

## Lesson Plan

# Become Active in Your Community!

## Sub-indicator 1.3 Independent/Community Living

### Common Core Standard

The students will be able to work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

[CCSS.ELA-LITERACY.SL.11-12.1.B](#)

### Learning Objective(s)

Students will be able to manage a personal budget and use it to make informed decisions about participating in community activities that match their goals and interests.

### Materials

- Computer, Television or Projector
- Academic Materials
- Video: [Checking and Savings 101](#)
- Video: [Teen Checking](#)
- Handouts
  - Financial Management - Budgeting
  - Creating a Bank Account - Checklist
  - Community Activities Ideas
  - Budgeting Practice

### Opening Activity – Whole Class, 10 Minutes

#### Activity Purpose

- Teach the students to value and consider the importance of financial management by comprehending what it means to have a bank account and a savings account.

#### Anticipatory Activity:

Present to the students the 2 minute video, [Checking and Savings 101](#). Review the video with the students by exploring what they know about checking and savings accounts. Ask the students...

1. Why do you think it is important to open a bank account before or after your graduate from high school?
2. What three things can you do with a checking account? Allow students to recall the video and answer in their own words.
3. Why are savings accounts important?



## Opening Activity - continued

### Description of Activity:

1. Divide the classroom into small groups of two or three students.
2. Print and hand it a copy of the Financial Management - Budgeting handout to the students.
3. Read the instructions of the handout carefully and explain that they must write what they believe is needed to be paid or bought when they own or rent a home after they graduate from high school.
4. Encourage the students to provide at least four examples for each space in the handout.
5. Support students if they are having difficulty in some of the themes in the table. Provide concrete examples to help them focus on their current living arrangements and what it takes to be managed.
6. At the end, discuss all the students' answers so they can listen to other examples and can complete their handout with shared information. Some primary examples can be written on the board for further discussion in the matter.

### How will students demonstrate their learning?

- The students will work as a group to list the bills and things that they believe are a priority to pay or buy while living independently in their own home.

## Activity 1 – Opening a Bank Account

### Activity Purpose:

To learn the steps of creating a bank account with the support of a family member or transition team.

### Description of Activity:

1. Present to the students the 2-minute video, [Teen Checking](#).
2. Hand each student a copy of the Creating a Checking Account - Checklist handout. The students will need this checklist in order to review it with their family members or their transition team when they decide to go and create a checking account in their community's bank.
3. Read the instructions carefully and emphasize that they need assistance in order to create their checking account.
4. Go through every item in the checklist and discuss them with great care, providing concrete examples if necessary. Show students visual images using the projector and/or computers.
5. Continue explaining the things that students need to know before creating a checking account. Emphasize that students should talk with their family members or transition team to determine how much knowledge they have and what they need to learn before creating a bank account.

\*If there are students who already have a checking account, encourage them to write or share their experience when they created their first checking account. They can still fill the checklist and reflect on their experience. Give them additional questions, such as:

1. Who supported you?
2. What did you like about the experience?

## Activity 1 - continued

### Extension Activity:

Help the students or motivate them to independently explore online bank sites so they can compare different account offers, such as student plans that might be available for them to open during and after high school. (For Example, [Bank of America offers a student banking account.](#))

Write a letter to the caregivers of the students to inform them about the activity. They need to be on board with the activity and ready to support their child. Knowing beforehand will aid greatly in making the process smoother.

Let the student take the Creating a Checking Account - Checklist home so they can review the checklist with their family members and with their transition team at their next IEP meeting.

## Activity 2 – Community Activities

### Activity Purpose:

- Learn the different activities that a community may offer and why should students consider getting involved in an activity that matches their interest.

### Anticipatory Activity:

1. Start the class discussion asking the students what they like to do for fun indoors and outdoors.
2. Create on the board a split chart with the titles “Indoor Activities and Outdoor Activities.”
3. Listen to the students’ answers and write all of the examples in the correct category until every student has given an example.
4. Then explain that the majority of these activities, if not all, can be done with a group of in their own community.
5. Explain the benefits of being engaged with an organization in their community, including helping them enhance and share their abilities, developing social and communication skills, having the opportunity to become a leader, and gaining social and working experiences.

### Description of Activity:

1. Display on the board the Community Activities Ideas handout. You can also provide copies for the students so they can review at home with their families and transition team.

## Activity 2 - continued

2. Discuss as a group what can being part of an organization in the community do for the students; such as:
  - Increase their confidence
  - Raise their self-esteem
  - Build their leadership skills
  - Create new friendships and make old friendships stronger
  - Develop social skills, communication, time and money management, advocacy, and self-determination.
  - Obtain work experience through volunteer and service work
3. Go through each Activity theme of the handout. Explain each theme and provide examples for each of them.
  - Recycling/Cleaning - Working in parks, planting trees, and cleaning beaches or public parks.
  - Recreation - Having picnics, different sport activities, forest hiking, or summer camps.
  - Charities - Organizing charities to help the elderly, volunteer at animal shelters, give food to the homeless, visit hospitals and spend time with people.
  - Fundraising - Join fundraisers to donate money, supplies or necessity items to people who are in great need in the community or other places in the world.
  - Work Center - Visit workshops to learn new skills or become someone who wants to teach others your skills.
  - Road-Trips - Organize trips around historical or amazing places around the community or different communities to learn about different environments, people, customs, and cultures.
4. Encourage students to give their own examples and experiences about community activities that they have already experienced before. They can inspire other students who are not in any organization and would like to join one.
5. Help students who still don't know how to start to seek out an organization in their community. Ask them what their interests are and what they would prefer when joining a group of friends in the community.

*\*Talk with students' transition team so they can also provide support and help the students who need help joining their community organizations arranging meetings and tours of their facilities.*

*\*Always inform the parents about activities and engage them, since they might have information about wonderful community organizations that are ideal for their child to join and participate in.*

## Activity 2 – continued

### Extension Activity:

1. Give the students the Budgeting Practice worksheet. This practice will make the students aware of how much they would be spending when engaging in their community activities and give them a sense of managing their money through buying and saving.
2. The students can work in small groups to think of their different expenses and how much money they could save in a day.
3. For a next class session, motivate students to bring a physical example of something that they have done in an organization or a club like a made object or a picture. They can share their achievements and talents to the rest of the group.

### How will students demonstrate their learning?

The students will be able to discuss with the class what they know about community activities, share some of the activities that have been involved with and how much money they spend and save during the day while being engaged in different activities. Others will gain motivation to search for their own organization or club at school or the community to be part of a group that share their same interests.

## Closing Activity

### Activity Purpose:

- Reflect on the importance of joining their community and the fun activities that can prove to be beneficial and educational for them during their transition program.

### Description of Activity:

Gather the students as a single group and ask the following reflection questions.

1. Why do you think that managing your money is important when you are living independently?
2. What can you learn when you are active in your own community with others who share your same interests and dreams?
3. Why is saving money important when living independently in your community?

Allow time for the students to reflect and answer the questions.

### How will students demonstrate their learning?

The students will be able to answer the questions and discuss with the group the importance of money management and community activities when living independently after they graduate.

## Creating a Checking Account - Checklist

Instructions: With the support of a family member and your transition team, go through the process of reviewing what you need to do in order to create your own bank account and savings account.

### Things I need to know:

- Use google maps and the websites of local banks to help you find this information. Search “student accounts” on the bank websites to find out the information that you need.

Where is my nearest bank or credit union location?	What transportation services do I need to get to my nearest bank or credit union?	Who is going to support me with setting up my bank account?
What documents do I have to prove my current address?	Do I need to open up a checking account, savings account or both? Why?	What is the minimum amount of money that must be in each kind of checking or savings account offered by the bank?

Here is a list of things that you need to create a bank account. You can check them off before you go to make sure you're ready!

- A parent, guardian or caregiver (usually 18 or older) to assist you.
- My photo Identification card.
- My Social Security Number.
- Proof of my personal address.
- Initial Deposit Money for my new account (this varies between banks).

# Getting Out In The Community! What Does It Cost?

**Instructions:** With the help of a family member, transition team or a friend, think of how much you could spend when being involved in an activity that you want to participate in. Think of your starting budget, how much will you spend and how much money was left after concluding your activities that day.

My Budget of the day: \$ \_\_\_\_.

End of the day total: \$ \_\_\_\_.

Expenses	Cost	Remaining Money
Transportation		
Public Transportation		
Gas Money		
Food		
Breakfast		
Lunch		
Snacks		
Other		
TOTAL		

**Reflect and answer the following question:**

How important is it to save money and be conscious when purchasing different things during the day? What happens if you don't keep track?

# Financial Management - Budgeting

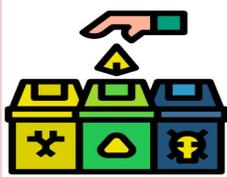
**Instructions:** With the help of a peer or group determine what bills and things need to be paid or purchased when living independently after high school. Write down information about how much some of these items usually cost a young person.

<b>HOME</b>	<b>HEALTH</b>
<b>TRANSPORTATION</b>	<b>INSURANCE</b>
<b>MISCELLANEOUS/ENTERTAINMENT</b>	<b>SAVINGS</b>

## What fun activities can YOU be part of in your community?

Being part of your community can boost your **confidence**, **self-esteem**, **leadership skills**, **meet new people** that share your same interests, learn **social and communication skills**, and gain **work experience**.

### Some Activities are



1. Recycling and Keeping your community and environment clean!



2. Recreation is a fun way to stay healthy and exercise with others.



3. Help other by volunteering in different charities to help: the elderly, animals, the homeless, the sick and children's charity.



4. Join fundraisers and help those in need by doing different donations.



5. Work in centers where you can learn new skills or teach the skills that you know to other people.



6. With your community, explore exciting areas you have never seen before, meet new people from other communities and learn new things and experiences as you travel together.