TECHNOBudget

Teacher Guide

Lessons for Middle and High School Students: Grades 7-12

Technology Course using

Google Sheets

Draft a budget for a shopping spree.

In this course, students develop financial literacy using a problem-solving model. The fun begins with a windfall and shopping spree. Students create a budget and spending plan. They use Google Sheets to organize, calculate, and graph data. A report is written using Google Docs to justify financial choices and share insights about money management.

To start, students are introduced to budgeting and rate their money management style. Next, they practice basic spreadsheet skills. Once familiar with Google Sheets, they determine a budget and allocate funds into categories with the assistance of a pie graph. Next, they design a spending table that calculates taxes, tracks totals, and highlights overspending. A bar graph is created of the spending plan. Once they have made their purchasing decisions Google Docs is used to write a summary report with graphs to support reasoning.

Challenging enrichment activities extend learning. Students can comparison shop, use functions to analyze data, filter and sort, calculate with if-then formulas, manipulate debt repayment, build consumer awareness, and draw money idioms.

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Introduction

This section provides valuable information about teaching TechnoBudget. It includes an overview of the course. In addition, there are ideas for implementation and technology integration.

For additional guidance, open the course in TechnoHub and select Get Started to access preparatory steps, resource list, and scheduling timetable.

TechnoBudget Overview

TechnoBudget Course Outline

Technology Integration Ideas

TechnoBudget Overview

In this course, students develop financial literacy using a problem-solving model. The fun begins with a windfall and shopping spree. Students create a budget and spending plan. They use Google Sheets to organize, calculate, and graph data. A report is written using Google Docs to justify financial choices and share insights about money management.
Students complete the following tasks:

➢ In Session 1, students participate in a financial literacy simulation. In it, they receive an imaginary windfall of money. They cannot spend it all in one place. Instead, they must form a spending plan that includes saving some of the funds. To start, they rate their money management style to determine if they are a spender or a saver. Next, they explore spreadsheets to discover how this tool can be used to organize information. An optional activity has students illustrate popular idioms such as "I am broke", "I am on a shoestring budget" or "Do you think I am made of money?". This is a fun way to consider how people talk about money.

➢ In Session 2, students use a spreadsheet to set a budget for their windfall. To start, they divide the money into spending categories, such as savings, clothing, entertainment, or electronics. No category can be less than 5% or more than 50%. To determine if the budget is reasonable, they graph the data to show the information as a pie chart. This makes it easy to see the percentages of money for each category. Based on the results, students can adjust their budget. Do they need to allocate more money or less money to a category?

➢ In Session 3, students create a spending plan that will track the things they would like to buy. Using a spreadsheet, students create a worksheet that lists items, calculates taxes, and shows a grand total. By applying conditional formatting to cells, it becomes easy to spot overspending. After testing the worksheet to make sure that it works, students delete the data. This will get the spreadsheet ready for the next Session, when it is time to plan a shopping spree.

➢ In Session 4, students plan a shopping spree. They visit online stores to find items they would like to purchase. The information is tracked using a worksheet. There is no need to spend every dollar. Extra money can be allocated to savings or charity. If their planned purchases go over by a few dollars in one category, this means they must reduce spending in another. Once the plan is complete, they analyze their data using functions. This will help them determine if they are 'on budget'. Optional activities have students become thoughtful shoppers. They can comparison shop to find the best deal or investigate corporate responsibility to determine if a company deserves their money.

➢ In Session 5, students graph the data in their spending plan to see where their money will go. A bar graph makes it easy to compare purchases from each category. They format the data and then analyze the information to determine if they need to make changes to their plan. Extension activities focus on studying small sets of data. Instructions explain how to filter and sort data. As well, optionally students can produce a comparison chart of categories by calculating data from another worksheet using a formula that includes SUMIF.

➢ In Session 6, students write a report that justifies their financial decisions. This document will include an explanation for their windfall, an outline of the budget, and a summary of their planned purchases. Graphs from the spreadsheet will illustrate their plan. The publication will conclude with insights into what students learned about their money management style. An optional activity about credit and debt explains how to use a spreadsheet to calculate interest and monthly payments. This is a great way to understand the cost of borrowing money.

TechnoBudget Course Outline

Purpose: Develop money management skills. Create a budget and spending plan using Google Sheets to guide financial decisions.	*Preparation:* • Install Google Chrome • Sign up for a Google account • Share *Budget folder* with students • Download and print Flashcards and Tool Summary from [TechnHub] (optional)

Objectives: (see Appendix A: Skill Summary)

- develop financial literacy
- problem solve to make decisions
- organize data using spreadsheets
- determine a budget
- create a spending plan
- format a worksheet
- calculate data using formulas
- graph data
- justify financial choices
- report financial decisions
- compare purchasing options (optional)
- sort and filter data (optional)
- understand credit and debt (optional)
- develop consumer awareness (optional)

Materials:

- Spreadsheet Checklist, TechnoBudget Skill Summary, Spreadsheet Marking Sheet, Report Marking Sheet
- Budget folder
  o Samples: Budget Workbook, Budget Report
- Samples: Budget Workbook, Budget Report, idiom.png
- Parent Letter and Certificate (optional)
- Flashcards and Tool Summary (optional)

Summary of Activities:

- Rate money management style.
- Explain a practical reason for a financial windfall.
- Learn spreadsheet terminology and practice basic skills.
- Divide a budget into categories. Use AutoSum to calculate totals.
- Create a pie graph of the budget. Adjust it based on the percentage allocated for each category.
- Design a spending plan table. Calculate taxes, track totals, and highlight overspending.
- Visit online stores. Make purchasing decisions and record information in the spending plan table.
- Create a bar graph of the spending plan. Examine the allocation of funds.
- Use Functions to Analyze Spending: Calculate sum, average, minimum, maximum, and count.
- Complete a worksheet checklist.
- Justify financial choices in a report. Use graphs to support reasoning.

Extension Activities:

- Have Fun with Money Idioms: Use Google Drawings to illustrate a popular saying about money.
- Compare Purchasing Options: Research to locate the best deal for an item.
- Build Consumer Awareness: Rate corporate responsibility.
- Filter and Sort Data: Sort data alphabetically and numerically. Filter by condition or value.
- Comparison Table and Graph: Use if-then formulas to summarize data in each category.
- Understand Credit and Debt: Calculate the cost of borrowing and the time needed for repayment.

Assessment:

- Self-Evaluation (Spreadsheet Checklist)
- Teacher Evaluation (TechnoBudget Skill Summary, Spreadsheet Marking Sheet, Report Marking Sheet)

Notes:

- The course activities are designed for students in Grades 6-9. Some of the extension activities use advanced spreadsheet skills that are more suitable for older children.
- The spending plan is designed using online stores. Alternatively, you could bring in store sales flyers.
- Encourage your students to shop from online stores that use local currency.

Technology Integration Ideas

Money management is an essential life skill. The activities in TechnoBudget develop financial literacy using a scenario that is understandable for children and teenagers. Your students will enjoy budgeting to plan a shopping spree. There are several ways to integrate TechnoBudget into curriculum:

- *Mathematics Personal Finance Unit*
  Use the activities in TechnoBudget to motivate students to manage personal finances. They learn how to draft a budget, develop a spending plan, and adjust financial choices. In addition, extension activities teach students about credit and debit.

- *Mathematics Problem Solving Unit*
  Incorporate TechnoBudget into mathematics to encourage real-world problem solving. Drafting a budget and developing a spending plan is a practical task. The activities are based on a problem-solving model. Students must apply critical thinking to organize ideas, research purchasing options, compare choices, reflect upon their plan, and defend reasoning. Once their decisions have been made, a report is written to justify financial choices and share insights about money management.

- *Mathematics Graphing Unit*
  TechnoBudget includes activities for graphing data as a pie, column, and bar graph. Students add a title, label the horizontal axis and vertical axis, adjust the legend, and set value labels. By analyzing graphs, they can understand data and make decisions based on the information. The activities apply graphing skills in a meaningful way.

- *Spreadsheet Unit*
  Planning a shopping spree is a great way to engage students in learning about how to use a spreadsheet program. Include TechnoBudget as part of a computer course or class. Students learn to manage sheets, format cells, calculate data, and graph cell ranges. Extension activities provide extra challenges such as filtering and sorting data, absolute cell references, if-then formulas, comparison charts, and more.

Session 1
You Are Rich!

In this session, students participate in a financial literacy simulation. In it, they receive an imaginary windfall of money. They cannot spend it all in one place. Instead, they must form a spending plan that includes saving some of the funds. To start, they rate their money management style to determine if they are a spender or a saver. Next, they explore spreadsheets to discover how this tool can be used to organize information. An optional activity has students illustrate popular idioms such as "I am broke", "I am on a shoestring budget" or "Do you think I am made of money?". This is a fun way to consider how people talk about money.

Assignment 1: Money Management and You

Assignment 2: An Unexpected Windfall!

Assignment 3: Discover Spreadsheets

Session 1 Extension Activity: Have Fun With Money Idioms

Assignment 1: Money Management and You

You are going to learn how to budget money.

Learn about the importance of having a spending plan.
Then rate your money management style. Are you a spender or a saver?

What Is a Budget?

A *budget* lists the items you plan to purchase based on the amount of money you have. When you create and follow a spending plan it is called *budgeting.* A budget must be balanced. The items you plan to purchase cannot cost more than the amount of money you have.
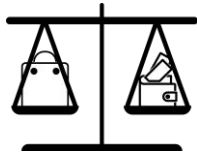
People use budgets every day. For example, your parents may follow a household budget to pay for things your family needs such as utilities, food, and entertainment. Your teacher may have been given a trip budget to organize a school outing. A team where you are a member may have a club budget that they use to organize tournaments or events.

Why Have a Budget?

A budget is used to plan what to do with money. A budget helps someone:

- know their financial situation

- decide if they have enough money for things that they need

- prioritize spending so they can buy the things that are important

- avoid wasting money on purchases

- save money for purchases or unexpected events

- keep or get out of debt

- plan ahead to reach future goals

You and Budgeting

A budget is important. It helps people manage money. Do you budget your money?

1. How do you get money? Check all that apply.
   ☐ allowance   ☐ gift
   ☐ chores   ☐ other:
   ☐ part time job

2. a. What was the last item you purchased with your own money?

   b. Did you have a plan *before* you bought the item?   ☐ yes   ☐ no

   c. How might a plan help you when spending your money?

Rate Your Money Management Style

Everyone is different. Some people like to spend money, while others like to save it.
It is a good idea to know your money management style.
This awareness will help you to monitor your spending behavior and help you to plan ahead.

Are you a saver or a spender? Find out!

For each row, circle the sentence that describes you the MOST.

I like to save money.	I like to spend money.
I pay no attention to brand name.	Brand names are important to me.
I have money saved.	I do not have money saved.
I shop around to get the best price.	I buy it when I see it.
I shop for what I need.	I shop for fun.
Having the latest is not important to me.	I like to have the latest.
I cannot be talked into buying things.	I can be talked into buying things.
When I have money, I can wait to spend it.	When I have money, I spend it right away.
I plan how to spend money before shopping.	I wander around stores to find what to buy.
I keep tabs on the amount of money I spend.	I spend my money without keeping track.
If I do not need it, I do not buy it.	I can't resist a bargain, even if not needed.
I dislike borrowing money.	I do not worry about borrowing money.
I quickly pay back money that I owe.	I do not always pay back money I owe.
SUM	SUM

Are You a Spender or a Saver?

Total the number of circles in the left and right columns.

> *Saver*
> If you have the greatest number of circles in the LEFT column you are a *saver*.
>
> You are thoughtful about how you spend your money and do not waste it. You like to save just in case you need it later. Unfortunately, sometimes penny pinching can make you miss out on fun parts of life. Remember it is okay to splurge from time to time.

> *Spender*
> If you have the greatest number of circles in the RIGHT column you are a *spender*.
>
> You enjoy spending money. You like to go to fun places, own lots of stuff, or have the finer things in life. Unfortunately, you are at risk for overspending. It is good idea to save instead of spending it all. This will give you money in the future in case you need it.

Assignment 2: An Unexpected Windfall!

> Great news! You have been given money. Now what?

> Shopping spree!

> You are going to learn to budget and create a spending plan.

An Imaginary Windfall

A windfall is an unexpected gift of money. What would you do if you were richer? Now is your chance to find out!

Pretend you received a windfall! You are $750 richer.

1. Think about a *practical* reason for receiving money:

   ☐ birthday ☐ sold an item ☐ discovery
   ☐ report card ☐ special event ☐ relative
   ☐ test score ☐ achievement ☐ job
   ☐ graduation ☐ holiday ☐ other:

2. Explain how you became $750 richer.

About the Budget

There are rules or "strings attached" to how the money can be spent. You cannot buy one expensive item. Instead, there is a budget you must follow!

Your budget for the windfall must include:

✓ putting money aside for savings

✓ purchasing items from at least four categories

✓ limiting the amount that can be spent on any one category

3. Pick the categories for your budget: (pick at least 3 more)

   ☑ savings ☐ clothing ☐ music
   ☐ charity ☐ electronics ☐ entertainment
   ☐ food ☐ gifts ☐ sports equipment
   ☐ other:

> No category can be a monthly membership or have recurring fees.
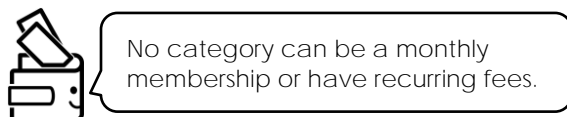
This is a preview of the teacher guide.
Pages have been omitted.

Session 2
Create a Budget

In this session, students use a spreadsheet to set a budget for their windfall. To start, they divide the money into spending categories, such as savings, clothing, entertainment, or electronics. No category can be less than 5% or more than 50%. To determine if the budget is reasonable, they graph the data to show the information as a pie chart. This makes it easy to see the percentages of money for each category. Based on the results, students can adjust their budget. Do they need to allocate more money or less money to a category?

Assignment 4: Calculate Your Budget

Assignment 5: Create a Pie Graph and Edit the Budget

Assignment 4: Calculate Your Budget

How much money will you spend on each category in your budget?

You will use spreadsheets to set a budget. A formula will calculate totals.
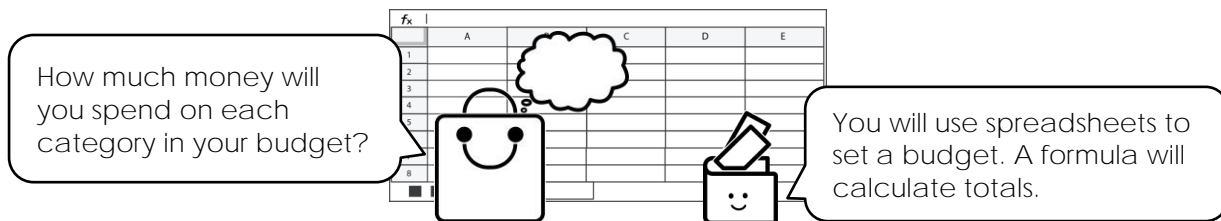
Open Budget Workbook in Google Sheets

Add Category Headings

Your *Budget* worksheet should have a title and a table with borderlines.
You are now going to add the categories from your budget created in *Assignment 2*.

▷ In cell A3 type Categories. Press ENTER.

▷ In cell A4 type Savings. Press ENTER.

▷ In cell A5 add another *category*.

▷ Continue to add the categories for spending your windfall.

	A	B
1	*My Budget*	
2		
3	Categories	
4	Savings	
5	Charity	
6	Food	
7	Entertainment	
8	Clothing	
9	Electronics	
10		

Estimate Amounts for Each Category

How much money do you want to spend on each category? You will edit the amounts later!

▷ In cell B3 type Amount. Press ENTER.

▷ In cell B4 type a *dollar value* for *Savings*. Do <u>not</u> add a $ sign.

▷ Continue to add dollar values for each category.

▷ Select the cells with the dollar values. Click *Format as currency.* $

	A	B
1	*My Budget*	
2		
3	Categories	Amount
4	Savings	$10.00
5	Charity	$15.00
6	Food	$50.00
7	Entertainment	$150.0
8	Clothing	$300.0
9	Electronics	$250.0
10		

It is difficult to know if the amounts equal $750. You need a formula to sum the amounts for you!
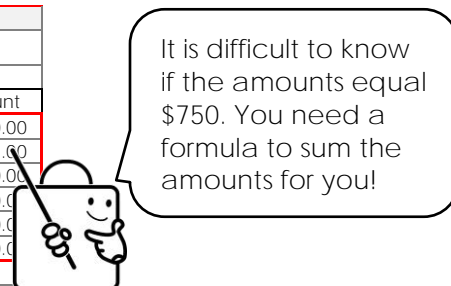
Calculate Amounts for Each Category then Edit Your Budget

You need a formula to sum dollar values. What cells have a dollar value?
The formula will look something like this:

All calculations begin with the = sign. This tells Google Sheets there is a formula in the cell.

=SUM(**B4:B9**)

SUM means the values in cells should be added together.

(B4:B9) is the cell *range*. The colon : means *to*. In other words from B4 to B9, which is B4, B5, B6, B7, B8, and B9. The cell references are in brackets ( ).

▷ In the cell below the last category type TOTAL.

▷ Press TAB to move to the cell beside TOTAL. Click *Functions.* Σ
Select *SUM.*

▷ Click and drag to select the cells in the Amount column to include in the formula.
Press ENTER.

▷ Edit your budget! The TOTAL must be $750.

Amount
$10.00
$15.00
$50.00
$150.00
$300.00
$250.00
=SUM(B4:B9)

	A	B
1	*My Budget*	
2		
3	Categories	Amount
4	Savings	$10.00
5	Charity	$15.00
6	Food	$50.00
7	Entertainment	$150.00
8	Clothing	$275.00
9	Electronics	$250.00
10	TOTAL	$750.00

The amount must be $750. If it is not, edit your budget.

Align Text in a Cell

▷ Select the cell with the heading TOTAL.

▷ Click *Horizontal align.* ≣ ▼
Pick *Right.*

Format Budget Table

▷ Use your skills to format the budget table.

o Format the text. Default(Ari... ▼ − 10 + **B** *I* A

o Fill a cell with color.

o Apply borderlines.

o Align cell content. ≣ ▼

Sign Out from Google Drive

Assignment 5: Create a Pie Graph and Edit the Budget

Your budget has rules you must follow. You can spend no *less* than 5% and no *more* than 50% on each category.

You will make a pie graph that shows the percentage of money for each category. This will allow you to edit the budget.

A pie graph is a circle that is divided into parts. The circle is like a *pie*. Each piece of data is shown as a slice of pie. The whole pie is 100%. Each slice of pie is shown as a percentage of the whole pie. This type of graph is used to show how something is divided into smaller segments. In your case, how the budget is separated into categories.

Viewing the budget as a pie graph will help you to make informed decisions. Ask yourself:

- Is each category no less than 5% or no more than 50% of the budget?

- Are the amounts allocated for each category reasonable?

- Should the amounts be changed?

Open the Budget Workbook in Google Sheets

Create a Pie Graph

▷ Select cell A3. It has the Categories heading.

▷ Hold the SHIFT key. Select the cell in column B with the last dollar value (above formula).

	A	B
1	*My Budget*	
2		
3	Categories	Amount
4	Savings	$10.00
5	Charity	$15.00
6	Food	$50.00
7	Entertainment	$150.00
8	Clothing	$275.00
9	Electronics	$250.00
10	TOTAL	$750.00

Select the data to graph.

▷ Click *Insert chart.*

▷ Click *Setup* from the Chart editor sidebar.

▷ Click the *Chart type* arrow ▼ and choose the *Pie chart.*

▷ Select the graph and drag 🖐 the chart beside the data table.

The size of each piece depends on the amount of money set for a category. The greater the amount, the larger the pie piece.

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Session 4
Stick to the Budget

In this session, students plan a shopping spree. They visit online stores to find items they would like to purchase. The information is tracked using a worksheet. There is no need to spend every dollar. Extra money can be allocated to savings or charity. If their planned purchases go over by a few dollars in one category, this means they must reduce spending in another. Once the plan is complete, they analyze their data using functions. This will help them determine if they are 'on budget'. Optional activities have students become thoughtful shoppers. They can comparison shop to find the best deal or investigate corporate responsibility to determine if a company deserves their money.

Assignment 7: Plan a Shopping Spree

Assignment 8: Use Functions to Analyze Spending Plan

Session 4 Extension Activity 1: Compare Purchasing Options

Session 4 Extension Activity 2: Build Consumer Awareness

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Session 4 Extension Activity 1: Compare Purchasing Options

> Do not waste money by overpaying. Find two other stores where you can purchase the same or a similar item. What is the best deal?

When comparison shopping, consider:

- Is it a similar item but a different color or style?
- Is it the same quality but a different model or brand?
- Is the location close to where you live?
- If it is an online store are there shipping fees?
- Is it in stock?
- Is it new or used?
- Is it easy to return if you do not like it?
- Do you receive extra value?
- Is it more money, but better?

1. Open the *Budget Workbook* in Google Sheets.

2. Add a new sheet:
   a. Click *Add Sheet.* ✚
      Or from the Insert menu select *New Sheet.*
   b. Click the *Sheet3* tab arrow.
   c. Select *Rename.* Type Comparison.
   d. Pick a color for the sheet tab.

3. Add a title:
   a. In cell A1, type Comparison Shopping.
   b. Set the font [Default(Ari... ▾], size − [10] +, style **B** *I*, fill 🎨, or alignment. ⧉ ≡ ↓.

4. Copy headings from the *Plan* sheet to the *Comparison* sheet:
   a. View the *Plan* sheet.
   b. Select the headings; *Item*, *Store*, *Cost*, *Tax*, *Total*, and *Hyperlink*.

4	Category	Item	Store	Cost	Tax	Total	Hyperlink

   c. From the Edit menu click *Copy.* 🗐
   d. View the *Comparison* sheet.
   e. Click inside cell A3.
      From the Edit menu click *Paste.* 📋

5. Copy an item for comparison shopping to the *Comparison* sheet:

   a. View the *Plan* sheet.

   b. Pick an item to research. Can you find it for less money at another store?

   c. Select data in *Item*, *Store*, *Cost*, *Tax*, *Total*, and *Hyperlink*.

9	food		pizza	Pizza Plus	$23.00	$3.45	$26.45	www.pizza.com/menu

   d. From the Edit menu click *Copy*.

   e. View the *Comparison* sheet.

   f. Click inside cell A4.
      From the Edit menu click *Paste*.

	A	B	C	D	E	F	G
1			Comparison Shopping				
2							
3	*Item*	*Store*	*Cost*	*Tax*	*Total*	*Hyperlink*	
4	pizza	Pizza Plus	$23.00	$3.45	$26.45	www.pizza.com/menu	

6. It can be difficult to find the identical item when comparison shopping.
   Add the column *Comments* to record the differences:

   a. In cell G3, type Comments.

   b. Select cell F3. Click *Paint format*.

   c. Click cell G3 to copy the formatting from one cell to another.

7. Comparison shop:

   a. Open a new tab in the Chrome browser. Visit online stores.

   b. Find the same or a similar item.

   c. Use your skills to include formulas for taxes and totals.

   d. Complete the Comparison Shopping table:

	A	B	C	D	E	F	G
1				Comparison Shopping			
2							
3	*Item*	*Store*	*Cost*	*Tax*	*Total*	*Hyperlink*	*Comments*
4	pizza	Pizza Plus	$23.00	$3.45	$26.45	www.pizza.com/menu	
5	pizza deal	Pizza Town	$24.99	$3.75	$28.74	www.pizzatown.com	free pop
6	pizza supreme	Pizza Pie	$18.99	$2.85	$21.84	www.pizzapie.com	same size, more toppings

8. Add a note to describe the best deal:

   a. What is the best deal? Select the item.

   b. From the Insert menu, click *Note*.

   c. Type the *reason this is the best deal*.

   d. To view the Note, rest the mouse pointer over the cell.

	A	B	C	D	E	F	G
1				Comparison Shopping			
2							
3	*Item*	*Store*	*Cost*	*Tax*	*Total*	*Hyperlink*	*Comments*
4	pizza	Pizza Plus	$23.00	$3.45	$26.45	www.pizza.com/menu	
5	pizza deal	Pizza Town	$24.99	$3.75	$28.74	www.pizzatown.com	free pop
6	pizza supreme			$2.85	$21.84	www.pizzapie.com	same size, more toppings

Why is this the best deal?

9. Edit the spending plan with the best deal.

10. Sign out from Google Drive.

Session 4 Extension Activity 2: Build Consumer Awareness

Think beyond the price tag!
The things you buy have an impact on people and the environment.

It is a good idea to purchase items from companies that are interested in more than just making money. Instead, support businesses that behave ethically and responsibly. Do they support workers, protect the environment, help communities, and make the world a better place?

Pick an item on your spending plan that you would like to purchase. Visit the company website that manufactures or sells the product. Look for links that will tell you about corporate responsibility, sustainability, or community involvement. If you cannot find anything on the website, it may be that these issues are unimportant to the company.

Research Tips:
- Look at the bottom of the company Home page.
- Refer to the Site Map.
- Search for keywords: About, Company, Environment, Sustainability, or Community.

Company

Item Name

Check off each statement that applies to the company:

☐ Power facilities using renewable or clean energy.

☐ Conserve resources such as water or power.

☐ Use eco-friendly materials.

☐ Reduce waste with a recycling program.

☐ Package or ship products so they minimize environmental impact.

☐ Use suppliers that are environmentally and socially responsible.

☐ Care about worker's health and safety.

☐ Support global or community organizations.

☐ Sponsor or participate in fundraising or charity events.

☐ Promote education with training, internships, scholarships, or school programs.

← TOTAL

Add up the checkmarks. Should you spend your money with the company or shop elsewhere?

Buy it Now! 7 checkmarks or more
The company cares about more than profits. They help people and the environment.
Go ahead! Make a purchase.

Shop Around! 4-6 checkmarks
The company is making efforts to help people and the environment. However, they could do more. Is there another company that makes or sells the product that you could support instead?

Keep your Cash! 3 checkmarks or less
The company cares about profits. People and the environment are a low priority. Do not spend your money. Shop somewhere else!

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Session 6
Summarize the Budget

In this session, students write a report that justifies their financial decisions. This document will include an explanation for their windfall, an outline of the budget, and a summary of their planned purchases. Graphs from the spreadsheet will illustrate their plan. The publication will conclude with insights into what students learned about their money management style. An optional activity about credit and debt explains how to use a spreadsheet to calculate interest and monthly payments. This is a great way to understand the cost of borrowing money.

Assignment 10: Spreadsheet Checklist

Assignment 11: Justify Financial Choices in a Report

Session 6 Extension Activity: Understand Credit and Debt
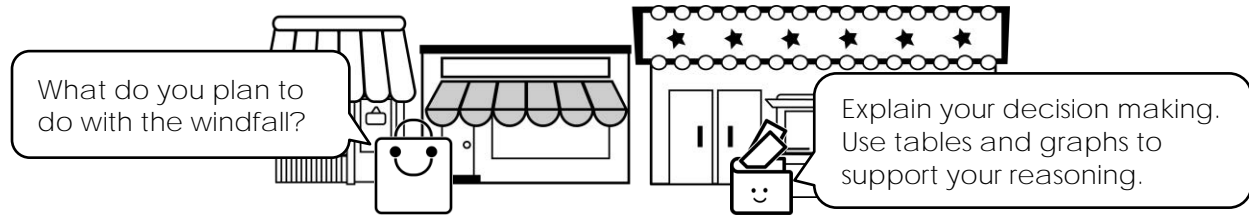
Assignment 10: Spreadsheet Checklist

Are you ready to report on your financial decisions? Or do you need to make changes?

Complete the checklist.
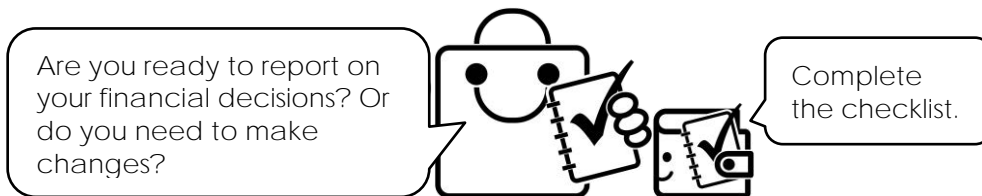
Sign into Google Drive and Open the Workbook

View Each Sheet to Complete the Checklist

Budget Sheet – outlines the amount allocated for each category in the budget	✓
sheet is named *Budget*	
title describes the data	
table summarizes the categories in the budget	
budget has four or more categories; one category is savings	
cells on the worksheet are formatted to make the data easy to read	
sum of the Categories totals $750	
Budget Graph – illustrates the budget as a pie graph ☐	
pie graph summarizes the budget	
pie graph includes a title that describes the data	
pie graph includes a labeled legend	
each category is no less than 5% and no more than 50% of the budget	
Plan Sheet – summarizes the items to be purchased as part of a spending plan	✓
sheet is named *Plan*	
title describes the data and appears in merged cells	
items on the spending plan total the budgeted amount of $750	
conditional formatting is used to highlight the value of the grand total	
table summarizes items: category, item, store, cost, tax, total, hyperlink	
cells on the worksheet are formatted to make the data easy to read	
dollar values display as currency in the cost, tax, total, and grand total cells	
formulas calculate the taxes, item totals, and a grand total	
sum of items in each category is in line with the budgeted amount	
savings or charity do not include tax	
Chart 1 Sheet – illustrates the spending plan as a graph	✓
bar or column graph summarizes the spending plan	
title describes the data in the bar or column graph	
legend is removed from the chart area	
graph is formatted to make data easy to read	
bar or column graph appears on its own sheet	

Assignment 11: Justify Financial Choices in a Report

What do you plan to do with the windfall?

Explain your decision making. Use tables and graphs to support your reasoning.

Sign into Google Drive and Open the Workbook

Open Google Docs to Create a Report

▷ Click the Google Drive browser tab.
Click *New* and select *Google Docs*.

▷ Click *Untitled document*. Type Budget Report. Press ENTER.

Add a Title and Headings

▷ Type a title, such as My Spending Plan.
Press ENTER twice.

▷ Add headings to divide the report into sections:

- o Windfall
- o Budget
- o Plan
- o Insights

| My Spending Plan |
| :--- |
| Windfall |
| Budget |
| Plan |
| Insights |
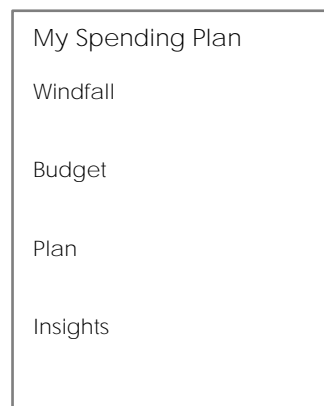
▷ Use your skills to format the text.

▷ Make the title and headings stand out on the page. Default(Ari... ▾ − 10 + **B** *I* A

Give a Reason for the Windfall

In Assignment 2, you had a windfall. Explain a practical reason for receiving the money.

▷ Under the *Windfall* heading describe *how you became $750 richer*.
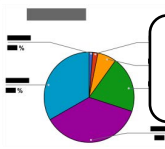
Explain the Division of the Money in the Budget

▷ Under the Budget heading, insert the pie graph:

    o From the Insert menu, click *Chart*. 📊 Select *From Sheets*.

    o Double click the *Budget* file created using Google Sheets. Click *Insert*.

    o Select the pie graph. Click *Import*.

▷ Use your skills to resize 🔍 the graph.

▷ Explain your decisions:

    o What categories did you have?

    o Why did you decide to give some categories more money than others?
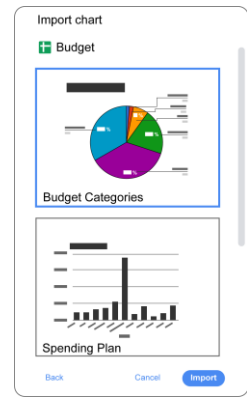
My Spending Plan

Windfall
I received $750 unexpectedly from my Aunt as a graduation present.

Budget
I divided the budget into six categories including savings, charity, food, entertainment, clothing, and electronics. I gave electronics and clothing the most amount of money because I wanted to buy an outfit and a music system, and these things cost more money than items in other categories.

Why are some categories 5% while others are over 30%?

Justify the Spending Plan

▷ Under the Plan heading insert the bar graph:

    o From the Insert menu, click *Chart*. 📊 Select *From Sheets*.

    o Double click the *Budget* file created using Google Sheets.

    o Select the bar graph. Click *Import*.

▷ Explain your decisions:

    o What items are you planning to purchase?

    o Why do you think you made good spending decisions?

Plan
I plan to purchase clothing and a music system. I am also going to use the money to go to the movies and play laser tag. I put a bit of money aside for food, charity, and savings.

I think this is a good way to spend the money. I will have the music system for a long time. The clothes I can wear to school. I can also have fun with my friends at the movies and laser tag. I like that I put money into savings, so that I can buy som... later.

Spending Plan

You can include your spending table. Look on the next page to find out how to copy it from Google Sheets into your report.

Share Your Insights

▷ Under the Insights heading explain what you learned.
Pick two questions and answer them:

    o   What problems did you encounter when making purchasing decisions?
How did you solve them?

    o   How does your spending plan connect to your money management style
(Assignment 1)?

    o   What are the advantages to putting money into *Savings*?

    o   How did using a spreadsheet program help you make financial choices?

    o   Is your spending plan slightly different from the original budget? If yes, why did
you make changes?

> Insights
> One of the problems I encountered when making purchasing decisions was finding an item I really wanted, but it was more money than I had left in the category. This meant I would have to remove an item already on the spending plan and replace it with another.
>
> My Money Management Style is a *saver*. I found that this was also true when I was creating my spending plan. I ended up putting the extra money I did not spend into savings.

Financial literacy is understanding money. What did you learn about how you manage money?

Copy Spending Plan Table into Report (Optional)

▷ View the *Plan* sheet in Google Sheets.

▷ Select the data starting from *Grand Total* (A2) to the last entry in the *Total* column.
Do not include data in the *Hyperlink* column.

	A	B	C	D	E	F	G
1			Spending Plan				
2	Grand Total	$750.00					
3							
4	Category	Item	Store	Cost	Tax	Total	Hyperlink
5	clothing	hat	Hat Shop	$29.99	$4.50	$34.49	www.hats.com/item
6	clothing	sweatshirt	Sports Town	$49.95	$7.49	$57.44	www.sports.net/item
7	clothing	jeans	Jeans R Us	$69.99	$10.50	$80.49	www.jeans.com/item
8	clothing	sweater	Clothes City	$39.99	$6.00		
9	food	pizza	Pizza Plus	$23.00	$3.45		
10	food	sandwich	Super Subs	$12.00	$1.80		
11	entertainment	laser tag	Laser Fun	$59.00	$8.85		
12	entertainment	movies	Movie Show	$24.99	$3.75		
13	electronics	music system	Best Sound	$249.99	.50		
14	charity	donation	Pet Shelter	$40.00			
15	savings	savings	Techno Bank	$67.26			

Your teacher may want to see your spending plan in the report.

▷ From the Edit menu, click *Copy*.

▷ View the *Budget Report* in Google Docs.
Click to place the cursor. From the Edit menu, click *Paste.*

▷ Choose *Paste unlinked.*
If you choose *Link to spreadsheet*, any changes made in Sheets will update in the report.
However, if the spreadsheet file is deleted the table will also be lost in the report.

▷ Click *Paste.*

> Want to learn more about financial literacy? Try:
> Session 1 Extension Activity: Have Fun with Money Idioms
> Session 4 Extension Activity 2: Build Consumer Awareness
> Session 6 Extension Activity: Understand Credit and Debt

Sign Out from Google Drive

This is a preview of the teacher guide.
Pages have been omitted.

Appendices

Refer to the appendices for additional resources:

Appendix A: Assessment Tools
Appendix B: Contact Information

This is a preview of the teacher guide.
Pages have been omitted.

Spreadsheet Marking Sheet

Budget Sheet – outlines the amount allocated for each category in the budget		
• sheet is named *Budget* • title describes the data • table summarizes the categories in the budget • budget has four or more categories, one category is savings • cells on the worksheet are formatted to make the data easy to read • sum of the categories totals $750 • pie graph summarizes the budget • pie graph includes a title that describes the data • pie graph includes a labeled legend • each category is no less than 5% and no more than 50% of the budget		/10
Plan Sheet – summarizes the items to be purchased as part of a spending plan		
• sheet is named *Plan* • title describes the data and appears in merged cells • items on the spending plan total the budgeted amount of $750 • conditional formatting is used to highlight the value of the grand total • table summarizes items: category, item, store, cost, tax, total, hyperlink • cells on the worksheet are formatted to make the data easy to read • dollar values display as currency in the cost, tax, total, and grand total cells • formulas calculate the taxes, item totals, and a grand total • sum of items in each category is in line with the budgeted amount • savings or charity do not include tax		/10
Chart 1 Sheet – illustrates the spending plan as a graph		
• bar or column graph summarizes the spending plan • title describes the data in the bar or column graph • legend is removed from the chart area • graph is formatted to make data easy to read • bar or column graph appears on its own sheet		/5
Comments:	TOTAL:	/25

Report Marking Sheet

Report Design and Layout	
information on the report is organized using headings title and headings are formatted to make them stand out on the page spelling and grammar are correct	/4
Windfall	
practical reason is provided for windfall	/1
Budget	
categories in budget are outlined clear explanation behind allocation of funds for each category is provided pie graph of budget is included	/5
Plan	
description is provided of items on the spending plan reasoning for purchasing decisions is justified bar graph of budget is included	/5
Insights	
two insights describe learning insights demonstrate an understanding of money management	/5
Comments: TOTAL:	/20

RESOURCE

This course includes a sample of a completed project. Teachers can use this resource for demonstration purposes or as a source of inspiration.

My Spending Plan

Windfall

I received $750 from my Aunt as a graduation present.

Budget

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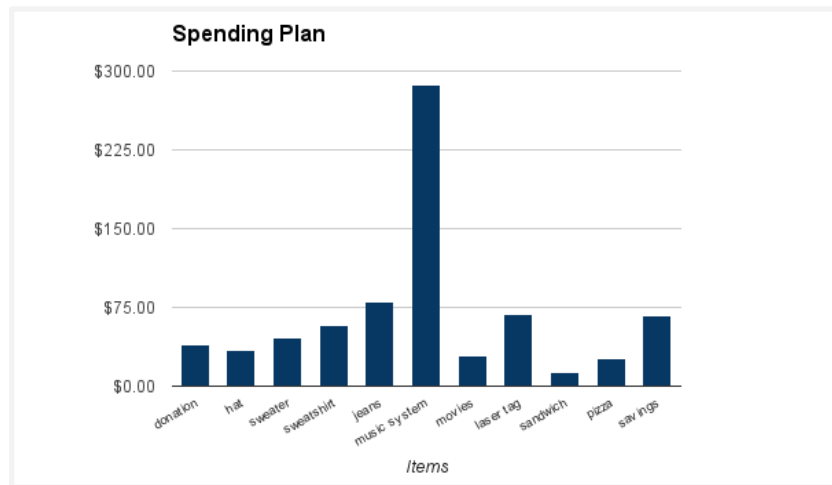
Budget Categories
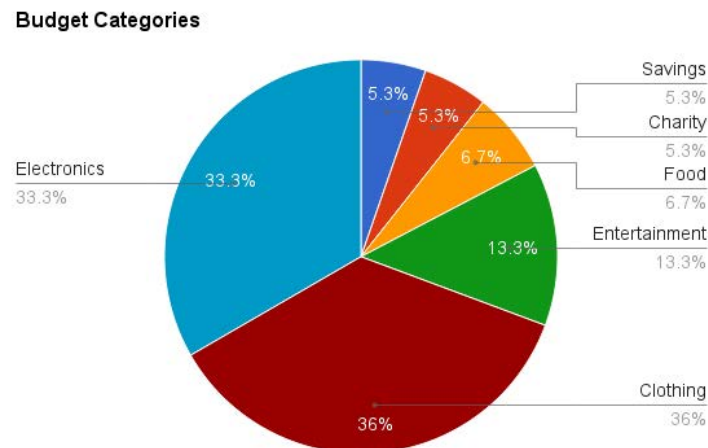
Plan

I plan to purchase clothing and a music system. I am also going to use the money to go to the movies and play laser tag. I put a bit of money aside for food, charity, and savings.

Grand Total	$750.00				
Category	*Item*	*Store*	*Cost*	*Tax*	*Total*
charity	donation	Pet Shelter	$40.00	$0.00	$40.00
clothing	hat	Hat Shop	$29.99	$4.50	$34.49
clothing	sweater	Clothes City	$39.99	$6.00	$45.99
clothing	sweatshirt	Sports Town	$49.95	$7.49	$57.44
clothing	jeans	Jeans R Us	$69.99	$10.50	$80.49
electronics	music system	Best Sound	$249.99	$37.50	$287.49
entertainment	movies	Movie Show	$24.99	$3.75	$28.74
entertainment	laser tag	Laser Fun	$59.00	$8.85	$67.85
food	sandwich	Super Subs	$12.00	$1.80	$13.80
food	pizza	Pizza Plus	$23.00	$3.45	$26.45
savings	savings	Techno Bank	$67.26	$0.00	$67.26

I think this is a good way to spend the money. I will have the music system for a long time. The clothes I can wear to school. I can also have fun with my friends at the movies and laser tag. I like that I put money into savings, so that I can buy something I really want later.

Spending Plan

Insights

One of the problems I encountered when making purchasing decisions was finding an item I really wanted, but it was more money than I had left in the category. This meant I would have to remove an item already on the spending plan and replace it with another.

My Money Management Style is a saver. I found that this was also true when I was creating my spending plan. I ended up putting the extra money I did not spend into savings.