

Introduction

OVERVIEW

You're On Your Own provides a simulation of life after high school to prepare students for living on their own. This unique program unfolds as students live and work in the town of Westwood. In 100 real-life activities, students will graduate from high school, set up bank accounts, find jobs and apartments, go grocery shopping, and much more. This comprehensive program exposes students to a wide variety of vocabulary, real-world math, and decision-making scenarios. Students will love the freedom the program gives them to make their own choices while they practice living on their own.

As the students become immersed in the simulation, they will develop a clear understanding of the steps they will need to take and the decisions they will need to make in order to set up and maintain their own households and manage their money. Of course, the more interested and innovative you are, the more involved your students will be in developing their lives in Westwood. During this simulation, you will play several roles, including each student's banker, employer, landlord, IRS agent, and utility and phone companies. You will need to prepare several documents for the students during each "month" in the program. Before beginning the program, familiarize yourself with the items you will need to prepare and review the activities the students will be completing so that you can successfully guide them through the program.

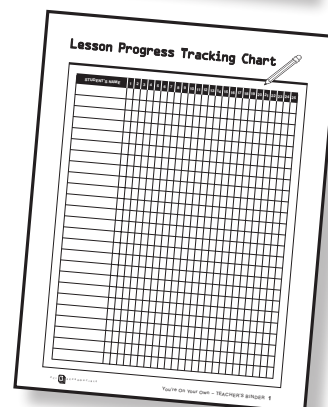
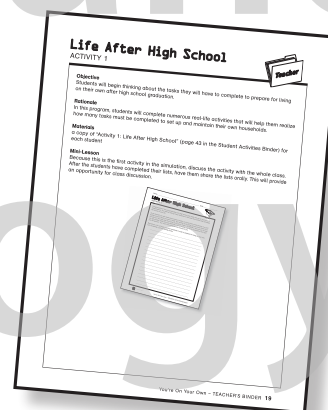
TEACHER'S GUIDE

Lesson Plans

The 136-page Teacher's Guide provides a brief lesson plan for each activity on the Student Activities CD. Each lesson plan features objectives, a short rationale explaining the importance of the topic covered, and a materials list. Some lesson plans include mini-lessons that should be taught to the students. You can do this with the whole class or work with students individually or in small groups.

Lesson Progress Tracking Chart

A tracking chart is provided (pages 1–4) so that you can keep track of the students' progression through the program. As each student completes an activity, write a check mark in the appropriate box next to his or her name.

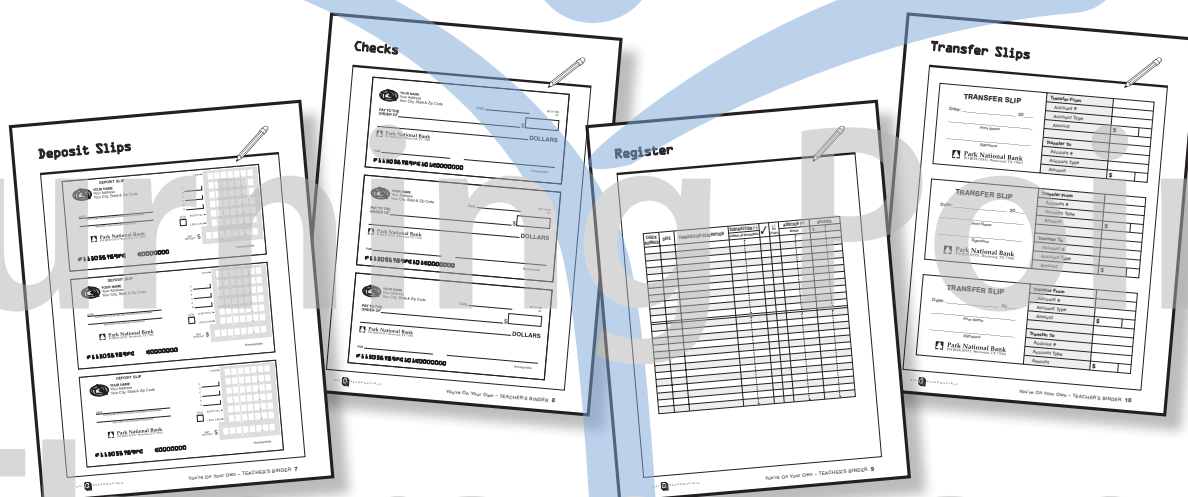


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Teacher Forms

The Teacher's Guide also includes various forms that will be photocopied and used throughout the program. Make several copies of the deposit slips, checks, register, and transfer slips on pages 7–10, and place them in stacks in an easily accessible location in the classroom.

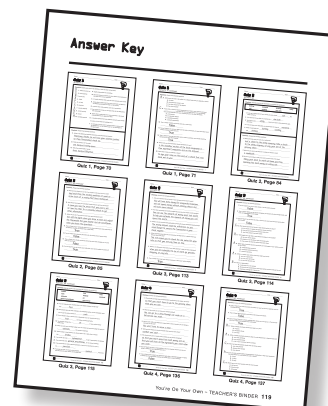


Provide a more realistic experience by using PCI's *Class Pack Checks* (sold separately) instead of photocopying the checks, deposit slips, and register. To order the *Class Pack Checks*, please call 1-800-897-3202.



Answer Key

For your convenience, an answer key is included in the Teacher's Guide, showing the correct solutions for each quiz on the Student Activities CD. "Answers will vary," is noted if several answers could be correct.



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Activities

[illegible]

Quiz 1
ACTIVITY 1

Date: _____

Directions: Match each word to its definition. Write the letter in the blank.

1. Federal Income Tax

_____ a. Tax on profits

_____ b. Tax on profits

_____ c. Tax on profits

_____ d. Tax on profits

_____ e. Tax on profits

_____ f. Tax on profits

_____ g. Tax on profits

_____ h. Tax on profits

_____ i. Tax on profits

_____ j. Tax on profits

2. Federal Income Tax

_____ a. Tax on profits

_____ b. Tax on profits

_____ c. Tax on profits

_____ d. Tax on profits

_____ e. Tax on profits

_____ f. Tax on profits

_____ g. Tax on profits

_____ h. Tax on profits

_____ i. Tax on profits

_____ j. Tax on profits

Directions: Answer the following questions.

1. Write the letter of the definition that best describes each word.

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2. Write the letter of the definition that best describes each word.

3. Write the letter of the definition that best describes each word.

4. Write the letter of the definition that best describes each word.

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4. Write the letter of the definition that best describes each word.

[illegible]

The Student Activities CD contains a forms section with several applications and lists that must be printed before the students begin an activity. The students should keep all activities and forms that have been completed for reference throughout the program.

To help you organize the materials needed for each activity, 100 file folders and preprinted folder labels are included with the *You're On Your Own* program. To prepare the file folders, place a file folder label on each folder. Make sure the labels are as high on the file folders as possible so that the students can see the labels clearly. For each activity, print one set of the corresponding activity sheets for each student. After printing the necessary sheets for an activity, place them in the appropriate file folder so that the students can quickly and easily find the activities they are working on. If printing 100 activities is not feasible, you may prefer to prepare 10 or 20 activity folders at a time. However, keep in mind that the students will be working individually and some may work faster than others.

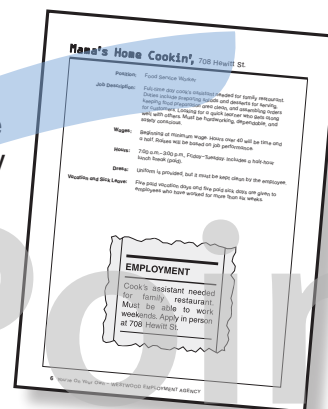
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BOOKLETS

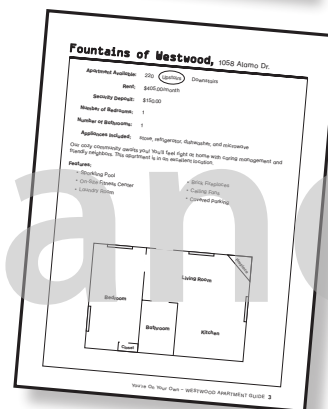
Westwood Employment Agency Booklet

This 12-page booklet provides ten job listings to help the students find jobs in Westwood. All the jobs listed require only a high school diploma, so wages will be at or slightly above minimum wage. Be sure to tell the students how much minimum wage is currently, so that they can figure out how much money they will make at each job. Students should carefully consider the responsibilities they will have, the times and days they will have to work, what they will have to wear, and how much they will get paid. They should also try to apply for jobs they are interested in doing. Encourage the students to choose jobs they would actually like to apply for in real life.



Westwood Apartment Guide Booklet

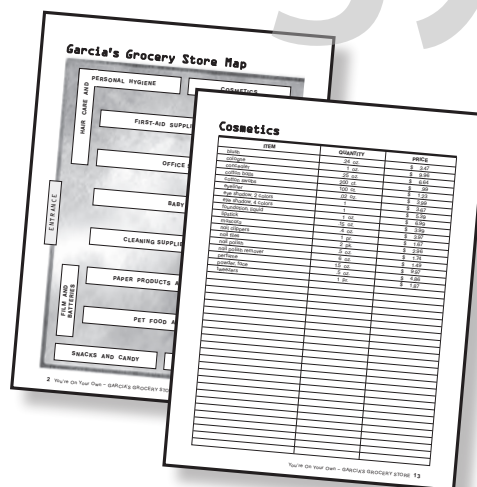
This 12-page booklet provides ten apartment listings to help the students find apartments in Westwood. Each listing gives basic information about the apartment, including the floor it is on, the amounts of the rent and security deposit, the appliances included, the special features of the apartment, and the number of bedrooms and bathrooms. Since most students will be looking for small apartments, the booklet includes only one-bedroom, one-bathroom apartments. Each listing also features a floor plan to give the students a realistic idea of the size and layout of the apartment.



The amounts of rent listed may seem a little low for your area, but the students will still understand the importance of budgeting for and paying rent. The address of the apartment complex is provided as well so that the students can find each apartment on the map of Westwood. Encourage the students to choose apartments that are close to their workplaces. A chart is included so that the students can compare the features of the apartments they are interested in.

Garcia's Grocery Store Booklet

Students will use this 28-page booklet when they go grocery shopping at Garcia's Grocery Store in Westwood. The booklet provides listings of items that would be found at a typical grocery store, such as foods and drinks, health and beauty products, pet supplies, and office supplies. The items are divided into appropriate grocery store sections and are listed alphabetically within each section. The quantity and price is included for each item. Encourage the students to compare the prices in the Garcia's Grocery Store Booklet to the prices in the Great Deals Discount Store Booklet. Have the students review the grocery store map to see where the various sections are usually located.

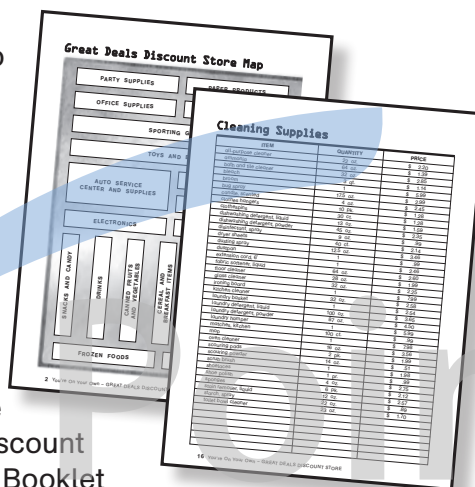


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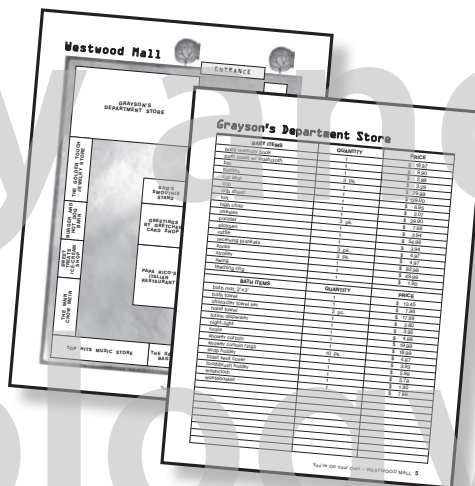
Great Deals Discount Store Booklet

Students will use this 48-page booklet when they need to buy groceries and general items at Great Deals Discount Store in Westwood. The booklet provides listings of items that would be found at a typical discount store, such as health and beauty products, clothing, pet supplies, hardware, electronics, office supplies, and books and magazines, as well as foods and drinks. Great Deals Discount Store also features an automotive service center. The items are divided into appropriate discount store sections and are listed alphabetically within each section. The quantity and price is included for each item. Encourage the students to compare the prices in the Great Deals Discount Store Booklet to the prices in the Garcia's Grocery Store Booklet and Westwood Mall Booklet (when applicable). Have the students review the discount store map to see where the various sections are usually located.



Westwood Mall Booklet

Students will use this 36-page booklet when they need to buy gifts, clothing, furniture, and other household items at Westwood Mall in Westwood. The booklet provides listings of items that would be found at a typical mall. The mall stores are in alphabetical order, each with an alphabetical list of items for sale. Following the mall stores are menus for the food court restaurants. The quantity and price is included for each item. Encourage the students to compare the prices in the Westwood Mall Booklet to the prices in the Great Deals Discount Store Booklet (when applicable). Have the students review the mall map to see where the various stores and restaurants are located.



MAP OF WESTWOOD

To make the program more realistic, a poster-sized map is provided. Hang the map on a wall in the classroom so that the students can look up various points of interest, including their workplaces, their apartment complexes, the grocery store, the discount store, and the mall.

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ROLES OF THE TEACHER

Banker

Throughout the program, you will need to keep track of each student's banking transactions, both checking and savings, so that you can accurately prepare his or her monthly bank statements. Instruct the students to give you all the checks they write and deposit slips and transfer slips they fill out. The students should also turn in a record of all transactions they make with their debit cards. In order to organize all of this information, you will need a file folder for each student. Keep each student's records in his or her folder.

Before beginning the program, print six copies of the following forms from the Teacher's Guide for each student: checking account record (page 5), savings account record (page 6), checking account statement (page 15), and savings account statement (page 16). Record every banking transaction a student makes on the appropriate account record form. You will use this information to create bank statements for each student every "month" during the simulation.

Because a "month" in the simulation will not necessarily equal an actual month, pay close attention to where each student is in the program. You will need to know when a student is approaching the activity in which he or she should receive that month's bank statement.

To prepare a student's bank statements, use his or her checking and savings account record forms to record every deposit, withdrawal, fee, transfer, and check. Be sure to have each student turn in a list of his or her debit card transactions to include on the bank statement. Highlight the information on the forms as you record it on the bank statements to ensure accuracy. Any information that is not highlighted will be recorded on next month's bank statements. This will show the students that there may be items that have not yet cleared the bank when they receive their bank statements. You will also need to include a bank account service fee of \$3.00 on each of the student's bank statements. Place the student's bank statements in an envelope with his or her cancelled checks. When the student receives the bank statements, he or she will compare them to his or her registers.

The image displays four sample forms from the Teacher's Guide, arranged in a fan-like pattern. Each form is a template for tracking student banking transactions and generating statements. The forms are titled 'Checking Account Record', 'Savings Account Record', 'Checking Account Statement', and 'Savings Account Statement'. They include fields for account holder information, transaction dates, amounts, and descriptions. The forms are designed to be filled out by the teacher to track student banking activity throughout the simulation.

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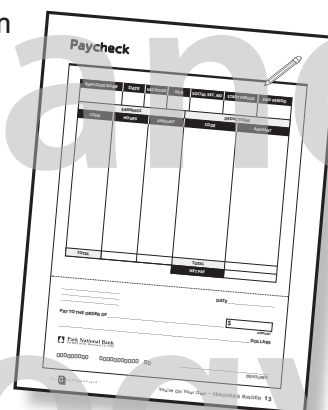
Employer

You will also be responsible for being each student's employer during the simulation. When a student is ready to apply for a job, you will interview and hire the student. You will also prepare monthly paychecks and annual W-2 forms. An employee information form is provided in the Teacher's Guide (page 12) so that you can keep a record of where each student works and how much he or she gets paid. Students will get paid for four weeks of work every pay period. A paycheck record form is provided in the Teacher's Guide (page 14) so that you can keep track of each student's paychecks.

The image shows two forms. The 'Employee Information Form' is a table with columns for 'Employee name', 'Address', 'City', 'State', 'Zip', 'Social Security Number', 'Date of Birth', 'Date of Hire', 'Rate of Pay', 'Hours per Week', and 'Total Hours'. The 'Paycheck Record Form' is a table with columns for 'Paycheck #', 'Date', 'Amount', and 'Hours'. Both forms have multiple rows for data entry.

Because a "month" in the simulation will not necessarily equal an actual month, pay close attention to where each student is in the program. You will need to know when a student is approaching the activity in which he or she should receive a paycheck.

Before beginning the program, make six copies of the paycheck form in the Teacher's Guide (page 13). Fill in the student's name and the date on each check. When it is time for a student to receive his or her paycheck, write the name and address of his or her employer on the check. The student's pay rate will be listed in the Westwood Employment Agency Booklet. Assume that each student worked 40 hours each week for four weeks, plus some overtime (unless the student is a teacher's aide and receives a salary).

The image shows a 'Paycheck' form. It has a header section for 'Pay to the order of' and 'Pay for the period of'. Below this is a table with columns for 'Date', 'Amount', 'Hours', and 'Rate'. There are also sections for 'Federal Income Tax', 'State Income Tax', and 'FICA'. The form is designed to be filled out for each paycheck.

Calculate the amount earned for 160 regular hours (four 40-hour weeks). Next, roll a die (not included) to determine the number of overtime hours the student worked in the first week. Repeat this for every week in the pay period. You may prefer to use classroom behavior and performance to determine the number of overtime hours worked. Record the number of regular and overtime hours worked. Calculate the amount earned for overtime hours. The students will earn time and a half for all overtime hours. Record the amounts earned for regular hours and overtime hours worked on the student's paycheck. Add these amounts together to find the student's gross pay.

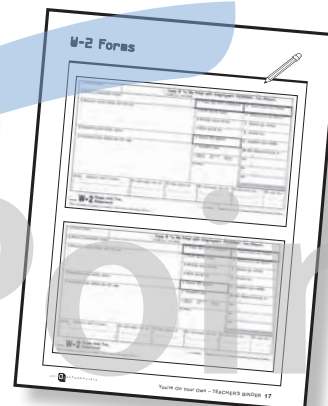
Determine the deductions that will be withdrawn from the student's gross pay, including FICA, the federal income tax, and the state income tax (if applicable). FICA is based on a percentage of an employee's taxable income. In this case, multiply the student's gross pay by 7 percent to find the FICA deduction. Federal income tax is based on the amount of an employee's taxable income. In this case, multiply the student's gross pay by 5 percent to find the federal income tax. State income tax is also based on the amount of an employee's taxable income. If your state has a state income tax, calculate the amount that will be withheld by multiplying the student's gross pay by 3 percent. To find the student's net pay, subtract all the deductions from his or her gross pay. This will be the amount of the paycheck.

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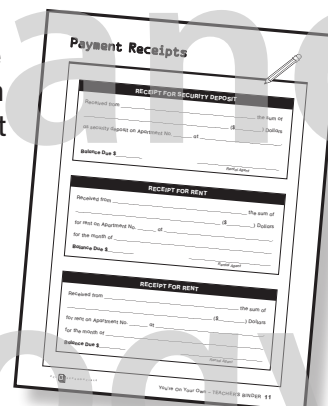
Place each student's paycheck in an envelope before you pay him or her. Use your discretion when deciding if the students deserve raises and how much the raises should be.

When it is time for the students to fill out their income tax forms for the year, you will need to prepare each student's W-2 form. Make enough copies of the W-2 forms in the Teacher's Guide (page 17) for the students. Calculate the gross amount each student has earned during the simulation and the total amount of each type of deduction. Record these amounts on the W-2 form, and give it to the student.

A sample of a W-2 form, labeled "W-2 Forms" at the top. It shows various fields for employee information, employer information, and wages, taxes, and benefits. The form is titled "Form 941-SS (2012) W-2 Wage and Tax Statement" and "Form 941-SS (2012) W-2 Wage and Tax Statement".

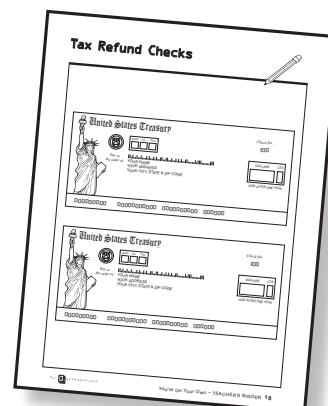
Landlord

Make three copies of the payment receipts form in the Teacher's Guide (page 11) for each student before beginning the program. After each student leases an apartment, he or she will give you a check for rent and the security deposit. Fill out rental receipts for both payments. When the student makes his or her rent payment every "month," you will need to give him or her a payment receipt.

A sample of a Payment Receipts form, labeled "Payment Receipts" at the top. It contains three sections: "RECEIPT FOR SECURITY DEPOSIT", "RECEIPT FOR RENT", and "RECEIPT FOR RENT". Each section has fields for the amount, date, and signature. The form is titled "Form 941-SS (2012) W-2 Wage and Tax Statement".

IRS Agent

After the students file their tax returns, they might need to receive tax refunds. Make enough copies of the tax refund checks form in the Teacher's Guide (page 18) for the students. Fill in each student's name and the date. Review the student's tax return form to make sure he or she calculated the refund amount correctly. Write this amount on the refund check, and sign your name. Place the check in an envelope, and give it to the student.

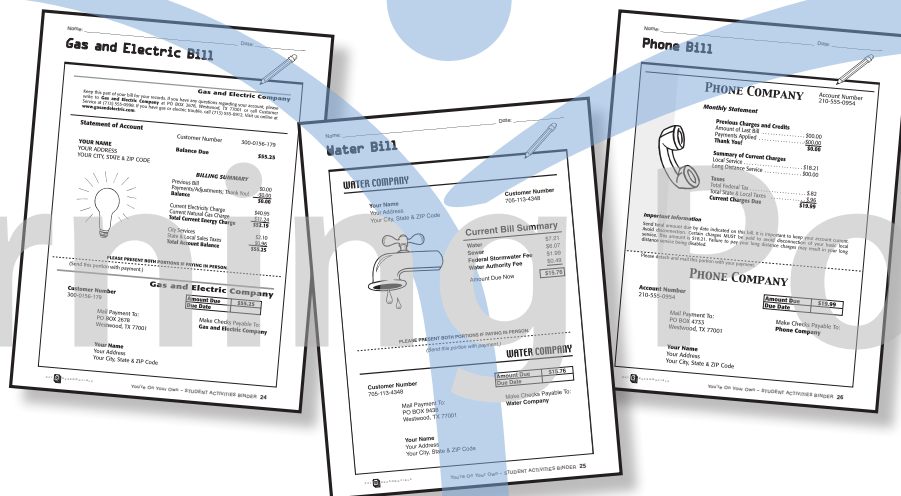
A sample of a Tax Refund Checks form, labeled "Tax Refund Checks" at the top. It contains two sections: "United States Treasury" and "United States Treasury". Each section has fields for the amount, date, and signature. The form is titled "Form 941-SS (2012) W-2 Wage and Tax Statement".

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Utility and Phone Companies

Before giving each student his or her utility and phone bills for the “month,” fill in the due dates and place each bill in an envelope.



SIMULATION TIPS

1. Organize the components in an easily accessible place. Keep the folders in the box, and place the workbooks and banking forms nearby.
2. Have each student keep all of his or her papers in a folder. That way, the students will be able to reference previous activities as needed. Only banking transactions and quizzes should be turned in to you.
3. Check in with each student on a daily basis. Record the activity each student is working on so that you can keep track of what he or she is doing and know when to prepare the necessary forms.
4. Stay on top of the paperwork. For example, as each student turns in checks, record the transactions on his or her checking account record form and checking account statement.

Good luck with the simulation! Remember, by making Westwood seem as real as possible, you can ensure that the students will truly understand what it is like to live on their own.