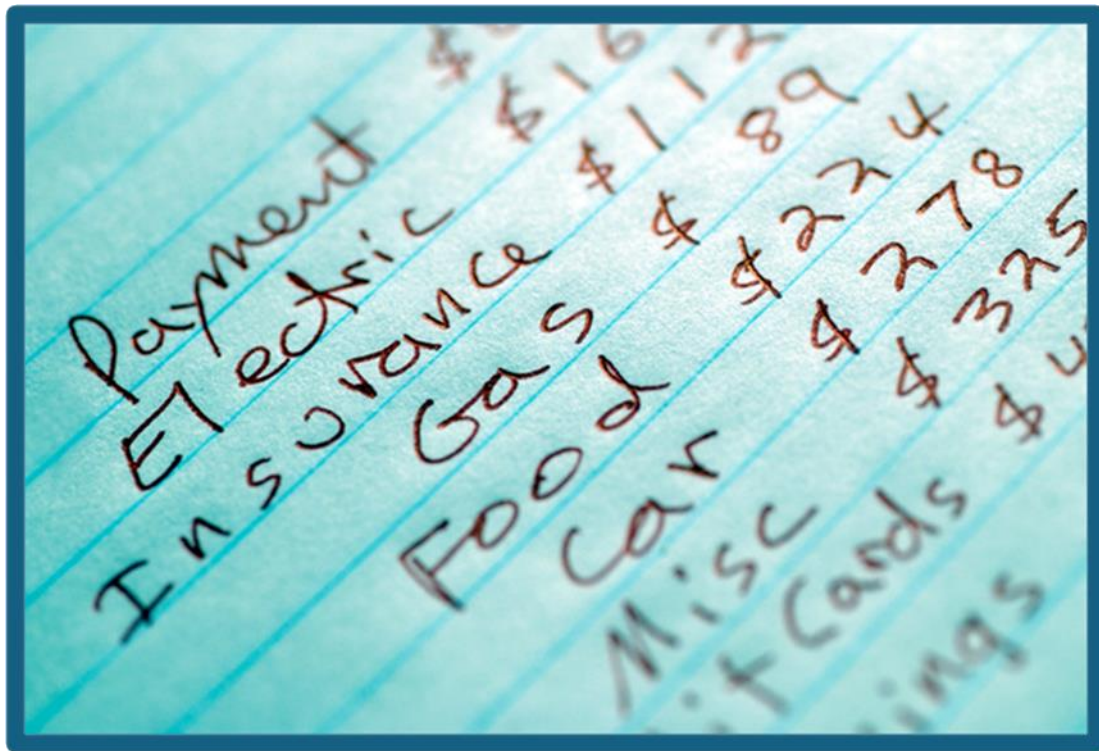


NEW MEXICO 4-H

Aggie Next Step

Money, Money, Money Budgeting 101



Post Secondary Pathways



Newt McCarty, State 4-H Agent and Chelsey Juenemann, Education Specialist



New Mexico State University is an equal opportunity employer and educator.
NMSU and the U.S. Department of Agriculture cooperating.
nm4h.nmsu.edu



BE BOLD. Shape the Future.
College of Agricultural, Consumer
and Environmental Sciences
Cooperative Extension Service
Extension 4-H Youth Development



Budgeting 101

*Note: Completing all activities in this lesson may require more than one class period.

INTRODUCTION

Managing money can feel tricky, especially when there are bills, savings goals, and fun expenses all competing for your attention. In this lesson, participants will explore how to create a budget, track sample income and expenses, and make intentional choices to reach goals. Learning to budget now will help participants develop habits that lead to independence and financial confidence.

SET UP

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough pre/post assessments, worksheets, and handouts for each participant.

ACTIVITY

1. Have participants complete the **Pre-assessment**.
2. Write on the board: *What does it mean to live within your budget?* Have participants think-pair-share (think individually, talk to a partner, share with the whole group). Continue with these discussion prompts:
Q: *What are some things you spend money on now?*
Q: *Have you ever run out of money for something you wanted? What happened?*
Q: *Why might adults keep a budget?*
3. Distribute **Budget Scenario**. Review the scenario as a whole group: *Cody is 20 years old and has two part-time jobs. He must budget for rent, food, savings, transportation, personal items, and even entertainment.*

Review Cody's scenario and answer any questions.

4. Distribute **Budget Scenario Worksheet**. Allow participants time to complete the worksheet individually or with a partner. (*Optional: Use **Budget Worksheet Example** as needed to assist participants in completing the worksheet.)

*See **Digital Options** in the Resources section for digital templates.

Supplies

- Worksheets
- Handouts
- Pens/Pencils

OUTCOMES

Students will be able to:

- **Identify** different types of income and expenses.
- **Track** spending in a scenario to see where money goes each month.
- **Adjust** a sample budget to meet goals, including savings.
- **Plan** their own goals and budget.



Budgeting 101

5. Distribute *My Personal Budget Worksheet* and allow time to complete. This may be assigned as homework or completed in the following class if needed.
6. Distribute the *Budgeting Discussion* and allow time for students to complete the questions or discuss as a whole group.
7. Wrap-up by distributing and discussing *Budgeting Tips*.
8. *Exit Ticket* – depending on time, this can be done as a class discussion, or students can complete the worksheet in class, as homework, or in the following class.
9. **Have participants complete *Post-assessment*.**

WRAP UP

Taking charge of your budget means taking charge of your life. When you track what you earn, spend, and save, you develop habits that help you make smart choices, reach your goals, and feel confident about your financial future.





Budgeting 101

RESOURCES

NM Standards:

NM PED Standards: Career and Technical Education (CTE):

CTE 1.1.2: Demonstrate knowledge and skills in language arts

CTE 2.1.1: Select and employ appropriate reading and communication strategies

CTE 2.1.9: Listen to and speak with diverse individuals to enhance communication skills

CTE 3.1.1: Employ critical thinking skills to solve problems and make decisions

CTE 9.1.1: Identify and demonstrate the use of positive work behaviors and personal qualities needed to be employable (budgeting)

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):

CRP-3: Attend to personal health and financial well-being

CRP-4: Communicate clearly, effectively, and with reason

Optional ELA Alignment (Grades 6-12):

RI1: Read closely to determine what the text says

SL1: Participate in a range of conversations

L4: Determine the meaning of unknown words

L6: Acquire and use a range of domain-specific words and phrases

Video Resources:

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

Budgeting Basics

<https://youtu.be/sVKQn2I4HDM?si=gOp10sc1FuLl8pqj>

What is a Budget? | Columbia College

<https://youtu.be/HT-xa7Y7xps?si=bMuQQ4FiBbLJqNXT>

Digital Options:

Microsoft Budget Templates: <https://create.microsoft.com/en-us/templates/budgets>

Personal Monthly Budget Template (Google): <https://tinyurl.com/3n6jbc55>