



# BUILDING FUTURES IN MANITOBA

## TEACHING UNIT

General Topic:	<b>Budgeting, Planning, and Goal-Setting</b>
Unit Title:	<b>Budgeting</b>
Grade Level:	Grade 7
Recommended Curriculum Area:	Mathematics
Other Relevant Curriculum Area(s):	Language Arts



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## Possible Curriculum Integration Points

### Grade 7 Mathematics Recommended

#### Outcomes

- Demonstrate an understanding of the addition, subtraction, multiplication, and division of decimals to solve problems (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected.)
- Construct a table of values from a relation, graph the table of values, and analyze the graph to draw conclusions and solve problems.
- Construct, label, and interpret circle graphs to solve problems.
- Check the reasonableness of answers using estimation.

### Other Relevant Curriculum Area(s)

#### Grade 7 Language Arts

#### Outcomes

- **Express Ideas** – Use exploratory language to discuss and record a variety of predictions, opinions, and conclusions.
- **Consider Others' Ideas** – Compare own and others' insights and viewpoints.
- **Extend Understanding** – Ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding.
- **Prior Knowledge** – Explain connections between previous experiences, prior knowledge, and a variety of texts.
- **Use Personal Knowledge** – Examine personal knowledge of and experiences related to a topic to determine information needs.
- **Contribute to Group Inquiry** – Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes.
- **Organize Information** – Organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose.
- **Record Information** – Make notes using headings and sub-headings or graphic organizers appropriate to a topic; reference sources.
- **Generate Ideas** – Consider form and audience when generating ideas and focusing a topic.
- **Compare Responses** – Demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings.

## Relevant Economic Outcomes

- What a budget is
- Benefits of working with a budget
- Different types of budgets
- How to estimate the costs of running a household
- Difference between a budget and plan
- Budgets and plans are used to achieve goals
- How to adjust a budget to achieve goals

## Background Information

Students need to make good money decisions. Too many people “live for the moment” and don’t think about the future. Every consumer needs strategies to help them save money. If students are going to be financially successful, they need to learn how to plan and budget their money. At this age, students should be setting goals. Learning how to track their expenses now will help them to achieve their goals now and in the future.

## Overview of the Unit

The unit begins with a brief discussion about Budgets and Plans. The class will be asked to think about why families might plan a budget and what kinds of expenses a household has. The class will be put into pairs for a THINK-PAIR-SHARE activity. Students will look at two samples of Household Budgets. Then the pairs will be assigned the task of brainstorming as to what household expenses a Manitoba family might have every month. Using this data, the pairs will design their own Household Budget in the form of a Pie Graph. In the second period the class will use computers to practice budgeting by playing two budgeting games. During the next period, the class will look at a Teen Budget Worksheet on the internet. The students will use the same internet website to complete their own personal budget. The period ends with a discussion about how to adjust a budget and set goals.

**Estimated Time Frame: 3 periods – 60 minutes each****Suggested Implementation Strategy****Period 1            60 minutes – BUDGETING AND PLANNING**

- Write on the board or chart paper the words BUDGET and PLAN. Then ask the class what these words mean?
- Ask what the difference is between budget and plan.
  - Check to see if their answers were close to this definition.
  - The teacher may want to write the following on the board and ask for a volunteer to read it aloud.

A budget is a plan to help you reach your financial goals. Budgeting allows you to know how much money you earn and spend. It allows you to organize your expenses so you know exactly where you are spending your money. A budget helps you control your expenses since you decide what happens to your money.

- Ask the students to find a partner and THINK-PAIR-SHARE ideas about why families might plan a budget and what kinds of expenses a household has.
- Stop the THINK-PAIR-SHARE and give each partnership a copy of the Household Budget Samples (Handout 1).
- The partners are to use these charts as examples of pie charts, not to copy them.
- In pairs, they are to generate their own pie charts of what they think household expenses of a family in their community might be. Tell the class to assume that the household has a monthly income of \$3,000. With their partner, assign the task of making their own pie chart using the lists that they have generated. The partners must estimate how much would be spent on each expense.
- Post the charts in the room and allow time to share them.

**Period 2            60 minutes – BUDGET GAMES**

- In this period the class will use computers to play budget games. It is an activity which will prepare them to establish a more detailed budget later on. In the first game the students will have to budget their allowance in order to save for an object they select. The game helps them determine their sources of income and how long it will take to save for their purchase. The first game is called “The Allowance Room” and is from CIBC. The website is:  
<https://www.cibc.com/ca/youth/index-html.html?1,1>.

- Play the second internet game called the “Budget Odyssey”: The website is <http://www.italladdsup.org/mod4/>  
Students drive a minibus to Budget Balancing Bliss. They learn about the different kinds of expenses. (Requires downloading the free Shockwave player.) It is sponsored by The Richland Federal Credit Union.

**Period 3          60 minutes – MAKING A SIMPLE BUDGET AND SAVING****45 minutes**

- Direct the class to the following website at:  
<http://www.moneyandstuff.info/pdfs/SampleBudgetforTeens.pdf>
- Tell the class that they are going to learn how to make a simple budget.
- The class will read and look at the Sample Budget for Teens.
- All the students in the class will complete their own individual budget using their own personal data.
- Students use the free Youth Budget Work sheet at:  
[http://www.makeitcountonline.ca/csa/instructors/pdf/CSA-Teacher-Guide\\_en/CSA\\_English\\_budgeting.pdf](http://www.makeitcountonline.ca/csa/instructors/pdf/CSA-Teacher-Guide_en/CSA_English_budgeting.pdf)

**15 minutes****ACHIEVING A GOAL**

- Give this scenario to the class.  
Suppose you were saving to buy a new pair of ski boots and at the end of the month you didn't achieve your goal. What can you do to adjust your budget to save more money if the budget fails. e.g., look at ways of spending less.
- The class will look at their budgets.  
Students will be given a few minutes to see where their budgets could be adjusted to save more money.
- Once this has been done, lead a discussion, asking for examples of where the students made adjustments to save more money.

## Possible Evaluations

1. Classroom participation can be evaluated.
2. The THINK-PAIR-SHARE effectiveness can be assessed.
3. The Pie Graphs could be marked.
4. The budget worksheets can be collected and marked.
5. Assess the successfulness in play the games.

## Follow-up Activities

1. Students may practice budgeting by accessing another free online lesson that teaches the following concepts.
  - The difference between gross and net pay
  - The components of a budget (fixed and variable expenses)
  - What a Certificate of Deposit is
  - What a “deductible” is
2. Students will practice budgeting online, with an automatic math calculator that moves the process along quickly. The link to the lesson is:  
<http://www.elevateurbanyouth.org/v2/new/Grades5-8/Budgeting2.htm>
3. Encourage students to discuss, with their parents or guardians, how their family budgets.

## Modifications or Suggestions for Different Learners

1. Students can be paired up for all of the activities and computer games.
2. The teacher can pre-select the THINK-PAIR-SHARE partners.

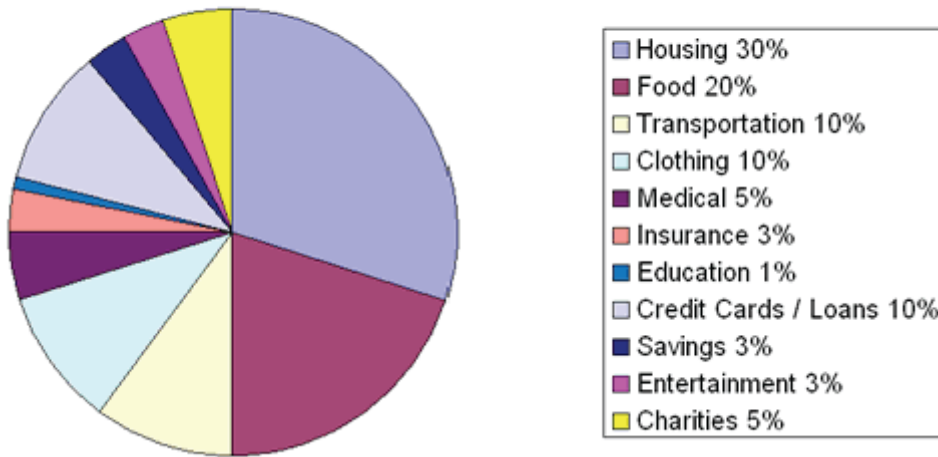
## Handouts / Resources

1. Household Budget Samples - sniggle.net  
[http://www.saskschools.ca/curr\\_content/skills21/numeracy/budget.htm](http://www.saskschools.ca/curr_content/skills21/numeracy/budget.htm)
2. Make It Count – Manitoba Securities Commission. Youth Budget Worksheet.  
[http://www.makeitcountonline.ca/csa/instructors/pdf/CSA-Teacher-Guide\\_en/CSA\\_English\\_budgeting.pdf](http://www.makeitcountonline.ca/csa/instructors/pdf/CSA-Teacher-Guide_en/CSA_English_budgeting.pdf)
3. Richland Federal Credit Union
4. Northwestern Mutual Foundation, Milwaukee, WI.

**Handout 1**

**Household Budget Samples – Pie Graphs**

**Budget Categories with Percents**



**Monthly Expenses**

