

THE MONEY GAME

LESSON 2A OF MONEY FOR FOOD

Note to Educator: This lesson will take longer than 20 minutes to teach in most group settings. The optional wrap-up activity will add even more time.

Learner Objectives

- Participant will list income sources (money and other financial resources) that are available to families.
- Participant will list regular and irregular expenses that many families experience.
- Participants will identify at least three needs and three wants for their household.
- Optional: Participant will practice and demonstrate the roles of planning and decision making in resource management.

Teaching materials needed

- MONEY Bingo cards (1 per participant)
- Pencils or pens
- Worksheet—Family Income and Expenses
- Optional: Three inexpensive prizes for use in the “Which Prize?” activity.
- Tokens, cereal pieces or small objects for Bingo
- Whiteboard and or flipcharts and masking tape or post its.

Background information for the Educator

The MONEY Game is designed to provide a visual framework to show many of the factors that make a difference in family money management. In order to “win” the MONEY Game, a family must consider all of their options and make good decisions.

Participants are asked to identify:

- Possible sources of Money or income (*listed under column M*)

A variety of Expenses:

- Expenses on which families often Overspend (*listed under O*)
- Expenses which are Needs (*listed under N*)
- General Expenses (*listed under E*)
- Expenses which are encountered irregularly or Yearly (*listed under Y*)

Within each category of expenses, families and individuals have many options, and therefore must make decisions about how they will spend their money. The activity also shows the differences in families related to sources of money and what they value. There are NO right and wrong answers. Some items may show up under more than one column.

Decision making is a skill that can be learned. Making good decisions based on the information available is a tool that can help families be in better control of their resources. The wrap-up activity (“Which Prize?”) can be used to illustrate decision-making.

Pre-filled cards with pictures may be an option for low literacy learners.

Teaching Lesson 2A

1. Ask participants to briefly share with a partner how they went about making their choice for a recent expenditure.
2. Share with participants the topic for today's session will be talking about household (or personal) income and expenses. Income is money (or other financial resources) that is coming "in" to the household. Expenses are those items for which money must be spent.
3. Ask participants to what they would like to get out of this session. Record on the board or flipchart.
4. Engage participants in generating a list of items for each of the following categories as you explain each and record on sheets of flipchart..
 - M** - Money sources or income
 - O** - Overspending (expenses where families often spend more money than necessary)
 - N** - Needs (basic expenses for the family or person)
 - E** - General Expenses for the family or person
 - Y** - Yearly or irregular expenses (families often forget to plan for these)
5. Play the MONEY Game

Preparing to Play:

Give each participant a blank MONEY bingo card. Ask participants to fill in examples of income and expenses under each of the category columns on their card using the lists on the flip charts. An example is provided for each category to get participants started.

Examples of items that could be suggested for the "MONEY" categories:

M Money	O Overspending	N Needs	E Expenses	Y Yearly
wages/salaries tips/commissions Social Security Unemployment compensation pension/retirement interest income rental income earned income tax credit/tax refund child support Spousal/Family Support WIC coupons SSI gifts/inheritance school loan medical assistance fuel assistance child care subsidy food stamps reduced/free school lunches commodity foods housing assistance	cable TV long distance calls credit charges finance charges for overdue bills name brand clothes convenience foods alcohol, tobacco rent-to-own check cashing fees parking fines eating away from home/food delivery, i.e. pizza food from vending machines video rentals toys/fun entertainment personal care services (nails, hair salon, barber, hair removal, etc) Dry Cleaners	very basic needs: food shelter clothing general needs: water/sewage healthcare transportation electricity heat for home education special needs: care for dependent family members medicine	groceries meals away from home rent, mortgage home repairs utilities: phone furniture car loan transportation (bus pass, taxi, gasoline) parking fees child care child support payments insurance fees and co-pays medicines clothing laundry/cleaning credit/bills pet care loan payments hobbies and entertainment gifts savings	security deposit for apartment taxes on home income taxes fuel oil/propane car registration drivers license some insurance payments health and vision exams back-to-school supplies tuition gift giving holiday/family celebrations vacations

Playing the game:

Play the MONEY Bingo Game just like Bingo. Discuss each item, as appropriate.

- **Option 1:** Participants take turns naming one item they have listed on their card. (First participant names an item under “M”, the second from “O”, and so on.) Other participants look on their MONEY card to see if they have the item that was read; if they do, they should circle it (or cover with a penny, toy money token, or cereal).

OR

- **Option 2:** Write or type all the possible items under each category on small pieces of paper and place these in a cup. Participants take turns drawing papers from the cup and read the item aloud. Other participants look on their MONEY card to see if they have the item that was read; if they do, they should circle it. (i.e. M=child support, might also be under E)

The first player to circle 5 items in a row—down (vertically), across (horizontally), or diagonally—should say “MONEY” and is the winner. Continue to play until 3 or more persons have “won.”

6. Optional: Wrap-up Activity — “Which Prize?”

This activity can be used to initiate a discussion of decision making. The activity can demonstrate that information is useful in helping us make good decisions.

- Offer each of the 3 winners their choice of 3 nearly identical, wrapped prizes (ask them to not open packages, yet).
- Ask each person why they chose the prize that they did. (Only criteria available is appearance—color of package)
- Now allow first winner to feel all 3 packages and choose one; then 2nd winner can choose one based on feel. Again, ask why a particular package was chosen.
- Now ask each to open their package.
- Allow first winner to look at all prizes and choose one; then 2nd winner can choose.
- Discuss how decisions are made—especially how **the amount of information one has makes a difference in the choice made.**

Suggestions for prize include items such as nonperishable food, kitchen or cooking utensils, water bottles, etc.

7. Summarize by reminding participants of these three steps for planning for spending:

- Identify sources and amounts of income and other financial resources that are coming into the family or household
- Identify where family money is going. Some must go to meet needs, some is spent for regular and irregular expenses, and some is spent for fun or optional items we choose.
- Managing your resources is all about making choices.

Concluding Lesson 2A

Before asking the end of session evaluation questions, say the following to the learners:

“I am going to ask you a couple questions that will help us see what you plan to do after today’s session. You do not have to answer the questions if you don’t want to. All of your answers will be private.”

End of session questions for Lesson 2A:

- How many sources of money or other resources that a family could use did you hear about for the first time today?
- How many irregular or yearly expenses will you now start planning for in your household?

Record participant responses and other information about the lesson on the Educator Notes form.

Do not record individual learner’s names on evaluation forms or questions. Do not share individual answers or comments made by the learners with other teachers or staff.

Thank people for participating, and ask them to take a few minutes to complete a brief Comment Form about the lesson.

THE MONEY “BINGO” GAME

Fill in the squares with words that fit the category. As a term is discussed, circle it. First one to get five across, vertically, or diagonally wins.

<p style="text-align: center;">M</p> <p style="text-align: center;">Money MONEY and other resources</p>	<p style="text-align: center;">O</p> <p style="text-align: center;">Overspending OVERSPENDING on these items is common</p>	<p style="text-align: center;">N</p> <p style="text-align: center;">Needs Items we NEED to buy or spend money on</p>	<p style="text-align: center;">E</p> <p style="text-align: center;">Expenses Flexible and inflexible EXPENSES</p>	<p style="text-align: center;">Y</p> <p style="text-align: center;">Yearly YEARLY or irregular expenses</p>
<p style="text-align: center;">Advanced Earned Income Tax Credit</p>				
	<p style="text-align: center;">Nationally advertised brands</p>	<p style="text-align: center;">Free</p>		
				<p style="text-align: center;">Gift for child's birthday</p>
			<p style="text-align: center;">Telephone bill</p>	

COMMENT FORM

Today's topic was "The Money Game"

We are very interested in your comments about today's lesson. Your completion of this form is voluntary and implies your consent to participate. All answers will be confidential to the extent allowed by law. Summary reports or other uses of the information will not identify you in any way. We may use your comments to help us describe the work that we do and to make future lessons better. If you have any questions, please contact Shelley King-Curry, (608) 265-5069
Thank you!

How helpful was the lesson today?

- very helpful
- helpful
- somewhat helpful
- not helpful

Write one thing that you heard today that you will try to do at home:

Please share if there was something you wanted to get out this session that was not covered that would have met your needs.

EDUCATOR NOTES – LESSON 2A

Educator name: _____

County: _____

Date: _____

Location: _____

Number in group (enter “1” if individual learner) _____

How many sources of money or other resources that a family could use did you hear about for the first time today?

number of participants providing two or more _____

number of participants providing one _____

number of participants providing none _____

How many irregular or yearly expenses will you now start planning for in your household?

number of participants providing two or more _____

number of participants providing one _____

number of participants providing none _____

Educator assessment of the lesson and how lesson was received by participants:**Other comments from participants:****Note to Educator:**

Complete this form after each time you teach this lesson. Turn in to your supervisor.

MONEY COMES AND GOES

LESSON 2B OF MONEY FOR FOOD

Learner Objectives

- Participant will record all sources and amounts of family income for a month, using either a case study or personal records.
- Participant will identify and record expenses for a month, using a case study.

Teaching materials needed

- Worksheet—“Looking at Your Income”
- Worksheet—“Where Does the Money Go?”
- Case Studies—descriptions of Family #1, Family #2, Family #3 and Family #4 (educator should choose 1 or more case studies to use with individual or group-or potentially adapt a case study so that it may more closely resemble the particular audience.)

VARIATION: When working with youth please use the budget scenarios for youth education that have been adapted and are included and the “Needs and Wants – What’s the Difference” Handout from Lesson 4.

- Calculators, pens or pencils
- Flipcharts or whiteboard with markers

Background information for the Educator

Many people find it uncomfortable to reveal details of their personal or family finances, especially in a group. This activity uses case studies to allow participants to keep personal information private. Participants are encouraged to look at the incomes and expenses of the case study families and practice thinking about choices we make.

The case study details can be recorded on the Worksheets provided, allowing participants to practice using the form, in preparation for their use of the same Worksheets to document their family financial situation.

Teaching Lesson 2B

1. Ask participants to briefly share in pairs about an experience(s) tracking money that they had spent
2. Introduce the topic for the session, tracking expenses. Ask participants what they would like to know about this topic and record responses. Use this to introduce a review of the concepts discussed in Lesson 2A:
 - There are many possible sources of income and financial resources that families use.
 - There are a nearly limitless number of ways families can choose to spend their money. Some family expenses are items and services that we need (these are usually routine and fixed expenses, such as housing, food, utilities), other family expenses are flexible or not routine (these may be entertainment, special foods, gifts, etc.). You may want to refer back to the lists generated by participants for MONEY Bingo in lesson 2a. If working with youth use the “Needs and Wants – What’s the Difference” handout and go through it with them.
3. Select a case study(s) that is most appropriate for the individual or group with whom you are working.
 - Family #1 is a single parent of one, who is participating in the Wisconsin Works (W- 2) program in their county.
 - Family #2 is a married couple, parents of three children, and one-income.
 - Family #3 is a married couple, parents of two children, two-incomes.
 - Family #4 is a single dad, parent of one child, one income.

VARIATION: For working with newly independent youth use one or both of the following two case studies.

- Brandon Lives on His Own
 - Keisha Lives on Her Own
4. If your group is large, ask participants to divide into pairs or small groups to work and let them choose a case study. Distribute copies of the Worksheet “Where Does Your Money GO” to each group and direct them to fill-in the appropriate spaces with information provided about the family in their case study.
The goal of this exercise is to figure the Total Income and Total Expenses for the family. Use calculators, if available.
 5. Discussion of Income and Expenses.
Lead the group in a brief discussion of family income and expenses. Use the following questions, as appropriate:
 - What was realistic about the amounts, types of income and expenses in the “family”?
 - What are some other sources of income that you may have, or have heard of?
 - What are other types of expenses or bills that a family may experience?

6. Distribute to each participant copies (blank) of the Worksheets, “Looking at Your Income” and “Where Does Your Money Go?”. If time allows, have participants begin filling-in the worksheets with their own household income and expenses. Ask the participants, “how could you use these worksheets for your household and invite them to take the worksheets home and complete all relevant income and expenses. Explain that during the next session, we will work on using the information about income and expenses to build a spending plan.

Concluding Lesson 2B

Review main points of lesson.

Before asking the end of session evaluation questions, say the following to the learners:

“I am going to ask you a couple questions that will help us see how you will use the information you heard today. You do not have to answer the questions if you don’t want to. All of your answers will be private.”

End of session questions for Lesson 2B:

- Do you now have a plan for keeping track of the money that comes in and goes out for your family ?

Record participant responses and other information about the lesson on the Educator Notes form.

Do not record individual learner’s names on evaluation forms or questions. Do not share individual answers or comments made by the learners with other teachers or staff.

Thank people for participating, and ask them to take a few minutes to complete a brief Comment Form about the lesson.

Looking at Your Income

Sources of Income	Amount
Think about and list the amounts of money you receive each month:	
Wages, pay checks, salaries: (If weekly: _____ x 4.33)	
W-2 or TANF	
Tips, commissions or overtime	
Unemployment Compensation	
Spousal or Child Support	
Social Security or pensions	
Other	
Other	
Other	

Total Income for the Month \$ _____

Think about resources other than money, that you receive each month. Place a check (✓) by the programs you are using regularly:

- | | |
|---|--|
| <input type="checkbox"/> BadgerCare and/or other Medical assistance | <input type="checkbox"/> Food from food pantry or community food program |
| <input type="checkbox"/> Earned Income Tax Credit (EITC) | <input type="checkbox"/> SHARE program |
| <input type="checkbox"/> FoodShare Wisconsin (Food Stamps) | <input type="checkbox"/> Fruits or vegetables from a garden |
| <input type="checkbox"/> WIC | <input type="checkbox"/> Energy assistance |
| <input type="checkbox"/> Free or reduced price school meals for children (during school and summer) | <input type="checkbox"/> Child care assistance |
| <input type="checkbox"/> Commodity foods | <input type="checkbox"/> Free Clothing, Furniture, etc. |
| <input type="checkbox"/> Senior Meals | <input type="checkbox"/> Housing Assistance |
| | <input type="checkbox"/> Other: _____ |

Where Does the Money Go?



Housing & Utilities

\$ _____	Rent/Mortgage Payment
\$ _____	Electricity/Gas/Oil
\$ _____	Home Phone/Cell Phone
\$ _____	Home Maintenance
\$ _____	Cleaning Supplies
\$ _____	Garden/Lawn Supplies
\$ _____	Water/Sewer/Garbage
\$ _____	Furnishings/Appliances
\$ _____	Property Taxes
\$ _____	Rental/Home Insurance
\$ _____	TOTAL



Food

\$ _____	Groceries
\$ _____	Eating Out
\$ _____	School Lunches
\$ _____	Infant Formula
\$ _____	Special Occasions
\$ _____	Fast Food Meals
\$ _____	Other
\$ _____	Other
\$ _____	Other
\$ _____	TOTAL



Clothing & Personal Care

\$ _____	Clothing
\$ _____	Diapers
\$ _____	Shoes/Boots
\$ _____	Laundry
\$ _____	Hair Cuts
\$ _____	Personal Products
\$ _____	Child(ren)'s Allowances
\$ _____	Other
\$ _____	Other
\$ _____	TOTAL



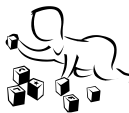
Education & Recreation

\$ _____	Tuition/School Supplies
\$ _____	Lessons (sports/music/etc)
\$ _____	Books/Paper/Magazines
\$ _____	Cable/Satellite TV
\$ _____	Video Rentals/DVDs
\$ _____	Vacations/Weekend Trips
\$ _____	Hobbies/Sports
\$ _____	Movies/Plays/Concerts
\$ _____	Internet
\$ _____	TOTAL



Contributions & Gifts

\$ _____	Religious Contributions
\$ _____	Gifts (Birthday/Holiday)
\$ _____	Donations
\$ _____	Other
\$ _____	TOTAL



Childcare

\$ _____	Childcare/Daycare
\$ _____	Babysitting
\$ _____	Child Support
\$ _____	Other
\$ _____	TOTAL



Transportation

\$ _____	Car/Truck Payment
\$ _____	Bus Pass/ Cab Fares
\$ _____	Tires/Repairs
\$ _____	Gas/Oil/Etc
\$ _____	Insurance
\$ _____	Parking
\$ _____	Registration/License
\$ _____	TOTAL



Medical & Dental

\$ _____	Insurance
\$ _____	Doctor
\$ _____	Dentist
\$ _____	Eye Care
\$ _____	Prescriptions
\$ _____	Hospital
\$ _____	Other
\$ _____	TOTAL



**Credit Payments/Appliance Rental
Fee & Money owed to Others**

\$ _____	Payment
\$ _____	Payment
\$ _____	Payment
\$ _____	Payment
\$ _____	Other
\$ _____	Other
\$ _____	Other
\$ _____	TOTAL



Other Expenses

\$ _____	Savings/Emergency Fund
\$ _____	Checking/Money Order
\$ _____	Postage
\$ _____	Union/Work Expenses
\$ _____	Pet Food/Care
\$ _____	Cigarette
\$ _____	Court Fees/Restitution
\$ _____	TOTAL

MONTHLY INCOME

\$ _____	Your Earning (net pay)
\$ _____	Spouse's Earnings (net pay)
\$ _____	Public Assistance
\$ _____	Child Support
\$ _____	Social Security
\$ _____	Other
\$ _____	Total Income

TOTAL INCOME	\$ _____
(Subtract) -	
TOTAL EXPENSES	\$ _____

TOTAL REMAINING \$

FAMILY #1: JUANITA AND CARLOS

Juanita is a single mother who is presently looking for work with the help of her local W-2 agency. She has an 8 month-old baby boy named Carlos. Her neighbor watches Carlos while Juanita takes part in job training classes and job search activities.

Income

She works 28 hours per week and her take home income is \$628 per month from participation in W-2 transitions. She also receives \$250 per month in food stamps; and WIC vouchers enable her to get most of the formula, juice and cereal needed for her baby.

Expenses

Juanita has 2 dogs and 1 cat. Her car is a 2002 model, which is paid for. Her other expenses are listed below.

Rent.....	\$500 each month
Heat/electricity.....	77 each month
Telephone.....	23 each month
Rental for TV.....	15 each week
Basic cable TV.....	20 each month
Diapers – 1 large package each week.....	16 each week
Food eaten away from home – 1 trip to fast food restaurant each week.....	5 each week
Pet food, pet care.....	15 each month
Gasoline, car maintenance.....	80 each month
Car insurance.....	30 each month
Clothing and Laundry.....	20 each month
Personal Care.....	12 each month

Each month Juanita finds that she must choose between paying less on one or two of her bills, or borrowing food or money from her Mom.

FAMILY #2: FRED AND JUDY AND THEIR 3 CHILDREN

Fred and his wife Judy and three young children live in a small rented home. The children are: Tina (3 years), Crystal (2 years), and Christopher (3 months).

Income

Fred works at a convenience store making minimum wage, \$7.25, while he looks for another job in construction. He makes \$1255 each month. Judy receives \$147 each month in child support payments for care of Tina, since Tina is her child from a previous relationship. She also receives \$200 in food stamps each month.

Expenses

Fred and Judy rent their home and pay for utilities on the year-round budget plan. Judy prepares almost all of their meals at home and Fred eats a sack lunch at work each day. They do not own a car. Their other expenses are listed below.

Rent	\$627 each month
Family health insurance	77 each month
Telephone.....	55 each month
Bus pass	55 each month
Diapers and clothing	80 each month
Personal Care and Laundry	36 each month
Infant formula	55 each month
Natural gas for heat (budget plan)	70 each month
Electricity – costs between \$70 and \$92	each month
Food – Judy saved her receipts from the grocery store last month. They were: \$92, \$59, \$95, \$21, \$97, and \$16.	

FAMILY #3: ANNA AND JORDAN AND THEIR 2 CHILDREN

Anna and Jordan rent their three bedroom home in the country from Jordan's father. They have a 3-year-old son, and Anna has an 8-year-old daughter from a previous marriage. They are expecting a baby in five months. They have two small dogs.

Income

Jordan works full-time at a window factory and makes \$1039 each month. Anna works at a fast food restaurant and makes \$550 each month. Anna gets \$200 each month for child support.

Expenses

Jordan had some medical expenses last year that were not covered by his medical insurance. They borrowed money from Anna's parents to pay the bill, and are repaying that debt \$100 each month. They own an old car and last month had to have \$250 worth of repairs done—a bill they have not yet paid. Details of their other expenses are below.

Rent.....	\$450 each month
Heat, electricity	150 each month
Telephone.....	55 each month
Home maintenance	45 each month
Gasoline	132 each month
Prescriptions.....	15 each month
Clothing	25 each month
Personal products	25 each month
Satellite TV	50 each month
DVD rentals, 2 each week	8 each month
Church Contributions.....	60 each month
Child care.....	300 each month
Credit payment.....	125 each month
Pet food.....	15 each month
Grocery store receipts for the last month were:	
	\$125, \$13, \$75, \$62, \$25
Eating away from home	100 each month
License and insurance for car, bills must be paid in October:	
Car registration.....	75 each year
Car insurance.....	750 each year

Anna and Jordan are falling behind each month on their payments for rent and utilities.

FAMILY #4: SAM AND HIS SON CASEY

Sam is a single dad who is working full-time at the local supermarket/discount store. He has full custody of his 13 year old son since his ex-wife died. Sam has health insurance through his job, and he has a \$60 monthly co-pay deducted from his paycheck. Sam's car is an older model and has been having some problems getting it running on some days. Sam is on a waiting list for subsidized housing. Sam has had some trouble with the law, and must pay \$20/month in restitution.

Casey is entering 7th grade at the middle school, and would like to join the soccer team but needs \$45 for the fee.

Income

Sam earns \$9 per hour. His take home pay checks (gross income minus insurance & 15% for FICA, Medicare) total \$1,290 per month. He also receives \$100 per month in FoodShare.

Expenses

Rent (includes heat and water).....	\$600/month
Electricity (Has budget plan).....	80/month
Landline Phone.....	35/month
Cell Phone.....	40/month
Groceries.....	355/month
Gasoline/Car Maintenance.....	200/month
Car Insurance.....	55/month
Clothing/Personal Care Items.....	50/month
Laundry.....	20/month
Entertainment (Rent DVDs, CDs, go out).....	75/month
Cable television.....	50/month
Rental Insurance.....	25/month
Cigarettes.....	100/month
Restitution/Fines.....	20/month

Sam and Casey eat at Grandma's when they don't have enough money for food, which is happening more often lately. Sam borrowed \$200 from his mother to buy school supplies and new clothes for Casey, and he wants to pay her back. Now Casey wants money to join soccer; where is that supposed to come from?

FAMILY #5: MAI AND CHAO AND 3 CHILDREN

Chao and his wife Mai and 3 children live in a rented apartment. The children are: Chong (12 years), Xai (5 years), Jaiah (2 years). Mai is a stay at home mom and goes to Literacy Volunteers Family Literacy Program.

Chong would like to join the soccer team but needs \$75 for the fee.

Income

Chao earns \$12 per hour and works 40 hours per week. His take home pay checks total \$1,754 per month. He also receives \$500 per month in FoodShare.

Expenses

Rent (City rental assistance)	\$450/month
Rental Insurance.....	20/month
Gas/Electric/Water (budget plan & energy assistance)...	120/month
Cell Phone.....	90/month
Food.....	160/month
Car Payment.....	200/month
Gasoline/Car Maintenance.....	150/month
Car Insurance/License.....	100/month
Clothing.....	120/month
Diapers & Wipes	50/month
Personal Care Items/Laundry	80/month
Entertainment (Rent DVDs, CDs, go out)/Education	100/month
Basic Cable	20/month
Gifts (Birthday/Holiday) & Donations.....	30/month
BadgerCare Plus Co Pay	20/month
Emergency Savings	20/month

Last week Chao had his hours cut. He is now working 35 hours per week, and makes a monthly take home pay of \$1,535.

Will the family have enough money for all their expenses?

If they don't have enough money what can they do?

Keisha Lives on Her Own for the First Time



Keisha is 20 years old. She works full time at the local car wash as a cashier. She has no health insurance.

Keisha is planning to rent her first apartment. Keisha has a dog. She also has a 2001 Saturn, which she bought while she was in high school. It is having some running problems. Keisha dropped out of high school and is now working on getting her GED. Keisha has multiple moving violations for speeding which has increased her insurance and that she has to pay off.

Income

Keisha makes \$7.25 per hour, giving her a take home income of \$941 per month.

Expenses

Rent (includes utilities)	\$550/month
Cell Telephone	35/month
Groceries	100/month
Fast Food/Vending Machine.....	*50/week
Gasoline/Car Maintenance	125/month
Car Insurance	110/month
Clothing/Personal Care Items.....	50/month
Laundry	*6/week
Entertainment (Rent videos, CD's, go out)	*15/week
Rental for TV	*12/week
Basic Cable	20/month
Cigarettes	53/month
Pet Food/Pet Care.....	20/month
Speeding Tickets.....	20/month

*To Change a weekly cost to a monthly cost, multiply by 4.3

In addition: Keisha borrowed \$500 from her mom for her security deposit and to purchase some household items, which she would like to repay.

Brandon Lives on His Own for the First Time

Brandon is 20 years old. He works full time at the local car wash. He has no health insurance.

Brandon is planning to rent his first apartment. He also has a 2005 Saturn, which he is still making payments on. Brandon had some trouble with the law. He must pay \$20 per month in restitution.



Income

Brandon makes \$7.50 per hour at his job, giving him a take home income of \$1,096 per month.

Expenses

Rent.....	..\$350/month
Heat/Electricy.....	100/month
Cell Phone.....	60/month
Groceries.....	120/month
Fast Food/Vending Machine.....	*30/week
Gasoline/Car Maintenance.....	60/month
Car Insurance.....50/month
Clothing/Personal Care Items.....	50/month
Laundry.....	*6/week
Entertainment (Rent videos, CD's, go out)	*15/week
Cigarettes.....	50/month
Restitution.....	20/month

*To Change a weekly cost to a monthly cost, multiply by 4.3.

Brandon borrowed \$450 from his mom for his security deposit and to purchase some household items, which he would like to repay.

To calculate take home pay: $\$7.50 \times 40 \times 4.3 = \$1,290 - \$194$ (15% for FICA) = \$1,096 per month take home pay.

COMMENT FORM

Today's topic was "Money Comes and Goes"

We are very interested in your comments about today's lesson. Your completion of this form is voluntary and implies your consent to participate. All answers will be confidential to the extent allowed by law. Summary reports or other uses of the information will not identify you in any way. We may use your comments to help us describe the work that we do and to make future lessons better. If you have any questions, please contact Shelley King-Curry, (608) 265-5069

Thank you!

How helpful was the lesson today?

- very helpful
- helpful
- somewhat helpful
- not helpful

Write one thing that you learned today that you will try to do at home:

Please share if there was something you wanted to get out this session that was not covered that would have met your needs.

EDUCATOR NOTES – LESSON 2B

Educator name: _____

County: _____

Date: _____

Location: _____

Number in group (enter “1” if individual learner) _____

Participant responses to “Concluding the lesson” question:**Do you now have a plan for keeping track of the money that comes in and goes out for your family ?**

number of participants responding “YES” _____

number of participants responding “NO” _____

number of participants responding “unsure” or “don’t know” _____

Educator assessment of the lesson and how lesson was received by participants:**Other comments from participants:**

Note to Educator: Complete this form after each time you teach this lesson. Turn in to your supervisor.

A FAMILY SPENDING PLAN

LESSON 2C OF MONEY FOR FOOD

Learner Objectives

- Participant will name at least one way a typical family could spend less on housing, food, transportation, clothing and personal care, recreation, or another common expense.
- Participant will develop a family spending plan based on family income and expenses, using either a case study or personal records.

Teaching materials needed

- Activity sheet—“Ways to Spend Less”
- Worksheets—“Track Your Spending - Where Does the Money Go” and “Family Spending Plan” (2 options)
- Pencils, calculators
- Flipcharts and whiteboards with markers

Background information for the Educator

This lesson is the logical conclusion to Lesson 2B. During Lesson 2B, the participants looked at the income and expenses of an imaginary family and were encouraged to do the same for their own family. During this lesson, the information from Lesson 2B will be used to make decisions about future spending plans for the family—in the form of a Family Spending Plan (sometimes called a “Budget”).

Teaching Lesson 2C

1. Ask participants to write on either a sheet of flipchart, erase board or a post-it reasons they have for wanting to spend less. Collect the post-its and place on the flipchart or board. Read the list and ask participants clap as you read each item if this is true for them as well..
 2. Introduce this lesson by reviewing what was done during lessons 2A and 2B.
 2. Activity: Ways to Spend Less
Use the attached Activity to begin a brief discussion of ways that many families could, or do, spend less for items that they want or need.
 3. Activity: Make a Spending Plan for the Case Study Family
Use the Worksheet “Family Spending Plan” to design a spending plan for the case study family or youth used in Lesson 2B.
Incorporate some of the suggestions for spending less that were discussed in the previous activity. For example, Family #3 could spend less for food if more meals were eaten at home. Total Expenses Planned on the bottom of the spending plan worksheet should be less than, or equal to, the Total Income for the family.
 4. Activity: Make a Family Spending Plan
Distribute copies of the Worksheet “Family Spending Plan” to participants. Assist participants in using the worksheet to record their personal monthly income and expenses totals (from Worksheets used during lesson 2B.) If necessary, suggest that participants complete the worksheet at home.
- Special instructions for “Food” spending category on the “Family Spending Plan”:**
Participants who have completed Lesson 1 already have calculated an amount of money their family should spend for food. The dollar amount written in Step 6 on the Worksheet “How Much Should You Plan to Spend for Food?” can be used in the Family Spending Plan as the amount planned for “Food” for a month.
5. Optional: Lead a discussion about methods or systems families can use to track their spending each month. Distribute the Dollar Sense fact sheet “Tracking Your Spending.” The fact sheet describes the Envelope method, the Calendar method, the Receipts can method, and the Notebook method of keeping track of expenses.

Concluding Lesson 2C

Review main points of lesson.

Thank people for participating, and ask them to take a few minutes to complete a brief Comment Form about the lesson.

Before asking the end of session evaluation questions, say the following to the learners:

“I am going to ask you a couple questions that will help us see what you have learned today. You do not have to answer the questions if you don’t want to. All of your answers will be private.”

End of session questions for Lesson 2C:

- What is one new way of saving money you plan to try?
- Do you use a spending plan?
- IF YOU HAVE NOT BEEN USING A SPENDING PLAN, are you now going to try to use one?

Record participant responses and other information about the lesson on the Educator Notes form.

Do not record individual learner's names on evaluation forms or questions. Do not share individual answers or comments made by the learners with other teachers or staff.

ACTIVITY — WAYS TO SPEND LESS




















Participants take turns picking a slip of paper from the cup that is cut from the Spending Categories Sheet. Each is asked to read the spending category on their paper and try to think of a way that a family could spend less on that particular type of expense. For example, if the spending category is “Recreation and fun” the suggestion could be, “Spend less for cable TV.” After the first suggestion is given, encourage other participants to give other suggestions. Discuss or make lists of the suggestions, as time allows.

If a participant can’t think of a suggestion, they are allowed to say, “Pass.”

Refer to pages 25 to 31 in “Planning to Stay Ahead” for many good suggestions.

Spending Categories—

Cut on the lines and place each of the following in a cup or hat, to draw from.

<p>Housing  (rent or house payment)</p>	<p>Furnishings  for your home</p>
<p>Utilities  (heat and electricity)</p>	<p> Telephone</p>
<p> Transportation  </p>	<p>Medical and dental  </p>
<p>Food </p>	<p>Clothing </p>
<p>Personal care  </p>	<p>Education </p>
<p>Recreation and fun </p>	<p>Contributions and gifts </p>
<p>Child care </p>	<p>Credit payments </p>
<p>Insurance </p>	<p>Other expenses ???</p>

WORKSHEET — FAMILY SPENDING PLAN



Is there enough money each month?

Your **TOTAL MONTHLY INCOME (A)** \$ _____

Your **TOTAL MONTHLY EXPENSES (B)** \$ _____

If your **TOTAL MONTHLY EXPENSES** are greater than your **TOTAL MONTHLY INCOME**, then you need to make some changes. A family spending and saving plan can help you balance your income and expenses so you come out even each month to help avoid going into debt.

For each spending category decide on an amount of money you will plan to spend each month.

FAMILY SPENDING PLAN

Income (Pay check)

Hourly Wage (_____) X 40 hours/week =_(_____) Weekly pay

Multiply weekly pay X 52 weeks/year =_(_____) Annual salary

Divide annual salary by 12 =_(_____) monthly gross income

Multiply by .15 (15% for taxes, FICA) =_(_____) Withholding

Subtract withholding from monthly gross income = (_____) **Take home pay (A)**

SPENDING CATEGORY TOTAL AMOUNTS PLANNED

Housing & utilities	\$	_____
Food	\$	_____
Transportation	\$	_____
Medical & dental	\$	_____
Clothing & personal care	\$	_____
Education & recreation	\$	_____
Contributions & gifts	\$	_____
Child care	\$	_____
Credit payments	\$	_____
Other expenses	\$	_____
<hr/>		
TOTAL EXPENSES PLANNED* (B)	= \$	_____

**Make sure this amount is less than or equal to TOTAL MONTHLY INCOME.*

COMMENT FORM

Today's topic was "A Family Spending Plan"

We are very interested in your comments about today's lesson. Your completion of this form is voluntary and implies your consent to participate. All answers will be confidential to the extent allowed by law. Summary reports or other uses of the information will not identify you in any way. We may use your comments to help us describe the work that we do and to make future lessons better. If you have any questions, please contact Shelley King-Curry, (608) 265-5069
Thank you!

How helpful was the lesson today?

- very helpful
- helpful
- somewhat helpful
- not helpful






Write one thing that you heard today that you will try to do at home:

Please share if there was something you wanted to get out this session that was not covered that would have met your needs.






Track Your Spending - Where Does Your Money Go?

Actual Weekly Expenses

Week _____

Housing/Utilities 			Food 			Clothing/Personal Care 			Medical/Dental 			Education/Entertainment 		
Rent/Mortgage Payment Property Taxes & Insurance Electricity/Gas/Oil Water/Sewer Garbage Home Maintenance/Cleaning Supplies Garden/Lawn Supplies Furnishings/Appliances Home/Cell Phone Other			Groceries Eating Out/Vending Purchases School Lunches Infant Formula Other			Clothing Hair Cuts Shoes & Boots Laundry Personal Products Diapers Child(ren)'s Allowances Other			Health/Dental Insurance Eye Care: Glasses, Contacts Prescription/Over Counter Meds Other			School Supplies/Tuition Lessons (sports/music/etc) Books/News Paper/Magazines Cable/Satellite TV & Internet Video Rentals/DVDs Vacation/Weekend Trips Hobbies/Sports Movies/Concerts/Plays Sporting Events Other		
Date	Item	\$	Date	Item	\$	Date	Item	\$	Date	Item	\$	Date	Item	\$
Total		\$	Total		\$	Total		\$	Total		\$	Total		\$

Actual Weekly Expenses Week

Credit Payments, Appliance Rental Fee/Money Owed to Other 			Childcare 			Donations & Gifts 			Transportation 			Other Expenses 		
Payment Payment Payment Payment Payment Payment			Childcare/Daycare Babysitting Child Support Other			Donations (Organizations/Church) Gifts for Birthdays & Holidays Charitable Contributions Other			Car/Truck Payment Tires/Repairs Bus Pass/Cab Gas/Oil/Etc License Registration/Insurance Parking Other			Emergency Savings Money Orders Postage Court Fees/Restitution Union/Work Expenses Other Pet Food/Care Cigarettes/Alcohol		
Date	Item	\$	Date	Item	\$	Date	Item	\$	Date	Item	\$	Date	Item	\$
Total		\$	Total		\$	Total		\$	Total		\$	Total		\$

SPENDING PLAN

INCOME	MONTHLY AMOUNT	EXPENSES	MONTHLY AMOUNT
Your Earning (net pay)	\$	Clothing/Personal Care	
Spouse's Earnings (net pay)	\$	Clothing	\$
Tips/Commissions/Overtime	\$	Hair Cuts	\$
Unemployment Compensation	\$	Shoes and Boots	\$
Child Support/Alimony	\$	Laundry	\$
Social Security	\$	Personal Products	\$
Other	\$	Diapers	\$
		Child(ren)'s Allowances	\$
TOTAL INCOME	\$	Other	\$
		Total Clothing/Personal Care	\$
		Housing/Utilities	
Rent/Mortgage Payment	\$		
Property Taxes & Insurance	\$	Medical/Dental	
Electricity/Gas/Oil	\$	Health/Dental Insurance	\$
Water/Sewer	\$	Eye Care: Glasses, Contacts	\$
Home Maintenance/Cleaning Supplies	\$	Prescription/Over Counter Meds	\$
Furnishings/Appliances	\$	Other	\$
Garden/Lawn Supplies	\$		
Garbage	\$	Total Medical/Dental	\$
Home/Cell Phone	\$		
		Education/Entertainment	
		School Supplies/Tuition	\$
Total Housing/Utilities	\$	Lessons (sports/music/etc)	\$
		Books/News Paper/Magazines	\$
Food		Cable/Satellite TV & Internet	\$
Groceries	\$	DVDs/Movies/Concerts	\$
Eating Out/Vending Purchases	\$	Vacation/Weekend Trips	\$
School Lunches	\$	Hobbies/Sports	\$
Infant Formula	\$	Other	\$
Other	\$		
		Total Education/Recreation	\$
Total Food	\$		

Credit Payments, Appliance Rental Fee/Money Owed to Others	Donations & Gifts
Payment \$	Donations (Organizations/Church) \$
Payment \$	Gifts for Birthdays & Holidays \$
Payment \$	Other \$
Payment \$	Total Donations & Gifts \$
Payment \$	
Payment \$	
Payment \$	
Total Credit Payments, Appliance Rental Fee & Money Owed to Others \$	Transportation
	Car/Truck Payment \$
Other Expenses	Tires/Repairs \$
Emergency savings \$	Gas/Oil/Etc \$
Money Orders \$	License Registration/Insurance \$
Postage \$	Parking \$
Union/Work Expenses \$	Bus Pass/Cab \$
Pet Food/Care \$	Other \$
Cigarettes/Alcohol \$	Total Transportation \$
Court Fees/Restitution \$	
Other \$	
Total Other Expenses \$	
Childcare	TOTAL INCOME _____
Childcare/Daycare \$	subtract (-)
Babysitting \$	*TOTAL EXPENSES _____
Child Support \$	(*Add totals from each category)
Other \$	TOTAL REMAINING \$ _____
Total Childcare \$	



EDUCATOR NOTES – LESSON 2C

Educator name: _____

County: _____

Date: _____

Location: _____

Number in group (enter “1” if individual learner) _____

Participant responses to “Concluding the lesson” questions:**What is one new way of saving money you plan to try?**

number of participants providing a response _____

number of participants providing no response _____

Do you use a spending plan?

Number of participants responding “YES” _____

IF YOU HAVE NOT BEEN USING A SPENDING PLAN, are you going to try to use one?

number of participants responding “YES” _____

number of participants responding “NO” _____

number of participants responding “unsure” or “don’t know” _____

Educator assessment of the lesson and how lesson was received by participants:**Other comments from participants:****Note to Educator:**

Complete this form after each time you teach this lesson. Turn in to your supervisor