

NAME: _____

DATE: _____

ACTIVITY

Pay Stub Simulation Teach-Back

What + Why: Share pay stub findings so the whole class can compare how take-home pay, deductions, and income type shape the financial trade-offs different people face.

Each newly formed group will now present their findings from the Pay Stub Simulation activity. You will explain your case study profile of focus, and listen to classmates explain the other profiles.

Supporting Materials:

Profiles, Financial Snapshots, and Pay Stubs (Case Study)

Pay Stubs and Profiles chart (completed previously)

Pay Stub Perspectives chart (completed previously)

Part 1: Prepare with Your Original Group

Instructions:

1. In your original group, review your work from the **Pay Stub Simulation** activity.
2. Prepare to explain:
 - how your person earns money and how often they are paid
 - what they take home monthly and what that reveals about their financial situation
 - one deduction or expense that most affects their take-home pay
 - one trade-off the person faces given their income type and take-home pay

Part 2: Teach-Back to Others

Instructions:

1. Move into your new group.
2. When it is your turn, share your person's findings clearly and briefly.
3. As others share, fill in the missing rows of your **Pay Stubs and Profiles** chart.

Teach-Back Requirements:

- Use evidence from the **Pay Stubs and Profiles** chart and case study materials.
- Explain the person's take-home pay, not just gross pay.
- Name at least one deduction, expense, or amount taken out that matters.
- Explain what the take-home pay reveals about the person's financial situation and at least one trade-off they face.
- Use clear reasoning. Do not judge the person or assume details that are not in the materials.

Sentence Starters:

- Our person earned . . .
- One deduction or amount taken out was . . .
- Their take-home pay matters because . . .
- What their take-home pay reveals about their financial situation is . . .
- One trade-off my person faces is . . .
- This evidence shows . . .