

Topic: Money Management
(Original plan developed by November 2009 U.S. Cultural Orientation Professional Development Workshop participants in New York, NY, and further developed by the Cultural Orientation Resource Center)

Activity: Budgeting

Target Audience	<p>This activity plan was created for a one-on-one tutoring session, but can be adapted for a bigger group or class.</p> <p>This activity plan is designed to be delivered at the end of a longer money management unit. Therefore, at the outset of this activity, participants can review any concepts previously taught that will assist with this activity's focus; for example, money (reading price tags, recognizing currency), banking and financial institutions, checking account, savings account, credit, etc.</p>
Objectives	<ul style="list-style-type: none">• Participation will be able to identify their monthly expenses.• Participants will be able to identify their monthly income.• Participants will be able to create a monthly budget for their situation/family.• Given a check register and several receipts, participants will be able to balance a bank account.• Given a monthly bill and check, participants will be able to write a check to pay the bill.• Given a monthly bill, participants will be able to identify the amount due, the due date, and the name of the service provider/company.
Lesson Time	Approximately two hours
Materials	<ul style="list-style-type: none">• Examples of monthly bills (real or photocopied)• Blank check register (or a copy of one)• Calculator• Receipts• Blank checks (or copies of checks)• Expenses/income comparison worksheet (this can be a simple worksheet with a T-chart on it; on one side, the word "expenses" and on the other "income")
Discussion Questions	<ul style="list-style-type: none">• Who manages the money in your family?• How did you manage money in your country?• Do you know how much money you spend in one month?

Practice

1. Presentation I
 - a. Present the concept of “budget”. Try to elicit a definition of the word “budget”. If participants do not understand, it might be helpful to model the concept of “incoming” money versus “outgoing” money using symbols such as arrows or “+” and “-” signs.
 - b. Do the same for the words “expenses” and “income”.
2. Practice I
 - a. Pass out the “Expenses vs. Income” worksheet. Participants should complete the worksheet. Encourage participants to recognize ALL of their income, including food stamps, any public assistance programs, social security (if someone in their household is collecting it), etc.
 - b. Also encourage participants to identify *fixed* monthly expenses (such as rent, which comes every month in the same amount), *flexible* expenses (such as phone bill, which comes every month but might be for a different amount), and *discretionary* expenses (which include things like clothes, movies, dinner out, etc., and may or may not come every month).
3. Practice II
 - a. After participants have identified all of their expenses and income, return to the idea of the budget. In order to keep track of a budget, we must remember every time we purchase something. There are ways to help us keep track of our spending, and one of them is to use a check register to balance our checking account.
 - b. Show participants the receipts. Help participants to identify the word “total” and practice using the vocabulary for stating prices correctly (e.g., \$1.25 is *one twenty-five* or *one dollar and twenty-five cents*). Use these receipts as examples of monthly “expenses” and ask them to record the receipt totals in the check register.
 - c. Show participants how to balance the bank account. (The trainer may want to insert a running total at the top of the check register before beginning this exercise.)
4. Presentation II
 - a. Ask participants if s/he can define the word “bill”. Ask participants if they can share some examples of bills they receive each month. Make a list of responses and set the list aside for later.
5. Practice III
 - a. Show participants the examples of monthly bills. Work with participants to identify the total, the due date, and the name of the service provider or company collecting the money. After participants have identified these three items on each bill, introduce participants to the check. Practice filling out checks to pay for the bills.
6. Application I

Cultural Notes

Be aware of participant cultures and the relationship between men, women and money (particularly if you are working with a woman). This will help you know how to phrase things more appropriately.

Evaluation

Ask comprehensive questions such as:

- Can you define the word “budget”?
- Give me some examples of your monthly expenses. How does this relate to your income?
- How do I know how much money I have in my bank account?
- Where will I find the amount of money I spent on a receipt? (Where it says “total”)
- What is a “due date” and how do I find it on a bill?
- How can I pay for a bill?
- Where do I write the name of the company or service provider on the check?

Variations

1. For more advanced participants, these activities can be accompanied by a writing assignment or an introduction to the concept of paying bills on the Internet. For more beginning participants, focus on only a few things: the receipt, for example, and identifying the TOTAL. Write the word “total” on a note card and use that to complete a number of different identification activities, including transferring totals onto a check register or possibly even a piece of lined or graph paper.