

DOCUMENT RESUME

ED 118 427

SE 020 276

TITLE Occupational Work Adjustment Resource Supplement to the Consumer Education Curriculum Guide for Ohio.

INSTITUTION Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

PUB DATE 71

NOTE 51p.; For related documents, see ED 066 354 and SE 020 275-278

EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage

DESCRIPTORS *Consumer Economics; *Consumer Education; Cooperative Programs; Curriculum Development; Instruction; *Instructional Materials; Program Development; Secondary Education; *Teaching Guides; *Work Study Programs

ABSTRACT

Activities described in this publication are intended to provide suitable examples of consumer education problems to be used in occupational work adjustment programs. The overall themes of the program deal with income procurement and with spending. Student activities deal with factors involved in the attainment of a job, the methods by which wages are paid, and consumer alternatives to spending--budgeting, banking, and credit. A bibliography lists numerous sources for teacher and student reference. (CP)

* Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

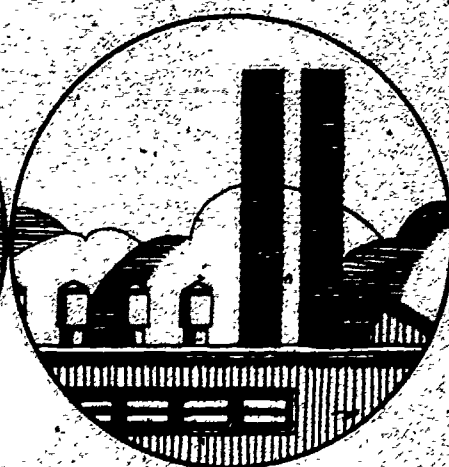
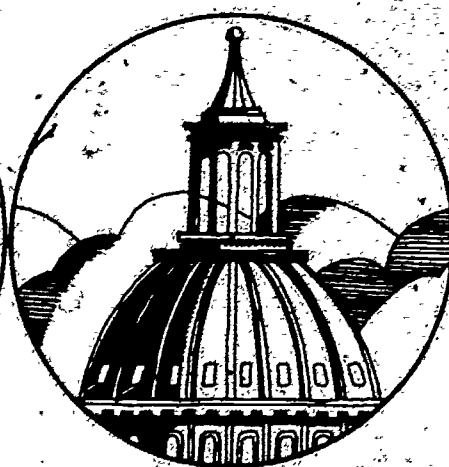
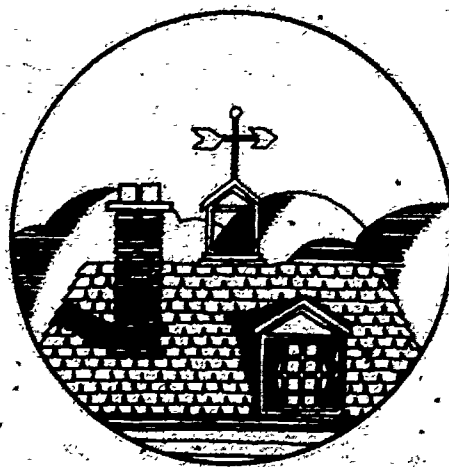
OCCUPATIONAL WORK ADJUSTMENT

RESOURCE SUPPLEMENT

TO

CONSUMER EDUCATION

CURRICULUM GUIDE FOR OHIO



1971



VOCATIONAL EDUCATION DIVISION
STATE DEPARTMENT OF EDUCATION
COLUMBUS, OHIO

OCCUPATIONAL WORK ADJUSTMENT RESOURCE SUPPLEMENT

TO THE
CONSUMER EDUCATION CURRICULUM GUIDE FOR OHIO

Ohio State Board of Education



1971

Dr. Martin W. Essex, Superintendent of Public Instruction, Ohio Department of Education

Dr. Franklin R. Walter, Deputy Superintendent, Ohio Department of Education

Dr. Byrl R. Shoemaker, Director of Vocational Education, Ohio Department of Education

Mrs. Sonia M. Cole, Assistant Director of Vocational Education, Home Economics Section, Ohio Department of Education

Dr. Bernard C. Nye, Assistant Director of Vocational Education, Distributive Education Section, Ohio Department of Education

FOREWORD

During June of 1971 the Ohio Department of Education sponsored and coordinated a Curriculum Workshop for the purpose of developing specialized supplements to the *Consumer Education Curriculum Guide for Ohio, Grades K-12*. More than eighty teachers and teacher educators, representing nine different subject areas, attended. Each of them contributed significantly to the new guidelines.

Special acknowledgements are due Mrs. Sonia Cole, Assistant Director, Vocational Education, Home Economics Section, who has provided continual leadership in Consumer Education, Dr. Robert Goble, Professor of Education, Miami University, who served as Project Director in developing these supplements; Mrs. Margaret Driver and Miss Barbara Reed, Supervisors in Vocational Home Economics, Mr. Dennis Lupper, Consumer Economic Education Supervisor, Vocational Education Division, and Dr. Robert Myers, Associate Dean, School of Business Administration, Miami University.

In addition, special appreciation is extended to the following persons for their contributions.

Mr. Sam Blaskey, Office of Consumer Affairs, Executive Office of the President, Washington, D. C.

Mr. Paul Coleman, Executive Council, Department of Welfare, State of Ohio

Mr. Roger Downing, Executive Vice President, Ohio Consumer Loan Association

Mr. Solomon Harge, Director, Consumer Protection, Cleveland, Ohio

Mr. Byron Hollinger, Director of School Relations, Ohio Council on Economic Education

Mr. Robert R. Kibrick of Olcott Forward Co.

Dr. Harlan Miller, Executive Secretary, Council on Family Finance Education and Educational Director, Institute of Life Insurance

Mr. Robert R. O'Reilly, Director of Changing Times Education Service

Mr. H. Lester Rupp, Grolier Education Corporation

Others, too numerous to mention, have had a positive influence on the workshop and the resulting supplements. Their dedication and assistance are genuinely appreciated.

Martin W. Essex
Superintendent of Public Instruction

Ohio's
Advisory Committee on
Consumer Economic Education

The Superintendent of Public Instruction, Martin Essex, appointed the Consumer Education Advisory Committee to the Ohio Department of Education for the purpose of assisting and advising in the development and enrichment of consumer education programs in the schools of Ohio. Membership on the committee is representative of government, education, business and industry. The committee, coordinated by Mr. C. William Phillips, has provided suggestions in the development of several projects in consumer education.

Appreciation is extended to these members for their advice and counsel which has aided in the development of consumer education resource materials. The names of the committee are listed on the following page.

STATE ADVISORY COMMITTEE ON CONSUMER ECONOMIC EDUCATION

Committee Members

Paul R. Boso	Public Relations, Household Finance Corporation
Roger Downing	Executive Secretary, Ohio Consumer Loan Association
Mrs. Betty Du Boux	Vice President of District Directors, Parent Teachers Association
Mrs. Jean Duston	League of Women Voters
Loren Gblin	Superintendent, Hubbard Exempted Village Schools
Fred Goare	Superintendent, Elida Local Schools
Ella Green	(IMPACT), Program for Disadvantaged Girls, Cleveland City Schools
Dr. Mearl Guthrie	Chairman of Business Education, Bowling Green State University
George Hammond	Consultant in Consumer and Governmental Affairs, Columbus
Solomon Harge	Executive Director, Cleveland Consumer Protection Association
Earl E. Hogan	Superintendent, Mount Vernon City Schools
Byron Hollinger	Director of School Relations, Ohio Council on Economic Education
Harry Imboden	Executive Vice President, Dayton Retail Merchants Association
Karl M. Kahler	Governmental Affairs Director, Ohio State Council of Retail Merchants
Mrs. Helen Malone	Supervisor of Social Studies, Canton City Schools
Harry Moore	County Superintendent, Clermont County Schools
Philip Rohr	Public Relations, J. C. Penney Company
Jasper M. Rowland	Akron Better Business Bureau
Clyde Scott	Assistant Superintendent, Lorain City Schools
Ira C. Thompson	Comptroller, AFL-CIO
Frank Wagner	Director of Education, Ohio Credit Union League
Thomas F. Webb	Director of Curriculum, Middletown City Schools
Joe Young	Assistant Superintendent, Mad River Local Schools

State Department Staff Task Force on Consumer Education

Mr. C. William Phillips,	Chairman—Coordinator, Education Professions Development Act
Mrs. Sonia Cole	Assistant Director for Home Economics, Division of Vocational Education
Mr. Robert B. Gates	Supervisor, Industrial Arts
Mr. Robert H. Koon	Supervisor, Research, Survey, Evaluation and Exemplary Programs
Mr. Byron Walker	Supervisor, Social Studies and Humanities
Mr. J. E. Brown	Consultant—Director, Division of Elementary and Secondary Education

INTRODUCTION

Research shows that some O.W.A. students may not choose to finish their education. The O.W.A. program may very well be the best opportunity and/or last chance to understand and develop consumer skills.

THESE SKILLS, LIKE THE THREE R'S, CAN BE LEARNED!

This manual has been developed for use as a valuable tool in the classroom. It is not intended to be a lesson outline, but it should provide a wealth of ideas and methods for the coordinator, so that he will be able to incorporate Consumer Education as a vital part of his program.

The O.W.A. Consumer Education course of study was written and edited with one major premise—that the units must be relevant and functional to the student and coordinator. The consensus of the writing staff was unanimous in the rejection of jargon pedagogy, platitudes and meaningless phrases which permeate most courses of study.

The Consumer Education Curriculum Guide for Ohio was considered to be an adequate teacher resource tool to aid in the presentation of consumer education concepts. In making a functional learning guide for O.W.A., the writers demanded that the suggested format be altered sufficiently to enable students to grasp *basic* consumer education concepts. You will be cognizant of overlaps which appear throughout the learning guide. These overlaps were initiated with premise of forethought. This premise was basically that repetition of basic skills is inherent in a good curriculum for necessary reinforcement. The O.W.A. curriculum is flexible and must be expanded to meet the individual needs of students; ergo, a sincere attempt has been made on the part of this committee to supply a variety of learning experiences.

Mr. James D. Walters, Supervisor
Occupational Work Adjustment Programs
Distributive Education Services
34 North High Street, Room 504
Columbus, Ohio 43215

TABLE OF CONTENTS

Forward	iii
Ohio Advisory Committee	v
Introduction	ix
Development of the Consumer Education Curriculum Guide	xiii

WAGES

The Economic System	1
The Job (Income Procurement).....	7
How To Apply For a Job (Income Procurement)	13
The Paycheck (Income Procurement).....	17

SPENDING

Roles, Rights, and Responsibilities	23
What Makes Kids Buy (Consumer Behavior Determinants)	39
Budgeting (Consumer Alternatives)	47
Money; Banking and Credit (Consumer Alternatives)	53
Bibliography	61

DEVELOPMENT OF THE CONSUMER EDUCATION CURRICULUM GUIDE

The O.W.A. Consumer supplement has been developed through the cooperative effort of the following persons.

Larry Baughman, Thornton Jr. High School, Akron, Ohio

Bessie Bowman, Franklin Jr. High School, Columbus, Ohio

Jim Casey, Trotwood Madison Jr. High School, Trotwood, Ohio

Art Fesemyer, Brown Jr. High School, Ravenna, Ohio

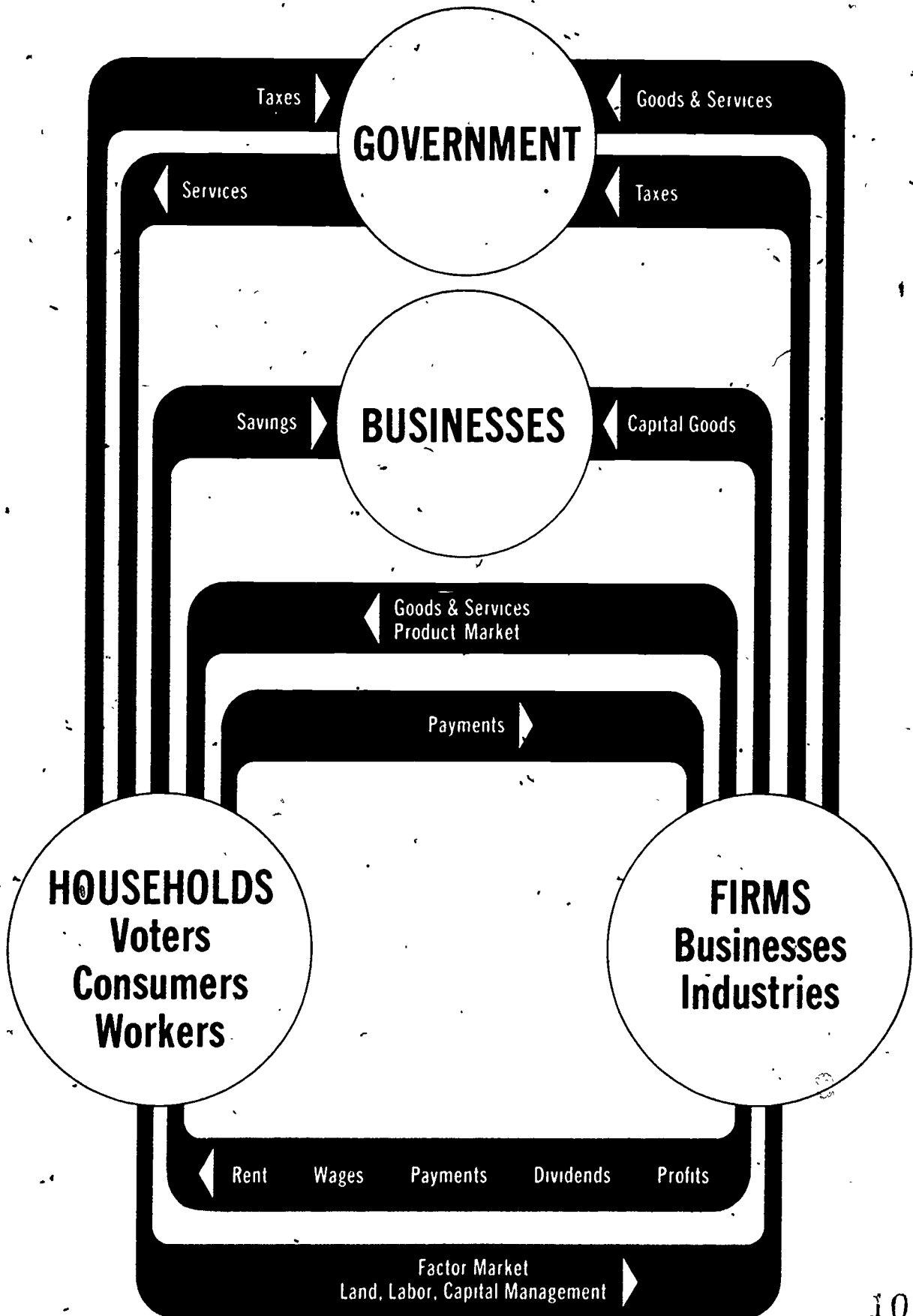
Lola Moorehead, Ben Franklin Jr. High School, Springfield, Ohio

Leonard Nicholas, Kempton Jr. High School, Stow, Ohio

Russell Swope, Mifflin Jr. High School, Columbus, Ohio

Paul Ward, Jr., Hilliard Jr. High School, Hilliard, Ohio

ECONOMIC SYSTEM



THE ECONOMIC SYSTEM

BACKGROUND:

The O.W.A. student has little understanding of our economic system. He needs to understand one basic concept—"Why is There a Job for Me?" This concept can best be taught as an understanding of the circular flow of goods, services, and money.

Each person has basic needs and wants. To obtain his desires he must work to have dollars to buy. America's free enterprise system is set up to provide man with his needs and wants. A man produces a product or a service which someone is willing to buy. When he sells his production, he has money, over and above his cost of production, called profit. This enables him to buy his wants and needs.

Each individual has a choice of how he will participate in the system. He can work for someone else or he can work for himself. Either choice provides an exchange. He is exchanging time for wages or exchanging time, money, and risk for possible profit.

The desire for profit is the backbone of the free enterprise system. An individual or group is entitled to a profit for providing goods and services desired by consumers. Profits are used to expand business and thus create jobs. To insure profits, producers will devote their resources to those items demanded by consumers.

Wages are paid from profits. If skills are not needed there is no job. If skills are in great demand wages are high.

Competition. If one man is making a profit another will try to provide the same goods or services to make a profit. Competition results in improved products and guards against undue profits.

Profits as well as wages are taxed: Taxes help to pay for local, state, and federal government services.

The O.W.A. student needs to know how the government provides employment opportunities. The government depends on taxes to operate. Taxes are to the government what the weekly pay check is to the consumer. The government must levy and collect taxes to pay for the goods and services required by society. Taxes are direct and indirect. Examples of direct taxes. federal—income tax, social security tax, corporate profits; state income tax—sales tax, license plates, license fee (hunting, fishing, driver's); local income tax—sales, property tax, permits and licenses. Examples of indirect taxes are those on cigarettes, beer, wine, liquor, gasoline. It should be noted that any consumer purchase is subject to one or more hidden or indirect taxes. (The price of a loaf of bread is determined by costs that are taxed.)

Society's demands for goods and services which are supported through taxes have created many thousands of jobs. Government—federal, state and local—is the largest employer in the United States. One out of every four jobs is paid for by taxes. Government spending accounts for 25 percent of the Gross National Product.

ECONOMIC SYSTEM

OBJECTIVE: The student can answer the question Why is there a job? He understands the circular flow of goods, services and money.

The student understands the law of supply and demand. Products and services are valuable only when there is a demand for them. This demand will be supplied only when there is a profit for the producer.

The student understands how his skills, abilities, and assets help determine his positions in the free enterprise system.

The student understands what profits are.

The student realizes the government uses taxes to provide services.

The student can see government as a potential employer and creator of jobs, and an influence in creation of private industry jobs.

CONCEPTS

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Circular flow of goods and services

1. Have student list items he would like to purchase with first paycheck.
 - a. Who was involved in the production of these items? Do they also purchase these items?
 - b. Draw simple flow chart on board. *Producer—Consumer* (to explain man's dual roles.)

Supply and Demand

1. Have you ever tried to sell any items? How successful were you?
2. Think of a product that has gone off the market. Why?
3. Think of a business that's closed. Why?
4. Can you start a business?
5. Could our class start a business?
6. Display several scarce items and several common items. Compare costs. Why the price difference? If a scarce item became plentiful, how would this affect cost?

Working for Wages

1. Do you have jobs at home?
2. How do you get paid for these jobs?
3. Do you have a job? How much are you paid?
4. List jobs of people who make more money than you. Why?

Working for Yourself

1. Do you know anyone who owns a business?
2. How did he start his business?
3. What did he need to start business?
(Money, skill, demand)
4. Bring in businessman—
5. Bring in dropout with no salable skills.
6. Read a business success story—
Henry Ford.

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

Profit Motive

1. How does the man who owns a McDonalds get his paycheck? (Profits)
2. Profit to the owner is like a paycheck to the worker.
3. When business is good, does he hire more people?
4. If business is bad, people are laid off. Do you know anyone out of work? Why?

Competition

1. How many copies of McDonalds are there? Why? (Burger Chef, Burger King)
2. What are the results of competition? (Better products, realistic profits)
3. Are some tires better than others? Why?
4. Make list of companies who produce televisions.
5. The color TV was very expensive in 1958. Why has the price dropped?

Taxation**Direct
Indirect**

1. Help students compile master lists of taxes. Separate direct and indirect: gasoline tax, cigarette tax, corporate tax, liquor tax, beer and wine tax, horse racing tax, income tax, federal, state and local.
2. Look at paycheck deductions. Use overhead projection.

Government Services

1. List all services citizens want and are willing to pay taxes to support:
schools—garbage—sewer
police—health—parks
fire—streets—recreation
welfare—ADC, aid to blind—aged
2. What services do you as a student use?

Working for the Government

1. Have students list and discuss government jobs.
President—army—senator—garbage man
2. Guest—civil service worker.
3. Discuss different jobs at different levels of government; state, local, federal.

**Government Spending Influences
on Private Industry Jobs**

1. Field trip to highway construction site.
2. Research and development jobs in aerospace, education, and construction.
3. Trip to an armed forces installation.
 - a. Find out how many civilians are employed.
 - b. Find out how many dollars the installation means to the area's economy.
 - c. Find out how many local companies sell to the armed forces.

INCOME PROCUREMENT

VOCATIONAL CHOICES

RESOURCES

CONTINUOUS EDUCATION

Requirements Benefits Considerations Information

Human Financial Community

Types Levels Purposes Information Requirements Costs

Total Effects on Individual,
Family Community and Society

14 7/8

THE JOB

BACKGROUND:

The O.W.A. student may not see the value of work or gainful employment. He may not see members of his family going to work. In fact, several generations may have existed on some form of welfare, or may even be deriving a good income from some illegal activity. A typical comment from him may be, "Why work, when I can do what my old man is doing?"

Students who are in O.W.A. programs, throughout the state, will be working in schools or in the private sector. One of the skills that O.W.A. coordinators can and should teach will be—"How to Get a Job." This is a very real area for the student because it's NOW. There is no delay. The many techniques that are necessary in our society to get employment can be taught when student motivation is greatest. With the cooperation of school people and/or employment personnel, this unit can be significant for the student today, the rest of the year, and in his future.

The coordinator may already be painfully aware that his students generally lack motivation. A realistic expectation may be that he will only partially succeed in motivating the student. On the other hand, it is his obligation to insure that his students have the benefit of all the knowledge he can impart, so that their choice is an educated one, not a blind one.

Activities listed below may be used as guidelines. The individual coordinator should feel free to use them in any way he desires.

INCOME PROCUREMENT

OBJECTIVE. The student will see the value of learning how to get a job. Students will discover which kinds of marketable skills and personal traits they already have.

CONCEPTS

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Money or Purchasing Power

1. Bring various forms of exchange to class. Students may help to make a display. (Currency, silver, trading stamps, tickets, IOU's, postage stamps, coupons, checks, traveler's checks.) Class discussion should lead to a conclusion that these items have no intrinsic value, but that they represent something else.
2. News articles may be used to point out that money is power. Show how individuals are able to use this power.

Legal-Illegal Values

1. Use current events to point out examples of legal and illegal uses of power and money. Papers and magazines are full of stories about those who have been "caught." (CAUTION: Do not preach *your* values.) Let students draw their own conclusions.

Accomplishments

1. Have the student express what they want from life.
 - a. Write an open-ended letter, or have a "rap session" on the good life.
 - b. Discuss how work can accomplish these goals.
2. A visit from a "successful" person who completed a work-study program.

Independence (How much must I depend on others?)

1. Role playing may be effective here. Use situations in which a person with limited means must depend on others. Examples. Borrowing a car, suit, or money to go on a date; asking neighbors to help move to a new house, etc.
2. Help them to see that people with money can buy all these services.

Assessment of Student Skills

1. Help students compile a personal record of past employment experiences. These may include jobs for which they were paid—newsboy, carwasher, caddy, baby sitter, etc: or services they have provided for parents, relatives or friends without pay—repaired tires, made beds, watched younger brothers and sisters, cut grass, etc. These should be kept up to date and handy for use when seeking employment.

The student should try to see himself as others see him.

1. Ask each student to list on paper what he considers his strong points. He will list only a few. Have other students add positive statements to these lists. Add these statements to the student's personal records and save.

The students may write

1. I come to school on time.
2. I can do math.
3. I get along with all my teachers

Other students may add these comments:

4. I like your hair.
5. You lend us lunch money when we're broke.
6. You laugh a lot.
7. You print neat.
8. You're groovy, man.

This kind of list will help to build self-confidence in your students.

HOW TO APPLY FOR A JOB

BACKGROUND:

It is essential that O.W.A. students understand that no one gets a job just because he wants it. O.W.A. students work in one of two places—in school or in the private sector. In the latter, there will be job interviews with the person-~~nel~~ manager or the employer. However, in school situations, very often, O.W.A. students are just placed in positions and the formalities of job interviewing are omitted. This is really losing an opportunity for a real learning experience. If the coordinator will work with the school officials who will be employing the O.W.A. students, formal job interviews can be arranged. This, of course, can be of mutual benefit for both the employer and the employee.

The O.W.A. student needs to become aware that he must convince the prospective employer that he is capable of doing a good job. This is accomplished by the way he looks, talks, and acts when applying for a job. He either makes a "good or bad" impression.

INCOME PROCUREMENT

- OBJECTIVE.** 1. To become familiar with the various terminology on application forms and be able to complete it correctly.
2. To develop an awareness of the "correct and incorrect" attitudes during an interview.

CONCEPTS

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Attitude

1. To motivate interest and discussion ask the following question:
 "When you begin to think about going into the world of work, it is a good idea to have as much of an understanding as you can of your personality. Why do you think this is true?"
2. Give each student a list of qualities which might describe the way he looks, feels, or behaves most of the time. This list might include the following:

rude	confident	cooperative	well dressed
angry	restless	cheerful	likeable
dirty	dishonest	polite	talk too much
noisy	honest	shy	good looking
sloppy	truthful	neat	handsome
liked	ugly	clean	few manners

Check the qualities that best fit you.

3. Discussion: In your opinion how does a person behave who lacks self-confidence? How can a person develop self-confidence?
4. Phrase game: Coordinator can use the phrase "I am proud to be (*exam.*) beautiful." and then have each student repeat the phrase, completing the blank with a word of his choice.
5. Role playing — Interview

Personal Grooming

1. Discuss good grooming such as body cleanliness, teeth, hair, hands (fingernails), make-up and proper dress.
2. Collect magazines and catalogs and have each student cut out pictures or ads that illustrate good grooming. Make posters or booklets which would contain all the tips that help a person become well-groomed.

Examples: A picture of a person smiling with beautiful teeth or brushing teeth to illustrate good dental care. A hair product which shows shampooing and styling. Collect pictures of persons properly dressed for different occasions such as work, sports, church and party.

3. Invite resource persons such as a school nurse, dentist, YWCA, YMCA, beautician and barber to talk and perform demonstrations in respective areas.

Examples: Beautician demonstrates facial care, using one of the students on a voluntary basis. A barber could talk with the boys about good hair care and grooming.

Application

1. Collect application forms from various businesses and state employment offices. Compare the type of questions asked on the forms.

Interview

2. Discuss how the filling-in of an application helps an individual get a job. Write on chalk board a list of words commonly found on application forms. (An overhead projector may be used instead.) List should include such words as marital status, previous address, references, residence and social security. Explain each item.
 3. Discussion: Why references are required, and prior approval is necessary; Who should be listed as a reference? Example: Minister, neighbor, teacher, principal and past employer.
 4. Have students make a personal data card which includes address, telephone, social security, birthdate, parents' name, and list of references with addresses, telephone numbers and occupations.
 5. Have each student complete application forms. Individual help is a key factor during this learning experience.
1. Develop and discuss a situation such as: A young man applying for a job at a firm and the following questions being asked of him—Had he been employed previously? Where? What special skills does he have? Health condition? What are his hobbies or special interests?
2. Give each student a list of special qualities. Have him put a check mark beside any item describing him. A list might include such qualities as:
 - (a) Good at making change
 - (b) Enjoys working with food
 - (c) Likes drawing
 - (d) Good at meeting new people
 - (e) Works well under pressure
 - (f) Has a good speaking voice
 - (g) Enjoys working with people
 - (h) Does not mind hard work
 - (i) Enjoys working with young children
 - (j) Enjoys outdoor work
 3. Resource persons: Invite a person from the State Employment Office or a personnel manager from a local industry to speak to the group about what he looks for in an employee. Chain store managers and restaurant owners may also be asked to talk about desirable qualities they seek in a potential employee.
 4. Role Play: Have students enter into role playing, with other students, acting as interviewers and interviewees. A tape recorder should be made available to tape the interviews, offering a feedback on the correct and incorrect procedures on interviewing.

THE PAYCHECK — WAGES AND DEDUCTIONS

BACKGROUND:

Many of our O.W.A. pupils will receive their first paycheck for employment under the supervision of the O.W.A. program. The purpose of this unit is to show the pupil how his wages are computed and recorded on his paycheck. Equally important is providing the pupil with an understanding of how his deductions are computed and the reasons why his income is subject to these deductions.

The discussion of the paycheck features can be used to develop pupil's attitudes regarding their employment and civic responsibilities in the financial support of themselves and their community.

INCOME PROCUREMENT

OBJECTIVE: To present information on the payroll system and structure.

To develop the O.W.A. pupil's understanding of his employment, and how wages and deductions are computed and recorded on his paycheck.

To help develop the pupil's attitude of responsibility in supporting federal, state, and local governments through payment of taxes.

CONCEPTS

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Company Payroll System

Payroll Structure

Discuss:

1. The small business man may do all the work himself.
2. In most businesses, however, the work is done by employees who are paid salaries or wages for their services.
3. By Federal Law (and by some state and local laws), employers are required to maintain accurate records of all salaries and wages paid to their employees.
4. Thus, every business, regardless of the size, must have a system for maintaining payroll records.

Payroll defined:

Discuss:

The salaries paid to employees for a certain period.

1. Difference between:

- a. Weekly
- b. Bi-weekly
- c. Semi-monthly
- d. Monthly

Payroll Period

Discuss these different types of pay periods and how they effect the budgeting of money.

Payroll Information

Discuss:

Payroll data is important because:

1. Determines the amount of wages due employees on payday.
2. Determines the required payroll taxes owed by the employees and employers to the government.

Payroll Check Structure

Discuss:

1. Most businesses prefer to pay their employees by check.
 - a. This provides the employer with cancelled checks as proof that he has paid his employees.
 - b. Paying by check avoids having large cash amounts on hand on payday.
 - c. Eliminates need for sorting cash into individual pay envelopes.

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

Payroll voucher checks

2. Many companies use this type.
 - a. They have a voucher attached to the check. They are commonly called the pay stub.
 - b. Voucher explains the employees' net pay.
 - c. Information given on voucher.
 1. Number of regular hours.
 2. Pay for regular hours.
 3. Number of overtime hours.
 4. Pay for overtime hours.
 5. Gross pay.
 6. Deductions.
 7. Net pay.
 8. Date of check.
 9. Date of period.
 10. Check number.
 - d. Place paycheck example on board, or hand out samples.
 - e. Have pupils fill in paycheck and vouchers.

Computation of Gross Earnings—(Salary plan)

Discuss:

1. Point out that some people are paid a flat salary agreed upon at the time of hiring.
2. Show how to compute weekly pay from annual salary.

Overtime Pay

Discuss:

1. Use board to show how to compute any hours of overtime work.

Two dollars per hour becomes three dollars per hour on an overtime basis. Multiply the last figure by the amount of hours worked.

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

Deductions from
Gross Earnings

Discuss:

1. Explain the various deductions which appear on the check stub.
 - a. Federal Income Tax
 - b. Social Security
 - c. State and City Taxes
 - d. Voluntary Deductions

Use the table of deductions set up by the IRS to show how this amount is determined.

Obtain the information for explanation of social security from local board.

Explain the services we obtain from the use of state and/or city taxes.

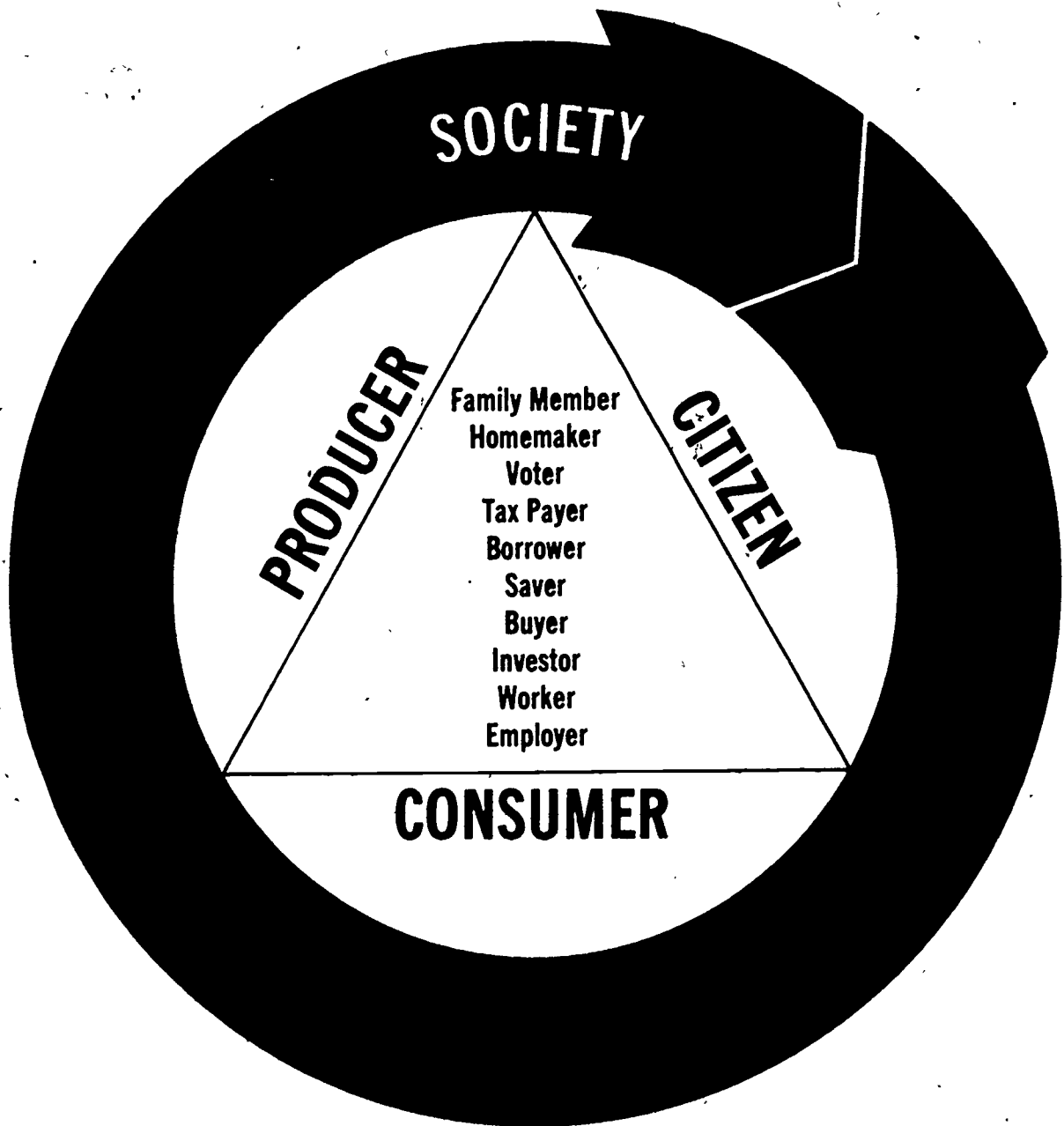
Show that voluntary deductions may be insurance, savings plan, union dues, credit union savings plan, etc.

Take Home Pay

Discuss:

1. Use this phase of the unit to show that "take home pay" is the gross amount earned less all deductions.

MULTIPLE ROLES OF THE INDIVIDUAL



23/24

RIGHTS AND RESPONSIBILITIES

MULTIPLE-CONSUMER RIGHTS

RIGHT TO SAFETY

Examine merchandise for safety features

Follow use and care instructions

Report unsafe products

RIGHT TO BE INFORMED

Analyze Advertisements

Keep informed about new products

Check care instructions before buying

Seek additional information if necessary

RIGHT TO CHOOSE

Be selective

Recognize income limitations

Be honest in dealings

Treat merchandise with respect

RIGHT TO BE HEARD

To voice complaints and satisfaction

To make suggestions for product improvement

To know where to go for help

RIGHT TO BE PROTECTED

Be informed and respect existing laws and standards

Be informed of one's rights

Accept responsibilities as a voter

Support voluntary organizations

ROLES.

BACKGROUND:

The O.W.A. student may be unaware that he is expected to produce a product or service in return for money received, and that his value to his employer is directly related to his production. While in the production process, he is using the products and services of others, so that in our society each worker fills a needed spot which becomes part of the whole economy.

ROLES, RIGHTS AND RESPONSIBILITIES

OBJECTIVE: To help students understand that they are both consumers and producers, usually at the same time.

CONCEPTS

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Our Role as Producers

1. Discuss with the class the differences among types of production:
 - a. Primary: farming, fishing, mining.
 - b. Secondary: manufacturing, processing.
 - c. Tertiary: wholesaling, retailing, services.
2. List jobs held by students, members of their families, and acquaintances, and have the students place them in the correct categories.

The Middle Men

1. With the help of the class, list products that we buy directly from the producer.
2. Describe the role of the wholesaler in bulk purchasing and redistributing. Wholesaler warehouses the product for the retailer; this increases cost.
3. Describe the role of the retailer.
4. Students could be assigned to interview a primary producer, determine his charge for products, then check retail prices of the same products (note increase).

We Are All Consumers

1. Ask students to name items they own which are not produced by someone else. Point out that in practically every case we consume what someone else has produced.
2. Each student may be asked to describe how he consumes products of others while doing his job.

RIGHTS

BACKGROUND:

If a consumer is to be a wise buyer and get the most from his income, he needs information to guide him in buying, and he needs justification.

In attempting to spend his money wisely for goods or services, a consumer encounters certain problems. To solve these problems, the consumer needs a great deal of information about the product or service he is considering, in order to protect himself from making poor choices, and also, from questionable and unethical practices on the part of the seller.

The consumer has the responsibility to understand marketing practices, to read carefully with understanding all contracts and agreements and to understand what is involved in wise purchasing practices.

Understanding marketing practices will involve, but not be limited to, trading stamps, discount centers, used merchandise outlets, retail fair trade outlets, chain outlets, independent, door-to-door and direct mail. The O.W.A. coordinator is aware that within each method of distribution of goods and services, honest and reputable merchants operate. Some merchants operate on the "sucker-born-every-minute" theory and many operate in the gray areas between.

The coordinator is aware that all O.W.A. students will, in the very near future, be exposed to contracts and agreements involving considerable sums of money. Ergo, the teacher is responsible to prepare the students to read and understand contracts, notes, deceptive practices, warranties, and promises. Contracts are an important part of business transactions because they protect the seller and purchaser.

The student will spend a lifetime making consumer decisions. Therefore, it is necessary that the coordinator inform students of wise buying practices and pressures that hinder wise buying.

ROLES, RIGHTS AND RESPONSIBILITIES

- OBJECTIVE:** To teach the O.W.A. student that he has certain rights as a consumer.
- To make the student aware of methods to assure purchasing quality goods and services at a fair and equitable price.
 - Make students aware of his responsibilities and liabilities once a contract or agreement is signed.
 - To inform student of wise buying practices.
 - To inform students of pressures and marketing practices that affect intelligent consumer practices.

CONCEPTS

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Private sources of Consumer Protection	Discuss with pupils the importance of looking for labels that indicate all hazards which may occur in the use of purchase.
Safety	Trip to a shopping center. Show that the consumer needs to be able to determine enough about the product to protect himself from unethical practice and from poor choice by pointing out examples of each.
Information	
	Point out that consumers have the right to as much information as possible. They depend upon agencies and organizations whose prime purposes are to obtain and distribute product information, such as U. L., Good Housekeeping Seal.
	List some Consumer-Sponsored Services: <ul style="list-style-type: none"> a. Consumer's Research b. Consumer's Union of United States, Inc. c. The American Council on Consumer Interest
Choice	Discuss with the group that a consumer has the right to a choice of more than one item in which he is interested. The consumer has the right to ask for all the information needed before choosing any item.
Protection, Police Dept.	Have a member of the Police Department talk to the group about when they can step into a complaint made by the consumer.
Legal Aid Society	Stress to class members that people can get legal aid without money.
Better Business Bureau	Have a member of the local Better Business Bureau present a talk on the functions of the bureau by: <ul style="list-style-type: none"> 1. Preventing unfair treatment 2. Promoting fair advertising and selling activities 3. Promoting information about advertising 4. Prosecuting from fraud
State and Local Agencies	Attorney General Office (show how to contact them), Small Claims Court.
National Government Agencies	Discuss the work of the different government agencies and their concern with consumer interests.

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

Examples:

National Bureau of Standards, Department of Agriculture, Department of Health, Education, and Welfare
Department of Labor
Post Office Department
Consumer Advisory Council
Federal Trade Commission
Food and Drug Administration

Where to Buy

1. Have students prepare a survey questionnaire to poll their community on where and why to purchase:
 - a. Groceries
 - b. Appliances
 - c. Cars
 - d. Services
2. Have *students* list where *they* purchase tapes and records, clothes, and auto parts.
3. Have students list stores and people from whom they will not purchase items. Why?

**Why Contract
Seller, Purchaser**

1. Bring into class copies of legal documents used when purchasing a car. Fill in same for each student's selection of used car from newspaper. Student will be aware of all necessary procedures including sales agreement, notes, finance charges, guarantees, power of attorney for license, title, insurance.

**Responsibility for Debts.
Moral
Ethical**

2. Have students read through a guarantee that really doesn't guarantee anything.
3. Have students read and be aware of cognovit notes, mechanics liens, garnishment and repossession.

Wise Purchasing

1. Use daily newspaper to compare prices, recognize leader items, facts from advertisement, cash price vs. credit price, buying used products, buying items from individuals and directory services.

Truth-in-Packaging

1. Visit a grocery store. Read labels to compare content, unit prices and packaging methods.

Credit Charges

1. Obtain credit and carrying charges from appliance stores and automobile dealers.

Impulse Buying

1. Visit a chain store to observe displays and placements.
2. Review budgeting and planning purchases.

Pressure Selling

1. Role play these following:
 - a. Scare approach—"Your kids will be lost in school without our encyclopedias."
 - b. Specialist—"If I don't repair it, it will blow up!"
 - c. Bait and Switch—advertising.
 - d. "This is today's price. To protect the price, put it in layaway."

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

Gyps and Frauds

1. Obtain several case histories from the Better Business Bureau of gyps or frauds, to read and discuss in class. (Get on the mailing list for BBB publications.)

Loss Leader

1. Bring newspaper to class and look for unrealistic prices. Discuss how this method can be legitimate (manufacturers and sellers cut margins) or advertisement for bait and switch.

Health Quackery

1. Newspapers, magazines, vitamin advertisements, hair growers, arthritis and hemorrhoid cures.
2. Invite a doctor to class to discuss quackery.
3. Visit and prepare well balanced meal in home economics. Point out that adequate nutrition is more important than quick items.

ROLES, RIGHTS AND RESPONSIBILITIES

BACKGROUND:

AGENCIES THAT PROTECT THE CONSUMERS' LEGAL RIGHTS

As part of a Consumer Education Program, the O.W.A. Coordinators seem to have the responsibility for pointing out to the students and their families some of the consumers' legal rights. The poor should be aware that sometimes they are being exploited by unscrupulous merchants. They should know what they can do as consumers to prevent, or reduce illegal practices.

CONCEPTS

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Small Claims Court

Perhaps you have noticed that the Small Claims Court does not get very much publicity. Frequently poor families have never even heard of this court. They do not know that claims for under \$50.00 can be settled there without an attorney. A concerned O.W.A. Coordinator can make his students aware of the court's functions. The responsibility seems to extend further than this. Publicity is needed. A visit with the editor of the local newspaper or a letter to the editor might encourage him to assign the writing of a series of articles about the Small Claims Court. People need to know that in this court there is no cost, no prosecution fees, no long litigation process, no need to hire an attorney and no jury. This court was established to make it convenient for people to present and settle small claims. Even if a person never has to use the services of this court, he should at least be aware that it does exist.

Better Business Bureau

The consumer can find out whether or not he is dealing with a reputable firm by first contacting the Better Business Bureau. Although the Bureau will not prosecute a case, the agency can use considerable pressure to stop and prevent illegal and questionable practices. The Bureau frequently provides booklets that contain important information for consumers.

City or County Attorney State's Attorney General

Even though most merchants are honest, there are others who are unscrupulous. They tend to victimize people and particularly gyp poor people. These people can use the services of the Prosecuting Attorney, or the Attorney General. An attorney should be notified when an illegal violation occurs.

Consumer Protection Agency

Many cities in Ohio have Consumer Protection Agencies. This kind of organization will work with consumers in the areas of financial counseling, preventing frauds, signing of contracts and seeking redress for illegal practices. They frequently publish brochures and newsletters that can be used in the classroom.

Legal Aid Societies

Some cities have established a Legal Aid Bureau which gives advice about contracts, or are involved in legal hassles concerning consumer credit.

Bar Association, Church Related Groups, Community Action Council, Law School, NAACP, Urban League, Veterans' Administration, and Welfare Office

Frequently local communities have at least one of these organizations that will provide help of some kind for people who have financial problems. Sometimes this assistance will merely be a referral to the right person in the appropriate agency. At other times the problems can be solved by the local organization. These groups were organized to assist people who are in trouble and can be very helpful.

CONSUMER BEHAVIOR DETERMINANTS



MATERIAL
RESOURCES
HUMAN



VALUES/GOALS



DECISION
MAKING
PHILOSOPHY



WHAT MAKES KIDS BUY?

BACKGROUND:

The "Monday-after-Payday Problem" has been observed by all coordinators. On Friday the kids are paid, but by Monday many of them are broke and trying to borrow money. To understand this, we must realize that our students' buying patterns are influenced by many different factors. The coordinator may have difficulty understanding some of these factors unless he is able to "dig" the kids' values and can identify with them. It is dangerous to assume anything about values and concepts held by the students. A personal knowledge of home and family situations can be of real help to the coordinator before starting this unit.

The O.W.A. student is probably unaware of the many social class distinctions of society in this country, and that these different groups of people do not see life as he does. Do not attempt to teach all the aspects of social class, simply show some of the divisions and their differences.

The family normally has already established the buying pattern for our students before they come into our programs. A visit to the Welfare Office will let you know quickly what kind of cooperation can be expected from their staff. Relevant statistics, publications, and information can be obtained without cost.

Frequently our students spend their wages to purchase items that someone else their age has previously purchased. In fact, the number of their friends already owning the item has a direct bearing on their desire for the item. This pattern is particularly noticeable in the market for phonograph records and teenage clothing.

CONSUMER BEHAVIOR DETERMINANTS

- OBJECTIVE:** To make the student familiar with the social class divisions made by our society. To help him see that each social class has different buying patterns.
- To show that students' buying patterns have already been established by the family.
- O.W.A. students should become aware that frequently their purchases are influenced by how their friends spend money.
- To make the student aware of the many media competing for his attention, and to help him learn to tell the difference between useful and misleading information.
- Both students and teachers should know that buying habits are affected by the problems our "kids" face today. O.W.A. students should be able to relate some of their buying habits to their personal problems.
- O.W.A. students may alter their buying behavior when they realize that liquor and narcotics are very expensive. They should realize that spending their money on these will limit what they will have to spend on other activities.
- Help the student to see that using money involves many decisions. He should increase his ability to make wise decisions.
- Show the students that they can meet their wants and needs in legal and responsible ways, and that their purchases will be limited by the dollars that are available to them for spending.

CONCEPTS	SUGGESTED LEARNING AND EVALUATION EXPERIENCES
Socio-Economic Levels	
Lower Class	Ask a social worker to come in and discuss the three classes.
Middle Class	The coordinator may be most familiar with middle class activities. Take students on a tour of local homes, businesses and entertainment places. Class may hold discussion on the idea that the generation gap may partly be due to differing social class values.
Upper Class	Examples of upper class living may not be available in many communities. News media and movies often portray this life. Private schools, exclusive clubs and shops, patronage of art and music, and travel can be shown as aspects of upper class society. The relationship of money to social position should be discussed.
The Family	
Family Needs Differ	Discuss how family needs differ with family size, locality, and background.
Family Values Influence Students' Buying Patterns	Ask students to consider each item they have purchased recently. Have them mark those bought with a family member in mind, or because other family members have bought similar items.
Media	
Radio	Help students to make copy and play "announcer." Allow students to select their favorite radio station and tape the commercial played during the student's prime listening time. Play these tapes for the class and discuss how radio commercials affect their buying habits. Also point out that many radio commercials influence their selection of recreational activities.

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

T.V.

Pick programs with variety and frequent advertising. Use techniques as with radio, but point out value of combined oral and visual learning, and how it captures more of their attention. Look for hidden advertising, such as brand names being used by actors. Discuss techniques used to gain your attention in T.V. advertising.

Magazines, Comic Books

Allow time for "fun" reading. Students may enjoy selecting and bringing material to class, but have your own available in case they don't. Discuss ads. Bulletin boards may be used to display ads selected by students to stimulate discussion.

Newspapers

Many students are not newspaper-oriented. Sunday editions may be the most attractive. Use "funnies," magazine, rotogravure, full-page ads, classified, and even news pictures. It may be fun for students to make up sample pages with their own ads.

Books

This may not appeal to your students. If possible, pick a few which have passages which would influence opinion. Discuss how ideas from literature may affect their way of life.

Problems

I want my friends to like me

Help students list some items they are wearing or have brought to school, which they have purchased for themselves. Discuss how many of these items were bought with other students in mind, and point out that we do value opinions of others.

My parents don't understand

Counselor can be asked to conduct group sessions on how some of our actions come from a desire to resist the establishment. We may buy items to show our independence, and for no other reason.

I can't get around without wheels

A local used-car or motorcycle dealer may be asked to talk to the class. Ask him to discuss ways to plan a purchase.

I'm always hungry

A school nurse, doctor, or home economics teacher may briefly discuss food needs of teenagers. Students may be asked to list local businesses that cater to food needs of teenagers.

I don't like my world

Help students make a list of ways in which we try to escape reality—Movies, fiction, games, etc. Also mention some not approved by society—alcohol, glue-sniffing, dope, etc.

Activities

Often students are spending their money on activities that are both harmful and illegal

1. Juvenile Probation Officers of County Courts have films (example. *The Trip Back* or *The Pill Poppers*) that they will show in classrooms. Ask them to present figures on what young teenagers spend weekly to purchase liquor, marijuana, or other narcotics. Let them present the fantastic cost of heroin to an addict. Juvenile officers know the local situation as it pertains to prevention and punishment. They can inform about curfews, local ordinances, and state codes.
2. The Ohio Department of Liquor Control will provide excellent speakers who will discuss student use and abuse of beer and liquor.

There are community agencies that will cooperate with the schools to help students

Alcoholics Anonymous, Family Counseling, Mental Health Centers, Receiving Hospitals, Sheriff's Departments and Local Police have booklets and speakers that can be used effectively in any classroom.

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

Some school and church activities can be enjoyable and inexpensive

Encourage O.W.A. students to become part of the school by becoming active in clubs or activities that could interest them. A coach, drama advisor, counselor, or club advisor could be invited to speak in the classroom about the activities they sponsor. Some clubs have slide shows, photos, or even movies about their activities, and these can help make our students aware of happenings in other school activities.

Decision Making
Now or Later?

Have teams of students list some things they can buy now, and others they may need to wait for. Examples: Costume jewelry, toys vs. record player, motor bike. Explain the disadvantages of impulse buying. Help work out plans for buying larger, more expensive items.

What Do I Buy First?

Students may wish to make a personal shopping list of things they are planning to buy or would like to have. Help them list these in the order that best fits their needs. Encourage them to keep these lists in a place where they may consult them often.

Can I Afford It

Ask a local credit man to help students consider their ability to pay, and the results of bad decisions involving credit. He may supply rules of thumb to help them.

Which One Should I Buy?

Ask a local retailer to explain to the class why he sells different qualities of merchandise, why costs differ, the value of guarantees, and the individual tastes of customers. Class may be taken to a large store to compare products.

Dollars Available

Anyone's purchasing powers, whether cash or credit, is limited by the dollars available

1. Divide the class into groups. Provide each group with a menu from a local drive-in or restaurant. Give each student a different amount of play money—for example, two dollars, a dollar and a half, seventy-five cents. Have each student order a meal keeping within the amount of money he was given. Have each group report to the entire class about how the members made their selections from the menu. Point out how each was limited by the money he had with him at the time of ordering.

2. Use as an example a student who wants to buy a record player that has been advertised in the newspaper for \$39.95. He has only \$7 to spend. Plan a way in which this purchase can be made. At least one student will surely mention that he could shoplift it, and another will point out that he can purchase one that is "hot" merchandise. After dealing with these, the student may note that the record player might be put on sale soon and they might save five or more dollars. If they want to borrow the amount, the instructor can discuss interest charges. If students do not mention saving a certain amount from each check until the \$39.95 is available, the instructor can point this out. The store may sell the player for seven dollars down with the remainder to be paid within ninety days with no interest charges. Also this is an excellent time to point out how sales tax will increase the cost of the item, and that the "dollars available" concept must include any so-called hidden costs.

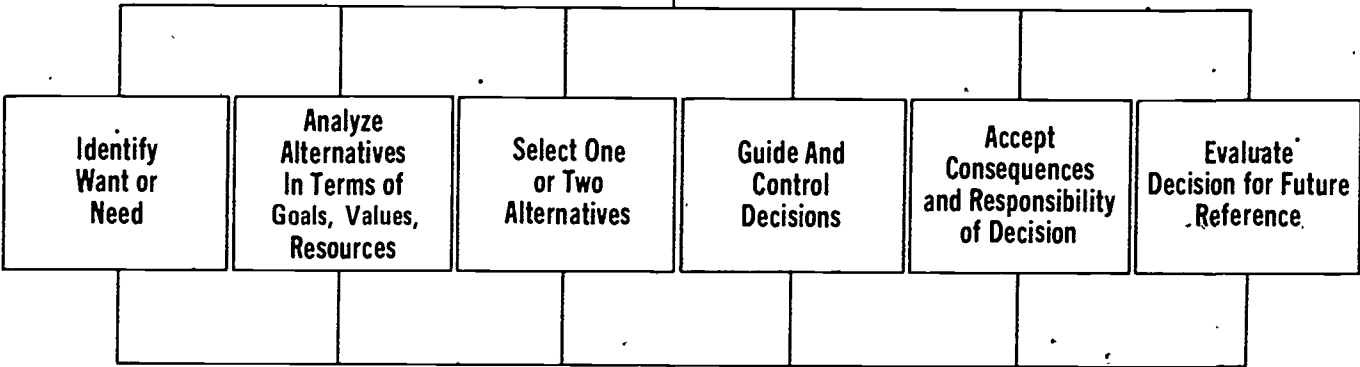
Available dollars affect decision-making

3. A young man feels he needs a new pair of trousers and a new pair of shoes. Or a young lady says she needs a new skirt or a new sweater. Each item costs \$15.00. The young man or young lady has only \$15.00 left from their paychecks. Which item do they buy? How was the decision reached?

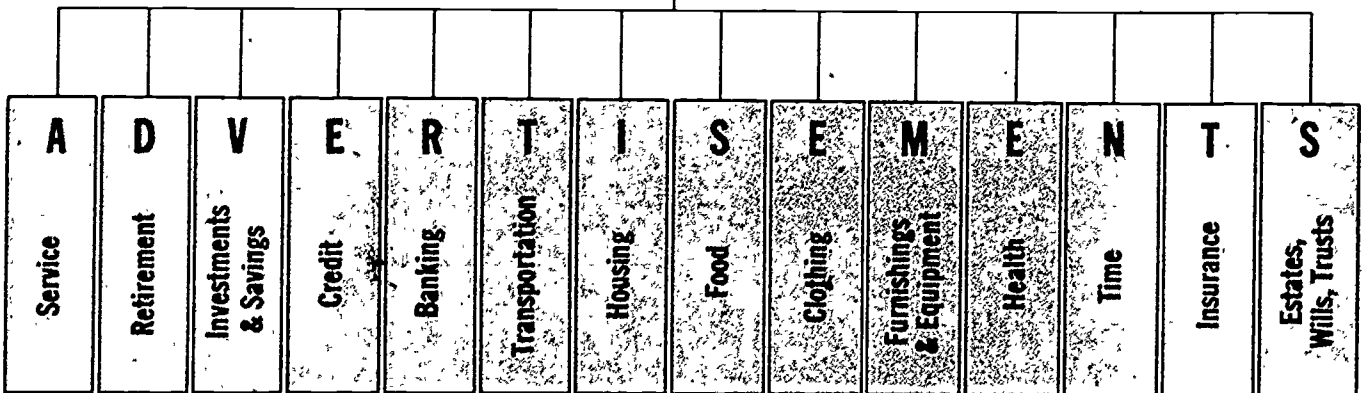
45/46

CONSUMER ALTERNATIVES

DECISION MAKING PROCESS



FLEXIBLE PLANNED USES OF MONEY—LONG & SHORT TERM GOALS



BUDGETING

BACKGROUND:

In the economic system, consumers have problems with spending regardless of the amount of their income. However, persons with a very small income must try to budget this limited income to cover basic needs.

One of the biggest problems confronting O.W.A. students is not being able to differentiate between needs and wants. This can create more problems and frustrations. Since he is in the work-a-day world and earning money, he should become aware of everyday financial responsibilities such as transportation, lunches and school supplies.

It is expected that O.W.A. students will eventually become an integral part of the economic system serving as a producer and wise consumer. This ultimate goal is to help O.W.A. students realize the importance of wise spending and benefits to be gained from such spending.

CONSUMER ALTERNATIVES

OBJECTIVE: To develop an awareness of present spending habits.

To identify wise purchasers.

To become familiar with everyday financial responsibilities, such as lunches, bus fare, etc.

To compare actual expenditures with the proposed plan.

CONCEPTS

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Budget Terms

What is:

income

allowance

estimate

revise

flexible expenses

example:

Magazine, snacks

fixed (regular) expenses

example:

bus fare

school lunches

budgeting

A. *Discuss each term* (write terms on chalkboard).

Write the terms "flexible and fixed" (regular) expenses on chalkboard. With the aid of students, list expenses under proper columns.

NOTE: A student may be assigned to write expenses on chalkboard.

Reasons for Budgeting

Suggestion: Guest speaker, perhaps from a social agency in the community, to tell the class the major mistakes people make in managing their money.

Why You Should Plan

A. *Assignment.* Each student prepare a poster with the caption, "Where My Money Goes," with illustrations of wrappers of items. Example: Bubble gum, candy, comic books, cigarettes, etc.

Your Spending:

Helps one to live within income

NOTE: Old magazines and newspapers should be made available in classroom so that students can get pictures of some items. Also, students may be allowed to draw their illustrations.

When spending is planned, one knows how much money is needed for regular expenses, such as bus fare, lunches, school supplies, etc. He knows how much he can afford for fun, snacks, etc.

Helps One to Plan for the Future

Ask students to name some occasional expenses.

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

Occasional expenses cost too much to be paid for at one time; therefore, a little can be set aside each week.

Example: 1. Christmas gifts

2. School prom

3. Yearbook

Helps One to Buy the Things That are Really Needed

Ask the question, "Have you ever spent money for one thing and then wished later you had kept it for something else?"

Example: Suppose you have 50¢ left over from your allowance this week. You have a choice of buying the latest issue of your favorite magazine or ice cream. If you buy the ice cream, then you have no magazine to read.

Emphasize the fact that choices have to be made, regardless of budget, but the difference is that when you plan your spending you stand a better chance of making the right choices.

What Should Determine the Size of a Student's Allowance?

Explain how one individual's needs might be different from another.

Personal Needs

Example: Bus fare to get to school while another lives within walking distance.

How he has Managed Money in the Past

Total Income of Family

Age of Student

Basic Steps in Budgeting

Estimate of Income

Estimate of Expenses (how income is to be used)

Suggestion: Invite the treasurer of the school or a club to speak to the class on the importance of accurate money records.

Follow Your Plan

MONEY BANKING AND CREDIT

BACKGROUND:

The O.W.A. student has probably had little or no experience with checking or savings accounts.

CONSUMER ALTERNATIVES

OBJECTIVE: To inform our O.W.A. pupils of the various services which banks perform. To develop the O.W.A. pupil's ability to make intelligent use of various bank services. To develop the O.W.A. pupil's understanding of the personal benefits through the use of various banking services.

CONCEPTS

SUGGESTED LEARNING AND EVALUATION EXPERIENCES

Savings Accounts Types

Single

Joint

Clubs

High Interest

This is an account into which people place money to save for future use, and on which the bank pays interest.

When a person puts money into a bank he is called a depositor. The money he puts into a bank is called a deposit and is credited, or added to his account.

A savings account is called a time deposit because legally the bank may require 30 or 60 days notice that a depositor wishes to withdraw his money. Usually, however, money in savings accounts may be withdrawn without any notice. Use available filmstrips, etc.

Reasons for Saving

People who get more out of life are those who know the value of saving regularly.

People can plan ahead and use their current income and credit wisely:

1. They know they have a cushion against emergencies
2. They have a source of funds to take advantage of opportunities
3. They are able to buy what is wanted
4. Helps assure a more comfortable life

Rules of Saving Money

Put yourself first:

1. Out of each dollar, pay yourself
2. Should always use the same signature when signing statements against that account

Initial deposit will be recorded in a passbook, which is a record of your savings account.

Each time a deposit, or withdrawal is made, passbook should be presented to the savings teller.

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

How to Make a Savings Deposit

Pick up a deposit slip from lobby desk. Write on line provided:

1. Your name as it is on your account
2. Date
3. Account number

If depositing cash, list total amount of currency and coin in appropriate spaces:

1. List checks, one on each line, naming the bank and amount.
2. Total all cash and checks to make sure the figure is correct.

Endorse each check on reverse side. Hand passbook, cash, checks, and deposit slip to savings teller.

The transaction will be recorded and your book returned to you. Get materials from the bank. Role playing would be a possible learning experience here.

How to Make a Withdrawal

Pick up a withdrawal slip from a Lobby desk.

Write on line provided:

1. Your account number.
2. Amount of withdrawal, first in figures, then in words.
3. Sign slip just as your name appears on the passbook.

Present passbook and withdrawal slip to savings teller. As soon as the transaction has been recorded in passbook, it will be returned to you.

Although deposits and withdrawals can be made without presenting your passbook, banks do prefer to have the book in hand when each transaction is handled. Use role playing. Get materials from bank.

Savings Clubs

Popular means of savings for expenses incurred:

1. Christmas Time
2. Vacation Time
3. Special Purposes

These accounts are usually available in amounts from \$25.00 to \$1,000.00. Usually payments are made weekly or bi-weekly. Most banks give a coupon book to the club member at the time he opens his account. As payment is made, a coupon is removed from the book. Book serves as constant reminder of the date next payment is due. When all payments are paid, a check is sent to club member for total amount saved.

Checking Accounts

Reasons for Checking Accounts. Use available filmstrips, movies, etc. Get materials needed for checking accounts, for class use, from bank.

1. Good money management requires a close watch on expenses.
2. A convenient way to pay bills.
3. Provides a record of your expenses.
4. Cancelled check provides evidence of a debt paid.

Basic Types

1. Regular
 - a. Charges vary from bank to bank
 - b. Usually based on the balance maintained and the activity of the account.
2. Special
 - a. Charges are a basic monthly maintenance fee
 - b. Plus small charge for each check written

How to Open a
Checking Account

1. New accounts person will handle details
2. You will be requested to sign a signature card to bank's file
 - a. All checks should be signed exactly the way the signature card is signed.
 - b. Has spaces to fill in home address, place of employment.
3. Will not receive passbook as with a savings account.

How to Make a Checking
Account Deposit

1. Receive a teller's receipt each time deposit is made to checking account.
2. Banker will show how to make out deposit slip, write check, how to keep checkbook stub.
3. Use Role Playing to teach proper checking account practices.
 - a. Get a deposit slip from back of checkbook or from lobby desk.
 - b. On deposit slip, write on line provided:
 - (1) Name just as account is carried
 - (2) Date
 - (3) Account number, if not already preprinted in magnetic ink
 - (4) List cash, currency and coin
 - (5) List checks, one to a line, putting name of bank and amount.
 - c. Total all cash and checks, making sure it is correct.
 - d. Endorse each check on the reverse side.
 - e. Hand deposit slip, cash and checks to teller.
 - f. You will be given a receipt covering the deposit.
 - g. Record each deposit promptly on checkbook stub.
 - h. Role Playing

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

How to Write a Check

1. Always write in ink
2. Date check day it is written
 - a. Banks will pay checks dated on Sunday
 - b. Not a good idea to postdate checks.
3. Number each check. Checks should be numbered consecutively in the space indicated.
4. Write name of payee after the printed words "pay to the order of"
5. Write the amount in figures close to the dollar sign.
 - a. Numerical amount and the amount written in words must agree.
 - b. If different, amount in word generally governs by laws.
 - c. If different, many banks may refuse to cash
6. Write the amount in words, starting as far to the left as possible on line provided.
 - a. So no one can insert an additional word and increase amount of check.
 - b. Fill up unused space after last word with wavy line.
7. Sign each check after last word with wavy line.
 - a. Never sign a blank check
 - b. Always complete check before placing signature on the bottom.
8. Read each check over carefully to see that it is correct.
9. If mistakes are made:
 - a. Do not erase
 - b. Do not strike over
 - c. Do not cross out
 - d. Destroy check, write new one
10. Your check and deposit slips should have your account number printed in magnetic ink.
 - a. These symbols help separate your checks from others in electronic sorting machines.
 - b. Should be used only by you.
 - c. Never use any other person's personalized checks or deposit slips.
 - d. Never permit anyone else to use yours.
11. Keep checkbook stub correctly.
 - a. Be sure to fill out stub for each check written.
 - b. Show date, payee, reason, and amount
 - c. Be sure to list each deposit as made.
 - d. Keep a running balance, adding amount of checks as drawn.

Good Speakers Are Available On This Subject

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

How to Endorse a Check

1. The words "pay to the order of" before the payees name on a check mean that by properly endorsing the check, the payee can receive the money himself, deposit it to his account or order it paid to another person.
2. There are three main kinds of endorsements:
 - a. Blank Endorsement
 - b. Restrictive Endorsement
 - c. Special Endorsement
3. Blank Endorsement
 - a. Is payee's signature, which makes check negotiable by anyone.
 - b. Check should not be endorsed in blank until you are actually ready to cash it.
 - c. If a negotiable check is lost, it could be cashed by the finder, after adding his own signature under yours.
4. Restrictive Endorsement
 - a. You endorse the check for a specific purpose.
 - b. If check deposited by mail, should write "for deposit only," then sign your name.
 - c. This guarantees, if check lost in mail, it cannot be cashed by anyone else.
 - d. Can only be deposited in your account.
5. Special endorsement where the check pays to order of specific person.
6. No one can sign or endorse another person's name on a check unless he has a power of attorney from him.
7. Always deposit or cash checks promptly.

How to Stop Payment

1. There may be times when you wish to "stop payment" on a check you have drawn.
2. You may direct your bank not to pay the check.
3. The bank will ask you to complete a form:
 - a. Giving number and name of the check.
 - b. Its date.
 - c. Name of person to whom it is payable.
 - d. Reason for stopping payment.
4. Once bank has stopped payment order, a special flag is placed on your account record and the bank personnel are notified not to pay the check.
5. If a check is lost or stolen, you should notify your bank immediately and have the payment stopped.

CONCEPTS**SUGGESTED LEARNING AND EVALUATION EXPERIENCES**

**How to Reconcile a
Check Statement**

1. Periodically you will receive a statement:
 - a. Showing the amount bank has to your credit at the end of the statement period.
 - b. Includes all checks which have been presented to the bank for payment and charged against your account.
 - c. The deposits made.
 - d. The service charges based on the month's salary.
2. The balance on your check stub should be reconciled with the balance shown on bank statement as soon as possible.
3. Steps to follow:
 - a. Examine all cancelled checks to see that they are yours.
 - b. Check them off as being returned to you on the check stub.
 - c. Complete each check with the corresponding check stub.
 - d. If an error was made, correct it and adjust the totals accordingly.
 - e. If a service charge is involved, enter it in your check stub and subtract that amount from your balance.
 - f. Add to the balance on the statements any deposits since the last date shown on your bank statement.
 - g. The balance on your check stub and the balance on your bank statement should be the same.

Loans—Credit

At one time or another everyone must borrow money. Borrow only for worthwhile purposes. Borrow only as much as you can repay comfortably. Use all available audio-visuals, see bibliography. Use examples of various forms. There are also many potential speakers available.

1. Many Types of Loans:
 - a. Personal Installment—a signature on a note.
 - b. Home Improvement—up to five years.
 - c. Education Loan.
 - d. Revolving type of Loan:
 - (1) credit cards
 - (2) usually handled through checking account
 - (3) maximum line of credit
 - e. Collateral Loans.
 - f. Mortgage Loans.
2. Credit Contract
 - a. Always understand a credit contract.
 - b. Can you afford the credit you're buying?
 - c. What is a Credit Rating?

BIBLIOGRAPHY

SOURCES OF FREE AND INEXPENSIVE MATERIALS

The following represents a few of the myriad sources of free or inexpensive materials. The title offerings are not given here because the list is constantly changing. It is suggested that the coordinator write to these sources, telling them of his particular need and asking for a current list of available material. This should be done on school stationery and the return address should be that of the school for the best service on such requests.

The coordinator should also talk with the chairman of the social science department and request that pertinent mailings be made available to him. A periodic scanning of various education magazines, especially those directed toward the area of the social sciences, will often yield new and useful sources of materials.

Bibliographies of Materials

"Educator's Guide to Free Films," \$9.50.

"Educator's Guide to Free Filmstrips," \$7.00.

"Educator's Guide to Free Tapes, Scripts, and Transcriptions," \$6.75.

All three are available from Educator's Progress Service, Randolph, Wisconsin 53956.

"Visual Aids for Business and Economic Education," Southwestern Monographs, Southwestern Publishing Co., Cincinnati, Ohio 45227.

TEXTBOOKS — REFERENCE BOOKS

Britton, Virginia. PERSONAL FINANCE. Cincinnati, Ohio: American Book Company. 1968.

Holcombe, Melinda and Thal, Helen M. YOUR FAMILY AND ITS MONEY. Boston. Houghton Mifflin Company. 1968.

Kimbrell, Grady and Vineyard, Ben S. SUCCEEDING IN THE WORLD OF WORK. Bloomington, Illinois. McKnight and McKnight Publishing Company. 1970.

Natella, Arthur A. and Schoenfeld, David. THE CONSUMER AND HIS DOLLAR. New York. Oceana Publications, Inc. Second Edition: 1970.

Warmke, Roman F., Wyllic, Eugene D., Wilson, W. Harmon, Eyster, Elvin S. CONSUMER ECONOMIC PROBLEMS. Cincinnati, Ohio: South-Western Publishing Company. 1971.

Wilhelms, Fred T. and Heimerl, Ramon P. CONSUMER ECONOMICS. New York. McGraw-Hill Book Company. 1966.

OTHER SOURCES FOR TEACHER REFERENCE

AFL-CIO, Department of Publications. Pamphlet Division, 815 Sixteenth Street, N. W., Washington, D. C. 20006.

American Bankers' Association. Banking Education Committee, 90 Park Avenue, New York, N. Y. 10016.

American Council on Consumer Interest, Columbia, Missouri 65201.

American Home Economics Association, 1600 Twentieth Street, N. W., Washington, D. C. 20009.

Association of Better Business Bureaus, Chrysler Building, New York, N. Y. 10017.

Association of Stock Exchange Firms, 120 Broadway, New York, N. Y. 10005.

Attorney General of Ohio, State House Annex, Columbus, Ohio 43215.

Automobile Manufacturers Association, Inc. Educational Services Director, 320 New Center Building, Detroit, Michigan 48202.

The Brookings Institute, 1775 Massachusetts Avenue, N. W., Washington, D. C. 20036.

Chamber of Commerce of the United States, 1615 H. Street, N. W., Washington, D. C. 20006.

The Chase Manhattan Bank Money System, Rockefeller Center, 1254 Avenue of the Americas at 50th Street, New York, N. Y. 10020.

Changing Times Education Service, 1729 H Street, N. W., Washington, D. C. 20006.

Committee for Economic Development, Publications Division, 477 Madison Avenue, New York, N.Y. 10022.

Consumers League of Ohio, 940 Engineers Building, Cleveland, Ohio 44114.

Continental Illinois National Bank and Trust Company of Chicago, Family Financial Education Program, Chicago, Illinois.

Council for Family Financial Education, Twin Towers, Silver Springs, Maryland 20910.

Council of Better Business Bureaus, Inc. Pamphlet Series, 845 Third Avenue, New York, N. Y. 10022.

Council on Consumer Information, 156 Gwynn Hall, University of Missouri, Columbia, Missouri 65201.

Croft Educational Services, Inc., 100 Garfield Avenue, New London, Connecticut 06320.

Curriculum Resources, Inc., 1515 West Lake Street, Minneapolis, Minnesota 55408.

CUNA International (Credit Unions). Public Relations Department, Madison, Wisconsin 53701.

Education Service Bureau. Consumers Union, Mount Vernon, N. Y. 10550.

Dow Jones and Company, Inc., Education Service Bureau, P. O. Box 300, Princeton, New Jersey 08540.

E. J. Dupont de Nemours and Co., Public Relations Department, Wilmington, Delaware 19898.

Federal Reserve Bank of:

Atlanta. 109 Marietta Street 30303.

Chicago. P. O. Box 834 60690.

Cleveland. East 6th Street and Superior Avenue 44101.

Minneapolis. 73 South Fifth Street 55440.

New York. 33 Liberty Street 10045.

Philadelphia. 925 Chestnut Street 19101.

Richmond. 9th and Franklin Streets 23213.

St. Louis. P. O. Box 442 63166.

These banks have varied offerings and periodical materials.

Federal Reserve System, Board of Governors, Washington, D. C. 20551.

Grolier Educational Corporation. Modern Consumer Education, 845 Third Avenue, New York, N. Y. 10022.

Institute of Life Insurance, 277 Park Avenue, New York, N. Y. 10017.

Insurance Information Institute. Educational Division, 110 William Street, New York, N. Y. 10038.

Internal Revenue Service. Teaching Taxes Coordinator, P. O. Box 1818, Cincinnati, Ohio 45201.

Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N. Y. 10036.

Merrill, Lynch, Pierce, Fenner and Smith, Inc., P. O. Box 333, Wall Street Station, New York, N. Y. 10005.

Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.

National Association of Food Chains, 1725 Eye Street, N. W., Washington, D. C. 20006.

National Association of Manufacturers, Education Department, 277 Park Avenue, New York, N.Y. 10016.

National Committee for Education in Family Finance, 277 Park Avenue, New York, N. Y. 10017.

National Consumer Finance Association, 1000 Sixteenth Street, N. W., Washington, D. C. 20036.

National Education Association, Department of Home Economics, 1201 Sixteenth Street, N. W., Washington, D.C. 20006.

National Foundation for Consumer Credit, 1411 K Street, N. W., Washington, D. C. 20036.

National Industrial Conference Board, Inc., 845 Third Avenue, New York, N. Y. 10022.
 New York Stock Exchange, 11 Wall Street, New York, N. Y. 10005.
 Ohio AFL-CIO, 271 East State Street, Columbus, Ohio 43215.
 Ohio Council on Economic Education, Ohio University, Athens, Ohio 45701.
 Public Affairs Pamphlets, 381 Park Avenue, South, New York, N. Y. 10016.
 Realtors National Foundation, Inc., 1300 Connecticut Avenue, Washington, D. C. 20036.
 Republic Steel Corporation, Public Affairs Department, 1025 Republic Building, P. O. Box 6778, Cleveland, Ohio 44101.
 Sears, Roebuck and Company, Consumer Information Services, Department 703, 303 East Ohio Street, Chicago, Ill. 60611.
 Service Center for the Teachers of History, Department 470, 60 Fifth Avenue, New York, N. Y. 10011.
 Southwestern Monographs, Southwestern Publishing Co., Cincinnati, Ohio 45227.
 Tax Foundation, Inc., 50 Rockefeller Plaza, New York, N. Y. 10020.
 The Twentieth Century Fund, 411 East 70th Street, New York, N. Y. 10021.
 United States Department of Health, Education and Welfare, Social Security Administration, Baltimore, Maryland 21235.
 U. S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402.
 The University of Chicago, Industrial Relations Center, 1225 East 60th Street, Chicago, Illinois 60637.

CONSUMER EDUCATION KITS

1. Changing Times Education Service, 1729 H Street, N. W., Washington, D. C. 20006.
 - A. *Money Management* (Units on Earning, Spending, Borrowing, Saving and Budgeting). \$24.25.
 - B. *The Marketplace* (Units on Advertising, Avoiding Gyps and Frauds, Safeguards for Shoppers). \$24.25.
 - C. *Mini-Units* (Cars, Environment, Jobs, Money Management, Credit Business and Economics, Clothing, and Personal). \$8.00 each.
2. Grolier Educational Corporation, 845 Third Avenue, New York, N. Y. 10022.

Modern Consumer Education (Units on Food, Clothing and Shelter, Cars, Furniture and Appliances, Protecting Family Health and Security, You and the Law, Ways to Handle Money, Ways to Shop) with Cassette Player. \$274.00. Without Cassette Player. \$249.50.
3. Olcott Forward, Inc., 234 N. Central Avenue, Hartsdale, N. Y. 10530.

Smart Spending (Units are Introduction with Pre-Test, Budgeting, Is There a Car in Your Future? Fashion and Fibers, Buying Appliances, Advertising and Selling Practices, Grocery Shopping, Where to Live, The Intangibles-Services, Consumer Credit). \$65.00.