

Section 2—Bank Services/Checking Accounts**Title of Lesson/Subject:** *Checks Introduction***Prepared by:** Kelli Sitzler**Contact Information****E-mail address:** ksitzler@sevotech.org**Phone:** 701-742-3248**Time Allotment:** One class period**Grade Level or Target Audience:** Grade 10**Key Economic Concepts:** Balancing a checkbook, working with positive and negative numbers**Brief Description:** Teach the layout of checks, how to write them, put them in the check register and balancing**Learner Objectives:** Basic check and checkbook skills, reinforces math skills, learn about basic banking skills, such as deposits and withdrawals, learn how to make wise decisions about how they spend their money**Introduction:** Opening activity with having them look through a magazine or internet and find 3 items that they want to buy that are under \$100 when all totaled up**Materials Needed:** Worksheet, checks, check register, calculators**Audio/Visual Equipment Needed:** Computer (internet)**Lesson Outline:**

Assign the same amount of money for each student to deposit into their new checking account, and have students enter their deposit in their checkbooks. Show them how to enter their first deposit in their checkbook.

Have the students look through the newspaper advertisements and let them choose one item (or for increased difficulty, choose several items to purchase and let them total the amount for the check. For further increased difficulty, have them add sales tax to the amount.) Or, write items and amounts on the board for them to choose. Limit the maximum purchase amount (for example, to \$20 if your first deposit is \$100) so that they do not run out of money after their first purchase.

Have them write out a check for the item or items (1 check per store). If the checks have been cut out and separated, they may now hand in the checks to the instructor to "pay" for the item. The check amount and balance should be written on their personal checkbook.

This can be repeated for several sessions until the amount of the students balance is low so they can no longer purchase any items.

When students run out of money, have a discussion about how money is a limited resource and what ways could they earn more money. You can then give them more money to continue the exercise. Explain to them how they received the "new" money to deposit (salary, gift, etc.) so they can understand how money works. What other ways might they spend their money (services, donate, etc)?

Ask them how could they get more money? (jobs, gift, etc). What jobs might they have? Give the students a salary that they can deposit to their account.

Resources: Internet (www.moneyinstructor.com)**Activities:** Worksheets

Application/Assignment: Write out 10 checks to different payees but stay within your budgets and don't go into the negative once they are written out, enter them into the check register and balance checkbook

Evaluation Plan: 10 pts per check, 1 pt off for each part done wrong, 5 pts bonus if addition and subtraction are done correctly in their check register