



## KEY CONCEPTS

- Budget needs
- Lifestyle decisions



## CLASSROOM MATERIALS

- Handout 5.1
- Handout 7.1
- Handout 7.2
- Several calculators



## CAREER COACH WEBSITE LINKS

- Lifestyle Checklist
- How Much Money Do I Need to Live On

## LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Calculate their budgetary needs
- Consider how lifestyle decisions impact career choice
- Begin focusing on a few careers

## LESSON SET-UP

For this lesson you will need:

### ACTIVITY 1

- Students to take **Handout 7.1** out of their portfolio
- Extra copies of **Handout 7.1**
- Several calculators

### ACTIVITY 2

- Extra copies of **Handout 7.2** for each student in the class

### ACTIVITY 3

- Students to take **Handout 5.1** out of their portfolios

## FYI

For more information on:

- Personal budget, see [http://en.wikipedia.org/wiki/personal\\_budget](http://en.wikipedia.org/wiki/personal_budget)
- Budget defined, see <http://www.budgetadvice.com/budget.php>
- Family finances, see [http://www.budgetadvice.com/budget\\_family\\_finances.php](http://www.budgetadvice.com/budget_family_finances.php)
- Budgeting tips for single moms, see [www.smartmoneytips.com/mother\\_on\\_budget.php](http://www.smartmoneytips.com/mother_on_budget.php)

## Introduction (5 minutes)

1. Review the last lesson, which encouraged students to recognize the skills that they have developed in their personal lives and previous work experience.
2. The assignment had students answer two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.
  - *What are three job-specific, employability, or transferable skills that I already have?*
  - *What are three job-specific, employability, or transferable skills that I should develop?*
3. This lesson will have students:
  - Think about what they need to live on (budget needs)
  - Think about how they want to live (lifestyle decisions)
  - Begin focusing on a few interesting careers
4. Ask students to write two questions in their notebooks. They will answer these at the end of the session.
  - *How much money do I need to earn to support my family and myself?*
  - *What are two lifestyle decisions that will influence my career choice?*

## Creating Budgets

### Background



Explain to students that knowing how much money they need to make to meet their needs will make it easier for them to determine which career fits them. Explain that they are going to create an annual budget.

#### Ask

*What is a budget?*

*Do any of your families use a budget to plan spending?*

Explain that many people use a budget to figure out what they need to earn. A budget uses different categories to figure out regular expenses, debt repayment, and savings.

### ACTIVITY 1: Where Does the Money Go? (15 minutes)

**WORKSHEET** Students will fill out a personal budget based on their monthly needs.



**Students take out**  
**Handout 7.1**



1. Ask students to take **Handout 7.1: Personal Budget Worksheet** out of their portfolios. Tell students that they are going to fill out a budget worksheet based on the information they brought to class or filled in at home. Students can also write in the amounts lightly and then check them when they get home and make a final copy. Also tell them that this information will be personal—they will not be asked to share this information.

**ACTIVITY 1: Where Does the Money Go? (cont.)**

2. Have students read the list of expenses (middle column) and check off a topic in the left column if it applies to them AND if it is something that they regularly pay for or think they will need to pay for in their new career. Stress the difference between “needs” and “wants.”
  - Things in life you need – what you cannot do without
  - Things in life you want – what you would like to have
3. In the right column, have them fill in an amount (estimated or actual if they know it) for each category that they checked off. For some people this will be an individual expense and for some it will be a family expense.
4. Have students add the expenses by hand or by using a calculator.
5. Have them multiply the total by 12; this will be their yearly total.
6. Remind them that their yearly salaries will have to be more than this, because they pay their expenses after taxes are taken out of what they earn.
7. Write the word “salary” and “\$38,000 per year” on the board. Multiply it by 0.80 for a total of \$30,400. Write the phrase “take-home pay” next to the total. Explain to students that this is the amount a person who pays 20 percent in federal and state income taxes could expect to bring home after taxes.
8. Tell students that 20 percent is a high estimate, and the actual tax amount varies by state and by person. However, point out that all of them will need to earn more than the total at the bottom of **Handout 7.1** to cover their expenses.
 

**Note: Adult education instructors may want to use this example to explain multiplying percentages or estimates.**
9. Ask students:
  - *Were you surprised at your expenses or is this what you expected?*
  - *Were you surprised at how low take-home pay can be after taxes?*
10. Tell students to put **Handout 7.1** in their portfolios. They will be using it again.

**What I Want****ACTIVITY 2: Lifestyle Checklist: What I Want**

**WORKSHEET** Discuss with students that they have determined their current expenses. However, to round out the picture they need to think about what they want for their personal lifestyles as they are choosing a career.



**Pass out Handout 7.2**

Pass out **Handout 7.2: Work and Lifestyle Checklist**.

1. Read the five categories: *Money, Location, Transportation, Hours, and Working Conditions*. Explain that each of these categories can help them decide whether or not a job would fit their needs.

**ACTIVITY 2: Lifestyle Checklist: What I Want (cont.)**

2. Tell students that the first section of each category suggests information they will want to find out about their target career. The Dream It! section allows them to think about the life they want to attain for themselves and their families.
3. Have students read each of the categories and fill in the Dream It! sections to the best of their knowledge.
4. Tell students that this worksheet is intended to help them think about their dream work conditions and will help them figure out what questions they should answer before preparing for a career.
5. Discuss the issues involved with the last two areas—hours and working conditions—the issues listed in the bullets.
6. Tell students to keep **Handout 7.2** out. They will be using it again.

**Evaluating Your Interesting Careers****Background**

Explain that now that they have thought about what they need to live and how they would like to live, students need to narrow their career choices to two careers. In Module 8, they will research their two top careers, and in Module 11 they will choose a target career and set their education and training goals.

**ACTIVITY 3: Evaluating Your Interesting Careers**

Have students take out **Handout 5.1: Interesting Career Information**. On this worksheet they should have four or more career titles listed.



**Students take out  
Handout 5.1**



**Handout 7.2**

1. Explain to students that they may not know all the answers to the questions on **Handout 7.2**. Tell students that they will be using answers they do know to help them narrow down their interesting careers. Remind students that they can find more answers on the *Career Coach* website after class or when they talk to people who work in this career in Module 10.
2. Tell students to look at their answer to the first Dream It! section on salary. Ask them to compare this with the salary of each career title listed on **Handout 5.1**.
3. Have them put stars next to the careers that have a median salary that is as much as or higher than the salary they need. If students do not have any careers that earn as much as they need, tell them to keep browsing after class for more careers or pick a more advanced career goal.

**Example**

*If surgical technologist doesn't pay enough, a student might consider selecting nurse as their target career.*

**ACTIVITY 3: Evaluating Your Interesting Careers (cont.)**

4. Ask students if there are any other items on **Handout 7.2** that they think are important. Ask students to put a star next to any careers on **Handout 5.1** that match their values and their other needs from **Handout 7.2**.

**Example**

*Someone who values a lot of time with their family may not want to pick a career that requires a lot of travel.*

5. Explain to students that they have now starred career titles that meet their values, interests, skills, and lifestyle needs. Tell students that they will use this information to help them choose a target career.
6. Tell them that they will need to keep **Handout 5.1** in their portfolios.

**Wrap-Up and Assignments (10 minutes)**

1. Review the main points of the lesson. This lesson helped students identify what they need money for and also to identify key work and lifestyle decisions. Ask students if they recall the difference between earnings for those with higher education and those without. While it takes money, time, and effort to get training and education, choosing a best-fit career will provide an opportunity to live the lifestyle that they want. Explain that part of the course will include looking at educational options that are best for them.
2. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
  - *How much money do I need to earn to support my family and myself?*
  - *What are two lifestyle decisions that will influence my career choice?*
3. Ask students to copy down the answers from **Handout 7.2** in the Dream It! section of **My Career Plan** for homework. Remind students to keep the plan in their portfolio.
4. Tell students that in the next class, they will research their top two career choices.
5. For students who have access to the *Career Coach* website, encourage them to visit:
  - Browse Careers (for more details on their careers)
  - Lifestyle Checklist

## Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

### Additional ACTIVITY 4: Thoughts About Your Career and Education

**FREE WRITE** This activity prompts students to consider their own motivation for being in this class and for considering further education. Explain to students that a “free write” activity is private and is not collected or shared with anyone. Encourage students to write down their ideas and to explore their feelings on a subject. Tell students not to worry about sentence structure, grammar, spelling, or punctuation.

1. Instruct students to answer the following questions:

#### FOR STUDENTS CONSIDERING A COLLEGE PROGRAM OR OTHER TRAINING PROGRAM

- *Why are you thinking of continuing your education?*
- *How will additional education benefit your career plans?*
- *If you don't return to school, how will this affect your career plans?*
- *Do you have any concerns about returning to school? What are they?*

#### FOR STUDENTS WHO HAVE ALREADY BEEN ACCEPTED TO A COLLEGE

- *Why are you continuing your education?*
- *How will additional education benefit your career plans?*
- *Do you have any concerns about completing your degree or certificate program? What are they?*

2. After the free write activity, emphasize that the benefits of an education extend beyond what they may learn in the classroom. The educational experience may influence every aspect of their lives.

#### Examples

*Increased opportunities*

*Increased knowledge and self-confidence*

*Better-educated parents help their children get a head start on school*

*A better-educated community member, citizen and consumer*

3. Also emphasize that if they have concerns about college, you are available to listen and help them find solutions. If you know a college advisor or counselor you think would be sensitive to their concerns, let students know that you can refer them to someone who would be happy to help.

## Handout 7.1: Personal Budget Worksheet

1. CHECK OFF IF IT APPLIES TO YOU		2. FILL IN MONTHLY AMOUNT
	<b>Housing</b>	
	Rent or Mortgage	
	Property Taxes	
	Electric	
	Gas	
	Phone	
	Cell Phone	
	Homeowner's or Renter's Insurance	
	Home Repairs or Maintenance	
	Water and Sewer	
	Cable	
	Internet	
	Other	
	<b>Transportation</b>	
	Bus, Train, or Subway Fares	
	Car Payment	
	Car Insurance	
	Car Maintenance	
	Gasoline	
	Parking/Tolls	
	Other	
	<b>Food and Personal</b>	
	Groceries and Household Supplies	
	Meals Out	
	Barber and Beauty Shop	
	Tobacco and Alcohol	
	Clothing for Self/Family	
	School Lunches	
	Newspapers and Magazines	
	Other	
	<b>Health/Education/Miscellaneous</b>	
	Health Insurance and Co-Pay	
	Prescriptions	
	Student Loan or Other Loans	
	Credit Card Repayment	
	Child Care	
	College or Training Program Tuition	
	Books and School Supplies	
	Child Support	
	Other	
	<b>3. ADD TO GET MONTHLY TOTAL</b>	
	<b>4. MULTIPLY MONTHLY TOTAL TIMES 12 TO GET YEARLY TOTAL</b>	



## Handout 7.2: Work and Lifestyle Checklist

*Although you may not be able to answer all of these questions now, keep them in mind as you continue to research interesting careers. The answers to these questions will help you determine your target career.*

Fill in as many answers as you can.

### Money

Find out the average salary for your interesting careers.

- Is this salary enough money to support you and your family?
- Will this salary allow you to take vacations and buy the “extras” you would like?

**Dream It!** How much would you like to make yearly? \$ \_\_\_\_\_

### Location

Find out if jobs in this field are available in your area.

- If necessary, are you willing to move to another city or town?

**Dream It!** Where would you like to work? \_\_\_\_\_

### Transportation

Determine what transportation is available to take you from your home to this job.

- How long would you have to travel each day (both ways)?
- How much will it cost?
- Are you willing to travel this distance and spend this time?

**Dream It!** How would you like to travel to work? \_\_\_\_\_

How long would you like to travel each day (both ways)? \_\_\_\_\_

### Hours

Find out if you will work regular business hours or if you are required to work at night or on weekends.

- What do you want your schedule to be?
- Are you willing to work the required hours?

**Dream It!** When would you like to work? \_\_\_\_\_

### Working Conditions

Find out if you will need to work outside or inside, sit or be on your feet all day, or do any heavy lifting or physical activity.

- Are there any working conditions that may be important for you? Undesirable for you?
- If you have any disabilities, can accommodations be made for you to successfully perform this job?

**Dream It!** What would you like your workplace to be like? \_\_\_\_\_