



Budgeting – managing your money

OVERVIEW

Module 3 aims to equip students with the skills to manage their finances by creating and implementing a personal budget.

ENDURING UNDERSTANDINGS

- Managing your income requires a plan.
- Personal values and goals should be considered when developing a successful budget.
- Budgeting is an essential life-time skill.
- There is assistance available for budgeting.
- A budget should balance the income earned with the amount spent and saved.
- A budget should be based on an accurate record of expenditure.
- A budget should be evaluated and adjusted regularly to meet changing circumstances.
- Financial records are required to monitor a budget.

LEARNING OUTCOMES

Students:

- Define a budget and its components, and explain its use
- Be aware of important budgeting terminology
- Prepare a personal financial budget that considers the expenditure incurred over a 12 month period
- Consider the role of short term and long term goals in the budgeting process as well as the importance visualisation of goals can play in achieving these goals sooner
- Locate and use websites with calculators and other tools which assist in the preparation of personal budgets
- Modify a budget in terms of additional expenditure or the need to repay debt
- Recognise the role of savings in a budget
- Implement a monitoring system for a budget
- Understand the role played by financial counsellors in helping those people experiencing financial difficulties

POWER WORDS

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CURRICULUM MAPPING

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Module 3

Budgeting – managing your money

POWER WORDS

As students work through each topic in this module they will encounter words that may be new to them, crucial to understanding and completing the worksheets, and/or difficult to spell. In addition, students may simply find some of this vocabulary interesting, planning to use it in the future. Understanding and being able to use these words will provide students with more power to make future financial decisions.

There are several approaches to using this “glossary”. The intention is for students to investigate and find the meanings. They could be given the complete list before they start the module, or they could set up a table and add new words as they progress through the activities. There are also specific POWER WORD activities in some topics.

This list is not exhaustive.

Term	Financial counsellor
annum	FOS
average	goal
Budget	income
capital	inflation
commitment	insurance
consequence	Interest - compound
counsellor	Interest - simple
Creditor	monitor
debt	mortgage
Department of Human Services	ombudsman
deposit	option
depreciation	overdrawn
Direct payment	Plan
Down payment	priority
encumbrance	Repayment
equity	salary
expenses - fixed	shopaholic
expenses - variable	utilities
Financial advisor	wage





CURRICULUM MAPPING

ENGLISH	MATHEMATICS	GENERAL CAPABILITIES
<p>LITERACY YEAR 9</p> <p>Creating texts g</p> <ul style="list-style-type: none"> • Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features 	<p>NUMBER & ALGEBRA YR 8</p> <p>Money & financial mathematics</p> <ul style="list-style-type: none"> • Solve problems involving profit & loss, with and without digital technologies (ACMNA189) 	<p>NUMERACY</p> <p>ESTIMATING & CALCULATING WITH WHOLE NUMBERS</p> <p>Use money</p> <ul style="list-style-type: none"> • Evaluate financial plans to support specific financial goals (ACMNA211)
		<p>INFORMATION & COMMUNICATION TECHNOLOGY CAPABILITY</p> <p>Investigating with ICT</p> <p>Define & plan information searches</p> <ul style="list-style-type: none"> • Select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation <p>Creating with ICT</p> <p>Generate ideas, plans & processes</p> <ul style="list-style-type: none"> • Select and use ICT to articulate ideas and concepts, and plan the development of complex solutions (ACELY1751)
		<p>CRITICAL & CREATIVE THINKING</p> <p>Reflecting on thinking and processes</p> <p>Think about thinking (metacognition)</p> <ul style="list-style-type: none"> • Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions (ACELT1640, ACMSP247)
		<p>PERSONAL & SOCIAL CAPABILITY</p> <p>Self-Management</p> <p>Develop self-discipline and set goals</p> <ul style="list-style-type: none"> • Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes (ACELY1756)





CURRICULUM MAPPING

NCFLF DIMENSIONS

Knowledge & Understanding

- Identify and explain strategies to manage personal finances.
- Explain the different ways in which people are paid including wages, salaries, commissions, self-employment and government benefits.
- Identify and explain common terminology and categories for deductions used on pay slips.

Competence

- Investigate the financial decisions required at significant life-stage events

Responsibility & Enterprise

- Appreciate that there is often no one right answer in making financial decisions because these depend on individual circumstance, preferences and values
- Demonstrate awareness that family, community and socio-cultural values and customs can influence consumer behaviour and financial decision-making.

