

Project Title: Mind Over Money: The Art of Buying, Balancing, and Budgeting

Authors: Ms. Kimberly Naramore, Shawanda Boykin

Course/Grade: Algebraic Connections/ 11-12

Supervising Teacher: Ms. Kimberly Naramore, Bryant High, Spring 2005



Standards Covered:

- Compute fluently and make reasonable estimates
- Represent and analyze mathematical situations and structures using algebraic symbols
- Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them

Objectives:

- To learn how to create a monthly budget for a specific income.
- To learn how to make intelligent decisions about spending money earned.

Materials Needed:

Internet, Microsoft Word & Excel, Calculator, and a Printer w/ color (to display charts)

Introduction:

This project was designed to show students the complexity of creating a budget for a specified monthly income. It is a good idea to brainstorm with the class about different bills and expenditures one would occur each month as an introduction to this project. Write these ideas on the board. Included with this project are profile sheets of different job occupations and their annual incomes. Have students to pick from this list of profiles. They will use this information for the span of the project. Students also should experience some of the effects of having a spontaneous occurrence, such as fixing a water leak, winning the lottery, getting car out of the shop, etc. Create these occurrences for students to pick from. Make sure students are not aware of what they are choosing. Students should have computer access to connect to the internet in order to begin answering questions from the activity sheet. The activity sheet is provided below on the next few pages. Have students print out pictures of their purchases, including their cars, homes, and proof of insurance. The print-outs must include prices and are used to ensure that the quotes they retrieve are accountable. Students should come up with major titles to categorize the different bills. Calculate percentages and use Excel to create charts to display this information. At the end of the project, have students present everything they have collected to the class. Make sure students present pie and bar charts in color to distinguish the subtitles they have used.

Expected Results:

The budget must be realistic and income greater or equal to your expenses. Pie and bar charts should be completed. Print-outs of everything purchased are also important.

Lessons Learned:

Students will learn how to purchase housing, transportation, insurance, and other items using the internet. They will learn how to create a budget surrounding their circumstances. Students learn how to utilize Excel to display pie and bar charts. They also learn how to navigate the internet in search of competitive prices for their purchases. They learn how to present their findings to others.

Name: _____

Date : _____

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Directions:

Create a budget that successfully incorporates your financial scenario and profile.

Use the internet to gather information on living arrangements and transportation. Make sure that your living arrangements and transportation are within your working budget. Your budget must be realistic and income greater or equal to your expenses.

Part Uno

Use your Profile Sheet to answer the following questions!!

1. You are employed as a _____.
- 1b. Describe your family. _____.
2. What is your total income? _____
(This includes both you income as well as your spouse's income, if applicable).
3. From your total yearly income, calculate your monthly income. What is your monthly income? _____
4. List your monthly salary deductions.
State Tax: _____
Federal Tax: _____
Insurance: _____
5. What is your monthly income if you incorporate your monthly salary deductions?

6. What percent of your monthly income are monthly salary deductions? _____
7. You are planning to own/rent a home. Research possible living arrangements of your choice on the internet and choose the one that best fits your personal income. Take into account the insurance you will incur, for ex. homeowner's insurance or renters insurance.

Housing Choice: _____

If rent:

Describe apartment (include apartment listing from internet or other source).

Rent payment: _____

Renters Insurance: _____

Describe your decision making process.

If buying a home:

Describe the house (include house listing from internet or other source).

Cost of house: _____

Interest rate: _____ (where did you get this information?)

Calculations for payment:

Payment (include home owners insurance) _____

Describe your decision making process

8. You need transportation. Research the internet to find a vehicle that best fits your financial profile. Describe the expenses here.

Type: _____ (include car listing from internet or other source)

Cost: _____

Calculations for payment:

Payment: _____

Car Insurance: _____

Describe your decision making process.

9. Create a typical grocery bill for the month.

Items	Price	Coupons
Total		

10. What expenses (bills) will you incur as a car and home owner, renter, and/or parent? Estimate the monthly cost for each item listed. Make sure to include electricity, water, groceries, and gasoline. Create a detailed expenditure list (Personal Budget)

Items	Estimated Monthly cost	Percent of Monthly Income
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
etc.....		

You will be turning in the complete personal budget done on Excel along with associated graphs.

11. How much money do you have left at the end of the month when considering all of these expenses? _____
12. Reflect on what you have learned about personal finance and budgeting throughout the course of this project.
13. What are some ways this project could be improved?