u> and net pay.</p>	<p><u>Complete</u> an exercise computing a paycheck with gross and net pay.</p>	<p>Books: No. 2. <u>Accent/The World of Work Series</u> --<u>You and Your Pay</u> No. 12. <u>How to Get and Keep a Job</u> --"Exercise 16"</p>
<p><u>Define</u> the following terms: --<u>gross</u> --<u>net</u></p>	<p>Dictionary</p>	<p>Dictionary</p>
<p><u>Do</u> arithmetic exercises computing hours worked and gross pay.</p>	<p>Same.</p>	<p>Books: No. 18. <u>Useful Arithmetic, Volumes I & II</u> sections on: --<u>Work Week and Pay</u> --<u>Wage Deductions</u> No. 20. <u>Using Money Series, Book IV,</u> sections on: --<u>Working Part Time</u> --<u>Earning Your Money</u> --<u>Your Wage Deductions</u></p>
<p><u>Use</u> a payroll time card and <u>figure</u> hours worked per week both regular and overtime.</p>	<p><u>Note to Teacher:</u> Use time clock cards where possible.</p>	<p>Book: No. 14. <u>Mathematics for Adult Living, Unit II</u> Student Material: "Payroll Time Card," p. 29</p>
<p><u>Evaluation:</u> Calculate the gross salary for one week and describe the benefits received through at least five types of deductions made from a paycheck.</p>	<p><u>Evaluation:</u> Calculate for one day</p>	



MAJOR CONCEPT: B. Plan to Use Money Wisely

SUPPORTING CONCEPTS:

1. Budgeting
2. Establishing Credit
3. Banking Procedures

PERFORMANCE OBJECTIVES:

The student will

1. Plan a budget using hypothetical figures.
2. Compare advantages and disadvantages of credit buying vs. cash buying.
3. Balance a checkbook.

B. PLAN TO USE MONEY WISELY 1. BUDGETING

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Brainstorm:</u> Read special references on budgeting and discuss a topic such as</p> <p>--"How can one live within his means?"</p> <p>--"planned spending eliminates impulsive buying."</p> <p>--"Having a plan and making it work"</p> <p><u>View</u> filmstrip on budgeting.</p>	<p>Same.</p>	<p>Books:</p> <p>No. 17. <u>Succeeding in the World of Work, ch. 8</u></p> <p>No. 16. <u>Money Management Booklet Library</u></p> <p>--"Reaching Your Financial Goals"</p> <p>No. 4. <u>Be Informed Series</u></p> <p>--Unit 1--<u>Personal Credit</u></p> <p>No. 8. <u>Getting Ready for Pay Day: Book 3</u></p> <p>--<u>Planning Ahead</u></p> <p>Filmstrip:</p> <p>No. 7. "Managing Your Money Series"</p> <p>--"Spending Your Money"</p> <p>No. 3. "Consumer Studies: Making Ends Meet"</p> <p>Films:</p> <p>No. 1. "Planning the Use of Money"</p> <p>No. 2. "What Do I Receive for My Money?"</p> <p>No. 4. "When Do I Need More Money?"</p>

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p>List the basic steps involved in planning a budget.</p> <p>Debate pros and cons of living on a budget.</p> <p>Complete basic arithmetic exercises dealing with spending money-- determine cost and amount of change expected.</p> <p>Complete arithmetic exercises dealing with budgeting.</p>	<p>Same.</p> <p>Same.</p>	<p>Books: No. 15. <u>Mathematics for the Worker, pp. 109-177 (T)</u> <u>Using Money Series</u> Book 3--<u>Buying Power</u></p> <p>Books: No. 19. <u>Using Dollars and Sense</u> Useful Arithmetic, Volume II (D/H) --"Setting Up a Budget" --"Budgeting for a Month" --"Overall Budgeting" --"Budgeting for Clothes" --"Budgeting for Recreation" --"Budgeting for Rent" No. 18. <u>Useful Arithmetic, Volume I (D/H)</u> --"Comparing Prices" --"Cost of Car Transportation" --"Cost of Bus Transportation" <u>Using Money Series</u> --Book IV, <u>Earning, Spending, and Saving</u>--"Planning Your Spending"</p>
<p><u>Evaluation:</u> Plan a budget assuming your monthly income is \$375.00. You are buying a used car and the monthly payments are \$35.00 and your rent is \$75.00 per month. (continued)</p>	<p>Same. Use fewer items.</p>	

3. PLAN TO USE MONEY WISELY 1. BUDGETING (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED

HANDICAPPED

- Include other costs in the budget, such as
- food
- telephone
- savings (for security and for future purchases)
- doctor and dentist
- church contributions
- insurance
- recreation
- utilities--electricity
 - gas
 - water
- clothing
- miscellaneous spending money for small personal items, lunches, etc.
- gasoline and car maintenance (license, stickers, repairs, cleaning)

Note to Teacher: Students may need additional information about what influences the amount of spending required in each category above before they can complete the exercise successfully.

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Buzz Session:</u> <u>Discuss</u> a topic such as: -- "When is a bargain a bargain?" -- "Sale opportunities for special purchases" -- "Planned purchases pay off." <u>View</u> filmstrip which describes how consumers are exploited. <u>Define</u> credit.</p>	<p><u>View</u> a film or filmstrip which discusses planned buying. Same. Same.</p>	<p>Filmstrip: No. 4. "Consumer Studies: Money Well Spent" Filmstrip: No. 6. "The Exploited Generation," parts I and II No. 2. "Consumer Studies: Buyer Beware" Book: No. 16. <u>Money Management Booklet Library</u> -- "It's Your Credit, Manage It Wisely" Filmstrip: No. 3. "Managing Your Money" Series -- "Paying Your Bills" Transparency Masters: "Choosing a Credit Plan," p. 33 "Use Credit Wisely," p. 34 Transparencies: No. 1. "Consumer Credit Set" -- "Consumers and Credit in Our Society" Book: No. 16. <u>Money Management Booklet Library</u> -- "It's Your Credit, Manage It Wisely" Filmstrip: No. 5. "Consumer Studies: The Price of Credit"</p>
<p><u>View</u> filmstrip showing good procedures to follow when paying bills and the influence of one's reputation for paying bills upon his credit rating. <u>View</u> transparencies and <u>discuss</u> a topic, such as: "When is it wise to use credit?"</p>	<p><u>View</u> filmstrip which examines problems and pitfalls of impulsive spending.</p>	<p>Transparencies: No. 1. "Consumer Credit Set" -- "Consumers and Credit in Our Society" Book: No. 16. <u>Money Management Booklet Library</u> -- "It's Your Credit, Manage It Wisely" Filmstrip: No. 5. "Consumer Studies: The Price of Credit"</p>



B. PLAN TO USE MONEY WISELY 2. ESTABLISHING CREDIT (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p>View filmstrip showing situations which make borrowing money necessary and wise procedures to follow.</p>	<p>Play a game of "Credit World" to determine the advantages and disadvantages of using credit.</p>	<p>Filmstrip: No. 1. "Consumer Education Series" --"Your Money--Now You See It, Now You Don't" No. 3. "Money Management Series" --"Borrowing Money"</p>
<p>Read and report on information relative to the kind of credit plans, such as: --open or regular credit accounts --revolving credit accounts --installment credit or time payment plan --credit cards --budget --90 days, same as cash</p>	<p>Same.</p>	<p>Transparencies: No. 1. "Consumer Credit Set" --"Consumers and Credit in our Society" --Game: "Credit World" (H)</p>
<p>Complete sample application forms for credit and discuss the process of applying for credit.</p>	<p>Same.</p>	<p>Books: No. 5. <u>Better Buymanship Series</u>: --<u>Dollar Sense</u> No. 3. <u>The American Consumer (T)</u> No. 21. <u>You and Your Money</u></p>
<p>Discuss the advantages and disadvantages of credit buying vs. paying cash.</p>	<p>List three advantages and three disadvantages of credit buying. Compare advantages of credit buying to advantages of paying cash for merchandise. Play a game scramble to become familiar with terms used in the credit world.</p>	<p>Transparencies: No. 1. "Consumer Credit Set" --"When, Where and How"</p> <p>Books: No. 7. <u>Fundamental Forms Skills Text</u> Sample forms from local stores, banks, finance companies, and service stations</p>
		<p>Student Material: Scramble--"Terms to Know," p. 30 Book: No. 4. <u>Be Informed Series</u> --<u>Wise Buying</u> --<u>Money</u> Transparency Master: "Advantages and Disadvantages of Credit," p. 35</p>

3. PLAN TO USE MONEY WISELY 2. ESTABLISHING CREDIT (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p>Refer to newspaper for notices of bankruptcy and debtor's petitions. Note statement of assets and liabilities and the difference between them.</p> <p>Discuss open-ended statements regarding consequences of misuse of credit, such as: --Debtor's petition is.... --Bankruptcy is.... --Attachment is.... --Garnishment is....</p> <p>Complete arithmetic and informational exercises dealing with borrowing money, cash vs. credit, and charging purchases.</p> <p>Play a game involving decision making as to whether to buy, wait, or use credit.</p> <p><u>Evaluation:</u> Complete teacher-prepared test covering identification of the different kinds of credit plans and solve selected math problems dealing with borrowing money.</p>	<p>Same.</p> <p>Same.</p> <p>Omit.</p> <p>Same.</p>	<p>Local newspaper</p> <p>Book: No. 22. Your Money--Going or Growing?</p> <p>Game: No. 1. "Consumer" Transparencies: No. 1. "Consumer Credit Set--Making Credit Decisions" --"Dollar Wise Game".</p> <p>Teacher-prepared test</p>

B. PLAN TO USE MONEY WISELY 3. BANKING PROCEDURES

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p>View filmstrip dealing with bank services and the importance of saving.</p> <p>Discuss the services offered by banks.</p>	<p>Same.</p> <p>Crossword Puzzle: <u>Work a puzzle to identify the various types of checks honored by banks.</u></p> <p>List the functions of a commercial bank.</p>	<p>Filmstrip: No. 3. "Managing Your Money Series" --"Making Money Work for You"</p> <p>Student Material: "Crossword Puzzle," pp. 31-32</p>
<p>Read selected references describing use of checking and savings accounts and <u>complete exercises</u> selected by teacher.</p> <p>Resource Person: <u>Invite a banker to tell of services offered through banks.</u></p> <p>or</p>	<p>Same.</p>	<p>Book: No. 17. <u>Succeeding in the World of Work, ch. 12 (T)</u></p> <p>Books: No. 8. <u>Getting Ready for Pay Day: Book 1-- Checking Accounts (D/H)</u> No. 9. <u>Getting Ready for Pay Day: Book 2-- Savings Accounts (D/H)</u></p>
<p>Field Trip: <u>Visit a bank and observe</u> --banking procedure. --services offered.</p> <p>List at least two kinds of savings accounts, such as regular savings, Christmas savings.</p>	<p>Same.</p>	<p>Local bank</p>



B. PLAN TO USE MONEY WISELY 3. BANKING PROCEDURES (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Complete arithmetic exercises dealing with banking services.</u></p>	<p>Same.</p>	<p>Book: <u>Using Money Series, Book IV: Earning, Spending, and Saving</u> --"Bank Services"</p>
<p><u>Complete a deposit slip for the following amounts:</u> checks: \$45.00 35.00 28.50 currency: 5.80</p>	<p>Same.</p>	<p>Deposit slip forms</p>
<p><u>Discuss procedures for balancing a check book, such as</u> --Sort checks by dates or numerically. --Place a check mark in the appropriate column for checks paid by the bank. --Enter and subtract any other change appearing on the statement. --Look for outstanding checks. <u>Note to Teacher:</u> List steps on chalkboard or transparency and give students actual items to handle as you go through the procedure with them.</p>	<p>Same.</p>	<p>Practice material for balancing checkbook --old bank statements --checkbook stubs --teacher made items --workbook materials</p>
<p><u>Discuss the advantages of using personal checking accounts.</u></p>	<p>Same.</p>	<p>Books: <u>Succeeding in the World of Work, ch. 12. (T)</u> No. 17. <u>Getting Ready for Pay Day: Book 1--Checking Accounts</u> No. 8.</p>

TEACHING-LEARNING-EVALUATION STRATEGIES

RESOURCES

DISADVANTAGED

HANDICAPPED

List the different kinds of checks, such as --personal --certified.

Same. View a filmstrip which describes how to write and use a check.

Filmstrip:
No. 4. "Paying by Check"

Practice writing checks correctly.

Same.

Sample check forms

Evaluation: Balance a checkbook, assuming you have opened a checking account with \$750.00 and have written checks in the following amounts:

Same. Balance a checkbook assuming you have opened a checking account with \$150.00 and have written checks in the following amounts:

\$ 45.00
2.50
10.00
12.75
125.00
27.95
19.25
225.00

\$ 20.00
2.50
5.00
3.00
10.00

You have received the following cancelled checks from the bank:

You have received the following cancelled checks from the bank:

\$ 45.00
125.00
2.50
19.25
12.75

\$ 10.00
20.00
5.00

Answer the following questions:

--What is the "real" balance?
--How many checks are outstanding?

Same.

BOOKS, BULLETINS AND OTHER
PRINTED MATERIAL

	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.		Clarion House		Free loan, Resource Lab, Curriculum Development Center, Univ. of Kentucky
2.	Beatrice Dare and Edward Wolf	Same	1966	Same
3.	Herbert M. Jolley Robert O. Herrmann	Gregg Division, McGraw- Hill Book Co. New York, New York	1973	Same
4.		New Readers Press Box 131 Syracuse, New York 13210	1967 1967 1967 1969 1970 1971	Free loan, Resource Lab
5.	Coed/Forecast	Scholastic Magazines, Inc. New York, New York	1969	Free loan, Resource Lab
6.	John C. Roman Robert Finch	South-Western Pub. Co. Cincinnati, Ohio	1970	Free loan, Resource Lab
7.		Special Service Supply Box 705 Huntington, N.Y. 11743		Free loan, Resource Lab
8.	Margaret Hudson Ann Weaver	Frank E. Richards Pub. Co.	1966	Free loan, Resource Lab

Accent/Job Models Series
--Paycheck

Accent/World of Work Series
--You and Your Pay

The American Consumer

Be Informed Series
--Unit 1 Personal Credit
--Unit 2 Buying an Auto
--Unit 3 Owning an Auto
--Unit 10 Banking
--Unit 14 Wise Buying
--Unit 16 Money

Better Buymanahip Series
--Dollar Sense

Family Financial Management

Fundamental Forms Skill Text

Getting Ready for Pay Day:
Book 1--Checking Accounts

BOOKS, BULLETINS AND OTHER
PRINTED MATERIAL

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DATE

PUBLISHER ADDRESS

AUTHOR-SOURCE

9.	<u>Getting Ready for Pay Day: Book 2--Savings Accounts</u>	Margaret Hudson Ann Weaver	Frank E. Richards Pub. Co.	1966	Free loan, Resource Lab
10.	<u>Getting Ready for Pay Day: Book 3--Planning Ahead</u>	Same as above	Same as above	1966	Free loan, Resource Lab
11.	<u>Help Yourself to a Job, Part II</u>	Yvette Dogin	Finney Company 3350 Gorham Avenue Minneapolis, Minn. 55426	1971	Free loan, Resource Lab
12.	<u>How to Get and Keep a Job</u>	Dorothy Y. Goble	Stech-Vaughn Co. Austin, Texas	1969	Free loan, Resource Lab
13.	<u>Life Today</u>	V.K. Williams	Mafex Associates, Inc.	1970	Free loan, Resource Lab
14.	<u>Mathematics for Adult Living</u>	Larry M. Parsky	Mafex Associates, Inc. 111 Barron Avenue Johnstown, Pa. 15906	1971	Free loan, Resource Lab
15.	<u>Mathematics for the Worker, Book VIII</u>	Same as above	Same as above	1969	Free loan, Resource Lab
16.	<u>Money Management Booklet Library --It's Your Credit, Manage It Wisely --Reaching Your Financial Goals</u>	Money Management Institute	Household Finance Corp. Chicago, Ill.	1971	Free loan, Resource Lab
17.	<u>Succeeding in the World of Work</u>	Grady Kimbrell Benn S. Vineyard	McKnight and McKnight Publishing Co.	1970	Free loan, Resource Lab
18.	<u>Useful Arithmetic, Volumes I and II</u>	John D. Wool and Raymond S. Bolin	Frank E. Richards Pub- lishers Phoenix, N.Y. 13135	1968	Free loan, Resource Lab
19.	<u>Using Dollars and Sense</u>	Charles H. Kahn J. Bradley Hanna	Fearon Publishers 6 Davis Drive Belmont, Calif. 94002	1963	Free loan, Resource Lab

BOOKS, BULLETINS AND OTHER
PRINTED MATERIAL

COST

DATE

PUBLISHER ADDRESS

AUTHOR--SOURCE

Using Money Series

--Book 3 Buying Power

--Book 4 Earning, Spending,
and Saving

You and Your Money

Your Money--Going or Growing?

Free loan, Resource
Lab

Free loan, Resource
Lab

Free loan, Resource
Lab

1968

1967

1971

Frank E. Richards Pub-
lishers
Phoenix, N.Y. 13135

Steck-Vaughn Company
Austin, Texas

Finney Company
3350 Gorham Avenue
Minneapolis, Minn. 55426

John D. Wool

Dorothy Y. Goble

Bernard Schneider

20.

21.

22.

FILMS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "Planning the Use of Money"	Sterling Educational Films	241 E. 24th St. New York, NY 10016	9 minutes color	Free loan, Resource Lab, CDC, Univ. of Ky., Lexington, Ky. 40506
2. "What Do I Receive for My Money?"	Sterling Educational Films	Same as above	10 minutes color	Free loan, Resource Lab
3. "What Is Money?"	Sterling Educational Films	Same as above	15 minutes color	Free loan, Resource Lab
4. "When I Need More Money"	Sterling Educational Films	Same as above	9 minutes color	Free loan, Resource Lab

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "Consumer Education Series" --"Your Money, Now You See It, Now You Don't" w/cassette	Doubleday Multi- media	Box 11607/1371 Reynolds Avenue Santa Ana, CA 92705		Free loan, Resource Lab
2. "Consumer Studies: Buyer Beware"	Guidance Associates	Pleasantville, NY 10570		Free loan, Resource Lab
3. "Consumer Studies: Making Ends Meet"	Guidance Associates	Same as above		Free loan, Resource Lab
4. "Consumer Studies: Money Well Spent"	Guidance Associates	Same as above		Free loan, Resource Lab
5. "Consumer Studies: The Price of Credit"	Guidance Associates	Same as above		Free loan, Resource Lab
6. "The Exploited Generation" Parts I & II w/record	Guidance Associates	Same as above		\$35.00
7. "Managing Your Money Series" --"Earning Your Money" --"Spending Your Money" --"Paying Your Bills" --"Making Money Work for You" --"Buying Insurance" --"Borrowing Money"	McGraw-Hill Films	330 W. 42nd St. New York, NY 10036	45 frames each	\$37.00
8. "Paying By Check"	Business Education Films	5113-16th Avenue Brooklyn, NY 11204		\$6.00

GAMES	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
"Consumer"	Gerald Zaltman	Western Publishing Co. 150 Parish Drive Wayne, N.J. 07470		\$30.00

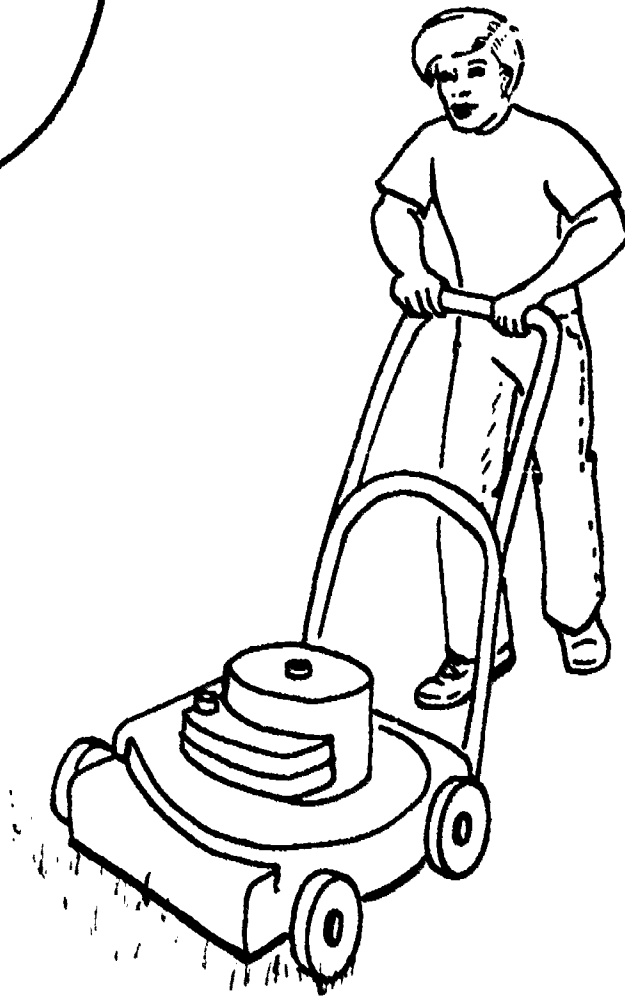
1.

TRANSPARENCIES	AUTHOR-SOURCE	ADDRESS	DATE	COST
"Consumer Credit Set" --"Consumer and Credit in Our Society" --"Credit: When, Where, and How" --"Making Credit Decisions"	Coed/Forecast	Scholastic Magazines, Inc.	1970	Free loan, Resource Lab

WAGES

- I. HOURLY RATE
- II. OVERTIME
- III. WEEKLY/MONTHLY RATE
- IV. PIECE WORK
- V. BY THE JOB

DEFINITIONS



WAGES

Name _____

Part-time work:

Example: \$.75 per hour
 x 6 hours work
 \$4.50 wages

(1) \$.50
 x 7

(2) \$1.25
 x 12

etc.....

Full-time work:

(1) \$1.60
 x 40

(2) \$1.85
 x 40

etc.....

HOURLY RATE

\$	Your Wages	\$
----	------------	----

=

Number of hours You Work

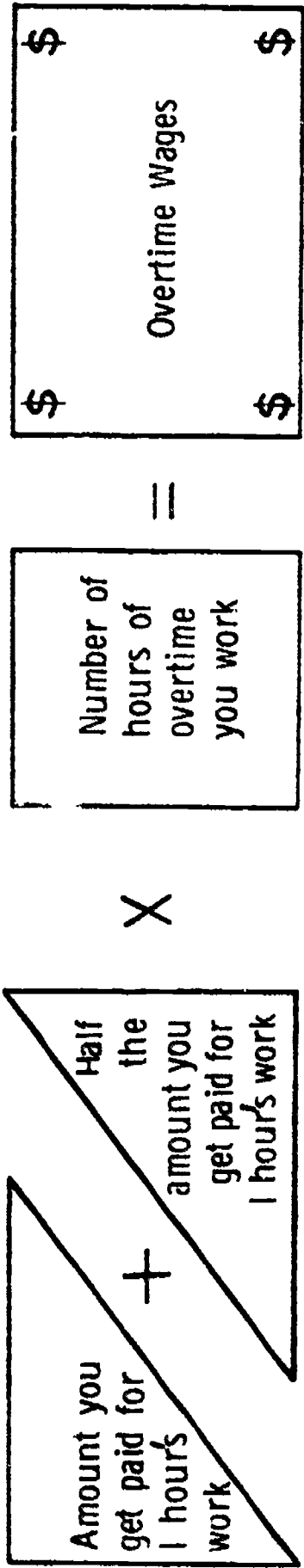
X

Amount you get paid for 1 hour's work
--

David helped Mrs. Baker clean out her garage. It took David 3 hours to complete this task. Mrs. Baker paid David \$1.00 per hour for each hour he worked. How much money did David earn?

$$\frac{\text{Hourly Rate}}{\text{Number of Hours Worked}} = \frac{\text{Wages}}{\text{Wages}}$$

OVERTIME RATE



Jim makes \$1.00 an hour as a cook. If Jim works 3 hours overtime, what will his overtime pay be?

$$\left(\frac{\quad}{\text{Regular pay per hour}} + \frac{\text{Half of his regular pay per hour}}{\quad} \right) \times \frac{\text{Number of hours of overtime worked}}{\quad} = \frac{\text{Overtime Wages}}{\quad}$$

EARNING A LIVING

Describe how you think the following people might get paid for their work. There is more than one correct answer.

1. Sally works in a toy factory. She puts model airplanes together.
2. John takes care of Mr. Matthews' herd of cattle.
3. Fred is a farmer and he helps his neighbor Mr. Bartlett with his work.
4. Elmer raises a crop of tobacco on Mr. Ehler's farm.
5. Rhonda works in a coal mine eight hours per day.
6. Bill paints houses, barns and other buildings for a living.

PAYROLL CHECK

THE BUSINESS CO., Inc.

2 WORK ST. Phone 200-1234
LEXINGTON, KENTUCKY 40503

1207

73-114
421

PAY

DOLLARS

TO THE ORDER OF		AT	PER	NO.

THE BUSINESS CO., Inc.

BANK OF LEXINGTON - LEXINGTON, KY.

⑆042100114⑆ 03 016 3⑈

DATE	INV NO. OR REMARKS	GROSS	DISCOUNT	NET
TOTAL				

REMARKS

GROSS EARNINGS	P.I.C.A.	FEDERAL TAX	CITY TAX	NET
DEDUCTIONS				

THE BUSINESS CO., Inc.
2 Work St. phone 200-1234
LEXINGTON, KENTUCKY 40503

THIS IS A STATEMENT OF PAYMENT OR
A STATEMENT OF EARNINGS AND DEDUCTIONS
PLEASE DETACH BEFORE CASHING

PAYROLL TIME CARD

TIME TICKET

Employee's No. _____ Date _____ J2. ____

Employee's Name _____

JOB NO.	DESCRIPTION OF WORK	HOURS	RATE	AMOUNT		IN	OUT
Total Regular Hours							
Total Overtime							
ENTERED PAYROLL	ENTERED REPAIR ORDER	TIME AND JOB NOS. CORRECT	FOREMAN				

4K 406 Rediform

Employee's Name	Date	Number	JOB NO.	WORK DONE	ELAPSED TIME	
					STOP	START
					STOP	START
					STOP	START
					STOP	START
					STOP	START
					STOP	START
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					STOP	START

6-32-53 CWB

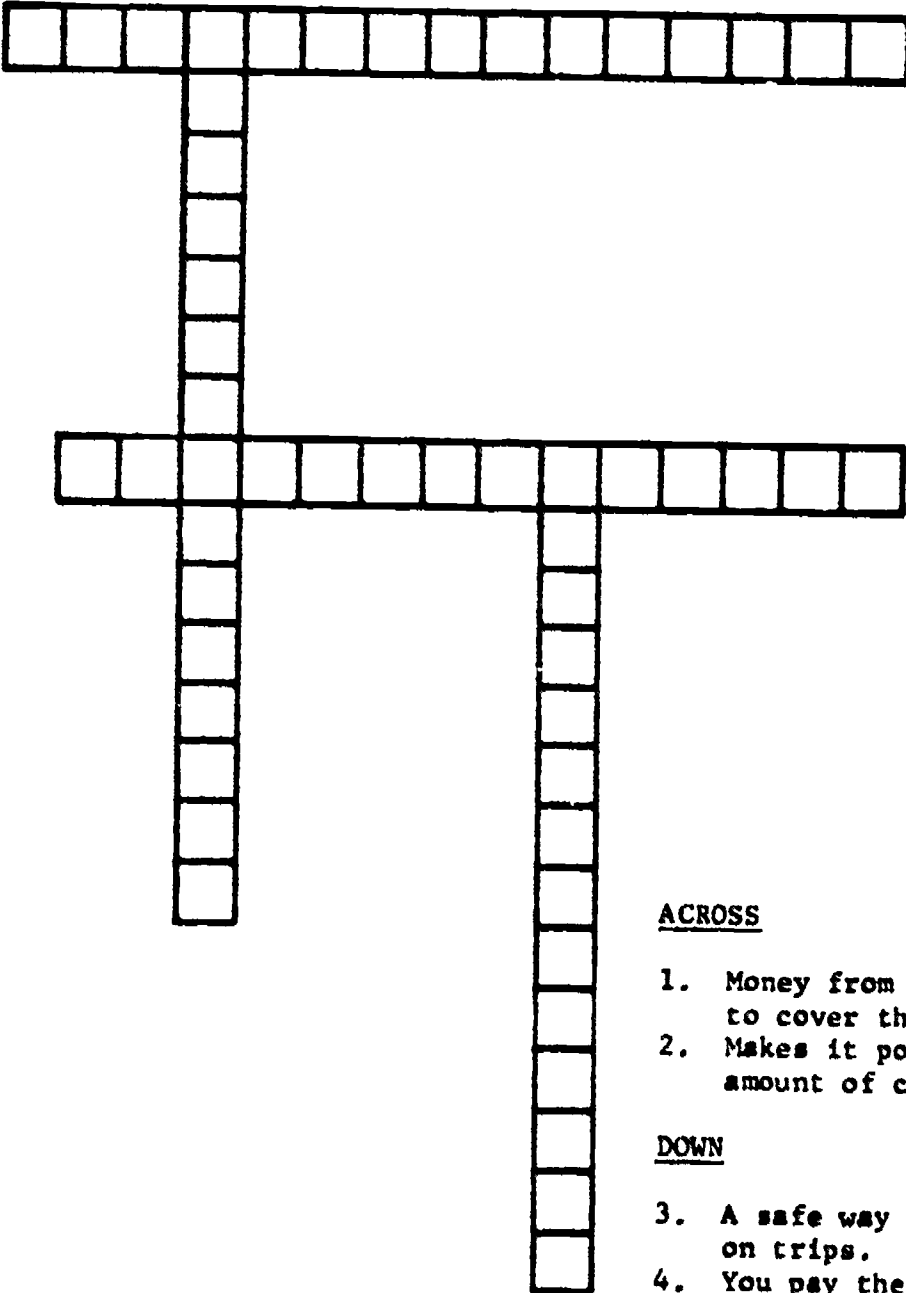
SCRAMBLE TERMS TO KNOW

L	A	Y	A	W	A	Y	C	R	E	D	I	T	A	B	T	P	R	A	
B	S	M	C	E	W	O	H	L	Q	M	C	X	I	S	R	C	E	V	T
C	R	E	D	I	T	C	A	R	D	S	B	M	N	D	S	O	P	K	T
C	O	N	S	U	M	E	R	A	S	P	C	H	U	O	T	J	O	E	A
C	A	R	R	Y	I	N	G	C	H	A	R	G	E	S	E	A	S	L	C
W	A	E	G	M	B	Z	E	I	H	R	E	S	C	N	L	O	S	C	H
C	R	E	D	I	T	R	A	T	I	N	G	D	Q	U	O	L	E	C	M
V	B	O	B	D	Y	S	C	A	P	I	T	O	L	K	O	R	S	F	E
E	S	K	M	L	C	P	C	E	B	R	E	C	H	B	T	W	S	J	N
D	S	C	O	P	L	D	O	W	N	P	A	Y	M	E	N	T	I	O	T
V	A	L	U	E	W	D	U	E	D	A	T	E	X	Z	V	B	O	L	I
C	E	K	J	A	D	E	N	W	Q	L	I	H	G	S	O	Y	N	B	K
B	A	N	K	R	U	P	T	C	Y	A	D	J	W	C	H	E	M	P	S
L	O	Y	H	K	C	H	S	W	X	N	Z	I	A	D	M	L	K	F	X
C	R	E	D	I	T	P	R	I	C	E	P	E	E	D	A	L	O	P	R
L	A	T	E	C	H	A	R	G	E	S	W	H	O	L	D	F	S	L	E
G	A	R	N	I	S	H	M	E	N	T	P	E	L	G	H	C	K	M	C
S	C	H	E	D	U	L	E	D	P	A	Y	M	E	N	T	V	Z	A	R
I	N	T	E	R	E	S	T	W	L	I	U	R	E	L	J	H	D	C	I
I	N	S	T	A	L	L	M	E	N	T	C	R	E	D	I	T	E	W	M
X	E	C	K	N	O	P	Y	R	E	L	G	B	W	F	L	P	W	R	D
C	A	S	H	P	R	I	C	E	L	E	N	K	O	S	G	T	R	P	B

Circle and define terms found in the scramble. Words may be located vertically and horizontally. Terms to look for include the following:

- | | | | |
|-----------------|--------------------|-----------------|------------------|
| Lay-away Credit | Value | Cash Price | Carrying Charges |
| Consumer | Bankruptcy | Charge Accounts | Credit Cards |
| Credit Rating | Credit Price | Attachments | Repossession |
| Capitol | Garnishment | Interest | Late Charges |
| Down Payment | Installment Credit | Due Date | |

CROSSWORD PUZZLE



ACROSS

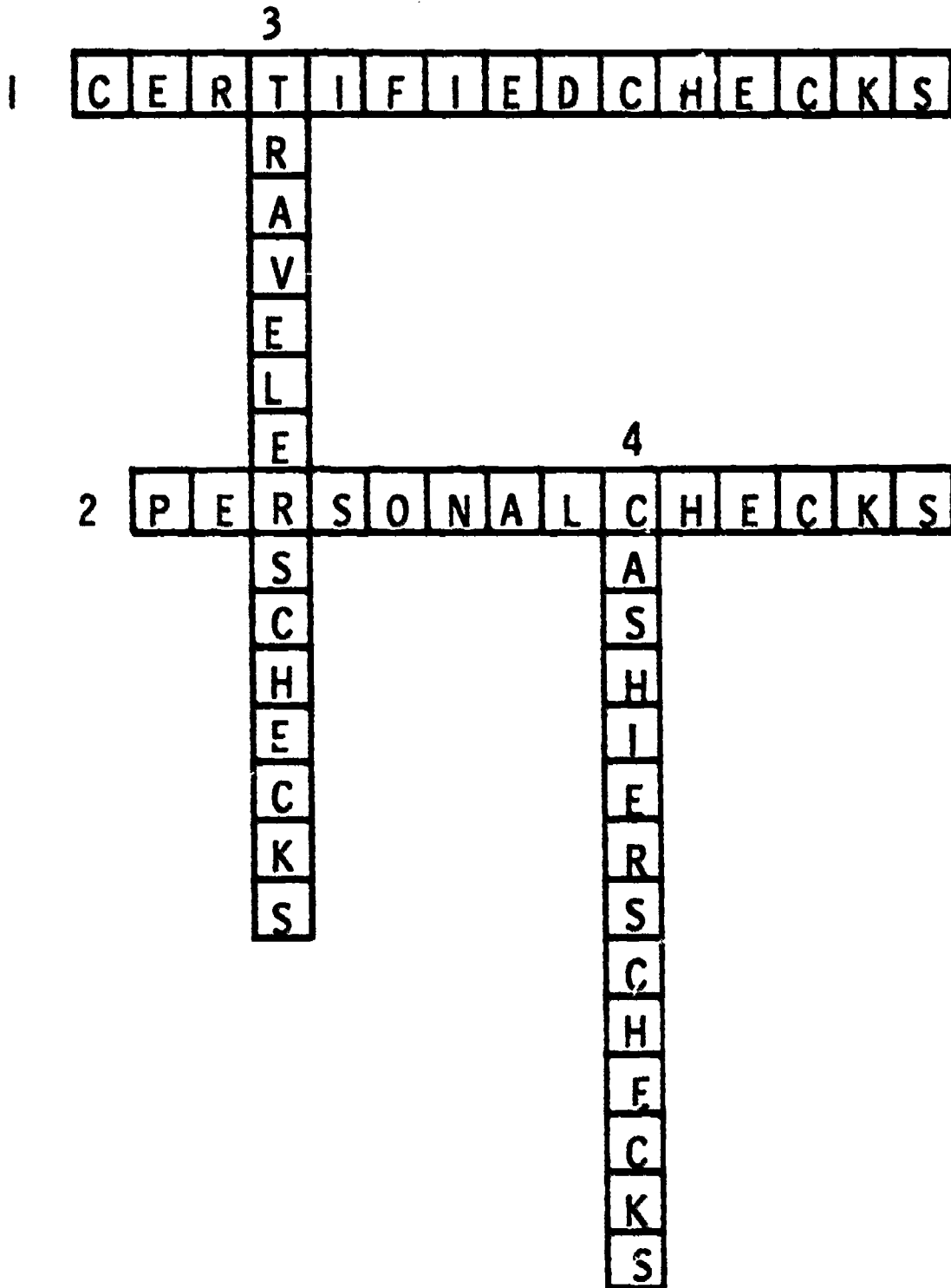
1. Money from your account will be withdrawn to cover the amount and held for payment.
2. Makes it possible to keep only a small amount of cash on your person or at home.

DOWN

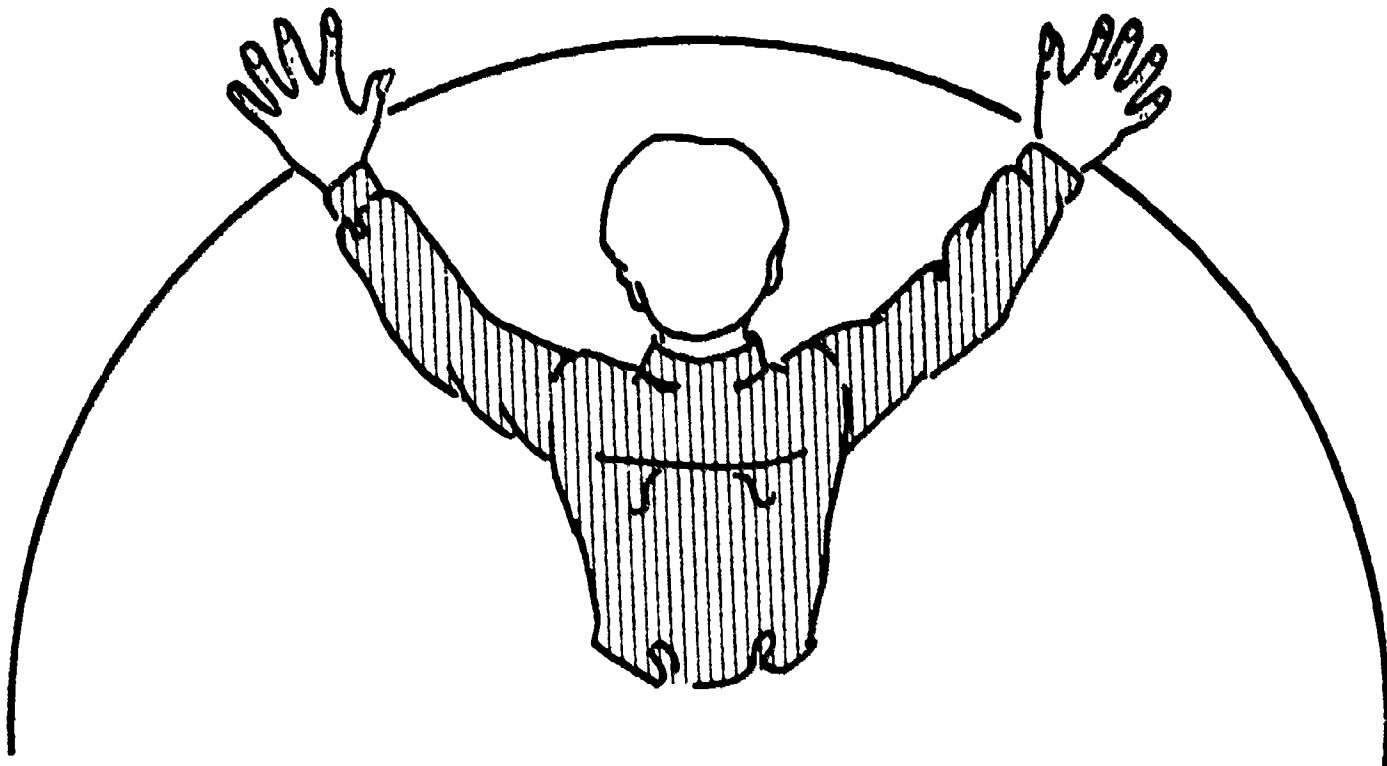
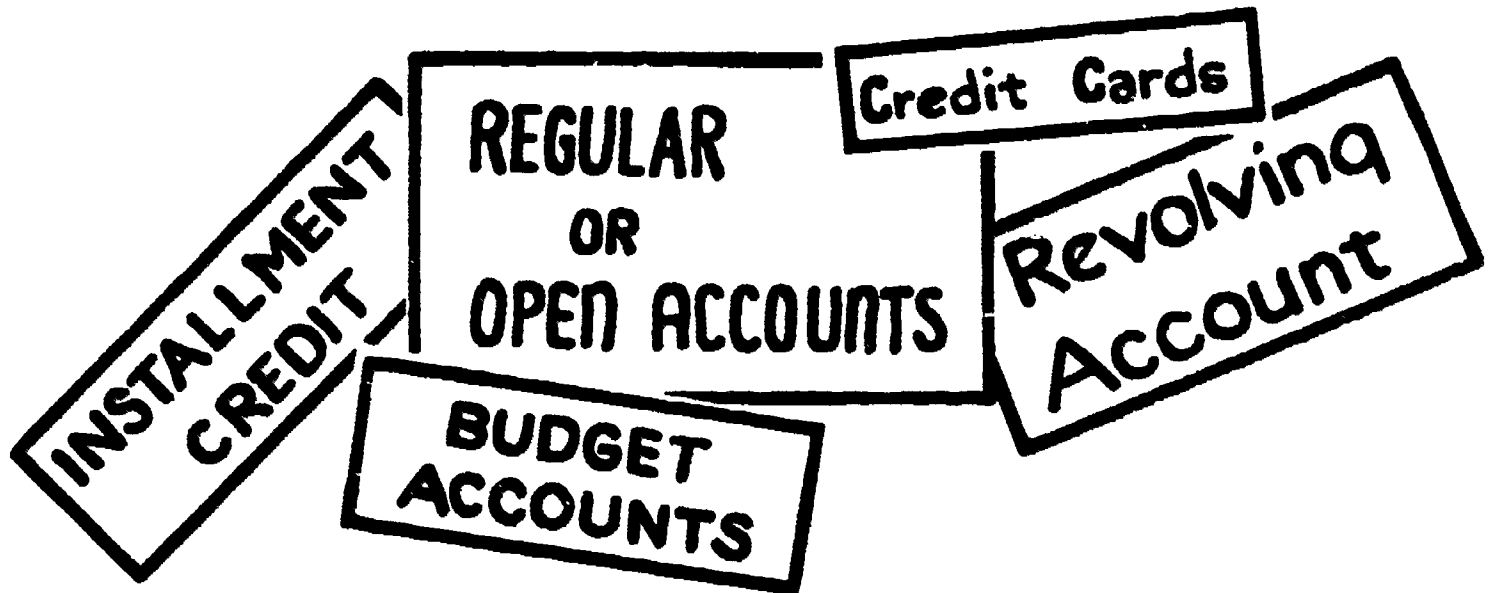
3. A safe way to take a substitute for cash on trips.
4. You pay the amount of the check plus the charge to the bank and the bank writes the check.

CROSSWORD PUZZLE

TYPES OF CHECKS

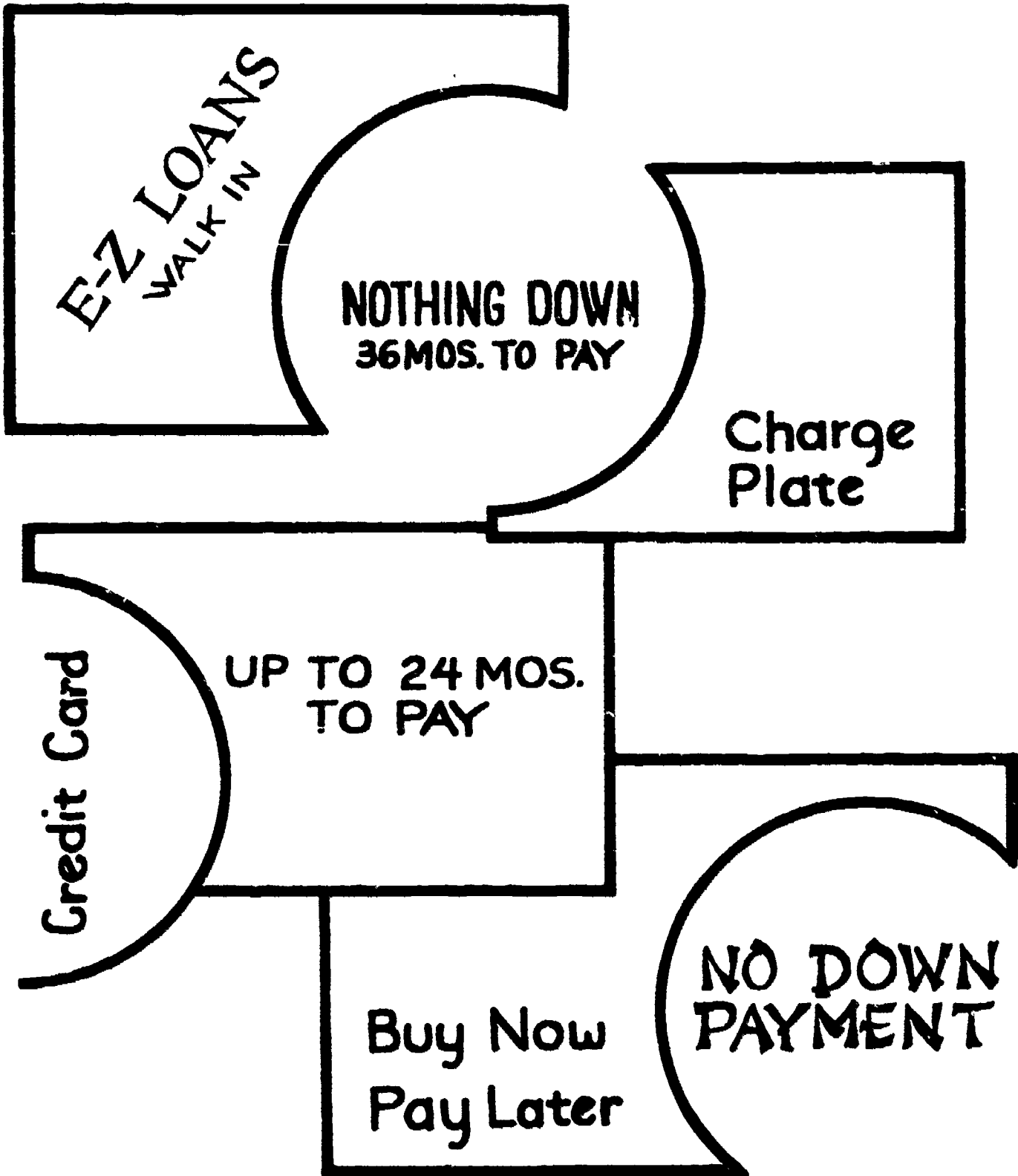


CHOOSING A CREDIT PLAN

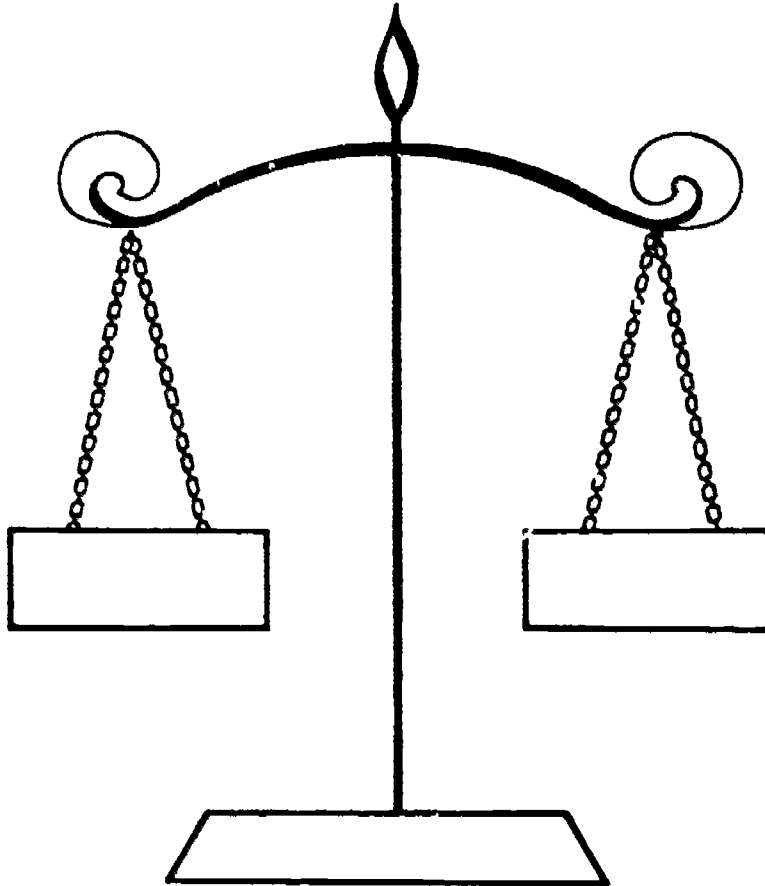


Which gives the best benefits ?

USE CREDIT WISELY!



ADVANTAGES AND DISADVANTAGES OF CREDIT



ADVANTAGES

Convenient.....
Use while paying.....
Better service.....
Useful in emergencies

DISADVANTAGES

Expensive.....
May overspend.
You may not
shop around.
Difficult to
understand...

Prepared and Issued By

**Curriculum Development Center
Resource Center for SVE Teachers
Department of Vocational Education
University of Kentucky
Lexington, Kentucky**

In Cooperation With

**Kentucky Department of Education
Bureau of Vocational Education
Special Vocational Functions Unit
Frankfort, Kentucky**

June 1974

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