

# CHAPTER 3

*Part B:*  
REAL MONEY SENSE

## TABLE OF CONTENTS

Overview: REAL Money Sense .....	5
Bank Balance .....	7
Bank Funds Transferral Forms.....	8
Building Homes .....	9
Calculating a Mortgage .....	10
Catalog and On-Line Shopping .....	19
Charge!!! .....	21
Checking and Savings Accounts.....	25
Check or Debit: Transactions .....	27
Elements of a Check .....	28
REAL Check Templates .....	29
Credit Cards .....	30
Credit Cards Targeting Students .....	33
Debt Load Chart.....	34
Deposit Slips .....	35
Designing Your Community.....	36
Furnishing Your Home .....	39
History of Banks .....	42
How Does a Bank Balance the Bank Drawer? .....	43
How to Balance a Savings Account Passbook.....	46
I Am... Who Is? .....	47
Internal Revenue Service .....	50
Loan Ledger - REALville Banking .....	51
Loan Payment Notices .....	52
Loan Receipts Template .....	53
Making Change .....	54
Money-to-Go: Business Loan Application .....	56
On-Line Shopping .....	58
Opportunity Costs .....	62
Opportunity Knocks .....	64

Overdue Notices .....	67
REAL Bucks for a Primary Bank .....	68
REALity of Savings With Interest .....	76
Receipt Forms .....	80
Reminder Notices.....	81
Rent Due Notices .....	82
Revenue Vocabulary Mix-Up.....	83
Savangs Account Ledger .....	86
Spending Diary.....	87
Tax Record of the REAL Classroom Community .....	90
Taxation .....	91
Teacher Resources .....	93

# OPPORTUNITY KNOCKS

## PURPOSE

- To experience how unexpected events impact personal finances  
(*This can be a good beginning to understanding personal finance concepts as developed in REAL MONEY SENSE, K-8 REAL component #2*)

## MATERIALS

- Opportunity Knocks cards (select or write appropriate cards for your age group)
- REAL Bucks

## TIME

- This can be done as a daily exercise for a week or up to a month. After initially understanding the process it should take 5-10 minutes daily.

## PROCEDURE

1. Give older students \$75-100 in REAL Bucks (younger students might be reduced to \$20-25.)
2. Designate a “money exchange officer” person to do transactions that basically involves collecting money or distributing money depending on the Opportunity Card drawn.
3. Explain that Dr. Paul DeLargy, the Father of REAL, has given the school some REAL Bucks. You, the teacher, choose to share this wealth with your students as X amount per student.
4. Explain that just as there is “sunshine” in our life there is also some “rain.” No one knows how much of it will come at one time. Life is like that!
5. Explain that each day (or whatever time interval is decided upon) students will select or be given an Opportunity Knocks card. It will indicate how much to pay or receive. Each student must abide by the directives on Opportunity Knocks card. (There are two versions of cards for different age groups but teachers should feel free to develop their own “cards” tailored to their classroom.)
6. Opportunity Knocks should take place in a designated time period established by the teachers and not interrupt the daily instruction.
7. Initially, the students might read their card but since these will be recycled each day, the cards can be tapered off when the teacher feels this is appropriate.
8. Remind students that life is not always fair! Each day people have to deal with “opportunities” that they did not plan for and may be sunshine to their life or feel like a bad rain!
9. When the time period for this Opportunity Knocks activity lapses, debrief with students.
  - How did you feel drawing (or being given) Opportunity Knocks card each time?
  - Did you consider some “luckier” than others? Why? Is this part of real life?
  - Did you feel a lost of control over the money you had? If so, how would you deal with opportunities in the future?
  - What can be learned from this activity that is relative to "real life"?

# **CHAPTER 3**

## *Part C:* **CIVIC CONCERNS**

## TABLE OF CONTENTS

Introduction to Civic Concerns .....	5
All Roads Lead To . . . . .	7
Background Information on the Court System.....	10
Bar Exam .....	20
Building a Community .....	22
Civic Concerns: Crossword Puzzle .....	25
Civic Concerns: Word Search .....	30
Classroom Courts.....	31
Classroom Pay .....	32
Community Service .....	33
Company We Keep .....	34
Cornerstone of the Community .....	36
Designing Your Own Community .....	40
How Does Your Community Stack Up?.....	44
K-8 REAL and a REAL Municipal Court Simulation: Q & A's .....	48
Lay of the Land .....	50
Map Mania .....	51
Masters for Judicial Activities .....	56
Attorney's Interview Sheet .....	56
Case Report.....	57
Citation.....	58
Court Calendar.....	59
Judge's Case Sheet.....	60
Jury Duty Summons.....	61
Municipal Court Record .....	62
Overdue Notice .....	63
Subpoena .....	64
Not in My Backyard .....	65
Peer Mediation: A Beginning.....	66
Peer Mediation: Conflict Cards.....	67

Peer Mediation: Ground Rules .....	69
Peer Mediation: Intermediate Students .....	70
Peer Mediation: Problem Statements .....	71
Peer Mediation: Steps for Solving a Problem .....	72
Picture Perfect.....	73
Old Woman / Young Woman.....	76
Ready, Set, Action!.....	78
Relief .....	80
Resource Roundup .....	81
Resources for Courts .....	86
Sell Your Community.....	87
Service Learning .....	89
3-D Communities .....	95
Tomb it May Concern .....	96
Trial by Jury: Alexander T. Wolf .....	99
Your Day in Court: A Simulation of Municipal Court.....	103
Websites Worth Visiting .....	105
Who We Are: Where We Come From .....	106

# 3-D COMMUNITIES

## PURPOSE

- To consider the process by which communities evolve.

## MATERIALS

Each group needs the following:

- Cardboard
- Masking tape
- Markers
- Rulers
- Existing maps for reference

## TIME

- Developed over time using class segments

## PROCEDURE

1. Divide the class into groups of 3 or 4.
2. Ask groups to study existing maps of their community and select 5 to 10 buildings or structures that are significant to the life of the community. Examples: Courthouse, school, city hall.
3. Have one group build 3-D structures showing how the community looked 100 years ago.  
  
Have another group make 3-D structures of the way the community looks now.  
  
Have the third group add 3-D structures to show how the community may look in 100 years.
4. When complete, have each group present their model to the class and explain why they placed the structures where they are. Was it because of usage, transportation, topography, etc?

## REFLECTION

- How did your group choose the structures to create in 3-D?
- What did you enjoy or find challenging about building models?
- How are the 3-D models alike?
- How do they differ?
- Why have the changes occurred?

## EXTENSION

Before this activity, take the class on a walking tour of a central area of the community.

- Visit a senior citizens' home and interview older, local residents about their memories of the community.
- Visit the local historical society or invite a speaker from the society to speak about the origins of the community.
- Encourage parental input on origins.