

**SOCIAL STUDIES:**

**COMMUNITY SERVICES**



T.E.K.S. 113.3 (1.7)

The student understands the concepts of goods and services.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
1. Student will receive exposure to banks and their functions.	1. Talk with students about the purpose of banks (e.g., place to save money, borrow money, etc.) 2. During Community Based Instruction, visit a local bank to cash a check or make a deposit. Ask someone from the bank to explain the banks functions and what various people do in the bank (e.g., teller, loan officer, customer service representative, etc.) 3. After the visit, review the reasons for keeping money in a bank as opposed to keeping it at home. 4. Set up a classroom bank system. Have the children save money/paycheck from classroom jobs. This will allow the student to develop beginning banking skills.

RESOURCES/MATERIALS

NOTE:

*The activity in #4 can be tied into a token economy that utilizes money and can be as elaborate as the teacher wishes it to be.*



T.E.K.S. 113.3 (1.4)

The student understands the relative location of places.

Area: Community Services

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OBJECTIVE	TEACHING ACTIVITIES
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| 2. Student will identify barber/beauty shops and their uses. | Refer to the Personal Health Module: Grooming<br><ol style="list-style-type: none"><li data-bbox="808 483 1351 682">1. Talk about what a barber and/or a stylist does (e.g., cut hair, dry hair, color hair, etc.). Ask students to tell the group who cuts their hair and/or styles it. If someone goes to a barber/beauty shop, ask him/her to describe, for other students, what the barber/stylist did.</li><li data-bbox="808 688 1351 772">2. Develop a functional vocabulary of words associated with hair care (e.g., shampoo, permanent, scissors, comb, etc.)</li><li data-bbox="808 779 1351 919">3. Assist students in determining the need for a haircut. Show pictures of hair that is too long and unkempt next to a picture of neatly trimmed hair. Have students identify the hairstyle that looks appropriate.</li><li data-bbox="808 926 1351 1008">4. Take students to a barber/beauty shop or a high School Cosmetology Department for Community Based Instruction.</li></ol> |
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RESOURCES/MATERIALS

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T.E.K.S. 115.2 (K.5)

The student understands how to recognize health information.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify health care facilities.	<ol style="list-style-type: none"><li data-bbox="808 426 1360 506">1. Identify for students occupations which are associated with health care (e.g., doctor, dentist, nurse, etc.).</li><li data-bbox="808 512 1360 625">2. Have the students make a list of what each person does (e.g., dentist cares for teeth; doctor cares for you when you're sick; nurse cares for you at school, etc.).</li><li data-bbox="808 632 1360 714">3. Describe various locations where health care facilities are located (e.g., office, hospital, clinic, etc.).</li><li data-bbox="808 720 1360 833">4. During Community Based Instruction, take students to visit the emergency room at a local hospital, a doctor's office, a dentist's office, and the school clinic.</li><li data-bbox="808 840 1360 921">5. Have a health-care professional guide the students through each facility and describe his/her job responsibilities.</li><li data-bbox="808 928 1360 1064">6. Play "Where do I go?" Name an imaginary health problem (i.e., "I have a toothache."). Ask the students, "Where do I go?" Students should answer verbally, using sign, or by pointing to an appropriate picture.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 113.3 (1.18)

The student communicates in written, oral and visual forms.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
4. Student will use a pay telephone with assistance.	<ol style="list-style-type: none"><li>1. During Community Based Instruction, ask students to locate pay telephones.</li><li>2. Ask students to list the reasons one would use a pay phone, i.e.:<ol style="list-style-type: none"><li>a. There's no phone at home.</li><li>b. You're out shopping and need to call someone.</li><li>c. There's been car trouble and you need someone to help.</li><li>d. You're lost and you need to call home.</li></ol></li><li>3. Have the students decide which coins are needed to use the pay phone.</li><li>4. Instruct students in the proper procedure to use the pay phone.<ol style="list-style-type: none"><li>a. Find a pay telephone, asking for assistance if needed.</li><li>b. Wait (at an appropriate distance) for the phone to become available, if it is being used.</li><li>c. Enter the phone booth/stall with all belongings.</li><li>d. Close the door, if in a phone booth.</li><li>e. Put belongings in a secure place.</li><li>f. Locate the telephone number. (This can be written on a cue card.)</li><li>g. Get out the necessary change.</li><li>h. Pick up the receiver and listen for a dial tone.</li><li>i. Deposit the coins.</li><li>j. Wait for the dial tone before dialing.</li><li>k. Dial the phone number, using a telephone cue card if needed.</li><li>l. Identify the ringing signal and let the phone ring 6 times before hanging up.</li><li>m. Hang up if a busy signal is received and collect the change from the change return.</li><li>n. Re-dial the phone number after waiting a few of minutes.</li></ol></li></ol>



Area: Community Services

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OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- o. When the phone is answered, say, "Hello, may I speak with (Name). This is (Name). Thank you."
- p. Give the information that is needed
- q. Hang up the receiver.
- r. Exit the booth or stall with all belongings.

NOTE:

*Instruct students in what to do in case they do not know the number or do not have change and need help.*

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RESOURCES/MATERIALS

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Telephone cue card  
Coins for telephone call



T.E.K.S. 113.3 (1.4)

The student understands the relative location of places.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify the post office and its purpose.	<ol style="list-style-type: none"><li data-bbox="808 453 1357 596">1. Build a general vocabulary of word associated with the post office. Provide pictures and/or photographs whenever possible. Include terms such as mail box, letters, stamps, mail person, mail truck, etc.</li><li data-bbox="808 600 1357 772">2. Have students make a Valentine or Christmas card for their parents and/or a friend. Provide the information necessary on the envelope and demonstrate how it is to be written. Have students put a stamp in the proper spot on the envelope.</li><li data-bbox="808 777 1357 919">3. Take students to the post office. Have a postal employee tell the students about the post office and what type of jobs are performed there. Have students put cards in the mail box prior to leaving.</li><li data-bbox="808 924 1357 1037">4. Explain the difference between “metered” mail and “stamped” mail so that students will be able to identify the appropriate mail slot/box.</li><li data-bbox="808 1041 1357 1180">5. Have students write a letter and then go on a Community Based Experience to mail them. Consider letting the students send a note with stickers or a piece of gum to themselves at their home.</li></ol>

RESOURCES/MATERIALS

Picture/photographs of post office equipment and personnel  
Materials to make a greeting card and an envelope.  
Postal employee



T.E.K.S. 110 (1.15)

The student generates questions and conducts research about topics using information from a variety of sources, including selections read aloud.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
6. Student will become familiar with the library.	<ol style="list-style-type: none"><li>1. Discuss with students the reasons for using a library.</li><li>2. Visit the school library on a regular basis. Ask the librarian to demonstrate the facilities and materials available.</li><li>3. Provide instruction in the following procedures:<ol style="list-style-type: none"><li>a. Locate the desired entrance.</li><li>b. Locate an empty chair at a table.</li><li>c. Place all personal belongings together.</li><li>d. Locate the section for desired materials, asking for assistance if necessary.</li><li>e. Select the material desired and take it to the chosen table.</li><li>f. Read/scan selected materials.</li><li>g. Return the materials to the appropriate shelves or to the librarian.</li><li>h. Demonstrate appropriate behavior.</li><li>i. Collect personal belonging before leaving.</li></ol></li><li>4. Schedule Community Based Instruction at the community library. Going to the library at a scheduled story-time, would be interesting to younger students.</li></ol>

RESOURCES/MATERIALS



T.E.K.S. 110 (1.15)

The student generates questions and conducts research about topics using information from a variety of sources, including selections read aloud.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
7. Student will obtain a library card.	Instruct students in the following procedures: <ol style="list-style-type: none"><li data-bbox="813 512 1268 539">1. Enter the correct door of the library.</li><li data-bbox="813 541 1344 596">2. Locate and approach the check-out counter or service desk.</li><li data-bbox="813 598 1214 625">3. Ask to apply for a library card.</li><li data-bbox="813 627 1219 655">4. Complete the registration form.</li><li data-bbox="813 657 1247 711">5. Present the completed form to the appropriate person.</li><li data-bbox="813 714 1133 741">6. Give ID, upon request.</li><li data-bbox="813 743 1333 798">7. Wait for completion of temporary card, if applicable.</li><li data-bbox="813 800 1235 827">8. Ask when the card will be ready.</li><li data-bbox="813 829 1198 856">9. Say, "Thank you", and leave.</li></ol>

RESOURCES/MATERIALS



**SOCIAL STUDIES:**

**COMMUNITY SERVICES**



T.E.K.S. 120.5 (C-2)

The student demonstrates an understanding of personal financial management.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
1. Student will utilize bank facilities to open and maintain a savings account, if consistent with district policy.	1. Make a list of reasons to open and/or use a savings account. These might include: a. Allows one to save toward a purchase or a down payment. b. Allows one to be prepared for unexpected emergencies. c. Allows one to plan for future needs and activities. d. Enables one to have money available for special opportunities. e. Allows one to collect interest. 2. Talk with students about opening and using a savings account. a. Establish a “bank” in class. Have students open their accounts with play money, points, etc. They can deposit or withdraw whenever they need or want. When they save, add “interest” to the amount to show the benefits of saving money. b. Arrange to visit a local bank. Have a new accounts employee explain how to open a savings account to the students. Open a savings account for the class. Have students complete the necessary forms. Deposit monies earned from class projects throughout the year to finance a special project or purchase. c. Obtain sample forms used by the bank to use in classroom. Have students identify forms necessary to deposit or withdraw money. Have students practice completing forms correctly.

RESOURCES/MATERIALS

New Accounts representative from a bank  
Banking forms

NOTE:

*To help with Community Based Instruction at restaurants or community recreation facilities, ask students to bring a small amount of money each week to establish a checking/savings account at school.*



T.E.K.S. 122.2 (C-11)

The student practices principles of good grooming and positive personal habits.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
2. Student will utilize a barber/beauty shop.	<ol style="list-style-type: none"><li>1. Present students with the idea that hair needs cutting and styling once every four to eight weeks. Stress the importance of a neat appearance.</li><li>2. Remind students that haircuts cost money and they will need to budget for this expense.</li><li>3. Appointments usually need to be made prior to having hair cut and/or styled. Practice calling for appointments and marking calendars appropriately.</li><li>4. Discuss other services offered by beauty/barber shops. Include things such as permanents, make-up consultation, shave, shampoo, hair color, manicure, etc.</li><li>5. Instruct students in the use of the following procedures:<ol style="list-style-type: none"><li>a. Determine the type of haircut/style.</li><li>b. Call for an appointment (using the appointment cue, if needed).</li><li>c. Arrange for transportation.</li><li>d. Arrive on time.</li><li>e. Check in with the receptionist, if applicable.</li><li>f. Hang up the coat.</li><li>g. Wait patiently to be called.</li><li>h. Go to the chair when called, taking belongings.</li><li>i. Communicate styling ideas to the beautician or barber.</li><li>j. Converse politely while having hair cut.</li><li>k. Pay the cashier when done.</li><li>l. Tip the beautician or barber.</li><li>m. Leave with all belongings.</li></ol></li><li>6. Take a trip to the cosmetology department at the high school or junior college. Provide opportunity for students to have their hair styled and nails manicured. Encourage students to select styles that are as flattering as possible.</li></ol>
RESOURCES/MATERIALS	
High School Cosmetology classes Department store cosmetic counters	



T.E.K.S. 115.2 (K.5)

The student understands how to recognize health information.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
3. Student will utilize health care facilities appropriately.	<ol style="list-style-type: none"><li data-bbox="808 453 1357 596">1. Review the job descriptions of health care providers. Expand the definitions to include optometrist, ophthalmologist, podiatrist, orthodontist, neurologist, physical and/or occupational therapist, speech therapist, etc.</li><li data-bbox="808 600 1357 709">2. Review the functions of the school nurse with students. Include the location of the nurse's office within the school and on what days she is available.</li><li data-bbox="808 714 1357 888">3. Provide the opportunity for students to determine when it is necessary to see the nurse. Let them communicate their needs independently. (Teachers may need to closely monitor this activity to avoid misuse.)</li></ol>

RESOURCES/MATERIALS

School nurse



T.E.K.S. 115.2 (K.2)

The student understands that behaviors result in healthy or unhealthy conditions throughout the life span.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
4. Student will use a pay telephone independently.	<ol style="list-style-type: none"><li>1. Review under what circumstances or in what situations the need exists to use a pay phone.</li><li>2. During Community Based Instruction, have students locate a pay telephone independently.</li><li>3. After reviewing how to use the pay telephone, give students a message to deliver and a number to call. Have the students complete the call independently.</li><li>4. Instruct students in the use of a pay phone to seek assistance.<ol style="list-style-type: none"><li>a. Dial 911 to contact any emergency service (i.e., police, fire, ambulance, etc.).</li><li>b. Dial 1411 to contact Directory Assistance to locate phone numbers, etc.</li></ol></li><li>5. Instruct students in the procedures to follow to leave a message on an answering machine.</li><li>6. Incorporate the above activities in Community Based Instructions.</li><li>7. Construct a "phone book" for students using their personal data. They can take it with them on field trips.</li><li>8. Plan time during every Community Based Instruction activity to find a pay phone and have the student call their home, using the class telephone book, and leaving a message if an answering machine answers the home phone.</li></ol>

RESOURCES/MATERIALS

Pay phone  
Coins for telephone call



T.E.K.S. 120.2 (C.6)

The student identifies procedures involved in delivering information and products.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
5. Student will utilize the post office.	<ol style="list-style-type: none"><li data-bbox="810 451 1289 506">1. Review the function of the post office with students.</li><li data-bbox="810 512 1360 625">2. Introduce other functions offered by the post office. Include post office boxes, purchase of money orders, insuring packages, express mail, etc.</li><li data-bbox="810 632 1360 745">3. Visit the post office. Give each student a different assignment to complete while there (i.e., one can get mail from post office box, mail a package, buy stamps, etc.).</li><li data-bbox="810 751 1297 806">4. Review all services that the post office offers after returning to school.</li><li data-bbox="810 812 1360 856">5. Continue the above activities throughout the school year.</li></ol>

RESOURCES/MATERIALS



T.E.K.S. 113.4 (2.11)

The student understands the purpose of governments..

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
6. Student will utilize the library.	<ol style="list-style-type: none"><li>1. Review with students reasons for using the library and utilize the school library on a regular basis.</li><li>2. Schedule Community Based Instruction at the public library and provide instruction in the following procedures:<ol style="list-style-type: none"><li>a. Check books for the due date and card.</li><li>b. Identify overdue books.</li><li>c. Identify the amount of money needed to pay a fine.</li><li>d. Secure the necessary materials.</li><li>e. Identify the area to return books.</li><li>f. Place the book on the counter.</li><li>g. Ask for assistance if the book is overdue.</li><li>h. Pay the fine upon a verbal cue from the librarian.</li><li>i. Return any change to purse/wallet.</li><li>j. Use the library card or communicate name to renew materials, if desired.</li><li>k. Locate an empty chair/table.</li><li>l. Locate the correct drawer in the card catalog for subject/author/title by alphabet or use the computerized system.</li><li>m. Move to the correct section of the library to select the desired book.</li><li>n. Remove the library card from purse/wallet.</li><li>o. Take the selected materials to the service counter.</li><li>p. Wait appropriately at counter.</li><li>q. Give the library card and communicate name to the librarian.</li><li>r. Replace library card in wallet/purse.</li><li>s. Use cassette player/tapes appropriately.</li></ol></li></ol>

RESOURCES/MATERIALS

Items as specified by activities



**SOCIAL STUDIES:**

**COMMUNITY SERVICES**



T.E.K.S. 122.63 (C-8)

The student explains the relationship of financial planning to economic security.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
1. Student will utilize a savings account.	<p data-bbox="813 453 1206 480">Refer to Mathematics Module: Money</p> <ol style="list-style-type: none"><li data-bbox="813 512 1360 569">1. Review the use of a savings account, as well as procedures for opening an account.</li><li data-bbox="813 573 1360 1150">2. Introduce the procedure for making deposits.<ol style="list-style-type: none"><li data-bbox="902 600 1305 627">a. Go to an unoccupied counter/table.</li><li data-bbox="902 632 1143 659">b. Take out the check.</li><li data-bbox="902 663 1328 743">c. Endorse the check on the back by signing it or copying the name on the ID card, if needed.</li><li data-bbox="902 747 1349 804">d. Complete a deposit slip or take out one prepared in advance.</li><li data-bbox="902 808 1279 865">e. Carry all belongings and deposit information to the teller line.</li><li data-bbox="902 869 1235 896">f. Go to the teller when called.</li><li data-bbox="902 900 1279 928">g. Give the transaction to the teller.</li><li data-bbox="902 932 1235 959">h. Wait quietly for transaction.</li><li data-bbox="902 963 1312 1020">i. Receive the deposit slip receipt and cash, if requested, from teller.</li><li data-bbox="902 1024 1284 1081">j. Enter the deposit into the bank passbook or ledger, as necessary.</li><li data-bbox="902 1085 1360 1113">k. Put the receipt and passbook into wallet.</li><li data-bbox="902 1117 1305 1144">l. Put the wallet in a purse or pocket.</li><li data-bbox="902 1148 1312 1176">m. Leave the bank with all belongings.</li></ol></li><li data-bbox="813 1159 1360 1707">3. Introduce procedures for making withdrawals.<ol style="list-style-type: none"><li data-bbox="902 1220 1312 1247">a. Go to an unoccupied counter space.</li><li data-bbox="902 1251 1317 1308">b. Complete a withdrawal slip or bring along a completed withdrawal slip.</li><li data-bbox="902 1312 1354 1369">c. Enter the transaction into a passbook or ledger, if applicable.</li><li data-bbox="902 1373 1252 1430">d. Balance the account or ask for assistance, when appropriate.</li><li data-bbox="902 1434 1289 1491">e. Take out an ID card, passbook, if necessary.</li><li data-bbox="902 1495 1349 1522">f. Carry belongings and forms to the line.</li><li data-bbox="902 1526 1235 1554">g. Go to the teller when called.</li><li data-bbox="902 1558 1328 1614">h. Hand the necessary documents to the teller.</li><li data-bbox="902 1619 1208 1646">i. Wait patiently for money.</li><li data-bbox="902 1650 1312 1707">j. Receive the money and withdrawal receipt and move aside.</li><li data-bbox="902 1711 1219 1738">k. Place the money in wallet.</li></ol></li></ol>



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OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- l. Put the receipt, passbook and ID in wallet.
- m. Put the wallet in a purse or pocket.
- n. Leave with all belongings.
- 4. Adaptations may be necessary. These may include:
  - a. Complete the deposit/withdrawal slips by matching-to-sample a form completed by a friend.
  - b. Use a communication card to request that the teller complete a deposit and/or withdrawal form.
  - c. Balance the account, using a pocket calculator.
- 5. Present the following related knowledge, when appropriate.
  - a. Introduce payroll deduction as a method of savings.
  - b. Identify local sources for different types of savings accounts and the advantages and disadvantages of each.

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RESOURCES/MATERIALS

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Items as specified in activities



T.E.K.S. 122.63 (C-8)

The student explains the relationship of financial planning to economic security.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
2. Student will utilize a checking account.	<p data-bbox="813 453 1206 480">Refer to Mathematics Module: Money</p> <ol style="list-style-type: none"><li data-bbox="813 512 1362 831">1. Have students list reasons it is desirable to establish a checking account.<ol style="list-style-type: none"><li data-bbox="902 569 1170 596">a. It's easier to pay bills.</li><li data-bbox="902 600 1295 657">b. It allows one to keep track of how money is being spent.</li><li data-bbox="902 661 1317 718">c. It allows money to be available, but protects it from theft.</li><li data-bbox="902 722 1362 779">d. It's helpful to use cancelled checks as a receipt.</li><li data-bbox="902 783 1338 831">e. Keeping large sums of money is not a safe practice.</li></ol></li><li data-bbox="813 835 1362 978">2. Discuss with students why most banks charge a service charge for writing checks. Emphasize that service charges and the cost of checks should be deducted from the account's balance.</li><li data-bbox="813 982 1362 1039">3. Introduce the concept of a check that "bounces" and the charges that are involved.</li><li data-bbox="813 1043 1362 1383">4. Teach the concepts of how to make deposits, write check for a specific amount, and to record transactions.<ol style="list-style-type: none"><li data-bbox="902 1125 1362 1182">a. Get the necessary materials (i.e., check-book, cash/check to be deposited).</li><li data-bbox="902 1186 1362 1243">b. Tear a deposit slip from the back of the checkbook and complete it.</li><li data-bbox="902 1247 1362 1304">c. Submit the money and/or check to the teller.</li><li data-bbox="902 1308 1284 1335">d. Wait for a receipt from the teller.</li><li data-bbox="902 1339 1305 1383">e. Record the deposit and balance the account.</li></ol></li><li data-bbox="813 1388 1362 1593">5. Discuss with students the procedure for writing checks.<ol style="list-style-type: none"><li data-bbox="902 1449 1195 1476">a. Get necessary materials.</li><li data-bbox="902 1480 1284 1537">b. Fill out a check, using a model if necessary, or ask for assistance.</li><li data-bbox="902 1541 1362 1593">c. Give the check to the clerk (with proper identification).</li></ol></li><li data-bbox="813 1598 1362 1736">6. Review for students some possible adaptations.<ol style="list-style-type: none"><li data-bbox="902 1654 1362 1736">a. A friend can complete the check and/or deposit slip and the student can copy or simply authorize the transaction.</li></ol></li></ol>



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OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Individuals who can not sign their name may use a symbol or a name stamp.
- c. Balancing the checkbook can be done by a friend or by utilizing a calculator.
- 7. Include the following concepts, when appropriate.
  - a. Discuss the different kinds of checking accounts available at local banks and the advantages and disadvantages of each.
  - b. After writing checks, students should check to see if the amount written in words is the same as the amount written in numerals. They should also check to determine if the information on the check is correct.
  - c. If a mistake is made when writing a check, the check should not be erased, but torn up and "VOID" written on the check stub.
  - d. Do not borrow or lend a blank copy of a personal check.
  - e. When a check is lost or stolen, the should be notified to have a "STOP PAYMENT" put on the check.
  - f. Do not write a check for an amount greater than the balance in the checking account.
  - g. Always use a pen that cannot be erased to write a check.
  - h. Do not endorse a check until it is to be cashed or deposited in a personal account.
  - i. A check must be endorsed before it can be cashed.
  - j. Write "FOR DEPOSIT ONLY" above the signature when forwarding the check to bank by mail.
- 8. Assist students who have income in opening a checking account. Guide them through the banking procedures and monitor their record keeping on a regular basis.



Area: Community Services

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OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

NOTE:

*Emphasize to parents the importance of making their student as responsible and aware of banking procedures as possible, since it becomes an asset in adulthood.*

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RESOURCES/MATERIALS

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Items as specified in activities



T.E.K.S. 122.63 (C-8)

The student explains the relationship of financial planning to economic security.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
3. Student will use an automated teller machine and card.	<ol style="list-style-type: none"><li>1. Discuss with students the purpose of the automated teller machine.</li><li>2. Discuss the pre-requisites for using an ATM card effectively. The student must be able to:<ol style="list-style-type: none"><li>a. Discriminate the type of transaction.</li><li>b. "Remember" the access code.</li><li>c. Be able to enter the correct amount of the transaction.</li></ol></li><li>3. The activity should include the following steps for withdrawing funds:<ol style="list-style-type: none"><li>a. Carry the money card in a wallet.</li><li>b. Keep the password/code in a location other than the wallet.</li><li>c. Locate the Automatic Teller Machine, asking for assistance if needed.</li><li>d. Wait in line patiently.</li><li>e. Put the card into machine.</li><li>f. Enter the password/code.</li><li>g. Follow the directions for withdrawing cash on the Automatic Teller Machine.</li><li>h. Get the receipt.</li><li>i. Get the card.</li><li>j. Get the money.</li><li>k. Put the card, money, and receipt into wallet.</li><li>l. Subtract the amount from proper account. Be sure to record the transaction.</li><li>m. Leave with all belongings.</li></ol></li><li>4. Teach the following steps for depositing money:<ol style="list-style-type: none"><li>a. Follow steps a-f above, when using an Automatic Teller Machine.</li><li>b. Follow the directions on the ATM when depositing cash.</li><li>c. Place the cash or endorsed check in an envelope.</li><li>d. Deposit the money in the machine.</li><li>e. Get the receipt.</li><li>f. Get the card.</li><li>g. Put the card and receipt into wallet.</li></ol></li></ol>



Area: Community Services

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OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- h. Add the deposit to the proper account.  
Be sure to record the transaction.
- i. Leave with all belongings.
- 5. Instruct the students in the procedures for getting an account balance:
  - a. Follow steps a-e above.
  - b. Follow the directions on the ATM for getting an accurate balance in account.
  - c. Record the balance in the proper account.
  - d. Leave with all belongings.

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RESOURCES/MATERIALS

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ATM card  
Check register



T.E.K.S. 122.63 (C-4)

The student analyzes the role of government in personal and family economics.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify licensing, titling, recording services offered by the county.	<ol style="list-style-type: none"><li data-bbox="808 453 1360 596">1. Visit the county office buildings, and photograph the directories posted. (If this is not possible, fabricate a sample directory, listing specific agencies and offices with realistic room numbers.)</li><li data-bbox="808 600 1360 655">2. Request a variety of blank applications to be utilized in classroom instruction.</li><li data-bbox="808 659 1360 856">3. Challenge students to explain why licenses are needed for marriages, hunting, fishing, dogs, driving, and building. Point out where these legal documents can be obtained. Display the directory photographs and have the students select the correct room number for a designated office or agency.</li><li data-bbox="808 861 1360 1209">4. Display sample licenses. Ask students to tell what requirements might be needed to qualify for each one. Augment their suggestions with any other actual criterion that must be satisfied. Create several stations scattered throughout the room, placing sample applications in each center. It is also helpful to post fictitious data that may be used in the completion of the forms. Devise a simple schedule that will facilitate complete use. A timer may be used to pace these activities.</li><li data-bbox="808 1213 1360 1327">5. Locate records of county transactions in the newspaper. Point out the information that is provided. Discuss why it is necessary to publish this information.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 113.4 (2.11)

The student understands the purpose of governments.

Area: Community Services

OBJECTIVE	TEACHING ACTIVITIES
5. Student will develop a knowledge of community resource agencies.	<ol style="list-style-type: none"><li data-bbox="813 426 1360 653">1. Have students develop a directory of agencies that provide assistance to persons with disabilities (i.e., MHMR, ARC, TRC, SSI, Down's Syndrome Guild, etc.) Addresses and phone numbers should be included with a brief description of services provided. Make a copy for each student.</li><li data-bbox="813 657 1360 741">2. Invite a representative of each of the agencies to speak to the class regarding the services provided by their respective agency.</li><li data-bbox="813 745 1360 947">3. Invite an employee of the County Department of Human Resources to discuss support programs (i.e., welfare, food stamps, aid for dependent children, social security, medicare/medicaid, etc.) and the necessary procedures and qualifications for making application for assistance.</li><li data-bbox="813 951 1360 1094">4. Investigate other types of agencies (i.e., Goodwill Industries, the Salvation Army, Lighthouse for the Blind, Red Cross, etc.), which provide assistance for people with little money.</li><li data-bbox="813 1098 1360 1266">5. Assist students in obtaining mass transit passes for persons with disabilities, if appropriate. If needed, instruct students in setting appointment for vans/public transportation that can accommodate a wheelchair.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities

