### Materials/Resources Needed

- Example budget in Excel
- Expense worksheets
- Budget handout

### Task Analysis

**Opportional task:** Create an expense chart in Excel.

**Formula:**

Basic Excel skills, including basic chart making, formulating, sum

**Warm-up/Review:**

Focus on question of managing money.

**INTO**

Small groups. With whole class, students share answers to questions.

**INTO**

Students discuss "Before you begin" questions in small groups. Students circle words that are relevant to their personal expenses. See "Monthly Living Expense Form" for many examples.

**INTO**

Introduce vocabulary. Students discuss chart from BLS. Clarify vocabulary.

**INTO**

Students discuss chart from BLS.

**INTO**

Introduce chart from BLS.

**INTO**

Discuss with class.

Groups write their answers up on the board. Review actual salaries and expenses.

### Personal Budgeting Project

**Vocabulary Introduced:** Budget, income, expense, savings, spend/save/manage money.

**SCANS Competencies**

- EF: Planning and organizing
- EF: Decision-making
- R2 (Read and interpret graphic)

**Length of Session:** 1-2 weeks

**Objective:** Create a personal budget in MS Excel.

**Unit:** Money Matters

**Level:** ESL 3 and up

**Topic:** Personal Budgeting
<table>
<thead>
<tr>
<th>SCANS - FBSS Competencies</th>
<th>EFF Common Activities</th>
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<tbody>
<tr>
<td>EFF: Work together, leadership, manage resources, and use technology</td>
<td>Interpersonal skills</td>
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**What’s Your Income? What are your expenses?**

Students fill out worksheets for weekly and monthly expenses. They use the categories they circled from the brainstorm. They can either estimate their expenses from knowledge, or use the Weekly Expense Chart and actually track their expenses for a week.

**Create your budget**

Students create budget worksheets with pie charts. Hand in or e-mail to the teacher.

**Analyze your budget**

Using expense data from worksheet, show an expense budget with expense pie chart. Demonstrate setting up formulas, basic formatting, labels, charts, and charting the pie chart.

**THROUGH**

Evaluate

Students use their budget worksheets to answer the questions.

Hand in or e-mail to the teacher.
**BEYOND**

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Group Project</th>
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<tbody>
<tr>
<td>Each group will then present their budget to the class on the projector. They may access a variety of information about cost of living at various websites and templates. But this time they will make one budget for the expenses. They then create a family budget, using their personal budget given information on the handout regarding their income and some type of what the BLS would call a &quot;consumer unit.&quot; They read the student's get into groups of three. Each group is a &quot;family&quot;—or whatever.</td>
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