

# INTRODUCTION TO SPENDING PLANS



*Introductory Level*  
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RECOMMENDED GRADE LEVELS	AVERAGE TIME TO COMPLETE	EACH LESSON PLAN IS DESIGNED AND CONTINUALLY EVALUATED "BY EDUCATORS, FOR EDUCATORS." THANK YOU TO THE FOLLOWING EDUCATORS FOR DEVELOPING COMPONENTS OF THIS LESSON PLAN.
7-9	<p><b>Anticipatory Set &amp; Facilitation:</b> 60 minutes</p> <p><b>Conclusion/Assessment Options:</b> 30 minutes</p> <p><i>Time does not include optional items.</i></p>	<ul style="list-style-type: none"> <li>Kimberly Knoche, Family and Consumer Sciences Educator, Forsyth, Montana</li> </ul>

NATIONAL STANDARDS	LESSON PLAN OBJECTIVES
<p>The curriculum is aligned to the following national standards:</p> <ul style="list-style-type: none"> <li>National Standards for Financial Literacy</li> <li>American Association of Family and Consumer Sciences</li> <li>Council for Economic Education</li> <li>National Business Education</li> <li>National Jump\$tart</li> <li>Common Core English Language Arts</li> </ul>	<p>Upon completion of this lesson, participants will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate fluency with vocabulary related to spending plans</li> <li>Analyze decision making in financial situations</li> <li>Identify sources of income and expenses</li> <li>Explore spending plan categories</li> <li>Follow process for spending plan development</li> </ul>

MATERIALS		
MATERIALS PROVIDED IN THIS LESSON PLAN	MATERIALS SPECIFIC TO THIS LESSON PLAN BUT AVAILABLE AS A SEPARATE DOWNLOAD	MATERIALS TO ACQUIRE SEPARATELY DEPENDING ON OPTIONS TAUGHT
<ul style="list-style-type: none"> <li>Rollin' With It! 1.2.4.A1</li> <li>Spending Plans 101 1.2.4.A2</li> <li>Introduction to Spending Plans Vocabulary List 1.2.4.E1</li> <li>Introduction to Spending Plans Information Sheet 1.2.4.F1</li> <li>Income or Expense Scramble activity cards 1.2.4.H1</li> <li>Spending Plan Shake-Up activity handout 1.2.4.H2</li> <li>Education Cards 1.2.4.H3</li> <li>Spending Plan Shake-Up activity instructions 1.2.4.J1</li> <li>Introduction to Spending Plans Note Taking Guide 1.2.4.L1</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Spending Plans Answer Key 1.2.4.C1</li> <li>Introduction to Spending Plans PowerPoint presentation 1.2.4.G1</li> <li>Managing Your Money Unit Multiple Choice Test Bank and Answer Key 1.2.0.M1 &amp; C1</li> </ul>	<ul style="list-style-type: none"> <li>1 plastic zip bag (snack or sandwich size) containing 8-20 activity markers (dried beans, chocolate chips, M&amp;M's, plastic peg, or any other item that will cover up a rectangle on the Spending Plan Shake-Up activity handout 1.2.4.H2) per participant</li> <li>Sticky notes</li> <li>dice</li> </ul>

**RESOURCES**

**EXTERNAL RESOURCES**

**External resources referenced in this lesson plan:**

- None available

**TAKE CHARGE TODAY RESOURCES**

**Similar lesson plan at a different level:**

- Spending Plans Lesson Plan 2.2.5

**Optional lesson plan resources:**

- Racing for the Money Active Learning Tool 3.0.9
- Technology Integration Options 3.0.50

**CONTENT**

**EDUCATOR MATERIALS**

- Materials to support educators when preparing to teach this lesson plan are available on the Take Charge Today website.

**PARTICIPANT READING**

- Introduction to Spending Plans Information Sheet 1.2.4.F1

**LESSON FACILITATION**

**PREPARE**

*Visual indicators to help prepare the lesson*

**INSTRUCT**

*Instructions to conduct the lesson facilitation*

**CUSTOMIZE**

*Potential modifications to lesson facilitation*

**VOCABULARY ACTIVITY (OPTIONAL)**

Completed as the lesson Anticipatory set

**ANTICIPATORY SET**

**Racing for the Money**

***Note this anticipatory set is built into the facilitation with the PowerPoint below.***

Approximate time: 10 minutes

Materials to prepare:

- *Racing for the Money Active Learning Tool 3.0.9 – Racing for the Money Questions for Introduction to Spending Plans 3.0.9.K2*
- Quadrant Game board
- Sticky notes

1. Use prepared *Racing for the Money Questions for Introduction to Spending Plans 3.0.9.K2* from the *Racing for the Money Active Learning Tool 3.0.9*.
2. Acquire sticky notes for each team, 4 teams is ideal
3. Create a 4 quadrant game board on white board, Power Point or Large paper.
4. Place quadrant in a neutral location.

Team 1	Team 2.
Team 3	Team 4

5. Divide group into teams
6. Explain directions:
  - a. Educator gives Category/Clue
  - b. The team determines the answer to the clue and writes the answer on

- their sticky notes.
- c. When the educator says go the team selects a person to run to the quadrant and post their note to their team spot.
7. Review the responses
    - a. The first team to post the correct answer gets 2 points
    - b. Any other team that posts a correct answer gets 1 point.
  8. Team with the highest score wins.

**RECOMMENDED FACILITATION**

Approximate time: 50 minutes

Materials to prepare:



- *Introduction to Spending Plans* PowerPoint presentation 1.2.4.G1
- *Income or Expense Scramble Photos or QR Codes* activity cards 1.2.4.H1
- 1 *Introduction to Spending Plans Note Taking Guide* 1.2.4.L1 per participant
- 1 die per person
- 1 *Rollin' With It!* 1.2.4.A1 per person
- Sticky notes

Pass out the *Introduction to Spending Plans Note Taking Guide* 1.2.4.L1 and have participants complete during the PowerPoint presentation. Present *Introduction to Spending Plans* PowerPoint presentation 1.2.4.G1.


1. Slide 1: Introduction to Spending Plans
2. Slide 2: Racing for the Money Instructions
  - a. See anticipatory set above for instructions
  - b. An example of a quadrant is on the next slide
3. Slide 3: Racing for the Money Quadrant Example
  - a. Any questions?
4. Slide 4: Racing for the Money Relay Question 1
  - a. What is an example of Income?
    - i. Examples of answers include: Mowing Lawns, Interest from savings, Job, Tips, Babysitting, Allowance
5. Slide 5: Racing for the Money Question 2
  - a. What is an example of Expenses?
    - i. Examples of answers include: Cell Phone Bill, Rent, Groceries, Movies, Gifts, Clothes, Activity Fees, Club Membership, Electricity
6. Slide 6: Racing for the Money Question 3
  - a. What is Net Gain?
    - i. Examples of answers include: More Income than expenses, Positive Balance on spending plan
7. Slide 7: Racing for the Money Question 4
  - a. What is Net Loss?
    - i. Examples of answers include: More expenses than income, Negative balance on spending plan.
8. Slide 8: Racing for the Money Question 5
  - a. What is a Spending Plan?
    - i. Examples of answers include: A tool to help manage your money.

If you have an IWB, utilize dual user mode and conduct the activity with participants writing on the board.

9. Slide 9: What can help us Manage our Spending?
  - a. Allow participants an opportunity to think, pair and then share
  - b. Offer insight that our lesson will either confirm their thoughts or offer them new ones.
10. Slide 10: Spending Plan – What is it? Why Use It?
  - a. A spending plan is a tool that allows people to manage how they spend their money.
  - b. Why use a spending plan? A spending plan is used to help people:
    - i. Track where their money is going
    - ii. Identify their income and expenses
    - iii. Meet their financial goals
11. Slide 11: A Spending Plan Scramble Activity
  - a. Distribute one activity card from *Income or Expense Scramble Photos or QR Codes 1.2.4.H1* to each group or individual.
    - i. Participants will determine if their card is an Income or an Expense and categorize accordingly
    - ii. *An option for conducting the activity includes: Participants bring their card under the appropriate square and tape (Depending on the interpretation, the cards may fit into either category.)*
    - iii. Class will discuss where each item was posted and participants will defend or explain their reasoning behind their posting.
    - iv. The goal is for participants to realize income and expenses can be either depending on how it was used. For instance a gift could be money from a grandparent and income or a gift bought for a friend which is an expense.
12. Slide 12: Developing a Spending Plan
  - a. Track past Income and Expenses
    - i. How much did you make last month?
    - ii. How much was your allowance last week?
    - iii. How much did you spend on food, entertainment etc. last week or month?
  - b. Personalize
    - i. How will you keep track of your income and expenses? Paper/pencil, computer spreadsheet, cell phone, app?
    - ii. Time - What will be the time period of your spending plan? One week, bi-weekly, monthly? Usually determined by when you get paid.
    - iii. Determine your categories - How do you receive income? Where do you spend money? Create a plan.
13. Slide 13: Spending Plan Process (cont.)
  - a. Determine the amount of money you will put into each category.
    - i. Look at your past spending
    - ii. Average percentages listed on the information sheet are national averages to give you an idea.
    - iii. Then determine the amount for your anticipated spending.
  - b. Keep Track
    - i. As you go through your time frame, keep records using your chosen format to see when you have reached the spending limit.

- c. Evaluate and adjust
  - i. Look at your anticipated spending and compare it to your actual spending. Make adjustments as needed.
  - ii. Goal is to have a Zero Balance.
- 14. Slide 14: Spending Plan Goal
  - a. Goal is to have a balance of zero with an allocation in savings.
  - b. If there is greater income than expenses, that is considered a net gain. When this occurs the remaining money can be placed in savings, pay debt or used to reach goals.
  - c. If there is greater expenses than income, this means there is a net loss. When a net loss occurs, often times needs are not met, for instance there may not be enough money to pay rent or the electric bill. When this occurs, the spending plan needs to be adjusted to see where there can be less spending or how income can be increased.
- 15. Slide 15: Activity Time! Rollin' With It!
  - a. Distribute dice and *Rollin' With It!* 1.2.4.A1 to each group or individual.
  - b. Have participants roll their die and fill in the blank for Sean's earning and spending.
  - c. Once the spending has been determined, have participants complete the spending plan.
  - d. Discuss:
    - i. What were examples of income?
      - 1. What numbers did they roll?
    - ii. What were examples of expenses?
      - 1. What numbers did they roll?
    - iii. Did they have a net gain or a net loss?
      - 1. What adjustments could be made to help Sean to always have a Net Gain?
      - 2. Complete a spending plan with an anticipated spending column BEFORE he began spending.
      - 3. Track his spending
    - iv. Discuss with participants how rolling out their spending worked and what they learned from the activity
- 16. Slide 16: Discuss if participants had a Net Gain or a Net Loss and what they could adjust.
- 17. Slide 17: Spending Plan Contents
  - a. Income
  - b. Expenses – examples of typical items in a spending plan
    - i. Housing
      - 1. What are different places you could live?
    - ii. Utilities
      - 1. Electricity
      - 2. Natural Gas
      - 3. Water and Sewer
      - 4. Telephone
    - iii. Transportation
      - 1. What are different transportation options you could use?
    - iv. Savings

<ol style="list-style-type: none"> <li>1. What would you save your money to buy?</li> <li>2. Is savings a necessary expense?</li> <li>3. Why should you try to follow the rule of “Pay yourself first?”             <ol style="list-style-type: none"> <li>a. Pay yourself first is defined as putting money away into a savings account or investment BEFORE you pay other bills or use for spending.</li> </ol> </li> <li>v. Food             <ol style="list-style-type: none"> <li>1. Where can you get food?</li> <li>2. How do the costs differ when eating out or cooking at home?</li> </ol> </li> <li>vi. Insurance             <ol style="list-style-type: none"> <li>1. If you own a home or automobile, insurance is required.</li> <li>2. What other types of insurance can you get?</li> </ol> </li> <li>vii. Clothing             <ol style="list-style-type: none"> <li>1. What are different types of stores you can buy clothes at?</li> <li>2. How do the prices compare at different stores?</li> </ol> </li> <li>viii. Other             <ol style="list-style-type: none"> <li>1. What else do you spend money on?</li> </ol> </li> </ol> <p>18. Slide 18: Spending Plan Example</p> <ol style="list-style-type: none"> <li>a. Show Lee’s spending plan to participants and ask the questions at the bottom of the slide.</li> <li>b. Explain how creating a spending plan helps Lee and other people track their income and expenses to make wise spending decisions.</li> </ol> <p>19. Slide 19-20: Conclusion</p> <p>20. Slides 21-22: are optional in leading the Spending Plan Shake-Up Conclusion Activity</p>	
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<b>CONCLUSION</b>	
<p style="text-align: center;"><b>Spending Plan Shake-Up</b></p> <p> <u>Approximate time:</u> 15 minutes</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> <li>▪ <i>Spending Plan Shake-Up</i> instructions 1.2.4.J1</li> <li>▪ 1 <i>Spending Plan Shake-Up</i> 1.2.4.H2 per participant</li> <li>▪ 1 <i>Education Card</i> 1.2.4.H3 per participant</li> <li>▪ bag of activity markers (dried beans, chocolate chips, M&amp;M’s, any other item) for each</li> </ul> <p><b>To prepare the Spending Plan Shake-Up activity:</b></p> <ol style="list-style-type: none"> <li>1. Print one <i>Spending Plan Shake-Up</i> activity handout 1.2.4.H2 for each participant.</li> <li>2. Print the <i>Education Cards</i> 1.2.4.H3 and cut apart.</li> <li>3. Assemble bags of activity markers for each education level. In order to assemble the bags, educators may print the <i>Education Cards</i> 1.2.4.H3 on card stock, cut them apart, and have participants each draw one. Once the participant draws their <i>Education Card</i> 1.2.4.H3 they may draw the correct</li> </ol>	<p>Laminate the <i>Spending Plan Shake-Up</i> 1.2.4.H2 to use for several lessons.</p>

<p>number of beans indicated. Or, educators can print the <i>Education Cards</i> 1.2.4.H3 on Avery 5160 labels, pre label the bags, and count the appropriate number of beans to be placed into individual bags.</p>	
<b>ASSESSMENT</b>	
<p style="text-align: center;"><b>Reinforcement Worksheet</b></p> <p><u>Approximate time:</u> 10 minutes</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> <li>▪ 1 <i>Spending Plans 101</i> 1.2.4.A2 per participant</li> </ul> <p>1. Complete <i>Spending Plans 101</i> 1.2.4.A2 as instructed.</p>	

## Introduction to Spending Plans Vocabulary List

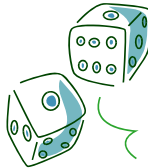
	<b>TERM</b>	<b>DEFINITION</b>
1	Spending Plan	A tool to help people manage their money
2	Expenses	Money that you spend
3	Income	Money that is earned
4	Net Gain	Having more income than expenses
5	Net Loss	Having more income than expenses



# Rollin' With It!

Sean is a high school student that just received his first paycheck from his part-time job at the grocery store. He isn't too concerned about where his money goes so he just "ROLLS" with it.

*Directions: Roll your dice and fill in the blanks and complete the required calculations (ex. If you roll a 3 you would have a paycheck of \$300 & you would multiply 300 x 36% to calculate taxes)*



Sean's bi-weekly check was for \$ \_\_00.00 with 36% deducted for taxes. (Taxes = \$\_\_\_\_) He always puts \$\_\_0.00 in savings and spends \$\_\_0.00 on food in 2 weeks. His entertainment is around \$\_\_0.00, clothing \$\_\_0.00 and transportation costs \$\_\_0.00. His parents do give him an allowance of \$\_\_0.00 every week as long as he meets the required expectations. Since he lives at home he doesn't pay rent and his parents cover his car insurance and medical expenses. His cell phone bill is \$\_\_0.00 as long as he keeps within his plan.



<b>Spending Plan for:</b> Sean	
<b>Time Period:</b> BI- weekly (2weeks)	
	<b>Spent</b>
<b>Income</b>	
<b>Earned Income</b>	
Wages or salary before deductions	
<b>Unearned Income</b>	
Money from savings (interest)	
<b>Received Income from Government Programs</b>	
<b>Total Income</b>	\$
<b>Expenses</b>	
<b>Deductions Often Taken from Paychecks</b>	
Retirement programs (401k, 403b, pension, IRA)	
Federal income tax and state income tax	
Social Security and Medicare	
<b>Saving and Investing (Pay Yourself First)</b>	
Contribution to savings and investments	
<b>Insurance Premiums</b>	
Health, automobile, home or renters, life	
<b>Housing Costs</b>	
<b>Transportation Costs</b>	
<b>Food Costs</b>	
<b>Family Member Care</b>	
<b>Communication and Computers</b>	
Phone, Internet, television	
<b>Medical Costs Not Covered by Insurance</b>	
<b>Clothing and Personal Care</b>	
<b>Educational Expenses</b>	
<b>Pet Care</b>	
<b>Entertainment</b>	
<b>Gifts and Charitable Contributions</b>	
<b>Credit Costs</b>	
credit card, other loan payments	
<b>Total Expenses</b>	\$
<b>Net Gain or Net Loss (Income less Expenses)</b>	\$

**Positive #=  
Net Gain**

**Negative #=  
Net Loss**

# Introduction to Spending Plans Note Taking Guide

	Total Points Earned
25	Total Points Possible
	Percentage

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Directions:** Complete the following note taking guide with short answers. Each question and blank is worth 1 point.

What are Spending Plans?

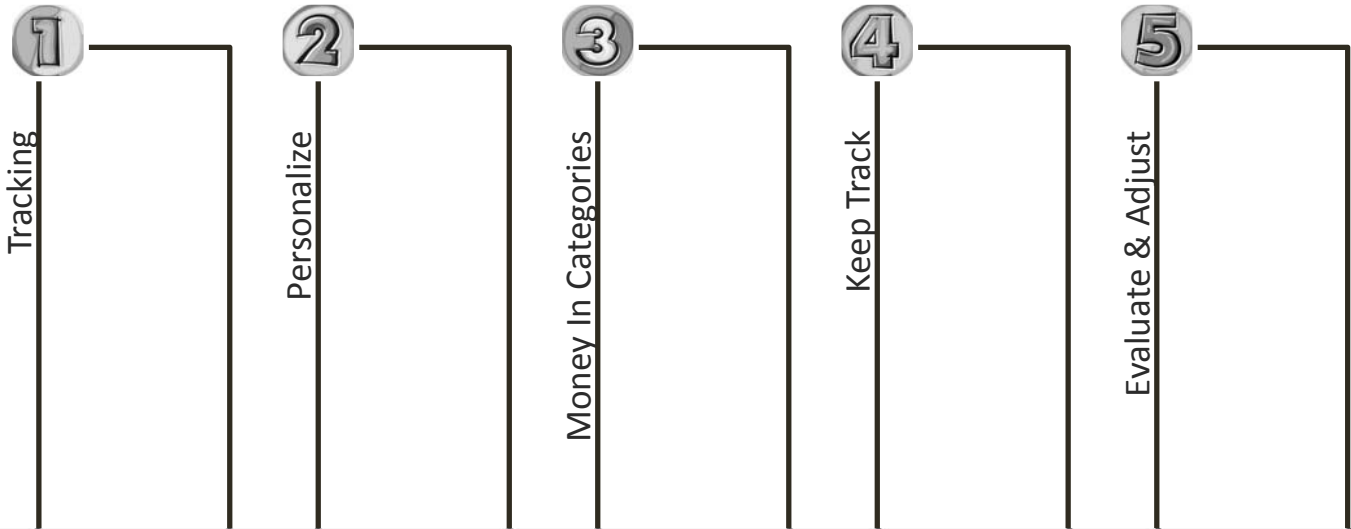
  
  
  

Have you ever used one? Why or why not?

Why use Spending Plans?

- 
- 
- 

Term	Definition	One Example
Income		
Expenses		
Net Gain		
Net Loss		



Summarize what each step is in the spending plan process

What is the goal of a spending plan?

Jane has a \$500 income and \$442 of expenses.  
Circle if she has a: Net Gain or Net Loss  
What could be done to adjust her spending plan?

Doug has a \$300 income and \$386 of expenses.  
Circle if he has a: Net Gain Or Net Loss  
What could be done to adjust his spending plan?

A Spending Plan Includes

- 
- Examples:
- 
- Examples:

# Income or Expense Scramble Photos or QR Codes



1



2



3



4











5











6





 1	 2
 3	 4
 5	 6
 7	 8

 <p>9</p>	 <p>10</p>
 <p>11</p>	 <p>12</p>
 <p>13</p>	 <p>14</p>
 <p>15</p>	 <p>16</p>



## Spending Plan Shake-Up

1. Prepare a bag of activity markers (dried beans, chocolate chips, M&M's, any other item) for each participant.
  - a. Put 8, 10, 12, 16 or 20 activity markers in a plastic zip bag; ensure it matches the education cards you will be giving participants.
  - b. The different number of activity markers represents different education levels.
2. Give each participant a copy of *Spending Plan Shake-Up* activity handout 1.2.4.H2.
3. Allow each participants to draw an *Education Card* 1.2.4.H3 and give them the appropriate number of activity markers that the *Education Card* 1.2.4.H3 indicates. Or print the *Education Cards* 1.2.4.H3 on Avery 5160 labels, pre label the bags, and count the appropriate number of beans to be placed into individual bags.
4. Play the activity.
  - a. Participants must create a spending plan using their activity markers and *Spending Plan Shake-Up* activity handout 1.2.4.H2. Each rectangle is equal to one activity marker. All the rectangles next to desired item must be filled to have that item.
  - b. Housing, clothing, food and transportation *must* be accounted for.
  - c. Give participants about 10 minutes to create spending plan.
5. Discussion Questions
  - a. Could participants afford all they needed?
  - b. Could they afford all they wanted?
    - i. Why? Why not? What could they not afford?
6. Pair participants with the same education level together to compare spending choices.
  - a. Did they allocate their activity markers differently?
  - b. Does this show a difference in wants, needs, values or all three?
  - c. Was it easier for participants with a higher income level to create their spending plan?
7. Ask participants how they could acquire more beans.
  - a. Obtain more education.
8. Although more beans will be gained in the future, have participants identify two beans they are currently willing to give up to pay for further education?
9. Discussion Questions
  - a. Why is it important for individuals to create a spending plan?
    - i. Set money aside for necessary items such as housing so the money isn't spent on other items that are wanted.
    - ii. Track where money is being spent.
    - iii. Help live within income.

# SPENDING PLAN SHAKE-UP

**Directions:** Each rectangle is worth one activity marker, and all the rectangles next to an item must be filled in to have that item. Housing, clothing, food, and transportation *must* be accounted for.

## HOUSING



- Live with relatives
- Share apartment or house with others
- Rent a place of your own
- Buy a home

## CLOTHING



- Buy clothes at thrift shops
- Buy clothes at a discount store
- Buy clothes at department store
- Buy designer clothes

## FOOD



- Buy one snack and soda each day
- Cook meals at home; dinner out once a week
- Purchase frequent fast food lunches, weekly dinner out, and cook all other meals
- Purchase all meals away from home

## TRANSPORTATION



- Walk or Bike No Cost
- Ride the bus or join a carpool
- Buy fuel for family vehicle
- Buy a used vehicle
- Buy a new vehicle

## OTHER



- |   |   |
|---|---|
| Music <input type="checkbox"/>                    | Going to the movies <input type="checkbox"/>                  |
| Books <input type="checkbox"/>                    | Concerts <input type="checkbox"/> <input type="checkbox"/>    |
| Weekly giving to charity <input type="checkbox"/> | Sports <input type="checkbox"/>                               |
| Newspapers or magazines <input type="checkbox"/>  | Hair Cut, Highlight <input type="checkbox"/>                  |
| Hobby <input type="checkbox"/>                    | Smart Phone <input type="checkbox"/> <input type="checkbox"/> |

## SAVINGS



- Change in piggy bank No Cost
- Five percent of income
- Ten percent of income

**Spending Plan Shake-Up**  
No High School Education  
8 beans

**Spending Plan Shake-Up**  
No High School Education  
8 beans

**Spending Plan Shake-Up**  
No High School Education  
8 beans

**Spending Plan Shake-Up**  
No High School Education  
8 beans

**Spending Plan Shake-Up**  
No High School Education  
8 beans

**Spending Plan Shake-Up**  
No High School Education  
8 beans

**Spending Plan Shake-Up**  
High School Diploma  
10 beans

**Spending Plan Shake-Up**  
High School Diploma  
10 beans

**Spending Plan Shake-Up**  
High School Diploma  
10 beans

**Spending Plan Shake-Up**  
High School Diploma  
10 beans

**Spending Plan Shake-Up**  
High School Diploma  
10 beans

**Spending Plan Shake-Up**  
High School Diploma  
10 beans

**Spending Plan Shake-Up**  
Associate Degree  
12 beans

**Spending Plan Shake-Up**  
Associate Degree  
12 beans

**Spending Plan Shake-Up**  
Associate Degree  
12 beans

**Spending Plan Shake-Up**  
Associate Degree  
12 beans

**Spending Plan Shake-Up**  
Associate Degree  
12 beans

**Spending Plan Shake-Up**  
Associate Degree  
12 beans

**Spending Plan Shake-Up**  
College Degree  
16 beans

**Spending Plan Shake-Up**  
College Degree  
16 beans

**Spending Plan Shake-Up**  
College Degree  
16 beans

**Spending Plan Shake-Up**  
College Degree  
16 beans

**Spending Plan Shake-Up**  
College Degree  
16 beans

**Spending Plan Shake-Up**  
College Degree  
16 beans

**Spending Plan Shake-Up**  
Graduate Degree  
20 beans

**Spending Plan Shake-Up**  
Graduate Degree  
20 beans

**Spending Plan Shake-Up**  
Graduate Degree  
20 beans

**Spending Plan Shake-Up**  
Graduate Degree  
20 beans

**Spending Plan Shake-Up**  
Graduate Degree  
20 beans

**Spending Plan Shake-Up**  
Graduate Degree  
20 beans

# Spending Plans 101

	Total Points Earned
22	Total Points Possible
	Percentage

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**Directions:** Match the following terms with their definition. Each letter will be used only once and is worth 1 point.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. _____ A financial statement individuals can use to assist with money management.</li> <li>2. _____ Money earned.</li> <li>3. _____ When there is more income than expenses.</li> <li>4. _____ Money spent.</li> <li>5. _____ When there are more expenses than income.</li> </ol> | <ol style="list-style-type: none"> <li>a. net loss</li> <li>b. net gain</li> <li>c. spending plan</li> <li>d. income</li> <li>e. expense</li> </ol> |
|---|---|

**Directions:** Answer the following questions with a short answer. Each question is worth 3 points.

6. Describe what a spending plan is.
  
  
  
7. Explain the benefits of creating a spending plan.
  
  
  
8. Explain what expenses you budgeted for while playing Spending Plan Shake-Up and why it is necessary to make a list of all expenses.

**Directions:** List four examples of both income and expenses. Each example is worth 1 point.

Income:

Expenses:

9.

13.

10.

14.

11.

15.

12.

16.

# INTRODUCTION TO SPENDING PLANS

## SPENDING PLANS

- A **spending plan** is a financial statement to help with money management. People usually have more wants than they can afford. A spending plan helps them make choices between needs and wants to help maintain their happiness.

**Benefits** to creating a spending plan:

- It gives a person an understanding of where their money is going
- It tracks income and expenses.
- It helps people meet financial goals.
- It helps people live within their income.

## What influences a person's spending?

**Income** and **expenses** are the two main components of a spending plan.

**Income** is money that is earned and can come from any of the following sources:

- Wages/salaries
- Tips
- Interest earned on savings accounts
- Monetary gifts

An **expense** is money that is spent.

The following are expenses:

- Entertainment
- Food
- Housing
- Insurance

### 1. Track Income and Expenses

- How much did you earn last month?
- How much did you spend on food last month?

How do you receive money or earn income?

### 2. Personalize

Make your plan fit your needs and is easy for you to use.

#### How

Paper/Pencil—Computer--Phone/Tablet App

#### Time

1 week—2 week—1 month

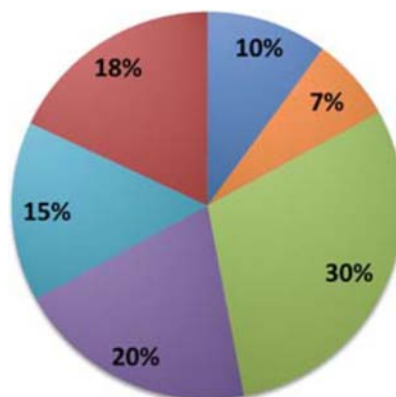
#### CATEGORIES

EX. Allowance, Food, Sports Fees

What expenses do you have?

### 3. How Much Money in each Category?

What category do you spend the most money on?



- Saving and Investing 10%
- Insurance 7%
- Housing 30%
- Transportation 20%
- Food 15%
- Other 18%

### 4. Keep Track

Write or enter the amount of money you spend everyday and on everything. This record keeping will help you know when you have spent your limit in a category of your spending plan.

How will you track your spending?  
(Circle one)

Paper/pencil   Computer   Phone

Why?

### 5. Evaluate

#### Did you have a Net Gain or Net Loss?

Subtracting expenses from income determines **net gain** and **net loss**. Your goal is to have a “0” balance on your spending plan.

#### Net Loss

If the number you get is negative that means you have a net loss and are spending more money than you have income. In this case, you need to increase income, decrease expenses or a combination.

#### Net Gain

If the resulting number is positive you have net gain. That means you have more income than expenses and can add more money to savings or pay down another debt, like a loan or bill.

Spending Plan for:		
Time Period: BI- weekly (2weeks)		
	Anticipated Spending	Actual spending
<b>Income</b>		
<b>Earned Income</b>		
Wages or salary before deductions		
<b>Unearned Income</b>		
Money from savings (interest)		
<b>Received Income from Government Programs</b>		
<b>Total Income</b>	\$	
<b>Expenses</b>		
<b>Deductions Often Taken from Paychecks</b>		
Retirement programs (401k, pension, IRA)		
Federal income tax and state income tax		
Social Security and Medicare		
<b>Saving and Investing (Pay Yourself First)</b>		
Contribution to savings and investments		
<b>Insurance Premiums</b>		
Health, automobile, home or renters, life		
<b>Housing Costs</b>		
<b>Transportation Costs</b>		
<b>Food Costs</b>		
<b>Family Member Care</b>		
<b>Communication and Computers</b>		
Phone, Internet, television		
<b>Medical Costs Not Covered by Insurance</b>		
<b>Clothing and Personal Care</b>		
<b>Educational Expenses</b>		
<b>Pet Care</b>		
<b>Entertainment</b>		
<b>Gifts and Charitable Contributions</b>		
<b>Credit Costs</b>		
credit card, other loan payments		
<b>Total Expenses</b>	\$	
<b>Net Gain or Net Loss (Income less Expenses)</b>	\$	

How will creating a spending plan benefit teenagers?