

Lesson/Unit Title	“The More You Learn, The More You Earn!”
Day(s)	5-7 days
Grade Level(s)	7-12
Curriculum Areas	Business Math Career Education Personal Finance
Websites	<p style="text-align: center;">Job Descriptions and Earnings Potential</p> <p>http://oalj.dol.gov/libdot.htm http://online.onetcenter.org http://stats.bls.gov/ocohome.htm http://stats.bls.gov/opub/mlr/mlrhome.htm The above 4 websites will give job descriptions, average pay, etc. www.careerbuilder.com/ Salary survey links to help you assess your wage potential</p> <p style="text-align: center;">Budgeting</p> <p>http://practicalmoneyskills.com/english/at_home/consumers/budgeting/ Practical Money Skills website with Budgeting guidelines and resources www.lifeadvice.com Budgeting information/ MetLife site www.dallasfed.org/ca/wealth/index.html Federal Reserve teaching unit on ‘building wealth’ www.nefe.org Information on goals/values/choices</p> <p style="text-align: center;">Family Finance Budget Scenarios and Budget Guidelines</p> <p>www.familyfinance.montana.edu/curriculum.php?categoryID=27#125 www.familyfinance.montana.edu/index.php</p> <p style="text-align: center;">Careers – Career Clusters</p> <p>www.nde.state.ne.us/nce/CareerClustersResources.htm Nebraska Career Clusters Resources www.careerclusters.org/ www.careerclusters.org/crosswalks.htm</p> <p style="text-align: center;">Life Events</p> <p>http://practicalmoneyskills.com/cgi-bin/english/qs/disp_cat.pl “Life event lessons include “Headed for College; Getting a Job; Buying a Car; Buying a Home; Here Comes Baby; Planning for Retirement.”</p> <p style="text-align: center;">Games</p> <p>www.familyfinance.montana.edu/curriculum.php?categoryID=27#125 Lesson plan/handouts to play “The Bean Game” www.download-free-games.com/board_game_download/game_of_life.htm Free trial download of the board game, “The Game of Life”</p>
Teacher Resources	<ul style="list-style-type: none"> • Text: “<u>Learning, Earning and Investing.</u>” National Council on Economic Education, 2004. ISBN 1-56183-570-2. Refer to Lesson 1: “<i>Why Save?</i>” and Lesson 3: “<i>Invest In Yourself</i>” • Glencoe Publishing’s <u>16 Career Cluster</u> series of books: www.glencoe.com/sec/careers/cclusters/student/introclusters.shtml

<p>Unit Overview</p>	<p>This unit familiarizes students regarding sources of income, understanding what influences potential earnings, and living independently within a budget. At the completion of this unit, students will be able to identify:</p> <ul style="list-style-type: none"> • Where their money will be spent (expenses) when they move out on their own (needs/wants) • Economic “opportunity costs” • How they can determine their own future earnings now as a teen • Various websites and other sources that will provide information about different career options • How education and career choices influence/determine potential income earnings <p>Daily Lesson Overview:</p> <p>Day 1:</p> <ul style="list-style-type: none"> • Play “The Bean Game--Living within your Beans” • Discuss where your money goes (<i>needs vs. wants</i>) <p>Day 2:</p> <ul style="list-style-type: none"> • Identify how personal income affects where money goes (<i>choices</i>) • Identify pitfalls of not having enough to go around (<i>scarcity</i>) • Discuss how to compensate for an emergency (<i>opportunity costs</i>) <p>Days 3 & 4:</p> <ul style="list-style-type: none"> • Draw hypothetical family scenarios • Create a budget for your particular “life” scenario • Optional: Play “The Game of Life” board or online game <p>Day 5:</p> <ul style="list-style-type: none"> • Discuss family budgets, including how students can change their scenario’s situations (i.e.: further education, opportunity costs) • Assignment: Write a 3-4 paragraph paper on choices/changes/other options that students could make to better the situation of the hypothetical family or community in their scenario <p>Days 6 & 7:</p> <ul style="list-style-type: none"> • Research salary earnings and educational requirements for various careers, using Career Cluster information and sources • Present findings to class in poster, report, and/or electronic format
<p>Nebraska Framework Essential Learnings</p>	<p>BE 8.5 Economics and Personal Finance Essential Learning</p> <p>Middle Level Personal Finance</p> <p>Students will understand economic and money management concepts that influence personal, business and government decisions. They will demonstrate competency by practicing the role of citizens as consumers, producers, savers and investors in the market system.</p> <ul style="list-style-type: none"> • <i>Career</i>—describe skills necessary for career opportunities (individual abilities, skills, education) and the relationship to financial goals • <i>Money Management</i>—describe and discuss financial choices and their benefits, costs and future consequences by performing basic financial tasks

	<p>BE 12.5 Economics and Personal Finance Essential Learning Secondary Level Personal Finance</p> <p>Students will understand basic economic and financial principles in order to make wise domestic and global economic decisions related to their personal financial affairs, the successful operation of organizations and the economic activities of the country. They will demonstrate competency by applying economic and personal financial reasoning to individual, business and government practices.</p> <ul style="list-style-type: none"> • <i>Budgeting and Financial Management</i>—develop and evaluate a personal financial plan based on individual resources • <i>Personal Decision Making/Resource Management</i>—use a sound decision-making process as it applies to the roles of consumers, workers and citizens • <i>Productive Citizenship</i>—identify various forms of income and outline factors that affect income as a part of the career decision-making process
<p>Link to Nebraska Standards</p>	<p>BE 08.3.1 Computation Students will understand basic mathematical and business computations. They will demonstrate competency by performing calculations when engaging in personal financial and business transactions.</p> <p>BE 08.501 Economics and Personal Finance Students will understand economic and money management concepts that influence personal, business and government decisions. They will demonstrate competency by practicing the role of citizens as consumers, producers, savers and investors in the market system.</p> <p>BE 12.3.1 Computation Students will understand mathematical procedures and tools to analyze and solve business problems. They will demonstrate competency by preparing and maintaining financial records and interpreting financial information.</p>
<p>NBEA Curriculum Standards</p>	<p>I Personal Decision Making Achievement Standard: Use rational decision-making process as it applies to the roles of citizen, workers, and consumers.</p> <p>II Earning a Living Achievement Standard: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p> <p>III Managing Finances and Budgeting Achievement Standard: Develop and evaluate a spending/savings plan.</p>
<p>National Economics Standards</p>	<p>Standard 1: Scarcity Standard 2: Marginal Costs/Marginal Benefits Standard 4: Role of Incentives Standard 11: Role of Money</p>
<p>National Personal Finance Standards</p>	<p>Standard 1: Income Standard 4: Saving and Investment</p>

<p>Nebraska Math Standards</p>	<p>8.1 Numeration/number sense 8.1.2 By the end of eighth grade, students will determine equivalences among fractions, decimals, and percents. 8.2 Computation/estimation 8.2.1 by the end of eighth grade, students will add, subtract, multiply, and divide decimals and proper, improper, mixed fractions with uncommon and common denominators with and without the use of technology. 8.2.3 By the end of eighth grade, students will solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, proportions, and percents) with and without technology.</p> <p>12.2 Computation/Estimation 12.2.1 By the end of twelfth grade, students will solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scientific notation, absolute values, fractions, decimals, and percents, ratios and proportions, order of operations, and properties of real numbers. 12.2.2 By the end of twelfth grade, students will justify solutions to mathematical problems. 12.2.3 By the end of twelfth grade, students will perform estimations and computations of real numbers mentally, with paper and pencil, and with technology.</p>																														
<p>Teaching Strategies, Procedures and Activities</p>	<p>Day 1: Students will identify sources of income and expenditures for the average American family.</p> <ul style="list-style-type: none"> • Play “The Bean Game—Living Within Your Beans” • Identify the categories--where does your money go? <p>Day 2: The students will understand how varying personal income affects what a family has to spend, and the differences in choices.</p> <ul style="list-style-type: none"> • Needs vs. wants • Scarcity – not enough \$ to go around! <p>Days 3 & 4: Students apply representative national average budget guideline percentages for scenario family expenditures:</p> <p style="text-align: center;"><i>Sample</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Budget Guidelines</th> </tr> <tr> <th colspan="2" style="text-align: center;">Annual Gross Income \$10-\$14,000</th> </tr> <tr> <th style="text-align: center;">Budget Category</th> <th style="text-align: center;">Spending Limit</th> </tr> </thead> <tbody> <tr> <td>Food at home</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Food away from home</td> <td style="text-align: center;">04%</td> </tr> <tr> <td>Housing</td> <td style="text-align: center;">36%</td> </tr> <tr> <td>Apparel & Services</td> <td style="text-align: center;">04%</td> </tr> <tr> <td>Transportation</td> <td style="text-align: center;">21%</td> </tr> <tr> <td>Health Care</td> <td style="text-align: center;">09%</td> </tr> <tr> <td>Entertainment</td> <td style="text-align: center;">05%</td> </tr> <tr> <td>Education/Reading</td> <td style="text-align: center;">01%</td> </tr> <tr> <td>Charitable Contributions</td> <td style="text-align: center;">02%</td> </tr> <tr> <td>Insurance, Pensions, Soc Sec</td> <td style="text-align: center;">03%</td> </tr> <tr> <td>Personal Care</td> <td style="text-align: center;">02%</td> </tr> <tr> <td>Other</td> <td style="text-align: center;">04%</td> </tr> </tbody> </table>	Budget Guidelines		Annual Gross Income \$10-\$14,000		Budget Category	Spending Limit	Food at home	10%	Food away from home	04%	Housing	36%	Apparel & Services	04%	Transportation	21%	Health Care	09%	Entertainment	05%	Education/Reading	01%	Charitable Contributions	02%	Insurance, Pensions, Soc Sec	03%	Personal Care	02%	Other	04%
Budget Guidelines																															
Annual Gross Income \$10-\$14,000																															
Budget Category	Spending Limit																														
Food at home	10%																														
Food away from home	04%																														
Housing	36%																														
Apparel & Services	04%																														
Transportation	21%																														
Health Care	09%																														
Entertainment	05%																														
Education/Reading	01%																														
Charitable Contributions	02%																														
Insurance, Pensions, Soc Sec	03%																														
Personal Care	02%																														
Other	04%																														

	<p>Refer to attachments below for additional Guidelines for other income levels as well as to Family Budget Worksheet attached at end of unit. http://www.familyfinance.montana.edu/curriculum.php?categoryID=27#125:</p> <p>Alternative budgeting guidelines are also available at this site: http://practicalmoneyskills.com/english/at_home/consumers/budgeting/guidelines.php</p> <p style="text-align: center;">Steps to Budgeting:</p> <p>The students will draw a hypothetical family scenario OR use their own personal situation, as appropriate or determined by instructor. The students will use the national average percentages and apply them to their hypothetical or real family and create a workable budget or spending plan using the following steps:</p> <p>Step 1. Use the above guidelines to stay within your budget</p> <p>Step 2: Add up your income. If your check does not come monthly, use the following chart on the next page:</p> <ul style="list-style-type: none">• For weekly checks, multiply by 4.333• For every two weeks checks, multiply by 2.167• For twice a month checks, multiply by 2• For irregular annual income, divide by 12• Add in other sources of income as well <p>Step 3: Estimate your expenses for the above categories</p> <p>Step 4: Track, Trim and Target! Compare the differences between your income and expenses! How can you increase your income? Cut expenses?</p> <p>Day 5:</p> <ul style="list-style-type: none">• The students will be able to identify the items on a family spending plan, be able to explain options available to those situations, and come to conclusions of how their family can better their situation or community or both.• Students will write a 3-4 paragraph paper on choices/changes/other options the students would implement to better the situation of the family they drew or the community around the family they drew. <p>Days 6 & 7:</p> <ul style="list-style-type: none">• Research salary earnings and educational requirements for various careers, using Career Cluster information and sources• Present findings to class in poster, report, and/or electronic format
Assignments	<ul style="list-style-type: none">• Play “The Bean Game!” Students learn to live within their beans! A “hands-on” way to understand spending plans, the “Bean Game” challenges participants to think about budgeting and the joys and trials involved with that process. The activity utilizes beans or small objects as money that must be budgeted across two pages of basic spending categories. The activity takes different income levels and different life “chance events” into account to keep the activity realistic.

	<p>Download lesson plan and required handouts for “The Bean Game”: http://www.familyfinance.montana.edu/curriculum.php?categoryID=27#125 [NOTE: Instructors must first register at site before beginning the free downloads].</p> <ul style="list-style-type: none"> • Play the “Game of Life” board or online game! http://www.download-free-games.com/board_game_download/game_of_life.htm This game pitches real-life scenarios at players, forcing them to make real-life discussions affecting the real ‘game of life’! • Research a career. Students select a career from one of 16 Career Clusters, research potential earnings, job outlook, educational and training requirements for entry into career, etc. The final product should a report, poster, or PowerPoint summarizing this information. • Create a personal budget for hypothetical family structure according to national average expenditures using guidelines from “Family Finance Montana” OR “Practical Money Skills” websites • Write a 3 to 4 paragraph paper on how budgeting could improve the economic and financial well-being of their hypothetical family or community scenario. Paper should address budget strengths, budget weaknesses, recommended areas of improvement, etc. 												
Math Applications	Students will perform basic mathematical operations, applications and calculations on the Family Budget Worksheet (attached)												
Assessment	<p>The students will be assessed as follows:</p> <table border="1" data-bbox="610 1184 1344 1430"> <thead> <tr> <th colspan="2">More You Learn . . . More You Earn Unit</th> </tr> </thead> <tbody> <tr> <td>Participation in discussions, games, etc.</td> <td>20% 20 points</td> </tr> <tr> <td>Research on Career</td> <td>40% 40 points</td> </tr> <tr> <td>Preparation of Budget</td> <td>20% 20 points</td> </tr> <tr> <td>Analysis of Budget paper</td> <td>20% 20 points</td> </tr> <tr> <td>TOTAL POSSIBLE POINTS</td> <td>100% 100 points</td> </tr> </tbody> </table>	More You Learn . . . More You Earn Unit		Participation in discussions, games, etc.	20% 20 points	Research on Career	40% 40 points	Preparation of Budget	20% 20 points	Analysis of Budget paper	20% 20 points	TOTAL POSSIBLE POINTS	100% 100 points
More You Learn . . . More You Earn Unit													
Participation in discussions, games, etc.	20% 20 points												
Research on Career	40% 40 points												
Preparation of Budget	20% 20 points												
Analysis of Budget paper	20% 20 points												
TOTAL POSSIBLE POINTS	100% 100 points												
Teacher	Debbie Ehrlich												
School	Winnebago Public School												

Family Budget Worksheet

Name: _____

For this assignment, you will calculate a budget for your hypothetical family scenario, using the appropriate *Average Expenditure* percentages for your family's annual income.

Source: <http://www.familyfinance.montana.edu/curriculum.php?categoryID=27#125>

NOTE: To access Budget Guidelines, register free at the following website:

www.familyfinance.montana.edu/index.php

Then go to "Life in United States" master file.pdf version of scenarios with budget percentages

Category	Budget Guideline Limits Per Annual Gross Income Levels					
	\$10,000- \$14,000	\$15,000- \$24,000	\$25,000- \$34,000	\$35,000- \$49,000	\$50,000- \$74,999	\$75,000+
Groceries/Food at home	10%	11%	10%	08%	08%	07%
Food away from home	04%	05%	05%	06%	06%	06%
Housing/Rent or Mortgage	36%	33%	31%	30%	30%	30%
Apparel & Services	04%	05%	05%	05%	05%	05%
Transportation	21%	19%	19%	21%	20%	18%
Health Care	09%	08%	07%	05%	05%	04%
Entertainment	05%	04%	05%	05%	05%	05%
Education/Reading	01%	02%	01%	02%	02%	02%
Charitable Contributions	02%	04%	04%	02%	03%	04%
Insurance, Pensions, Soc Sec	03%	04%	06%	10%	12%	16%
Personal Care	02%	02%	02%	02%	02%	01%
Other	04%	04%	05%	04%	04%	03%

BUDGET DIRECTIONS

First, calculate your scenario family's monthly and yearly income. If your family's scenario has an hourly rate, you will need to calculate that out, the total amount will be determined on how many average hours are listed for your family. If your family has an annual income listed, you will need to break that down to be monthly.

- For weekly checks: multiply by **4.333**
- For every two weeks (bi-weekly) checks: multiply by **2.167**
- For twice a month checks: multiply by **2**
- For irregular annual income: divide by **12**
- Add in other sources of income as well

Second, estimate your expenses for the categories from the average expenditures sheet. Add any additional expenses that your situation may involve, i.e. daycare, child support. You may need to research to see how much in child care you will need to budget for. For child support, it will be 25% of your income for the first, and add an additional 12% for each child after.

- Continued -

Third, Track, Trim and Target! Compare the differences between your income and expenses!
How can you increase your income? Cut expenses?

Category	Budget Amount	Actual Amount	Difference
INCOME:			
Wages/Income			
Interest Income			
Other Income			
INCOME SUBTOTAL			
EXPENSES:			
Groceries/Food at home			
Food away from home			
Housing/Rent or Mortgage			
Apparel & Services			
Transportation			
Health Care			
Entertainment			
Education/Reading			
Charitable Contributions			
Insurance, Pensions, Soc Sec			
Personal Care			
Other			
Other			
EXPENSE SUBTOTAL			
NET INCOME (Income - Expenses)			

Finally, write a one-page paper on how you could have made different choices, and how you could change your scenario family's financial situation.