1. **GRADE LEVEL: Grade 7**

Subject Area: Mathematics

Quarter 1 – Week   
Duration: 45 minutes

1. **LEARNING OBJECTIVES**

Learners are expected to:

1. Students will be able to identify and categorize sources of income and expenses
2. Students will be able to create a simple monthly budget, allocating funds for needs, wants, and savings
3. Students will be able to set a short-term financial goal and create a plan to achieve it.
4. **CONTENT**

* Title: Your Financial Blueprint: Creating a Budget
* Learning Competency: create a financial plan.
* Particular Focus: Introducing the fundamentals of personal budgeting, including tracking income/expenses, categorizing spending, and setting savings goals.

1. **LEARNING RESOURCES**

1. Teacher's Guide
2. Budgeting templates (paper or digital)
3. Sample income/expense scenarios
4. Calculators
5. PPT: 'Budgeting 101'
6. **PROCEDURE**

**Introduction:**

Start with a class discussion: 'If you were given $100 today, what would you do with it?' Categorize the answers into 'spending' and 'saving'. Introduce the concept of a budget as a plan for your money, not a restriction. Define key terms: income, expense, needs, wants, savings.

**Presentation:**  
The teacher walks through the process of creating a budget using a sample scenario (e.g., a teenager with a part-time job and an allowance). They model how to list all income sources, track and categorize expenses (e.g., food, entertainment, transportation), and allocate a portion to savings (e.g., the 50/30/20 rule: 50% needs, 30% wants, 20% savings). The importance of setting a specific, measurable financial goal is emphasized.

**Practice:**  
Students are given a fictional persona (e.g., 'College Student', 'Young Professional') with a specific income and a list of typical expenses. Their task is to use a budgeting template to create a balanced monthly budget for their persona. They must also set a realistic short-term savings goal (e.g., 'save $300 for a new bike in 3 months') and show how their budget will allow them to reach it.

**Integration:**  
This is a critical life skill. Connect the lesson to long-term goals like saving for a car, education, or a house. Discuss how budgeting can reduce financial stress and provide a sense of control. Values: Responsibility, planning, and delayed gratification.

**Assessment:**  
['1. What are the three main categories in a simple budget? (Needs, Wants, Savings)', " 2. Give an example of a 'want'. (e.g., video game, concert ticket)", " 3. Why is it important to 'pay yourself first'? (To ensure you are consistently saving money)", ' 4. If your monthly income is $200 and you follow the 50/30/20 rule, how much should you save? ($40)']

**Enrichment:**  
['Remediation: Provide a simplified budget template with pre-filled categories. Give them a very simple scenario with only a few expense items to track. Work with them to differentiate between needs and wants.', ' Enhancement: Have students research and compare different budgeting apps (e.g., Mint, YNAB). Have them create a budget for a more complex scenario, like a family of four.']  
**Asignment:**  
Track your own personal spending for one week. Record everything you buy. At the end of the week, categorize your spending and reflect on whether your spending aligns with your goals.

1. **EVALUATION TOOLS**

The completed budget templates for the fictional personas will be assessed based on a simple rubric: Are all income/expenses accounted for? Is the budget balanced (income >= expenses + savings)? Is the savings goal realistic? A short reflection question on the worksheet will ask: 'What was the hardest part about creating this budget?'

1. **REMARKS**

This can be a sensitive topic for some students. Use fictional scenarios rather than asking for personal financial information. Emphasize that a budget is a personal tool and there's no single 'right' way to do it. Keep the focus on the process and the skills, not the specific amounts.

1. **REFLECTION**

The persona-based activity was a great success. It allowed students to engage with the concepts in a safe, hypothetical context. They particularly enjoyed setting a savings goal and figuring out how to achieve it. The main challenge was getting students to accurately differentiate between 'needs' and 'wants'. I will spend more time on this distinction next time, using a class-wide sorting activity.