Intermediate: ESL Level 2-3

Lesson 1: Introduction to Money Management ........................................ 2-3.6
ESL Level: 2
Objectives:
Students will be able to discuss and understand how money management can aid and improve living conditions for themselves and their family.

Students will be able to understand the words bank, savings, and goal.

Prerequisite Skills:
Students should have an understanding of currency in the United States.

Students should be able to say, write, and recognize numbers 1-100.

Lesson 2: Store Prices and Measurements ............................................ 2-3.6
ESL Level: 2
Objectives:
Students will understand the different types of pricing in a store - price per unit and price per pound.

Students will be able to read and understand the different parts of a price tag.

Prerequisite Skills:
Students should be able to read and write numbers 0-100.

Lesson 3: Understanding Money - Verbal Understanding and Calculator Skills ............ 2-3.7
ESL Level: 2-3
Objectives:
Students will be able to understand spoken dollar amounts.

Students will know how to use a calculator to add up sums of money.

Students will combine dollars and cents into the correct amount to pay for items.

Prerequisite Skills:
Students should have a basic understanding of adding and combining numbers.

Lesson 4: Money Skills - Making Change ............................................. 2-3.8
ESL Level: 2-3
Objectives:
Students will be able to make change using coins and dollar bills.

Prerequisite Skills:
Students should be able to identify dollars and coins.

Students should understand basic addition and subtraction concepts.

Lesson 5: Money Skills - Purchasing ..................................................... 2-3.9
ESL Level: All Levels
Objectives:
Students will be able to buy items at the class store.

Students will be able to count out change in English.

Students will be able to price items according to their value.

Prerequisite Skills:
Students should be able to count bills and coins.
Students should be able to read and say how much an item costs.

Students should be able to hear and recognize dollar amounts in order to produce the proper amount to make a purchase.

Lesson 6: Understanding Paychecks ........................................ 2-3.9
ESL Level: 2-3

Objectives:
Students will understand that a pay stub is document used to provide information about income earned or received.
Students will be able to identify the gross income, net income, and deductions sections of a pay stub.
Students will have the opportunity to calculate their income for the Budget Worksheet activity if they receive some type of income.

Prerequisite Skills:
It is helpful if students are able to say, write, and recognize numbers 1-2,000, but it is not necessary.

Lesson 7: Tracking Expenses ........................................ 2-3.11
ESL Level: 2-3

Objectives:
Students will understand what expenses are.
Students will be able to identify common household expenses.

Prerequisite Skills:
Students should be able to count and add money to $100.00.

Lesson 8: Creating a Monthly Budget .................................... 2-3.12
ESL Level: 2-3

Objectives:
Students will be able to identify income and expenses.
Students will be able to fill out a simple household budget.
Students will be able to add and total their monthly income.
Students will be able to add and total their monthly expenses.

Prerequisite Skills:
Students should have their Budget Worksheet that they have worked on in the Intermediate Lesson 6: Understanding Paychecks and Budget Basics - Understanding Government Assistance lessons. If the students did not attend the Understanding Paychecks and Beginner Lesson 10: Budget Basics - Understanding Government Assistance lessons, they can still complete this lesson it may just take a little more time.

Students should also have completed the My Family’s Tracking Expenses Worksheet from the Intermediate Lesson 7: Tracking Expenses lesson. If the students did not attend the Tracking Expenses lesson, they can still complete this lesson, it may just take a little more time.

Lesson 9: Needs and Wants ............................................ 2-3.13
ESL Level: 2-3

Objectives:
Students will understand that a need is something that is necessary for life.
Students will understand that a want is something that makes life more enjoyable.
Students will be able to identify personal purchases as either needs or wants.
Understand that reducing or eliminating some, or all wants, is a technique used to manage a monthly budget.

Prerequisite Skills:
None
Lesson 10: The Importance of Paying Your Bills on Time ................................. 2-3.14
ESL Level: 2-3
Objectives:
Students will be able to identify why it is important to pay their bills on time.
Students will understand consequences of not paying their bills on time.

Prerequisite Skills:
It may be easier for students to understand this lesson if they have had some experience with banking, but it is not a requirement.

Lesson 11: Writing a Check ............................................................................. 2-3.15
ESL Level: 2-3
Objectives:
Students will be able to identify the different parts of a check.
Students will know how to write a check properly.

Prerequisite Skills:
Students should know how to say and write numbers as numerals and in word form 0-1,000.

Lesson 12: Introduction to Banking ............................................................... 2-3.16
ESL Level: 2-3
Objectives:
Students will understand that their money is safe in a bank or credit union.
Students will understand banking is another alternative to saving money at home.
Students will understand the basic banking transactions of deposit and withdrawal.

Prerequisite Skills:
None

Lesson 13: Opening a Bank Account .............................................................. 2-3.17
ESL Level: 2-3. May also use for 4-5 if helpful.
Objectives:
Students will understand requirements to open a bank account.
Students will know about basic fees and costs of opening a bank account.
Students will understand the difference between a credit card and debit card.

Prerequisite Skills:
A brief introduction to banking in the United States may be helpful, but is not required to understand the lesson.

Lesson 14: Understanding Rental/Lease Agreements ................................. 2-3.18
ESL Level: 2-3.
Objectives:
Students will understand that a lease/contract is a legal document that they must follow.
Students will be able to identify the different parts of a rent/lease agreement.
Students will identify how much rent is required, when it is due, and any specific rules they must follow while living on the property.

Prerequisite Skills:
None
Lesson 15: Reading Utility Bills

ESL Level: 2-3

Objectives:
- Students will understand that a utility is a service providing electricity, water, gas, or trash removal provided by a company.
- Students will identify any utility bills they may be receiving.
- Students will use a sample bill to identify the total payment amount.
- Students will use a sample bill to identify the due date for when the bill must be paid.

Prerequisite Skills:
- Students should be able to read and say numbers 0-1,000.

Lesson 16: Documents and Protecting My Identity

ESL Level: 2-3

Objectives:
- Students will be able to identify the basic steps to protect their identity.
- Students will be able to identify which documents they should carry with them and which documents they should keep in a safe place.

Prerequisite Skills:
- None
Lesson 1: Introduction to Money Management
ESL Level: 2

Objectives:
Students will be able to discuss and understand how money management can aid and improve living conditions for themselves and their family.
Students will be able to understand the words “bank,” “savings,” and “goal.”

Prerequisite Skills:
Students should have an understanding of currency in the United States.
Students should be able to say, write, and recognize numbers 1-100.

Materials:
Image Cards for Picture Story – “Zuri’s Life in the United States” (Suggested images: bank, female, soap, bank with savings, group of people working.) (Zuri is a Burundian female name.)

Worksheets:
Goals and Dreams Worksheet
Optional: “Zuri’s Life in the United States” Story Worksheet

Vocabulary: (words are BOLD when they first appear in the lesson):
Bank: A place where you can safely store your money for savings or to pay future bills. Banks also provide services that can help you meet your goals.
Goal: A dream or something important you want to do in the future.
Credit Union: A place similar to a bank but owned by its members. Like a bank, a safe place to keep your money for saving and paying bills.
Money Management: Skills and understanding of how to use your money wisely.
Saving: Setting money aside to use in the future.

Lesson:
Instructor Note: As many refugees and immigrants come from cultures with a collectivist mindset (putting the group before themselves) make sure you focus on family goals as well. What do they hope to accomplish with their children, husband or wife? Are they supporting family members in their home countries? How does sending money back home influence their goals and decisions now?

Instruct:
“In these classes, we are going to learn about MONEY MANAGEMENT. We are going to learn about money and how to use money.”

Picture Story Activity - “Zuri’s Life in the United States”
Zuri is from Burundi. She lives in the United States now.
Zuri has a job cleaning and likes it very much.
Zuri has a GOAL to own a cleaning business someday.
Zuri works hard at her job and earns money.
Zuri saves some of the money from her job in a BANK or CREDIT UNION.
Zuri saves money in the bank for many years.
Zuri uses her SAVINGS to start her own business.


Comprehension Review:
Ask, “What job does Zuri have?”
Ask, “What is Zuri’s goal?”
Ask, “How does Zuri meet her goal to own a business?” (Working, saving money in a bank)

Optional: Distribute “Zuri’s Life in the United States” Story Worksheet. Instruct the students to look at the pictures from Zuri’s story. Think about the story that you just heard and put the story in order. Indicate which picture is first (1), second (2), third (3) and fourth (4) in the story. When the class has completed the worksheet, review the story again.

Discussion:
Ask, “What goals do you have here in the United States?”
Write responses on the whiteboard. (Possible ideas may include finding a job, owning a business, owning a home, education, buying a car, sending money to family, helping family members immigrate to the United States.) Have students fill out their own Goals and Dreams Worksheet.

Homework:
Encourage the students to speak with their families about goals.

Development Notes and Resources:
Designed and compiled by the Utah State University Extension Curriculum Development Team.

“Zuri’s Life in the United States” was adapted from Picture This, http://moneytalks.vaerc.org/pdf/Money%20Talks-%20Financial%20Literacy%20for%20ESOL.pdf

Lesson 2: Store Prices and Measurements
ESL Level: 2

Objectives:
Students will understand the different types of pricing in a store - price per unit and price per pound.
Students will be able to read and understand the different parts of a price tag.

Prerequisite Skills:
Students should be able to read and write numbers 0-100.

Materials:
Interpreting Grocery Prices Document
Price Tag Worksheet

Vocabulary: (words are BOLD when they first appear in the lesson):
Total Price: The amount of money it costs to purchase an item.
Unit Price or Unit Cost: Cost or price for one unit.
Unit: Standard amount of physical quantity. Common unit measurements are dozen, grams, ounces, liters, pounds, pints and gallons. Slices or each may also be used when measuring food.

Lesson:
Instructors, give each student the Interpreting Grocery Prices Document. If you have a projector you may wish to project the Interpreting Grocery Prices Document so that all students can view the document. Explain that these are sample advertisements for a grocery store. It is important to understand UNIT PRICE in order to find the best prices at the store.

The unit price allows you to compare products based on package sizes and packaging forms (like frozen, fresh, or canned).
Lesson 3: Understanding Money - Verbal Understanding and Calculator Skills

ESL Level: 2-3

Objectives:
- Students will be able to understand spoken dollar amounts.
- Students will know how to use a calculator to add up sums of money.
- Students will combine dollars and cents into the correct amount to pay for items.

Prerequisite Skills:
- Students should have a basic understanding of adding and combining numbers.

Materials:
- Image Cards for Picture Story – “Lisa’s Shopping Trip” (Lisa can be any ethnicity.) Suggested images: umbrella, lunch pail, clothing, woman shopping. Write the cost for each item on the post-it note and affix the note to the Image Card.
- Post-it notes* (To note prices on Image Cards)
- Play Money
- Self-Checking Money Match-Up Set
- Calculators (One per student)*
  - For Instructor: Jumbo Calculator* or online calculator (http://www.online-calculator.com/full-screen-calculator/)
  - * not provided in kit

Worksheets:
- Calculator Information Sheet
- Adding Prices Worksheet

Vocabulary: (words are BOLD when they first appear in the lesson):
- **Calculator:** An electronic device used to do math quickly.
- **Cost:** How much something will be to purchase.
- **Decimal Point:** A math sign used to separate the dollar value and cents value.
- **Price:** Another word for cost; how much something will be to buy.
- **Total:** Amount after adding a group of things together.

Lesson:

**Picture Story Activity** - “Lisa’s Shopping Trip”

Show the students the pictures of Lisa’s story. Ask participants what they think is going on in the story.

Then, read the story through from start to finish.

Lisa goes shopping.
Lisa buys an umbrella. $5.99
Lisa buys a jacket. $16.50
Lisa buys a lunch pail. $10.32

Read the story again slowly. Write down the dollar amount for each item on the board as you complete each picture.
Lesson 4: Money Skills - Making Change  
**ESL Level: 2-3**

**Objectives:**
Students will be able to make change using coins and dollar bills.

**Prerequisite Skills:**
Students should be able to identify dollars and coins. Students should understand basic addition and subtraction concepts.

**Materials:**
Images Cards for Picture Story - “Iqbal’s Shopping Trip” (A male Arabic name). Gather picture cards of what he is purchasing, and write on a post-it note the cost for each item to affix to the image. Suggested images: soda, milk, clothing, books, an Arabic man. (Include play money for the amounts noted.)

Play Money
Post-it Notes*
*not provided in kit

**Worksheets:**
Making Change Worksheet

**Vocabulary:**
(words are **BOLD** when they first appear in the lesson):

- **Change:** The amount of money you get back when you pay for an item with more cash than the item cost.
- **Cashier:** A person who handles the cash register at the store.
- **Exact Change:** Have the correct amount of dollars and coins to make a purchase.

**Lesson:**

**Instruct:**
“We pay for items that we buy using dollars and coins. We give our money to the CASHIER. The cashier is the person who takes your money to pay for items in a store.”

“Sometimes we have the right amount of dollars and coins to pay for an item. When we have the right amount of money to pay for an item, we call it the EXACT CHANGE.”

“If we do not have exact change, we can give the cashier more money, and he or she will give us CHANGE. Change is the extra money that we get back.”

**Picture Story Activity – “Iqbal’s Shopping Trip”**

**Instructor Note:** Read each paragraph from Iqbal’s Story. Then use the play money to demonstrate the transaction for each paragraph. (Optional: You may have the students count out the money Iqbal will spend at each store as a means of recognizing money and participating in the story.) Complete the subtraction for each of Iqbal’s purchases to demonstrate what change to make. Subtract the dollar amount of the purchase price from the money given to the cashier to determine the amount of change Iqbal should receive. (Suggested denominations in parentheses.)

Iqbal goes to the store to buy soda to drink $0.35.
Iqbal gives the cashier $0.40 (4 dimes).
The cashier gives Iqbal $0.05 for change (nickel).
Iqbal buys a gallon of milk at the grocery store $2.50.
Iqbal gives the cashier $3.00 (Three $1 bills).
The cashier gives Iqbal $0.50 in change (2 quarters).
Iqbal buys pants $14.68.
Iqbal gives the cashier $15.00 (Three $5 bills).
The cashier gives Iqbal $0.32 in change (Quarter, nickel, 2 pennies).
Iqbal buys books $32.08.
Iqbal gives the cashier $40 (one $20-bill, two $10-bills).
The cashier gives Iqbal $7.92 in change (one $5-bill, two $1-bills, and three quarters, one dime, one nickel, two pennies).

**Development Notes and Resources:**
Designed and compiled by the Utah State University Extension Curriculum Development Team.

Lesson 5: Money Skills - Purchasing

ESL Levels: 0-6 (all)

Objectives:
- Students will be able to buy items at the class store.
- Students will be able to count out change in English.
- Students will be able to price items according to their value.

Prerequisite Skills:
- Students should be able to count bills and coins.
- Students should be able to read and say how much an item costs.
- Students should be able to hear and recognize dollar amounts in order to produce the proper amount to make a purchase.

Materials:
- A variety of purchased or donated goods*
- Money tray (if a tray is not available, teacher can use a box, envelope, or bag of some sort)
- Paper Money and Coins
- Price Tags
- Calculators (One per student)*
  - *not provided in kit

Worksheets:
None

Vocabulary: (words are BOLD when they first appear in the lesson):
- Cost: How much something is to purchase.
- Price: Another word for cost--how much something is to purchase.

Lesson Instructor Note: This is an activity where all ESL students, regardless of their language level, will interact together through a class store. The students will have the opportunity to organize and price the items in the store and then they will have the chance to make purchases. The store could be put together as the culminating experience for the teaching session or block. You could also set the store up near the beginning of the class session and allow students to make purchases throughout the session or teaching block. Speak to your director or supervisor to determine if you want to use play money or real money to purchase the items. If you use play money, you can determine how much each student will earn. If you use real money, the money generated can be used to purchase more items for the store. The primary objective is that students will have the opportunity to practice their language skills and make purchases.

The items sold could have an approximate value of $10 or less and they should be purchased or donated by the instructors, community groups or volunteers. In the event real items are not available, use images of items instead. Grocery store advertisements often have color images and prices ready to be used.

Activity:

ESL students will sort and categorize items (household items, beauty products, games, etc.) and PRICE them according to their COST. (There are price tags in the Intermediate Worksheets that can be used to price items.) Some assistance and direction will be needed as the students organize and price the items.

On the day of the sale, divide students into groups of three - two students and instructor - to manage a store area. The students will be cashiers or sales people, and the instructor will be the supervisor. The rest of the students will purchase items. If you would like all students to have an opportunity to work as a cashier, you may switch roles halfway through the activity.

If store rules need to be established, then do so with your class. Students should be allowed to bargain for items - stress the importance of speaking in English. Many students will speak in their native languages to make purchases, by doing so they miss out on an opportunity to practice their English.

At the end of the sale, allow the students to count the money to determine how much profit the store made.

Development Notes and Resources:
Compiled by the Utah State University Extension Curriculum Development Team.

Adapted from Numeracy Sale, Bow Valley College http://decoda.ca/read-all-about-lit/esl-financial-literacy

Lesson 6: Understanding Paychecks

ESL Level: 2-3

Objectives:
- Students will understand that a pay stub is a document used to provide information about income earned or received.
- Students will be able to identify the gross income, net income, and deductions sections of a pay stub.
- Students will have the opportunity to calculate their income for the Budget Worksheet activity if they receive some type of income.

Prerequisite Skills:
- It is helpful if students are able to say, write, and recognize numbers 1-2,000, but it is not necessary.

Materials:
- Image Cards for Picture Story – “Tsheej Gets Paid” (Tsheej is a male from Burma)
- Play Money
- Calculators (One for each student)*
  - *not provided in kit

Worksheets:
- Budget Worksheet
- Tsheej’s Paycheck Worksheet
- Blank Paycheck Worksheet

Vocabulary: (words are BOLD when they first appear in the lesson):
- Deductions: Money taken out of gross pay for taxes, insurance and other benefits.
- Employee: A person who works for a company or another person.
- Employer: A company or person who pays people to work for them.
- Employee Identification Number: A number that an employer uses to keep track of his or her employees.
- Employment: Working for money.
Federal Insurance Contributions Act (FICA)/Social Security: A law to fund federal programs that provide benefits for retirees, disabled and survivors of deceased workers. Also known as Social Security and Medicare.

Gross Income/Pay: Total amount of money earned before taxes and insurance are taken out.

Job: Where you go to work and earn money.

Medicare: A federal health insurance program for people 65 years or older. It is also for younger people who are disabled.

Net Income: The money remaining after taxes, insurance and other benefits are taken out of income.

Pay: When you buy something or a service. To give someone money for goods or service.

Paycheck: A check an employer gives you to pay for the work you have done for the business.

Paycheck Stub: A paper or electronic document that shows detailed income and deductions for taxes, insurance and other benefits.

Pay Period: The length of time for which an employee’s wages are calculated.

Taxes: Money the government takes to pay for roads, parks, elderly care, public buildings and schools.

Instructor Note: For lesson on budgeting, pay stubs, and expenses, it is intended that the Budget Worksheet be completed over many lessons as different aspects of income and expenses are discussed. Students are welcome to take the worksheet home and then bring it back or they can leave the worksheet in their class folder or with the instructor who can pass the worksheets out as needed.

Instruct:

“We are going to talk about money that you get from your job. A job is something that you do to earn money.” A job is your employment.

Discussion:
Ask, “What job do you have?” “Where do you work?” Have students share the types of jobs they have.

Picture Story Activity: “Tsheej Gets Paid”
Tsheej works at an Auto Mechanic Shop. He is an employee at the Auto Mechanic Shop.
Tsheej gets a paid every two weeks.
When he gets his paycheck, he sees that some of the money was taken for taxes.
Tsheej gets a paycheck stub when he gets paid.
Tsheej reads his paycheck stub to see how much money he earned. This is called gross income.
Tsheej reads his paycheck stub to see how much he paid in deductions for taxes and other benefits.
Tsheej reads his paycheck to the amount of his check. This is called net income.

Comprehension Review:
Ask, “Where does Tsheej work?”
Ask, “When is Tsheej paid?”

“Tsheej reads how much money he earned before taxes were taken out. What is this amount called?” (gross income)

Give each student a copy of Tsheej’s Paycheck Worksheet and review the sections of the paycheck with them. Project the image onto a screen, if one is available. If you are unable to project the image, make sure each student has a copy of the image/document to follow along with you.

Key sections of a paycheck: (This is a guide for instructor use to explain the paycheck.)

Pay Period: The length of time for which an employee’s wages are calculated.

Employee Identification Number: A number that an employer uses to keep track of his or her employees.

Check Number: An employer writes many paychecks. The check number is a record of the check that the employer gave you.

Check Amount: The amount of money you get when you cash your check.

Employee Address: This is the address of where you live. Sometimes paychecks are mailed to the employee, so make sure you have the correct address listed on your paycheck.

Gross Income: Gross income is the total amount of pay that you made during the pay period.

Net Income: The amount of money left over after deductions (insurance, taxes, etc.) from the gross income. This is the amount of money you get when you cash your paycheck.

Deductions: Money taken out of gross pay for taxes, insurance and other benefits.

Taxes: Are money paid to the government to help keep the government running and provide government services such as roads, parks, elderly care, public buildings, and schools.

Current Deduction Amount: List the deductions taken out of the current paycheck.

Year-to-Date: Is the total amount of deductions or income for the year so far.

Discuss:
Ask the students:

“Does your paycheck have all of this information on it?”

“How often do you receive your paycheck?”

Activity:
Where does your money go? (Understanding Deductions)

Ask five students to come to the front of the class. One of the students should be the employee. The second person should represent the Federal Government. (It may help them to relate if you say the name of the President of the United States at the time). The third student should represent the State Government (Say the Governor’s name). The fourth student should represent FICA or Social Security (This is income for the elderly, disabled and survivors of deceased persons). The fifth student represents Medicare (Tell the students this is the health insurance for the elderly and disabled).

Pay the employee and indicate how much they are paid from the examples below. Give each student the cash in the denominations listed, representing their gross income. Tell the class “this amount is your gross income, but we have to pay taxes.” Students will need to have deductions taken out by giving the money to the Federal Government, State Government, FICA, and Medicare. The student representing the employee should pay the taxes to each student volunteer. Together as a class, count the money that is left, and say, “this amount represents the net, or take-home pay.”

Give the student $1000 (5 $100s, 8 $50s, 3 $20s, 2 $10, 2 $5s, 10 $1s)
You earn $1000 during a pay period. This is your gross pay.
The Federal tax is $70. (Ask the student to give you back $70)
The State tax is $30. (Ask the student to give you back $30)
FICA is $77. (Ask the student to give you $77)
Medicare is $15 (Ask the student to give you $15)
What is left? ($808) This is your net pay, the money you get to keep.

Give the student $600 (8 $50s, 7 $20s, 3 $10s, 2 $5s, 20 $1s)
You earn $600 during a pay period. This is your gross pay.
The Federal tax is $42. (Ask the student to give you back $42)
The State tax is $19. (Ask the student for $19)
FICA is $50. (Ask the student for $50)
Medicare is $9. (Ask the student to give you $9)
What is left? ($480) This is your net pay. The money you get to keep.

If you feel like the students need additional practice understanding pay checks, give them the Blank Check Worksheet. Fill out the check as a class.

**Budget Worksheet Activity:**
Give the students the Budget Worksheet and help them calculate their income amounts based on how much they are paid an hour and for how many hours they work. If the students are not currently employed, help them complete a hypothetical income worksheet.

**Development Notes and Resources:**
Designed and compiled by the Utah State University Extension Curriculum Development Team.

**Materials:**
Image Cards for Picture Story - “Yeshey’s Expenses” (Yeshey is a female African name.) Suggested images: Budget: Rental Agreement, Budget: Utilities, Budget: Western Union Form Purchase: Ice Cream Cone, Purchase: Sack of Groceries, Purchase: Bus Pass
Image Cards for Household Expenses
Calculators (One per student)*
*not provided in kit

**Worksheets:**
Yeshey’s Expenses Worksheet
Budget Worksheet (See Lesson 6)
My Family’s Expenses Tracking Worksheet

**Vocabulary:** (words are BOLD when they first appear in the lesson):
Bill: Paper or electronic document that shows the cost for use and when payment is due. Examples: utilities, rent, car, phone bill.
Expenses: Items or services purchased with money.
Spend: To use money to purchase something
Tracking: Writing down your expenses.
Utilities: A service providing electricity, water, gas or trash removal provided by a company.

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**Lesson 7: Tracking Expenses**

**ESL Level:** 2-3

**Objectives:**
Students will understand what expenses are.
Students will be able to identify common household expenses.

**Prerequisite skills:**
Students should be able to count and add money to $100.00.

**Materials:**
Image Cards for Picture Story - “Yeshey’s Expenses” (Yeshey is a female African name.) Suggested images: Budget: Rental Agreement, Budget: Utilities, Budget: Western Union Form Purchase: Ice Cream Cone, Purchase: Sack of Groceries, Purchase: Bus Pass
Image Cards for Household Expenses
Calculators (One per student)*
*not provided in kit

**Worksheets:**
Yeshey’s Expenses Worksheet
Budget Worksheet (See Lesson 6)
My Family’s Expenses Tracking Worksheet

**Lesson:**

**Instructor Note:** For lessons on budgeting, pay stubs, and expenses: It is intended that the Budget Worksheet be completed over many lessons as different aspects of income and expenses are discussed. Students are welcome to take the worksheet home and then bring it back or they can leave the worksheet in their class folder or with the instructor who can pass the worksheets out as needed.

**Instruct:**
"In this lesson, we are going to talk about EXPENSES. An expense is a cost or charge to receive a good or service. When you buy something you SPEND your money."

**Picture Story Activity** - “Yeshey’s Expenses”
Yeshey has $1,000.00.
Yeshey writes down all the money that she spends.
Yeshey pays rent on Monday. $400.00
Yeshey pays for her UTILITIES on Monday. $100.00
Yeshey got ice cream cones on Wednesday. $6.00
Yeshey buys groceries on Thursday. $100.00
Yeshey has to pay her cell phone BILL on Friday. $30.00
The rent, utilities and cell phone are all monthly bills.
Yeshey sends money to her relatives on Friday. $100.00
Yeshey buys a bus pass on Friday. $98.00
Yeshey’s Total Expenses are $834.00 dollars.

**Worksheet Activity:**
Distribute the Yeshey’s Expenses Worksheet

Review each image in the picture story one-by-one. As you review each image, have the students complete the information about Yeshey’s expenses on the worksheet (date, type of expense, and cost or amount of each expense.) Once the worksheet is complete, have students add up each expense to get a total for Yeshey’s expenses. (The total should be $834.00.)

**Discuss:**
Ask, “What are some of the expenses that you have? How much money do you think each expense costs?”

Use image cards of household expenses to discuss different types of expenses. As the students say what expenses they have, write the dollar amount on the board so they have an extra opportunity to visualize the number.

**Instruct:**
"Writing down what you spend money on every day is a good way to see where your money is going. This is called TRACKING. This will help you build a budget and find ways to save money to reach your goals."

**Worksheet Activity:**
Give the students a copy of the My Family’s Expenses Tracking Worksheet. Project the image onto a screen, if one is available.
Have each student write the expenses over the course of the day. Have the students take the worksheet with them and write down their expenses each day for a week so they can see where their money goes.

**Homework:**
Track your expense for the week using My Family’s Tracking Expenses Worksheet.

**Development Notes and Resources:**
Designed and compiled by the Utah State University Extension Curriculum Development Team.
Lesson 8: Creating a Monthly Budget  
ESL Level: 2-3

Objectives:
Students will be able to identify income and expenses.
Students will be able to fill out a simple household budget.
Students will be able to add and total their monthly income.
Students will be able to add and total their monthly expenses.

Prerequisite Skills:
Students should have their Budget Worksheet that they have worked on in the Intermediate Lesson 6: Understanding Paychecks and Beginner Lesson 10: Budget Basics - Understanding Government Assistance lessons. If the students did not attend the Understanding Paychecks and Understanding Government Assistance lessons, they can still complete this lesson it may just take a little more time.

Students should have completed the My Family's Expenses Tracking Worksheet from the Lesson 7: Tracking Expenses lesson. If the students did not attend the Tracking Expenses lesson they can still complete this lesson, it may just take a little more time.

Materials:
Image Cards for the Picture Story – “Zareb and Samee” (Arabic names – Zareb is male and Samee is female (pronounced SAHHMey).) Arabic man and woman.
Calculators (One per student)*
Sample Budget (written)*
An expense or purchase*
*not provided in kit

Worksheets:
Budget Worksheet
My Family's Expenses Tracking Worksheet (preferably completed by student) (Lesson 7)

Vocabulary: (words are BOLD when they first appear in the lesson):
Budget: A written plan to help you manage your money.
Estimate/Estimation: A close guess about something—frequently numeric.
Expenses: Items or services purchased with money.
Fixed Expense: Expenses that stay the same from month to month.
Changing Expense: Expenses where the amount changes from month to month.
Income: Total amount of money earned through working. Income is money upon which you must pay taxes. You may also receive income or money to live on from Social Security, investments, or public assistance.
Paycheck Stub: A paper or electronic document that shows detailed income and deductions for taxes, insurance and other benefits.
Savings: Setting money aside to use in the future.

Instructor Note: For lessons on budgeting, pay stubs, and expenses: It is intended that the Budget Worksheet be completed over many lessons as different aspects of income and expenses are discussed. Students are welcome to take the worksheet home and then bring it back or they can leave the worksheet in their class folder or with the instructor who can pass the worksheets out as needed.

Instruct:
“
A BUDGET is a written plan to help you manage your money.
You should create a budget at the beginning of every month. A budget can help you find ways to save money for the future.”

Picture Story Activity – “Zareb and Samee”
Zareb and Samee make a budget for their family at the beginning of every month.
Zareb and Samee write down the income they get each month.
Zareb and Samee write down the expenses they think they will have each month.
Zareb and Samee look at their budget often to make sure they do not spend too much money.

Discuss:
Ask, “Why do Zareb and Samee make a budget every month?”

Worksheet Activity:
Use the Budget Worksheet to complete the budget as you proceed with the lesson. (Note: students should have some income and expenses listed if they participated in the following lessons: Understanding Your Paycheck, Understanding Government Assistance, Tracking Expenses).

Instruct:
There are 4 steps to making a budget: list monthly expenses, list income, compare income and make adjustments, and look at the budget several times during the month.

1. Listing Expenses:
EXPENSES are goods and services purchased with money. Some of the expenses we have are called FIXED EXPENSES. These are expenses that are the same amount of money each month. Examples of fixed expenses are rent, car payments, bus passes, childcare, and loan payments.

Another fixed expense should be SAVINGS. Savings is money that you set aside to use in the future. It is a good idea to make savings your first expense.

Review: Review with students any fixed expenses they may have. Assist students in writing down the expenses on the Budget Worksheet.

CHANGING EXPENSES are expenses that change from month to month. Examples of changing or variable expenses include food costs, utilities, and clothing. Since we are not sure how much we are going to spend, we have to ESTIMATE how much we are going to spend. Estimating means you make a good guess about how much you are going to spend. A good way to do this is to look at the My Family’s Expenses Tracking Worksheet to see how much you have spent in the past. (Some students may already have this tracking worksheet from the Tracking Expenses Lesson 7.)

Review: Review with students the variable expenses they have. Distribute the My Family’s Expenses Tracking Worksheet to those students who do not already have the worksheet. Help the students to write the information on the expense section of the Budget Worksheet.

Assist students in using a calculator to add up all the expenses they will have for the month.

2. Estimating Income:
After you finish estimating your expenses, you can work on estimating your Income. INCOME is money received through work and other sources (government assistance). You can
estimate how much income you will receive by looking at your old PAYCHECK STUBS for the employment you have currently.

Review: Help students list earned income for work. (Note: You may have to remind the students to double or triple the amount of income listed on the paystub if they have more than one pay period throughout the month.)

Another source of money some people receive is from the government. Some examples are Refugee Cash Assistance (RCA), Family Employment Program (FEP), Housing Assistance or Food Stamps.

Review: Assist students in listing any government benefits they receive.

Assist students in using a calculator to add the amount of total income.

Discuss:
Ask, “What are your monthly expenses and income?”

Encourage listing of all utility bills, rent, food, and transportation as expenses. Include all possible income sources.

Instruct:
“If you have more expenses than you can pay for, one thing you can do is find ways to decrease your changing, or variable, expenses.”

“Another option is to find ways to make more money and increase your income.”

Comprehension Review:
Ask, “What ideas do you have for increasing your income?”

As a group, brainstorm other ideas to increase income.

Possible answers:
- Find a part-time job.
- Collect and recycle metal at a scrap yard.
- Use your talents and skills.
- Sew clothing or make jewelry.
- Make and sell authentic food to sell at a farmer’s market or community event.
- Weave baskets or other items and sell at a farmer’s market or community event.
- Work on friends or family members cars if you know how.

Handout Ideas to Increase Income and Reduce Expenses Worksheet to the students. Discuss the worksheet if they are having a hard time meeting their monthly obligations or if they need more income.

Development Notes and Resources:
Designed and compiled by the Utah State University Extension Curriculum Development Team.

Lesson 9: Needs and Wants
ESL Level: 2-3

Objectives:
Students will understand that a need is something that is necessary for life.
Students will understand that a want is something that makes life more enjoyable.

Students will be able to identify personal purchases as either needs or wants.
Students will understand that reducing or eliminating some, or all, wants is a technique used to manage a monthly budget.

Prerequisite Skills:
None

Materials:
- Image Cards for Needs Purchase “Need” image compilation (1/2 page)
- Image Cards for Wants Purchase “Want” Image compilation (full page)
- Tape*
- Poster board*
*not provided in kit

Worksheets:
None

Vocabulary: (words are BOLD when they first appear in the lesson):

Need: Something necessary or required for life.
Want: Something that is not required to live but makes life more enjoyable.

Lesson:

Instructor Notes: Needs and wants are subjective. What one individual determines to be a need based on circumstances may be a want for another. For example, David may have a job in an area of town where there are no busses or access to public transportation. Having a car may be a need for him. Whereas, Jonathan lives and works in close proximity to public transportation, owning a car may be want.

Refugees and immigrants may also have perceptions of what constitutes a need in the United States, which may include more, larger, and fancier goods. Be prepared to acknowledge the desire to have wants. Emphasize that learning how to budget and save money can help us purchase wants.

Instruct:
“Making a budget is a way to help us manage our money. Sometimes we don’t have enough money in our budget for all the expenses we have. A way to reduce the amount of expenses we have and to save money is by reducing the number of unnecessary expenses or WANTS that we purchase.

We use our money to buy things for our families and ourselves. What we buy can be either a NEED or a want.”

(Create two columns on the whiteboard. Write the word “Need” at the top of one column, and the word “Want” at the top of the second column.)

Handout Ideas to Increase Income and Reduce Expenses Worksheet to the students. Discuss the worksheet if they are having a hard time meeting their monthly obligations or if they need more income.

Instruct:
“A need is an expense that is necessary for life. Some examples of needs include a place to live, food, and clothes.” (Use the “needs” pictures to create a Needs board with the class. Tape the pictures to a white board or poster board and discuss with the students if they are needs and why they think they are needs.)

Discuss:
Ask, “What are some other things that you need to live?” (List responses under the need column.)

Instruct:
“A want is an expense that we do not need to survive, but we really...”
Lesson 10: The Importance of Paying Your Bills on Time

ESL Level: 2-3

Objectives:
- Students will be able to identify why it is important to pay their bills on time.
- Students will understand consequences of not paying their bills on time.

Prerequisite Skills:
- It may be easier for students to understand this lesson if they have had some experience with banking, but it is not a requirement.

Materials:
- Image Cards as needed
- Ways to Prevent Late Payments Worksheet
- Negative Effects of Not Paying Bills on Time Worksheet

Worksheets:
- Bill Payments Calendar Worksheet
- Ways to Prevent Late Payments Worksheet
- Negative Effects of Not Paying Your Bills on Time Worksheet
- Ways to Prevent Late Payments (Worksheet Answers)
- Negative Effects of Not Paying Bills on Time (Worksheet Answers)

Vocabulary: (words are **BOLD** when they first appear in the lesson):
- **Late Fees**: Amount of money that is charged to an account if the payment due date is missed.
- **Auto-pay**: The payment of a bill that is automatically taken from your bank account electronically.
- **Credit Score**: A number that helps a bank or loan company know if you pay your bills on time. Your score determines if you get good rates on interest and qualify for some grants. It can also affect the ability to obtain work.

Loan: Money borrowed to purchase something now and then pay back over time.

**Lesson:**
Why is it Important to pay your bills on time?

**Instruct:**
"Knowing when your bills are due and taking control of your finances is a good habit to have and continue throughout your life. Paying your bills on time can increase your **Credit Score**, and help you get a lower interest on **loans**.

There are many bills to keep track of and sometimes it is hard to keep track of all your bills because not all bills are due on the same day. Some are due at the beginning of the month and others are due at the end of the month. This can make things confusing as to when you need to pay certain bills. There are a few things that you can do to keep track of your bills."

**Worksheet Activity:**
Distribute the **Ways to Prevent Late Payments Worksheet** to the students to follow along. Go through the directions and explain that they will need to fill in the blanks with the correct word(s).

**Ways to Prevent Late Payments:**
1. Make a Bill Pay Calendar: If certain bills are always due on the 5th of every month write them down on a calendar.
2. **AUTO-PAY**: You can have the bill amount automatically taken from your bank account each month. You will want to make sure that you have enough money in your account to cover the bills that are paid automatically.
3. Set up reminders: Set reminders on any electronic device, like your phone to help you remember when certain bills are due.
4. Put all your bills in one place: When you receive a bill in the mail keep it in a convenient place. When it is time to pay bills you know where they are. You can put them in a drawer in your kitchen or in a special folder.
5. Sign up to receive bill reminders: See if the companies do online reminders electronically.
6. Prepay bills: Some companies will allow you to build up a “credit.” This way, you pay in advance and the company takes your bills from the credit you have with them.

**Worksheet Activity:**
Distribute the **Negative Effects of Not Paying Your Bills on Time** to the students to follow along.

**Negative Effects of Not Paying Your Bills on Time:**
1. Paying extra money: When you pay late or miss payments the company will charge you **Late Fees** and may decrease your credit score.
2. Affect your credit score: Everyone has a **Credit Score** or number. This helps banks or loan companies decide if you are a good risk to loan to. Bad credit scores can prevent you from receiving a loan or can increase your interest rate.
3. Getting into an apartment/house: If you have a history of not paying your bills, your property owner (landlord or lender) will be able to see that and reject your application.
4. Getting a job: Some companies will look at your credit score. If you have a low credit score, they might not hire you.

**Worksheet Activity:**
**Optional**: Distribute **Bill Payments Calendar Worksheet** to students. Help them fill in the information for the current month. Then, as a class, complete a hypothetical bill calendar using different due dates. Encourage students to take the worksheet home to identify when their own bills are due.

**Development Notes and Resources:**
Designed and compiled by the Utah State University Extension Curriculum Development Team.
Lesson 11: Writing a Check  
ESL Level: 2-3

Objectives:  
Students will be able to identify the different parts of a check.  
Students will know how to write a check properly.

Prerequisite Skills:  
Students should know how to say and write numbers as numerals and in word form 0-1,000.

Materials:  
Image Card of “Blank Check”  
Image Card of “Check Register”  
Check Writing Worksheet (to project)  
Image Cards for Picture Story – “Amare Writes Checks” (Amare is an African male name.) African male, trees, check  
Pens for students*  
Sample Check Register Booklet*  
Example of an Incorrectly Written Check*  
*not provided in kit

Worksheets:  
Check Writing Worksheet

Vocabulary:  
(words are BOLD when they first appear in the lesson):  
Account Number: Numbers representing your specific account with a company or bank.  
Amount of check: The dollar ($) amount of what you are buying.  
Blank Check: A check that does not have any writing on it.  
Cash a Check: When you take a check to the bank or store and receive money.  
Checking Account: The bank account used to pay expenses.  
Check: A paper document that is connected to a bank account. A kind of money.  
Check Number: A number at the top of the check and at the bottom.  
Check Register: A paper where you write your check number, the amount, date, current balance, and who you wrote the check to.  
Memo Line: What the check is paying for. (A line at the bottom left of the check.)  
Pay to the Order: The first line of a check, stating whom you are paying.  
Routing Number: A number that is nine digits long that identifies a bank.  
Signature Line: The last line on a check where you put your name. Alternatively, where you put your name to finalize a contract.  
Total Amount Line: The line on a check where you write out the number amount in words.

Lesson:  
Instructor Notes: Introduce this lesson as a basic check writing lesson. Prepare an example of a check that is incorrectly filled out.  

Instruct:  
A CHECK is a piece of paper that has your bank account information on it and can be used to buy things and pay bills. Checks must be written in pen.

Instruct:  
Using the check Image Cards as well as the Check Writing Worksheet, explain each line of the check.

The account we use to pay our bill is called a CHECKING ACCOUNT. Owner’s information (always in the top left section): Name, Address, and Phone Number

CHECK NUMBER and date: Every check has a number to help identify it. On the date line put the date you write the check.

PAY TO THE ORDER: This is who you are paying.

AMOUNT OF CHECK: The box on the right side where you write the numbers of how much your check is. Be sure to tell the students to write the number amount as close to the left side of the box as possible so no one can change the numbers they wrote. In the good example the amount is against the dollar sign. In the bad example there is too much space between the dollar sign and the amount. (Instructors will want to demonstrate the proper way to write the amount.)

Example:  
TOTAL AMOUNT LINE: The line under pay to the order where you write out the number in words. (Example $200.00 is Two hundred dollars and no/cents)

MEMO LINE: Write what the check is for that you purchased.

SIGNATURE LINE: The last line where you put your name so the bank will cash the check.

ROUTING NUMBERS: A number that is nine digits long that identifies a bank.

Discuss:  
Ask, “Have any of you written a check before?”

Explain, checks can be used to pay bills if you do not want to use a debit card. Some people feel like they can keep track of what they are spending better with checks. You need to be careful with checks because they can be stolen and someone could fill out the check and pretend to be you and try to CASH A CHECK. Checks can also be lost. If you lose a check the person who finds it will have your ACCOUNT NUMBER, name and address in one spot. Keep checks in a safe place in your house if you are not using them. Never give a BLANK CHECK to anyone. A blank check is a check that does not have your information filled out on it.

Ask, “Why are checks good to use?” (Can track your expenses, may be easier to pay someone if they do not have a machine to process debit cards.) You can write the check amount and what the payment was for in the CHECK REGISTER.

Ask, “Why are checks not good to use?” (The check has a lot of personal information, checks can be stolen and someone could try and pretend to be you.)

Picture Story – “Amare Writes Checks” (Name pronunciation is AEM-aaR-eh.)

Amare owns a landscape company. He mows lawns and plants flowers and trees for many people.

Amare needs to write a check to pay for four trees he wants to buy.

Amare has his check book.

He is buying the trees from Green Tree Farm. The trees cost $200.00.

Comprehension Review:  
Help Amare write his check.
Distribute *Check Writing Worksheet* to students

Ask the questions and have each student fill out their check.

“What is today’s date?”

“Who does Amare write the check to?”

“How much is the check?”

“Where does Amare sign the check?”

Walk around and see how the students are doing as they work on writing the check. There is an extra check on the handout they can practice filling out. You may have them write the check out to you as the instructor or they could work with their partner and pay their partner.

Ask, “Should you write a check in pencil?” (No. Checks should always be written in pen.)

Ask, “Where should you keep your checks if you are not using them?” (A safe place at home.)

Ask, “Should you give your blank checks to people?” (No. They could steal your information or try and fill out the check if you give them a blank one and cash it for more money than you intended them to receive.)

**Instruct:**

“Checks can be a way to pay bills but make sure that you do not lose your check book. Write the amount of the check as close to the amount box line as possible so that no one can change the amount of the check.”

**Development Notes and Resources:**

Designed and compiled by the Utah State University Extension Curriculum Development Team.

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**Lesson 12: Introduction to Banking**

**ESL Level: 2-3**

**Objectives:**

Students will understand that their money is safe in a bank or credit union.

Students will understand that banking is another alternative to saving money at home.

Students will understand the basic banking transactions of deposit and withdrawal.

**Prerequisite Skills:**

None

**Materials:**

Image Cards for Vocabulary as needed

Image Cards for Picture Story - “Pedro Makes a Bank Deposit” (Pedro is a male Hispanic name) Hispanic male, FDIC AND NCUA card, bank teller

**Worksheets:**

Matching Definitions Worksheet - Banking

“Pedro Makes a Bank Deposit” Story Worksheet

**Vocabulary:** (words are **BOLD** when they first appear in the lesson):

**Bank or Credit Union:** A place where you can safely store your money for savings or to pay future bills. Banks also provide services that can help you meet your goals.

**Safe:** Protection from harm, danger, or injury. Can also be a place to keep money or important documents.

**Savings Account:** An account at a bank or credit union where money is kept for future use.

**Deposit:** Money added to your bank account.

**FDIC**: Agency that protects your money at a bank. Banks should have the FDIC sticker in the window. (Federal Deposit Insurance Company)

**Joint Account:** A bank account owned by two or more people.

**NCUA**: Agency that protects your money at a credit union. Credit unions should have the NCUA sticker in the window. (National Credit Union Administration)

**Single or Individual Account:** A bank account owned by one person.

**Teller:** The person who helps you at the bank.

**Withdrawal:** When you take money out of your account at the bank. This can be a face-to-face interaction with a teller or taking money out at the ATM.

**Instructor Note:** (This information is included for you in case your students have additional questions.)

*FDIC means the Federal Deposit Insurance Company. The FDIC insures deposits up to $250,000 for checking accounts, savings accounts, money market deposit accounts, and certificates of deposits. The insurance covers the bank if it goes out of business, if they are robbed or if there is a fire.

*NCUA means the National Credit Union Administration. NCUA ensures the checking account, savings account, certificates of deposit, and money market deposits in a credit union up to $250,000. [http://www.ncua.gov/Pages/default.aspx](http://www.ncua.gov/Pages/default.aspx)

It is important to know the insurance for the FDIC and NCUA does not cover stocks, bonds, mutual funds, life insurance policies, annuities or other securities. The standard insurance amount is $250,000 per depositor, per insured bank or credit union, for each account ownership category. From the FDIC website: [https://www.fdic.gov/deposit/deposits/](https://www.fdic.gov/deposit/deposits/)

**Lesson:**

**Instructor Note:** Many students do not trust banks because of experiences in their own countries. Make sure you explain these concepts in such a way that students know banks are more trustworthy in the United States.

**Instruct:**

There are many places to keep or save your money. One of the safest places to keep your money is at a **BANK**. A bank or credit union is safer than keeping money at your home because when you take money to the bank they keep a record in a computer so you know exactly how much money you have.

When you use a bank make sure that you see the FDIC or NCUA logo (show the logo) on the front of the bank. This sign means your money is **SAFE**.

When you take money to a bank and put it in your account it is called a **DEPOSIT**. (Show the Image Card of a deposit slip and have the class students repeat the word deposit with you.)

When you take money out of your bank account it is called **WITHDRAWAL**. (Show the Image Card and have the class students repeat the word withdrawal with you.)

The person who helps you at the bank is called a **TELLER**.

Two common types of bank accounts are **Checking** and **Savings Account**. When you have a bank account just under your name it is called a **SINGLE OR INDIVIDUAL ACCOUNT**. That means you do not share the money with anyone.
If you share the bank account with your husband or wife or child or a sister or brother then the account is called a **JOINT ACCOUNT**.

**Activity:**
Have students complete the *Matching Definitions Worksheet-Banking*.

Ask, (Questions to determine their experience with banking.)

"Have any of you used a bank in your home country?"
"Was it safe to put money (or deposit) your money in bank?"
"What happened to the money you deposited?"
Ask, “Do you think that banks are safe in the United States?”

**Instruct:**
Banks are safe in the United States because:

Explain that banks and credit unions are safe places to put their money because they have a group called the FDIC and NCUA that protects your money.

**Picture Story Activity:** “Pedro Makes a Bank Deposit”

Pedro has a check to deposit at his bank.

Pedro goes to his bank and sees the FDIC logo on the bank door.

Pedro knows that his money is safe. There is a line of people at the bank. He fills out a deposit slip with the amount of money listed on his check. Pedro waits his turn for the teller to help him.

The teller says, “Hello Pedro. How can I help you?”

Pedro says, “I need to put my money in my checking account.” He hands her the check and his deposit slip.

The teller says, “I will deposit your money right now. Just one moment.”

She records the check and gives Pedro a receipt for his check.

When the teller is done helping Pedro, he feels happy because he knows his money is safe. Pedro knows he can go back and his money will be at the bank if he needs to withdraw the money.

**Comprehension Review:**
Retell the story and have the students fill out the “Pedro Makes a Bank Deposit” Story Worksheet

**Development Notes and Resources:**
Designed and compiled by the Utah State University Extension Curriculum Development Team.

FDIC and NCUA information in the Instructor help section came from FDIC’s and NCUA’s web site on depository insurance [http://www.ncua.gov/Pages/default.aspx](http://www.ncua.gov/Pages/default.aspx) and [https://www.fdic.gov/deposit/deposits/](https://www.fdic.gov/deposit/deposits/).

**Lesson 13: Opening a Bank Account**

**ESL Level: 2-3**

**Objectives:**
Students will understand requirements to open a bank account.

Students will know about basic fees and costs of opening a bank account.

Students will understand the difference between a credit card and debit card.

**Prerequisite Skills:**
A brief introduction to banking in the United States may be helpful, but is not required to understand the lesson.

**Materials:**
Image Cards: Credit Card, Debit Card, (full page) Documents, Picture inside bank

Bank Statement “Interest Earned Line” Example

**Worksheets:**
Opening a Bank Account Worksheet

Bank Account Cost Comparison Chart

**Vocabulary:** (words are **BOLD** when they first appear in the lesson):

- **ATM**: Automatic Teller Machine—A machine that allows you to obtain cash from your checking or savings account.
- **Bank Account**: A place to hold your money that has an account number assigned to it.
- **Borrow**: To use money now that you will pay back later.
- **Checks**: A paper document that is connected to a bank account, a way to buy something.
- **Credit**: Money that a bank, credit union or business will allow a person to use and then pay back in the future with interest.
- **Credit Card**: A card that allows you to make purchases with borrowed money that you have to pay back in the future. A plastic card with 16 digits and looks like a debit card.
- **Debit Card**: A plastic card with 16 numbers on it that is attached to your bank account. When you use your card your money is taken directly from your account.
- **Direct Deposit**: A deposit of money from an employer directly into the employee’s checking or savings account.
- **Bill Pay**: A service banks offer to send out payment on your bills directly from your account so you do not have to worry about missing a due date.
- **Free Online Banking**: Free access to online statements so you can keep track of your finances from many locations.
- **Overdraft Fee**: A fee the bank may charge if you do not have enough money in your account to cover your purchase.
- **Overdraft Protection**: A line of credit or small loan that is tied to your bank account in case you don’t have the money in your bank account to cover the bill. The bank will use your overdraft protection to cover the check and you pay a small fee to use the service.

**Cultural Considerations:**

**Instructor Note:** Some religious backgrounds do not believe in earning or paying interest; be sensitive to this difference when you are teaching. For example, when teaching about credit cards and store credit cards the students should know that if they pay the bill in-full each month they won’t be paying interest. Some banks may agree not to pay them interest on their savings and checking accounts if they ask. If they do earn interest, then they can watch their statement and then speak with their religious leader about what they might do with the interest. Some members of religious
Lessons: ESL Level 2-3

Instruct:
Opening a BANK ACCOUNT can be difficult if you do not know what to look for.

Before you go to open a bank account ask your friends and family what bank or credit union they use and if they are happy with the service.

Credit unions sometimes have fewer fees than a bank because the people who use the credit union own it.

When you open a bank account you will need to take three things.
1. Personal contact information (Name, address, and phone number)
2. Social Security Number or ITIN number
3. Driver License or State ID or Military ID

To open an account:
1. You can go in person to the bank and speak with someone.
2. You can also apply for an account at the bank or credit union’s website.

When you get a bank account they may ask if you want CHECKS or a DEBIT CARD. Checks are paper and represent your money in your account. You can use them to pay bills. A debit card is a plastic card and you can use it to buy things and it will come directly out of your bank account.

After you have had an account, you may be offered a CREDIT CARD. This card allows you to BORROW the bank or credit union’s money to make purchases and pay the money back a little at a time. It is a plastic card with 16 digits and looks similar to a debit card.

The main difference between a credit card and a debit card is that the money you use with the debit card is your money. A credit card is money that you borrow.

Instruct:
Project the Bank Account Cost Comparison Chart and/or give a copy to the class and walk them through each category. Have them repeat the words after you when you first define each category. This chart will give the students a good chance to review what features they should be looking at when they open an account. Go over each part of the Chart and explain each part.

MAXIMUM MONTHLY TRANSACTION NUMBER: The highest number of times you can use your account in a month before you are charged a fee. This is more common with designated savings accounts. For example, you may only be allowed to transfer money or withdraw money from your savings account five times a month before the bank or credit union charges you a fee.

MINIMUM MONTHLY TRANSACTION NUMBER: The lowest number of times you can use your account before a fee is charged. Some banks want to make sure you are using your accounts and ask that you use your debit card five or ten times a month. If you don’t use your account they may charge you a fee.

MINIMUM OPENING DEPOSIT: The minimum amount of money required to open an account.

MINIMUM MONTHLY DEPOSIT: The amount of money you must put in your account to avoid a fee.

MINIMUM BALANCE: The amount of money you must keep in your account at all times to avoid a fee.

MONTHLY MAINTENANCE OR SERVICE FEE: A fee that banks charge to use their services.

DIRECT DEPOSIT: A deposit of money from an employer directly into the employee’s checking or savings account.

BILL PAY: A service banks offer to send out payment on your bills directly from your account so you do not have to worry about missing a due date.

FREE ONLINE BANKING: Free access to online statements so you can keep track of your finances in many locations.

ATM: Automatic Teller Machine-A machine that allows you to obtain cash from your checking or savings account.

OVERDRAFT FEE: A fee the bank may charge if you do not have enough money in your account to cover your purchase. The bank may transfer money from your savings account or credit card to cover the bill but they charge a transfer fee to do that.

OVERDRAFT PROTECTION: A line of CREDIT or small loan that is tied to your bank account in case you don’t have the money in your bank account to cover the bill. The bank will use the overdraft protection to cover the check and you pay a small fee to use the service.

Worksheet Activity:
Distribute the Bank Account Cost Comparison Chart. Review with the students the different features the different accounts offer.

Distribute the Opening a Bank Account Worksheet. Review with the students the different documents they need to open a bank account.

Homework:
Encourage students to contact several different banks or credit unions in person or on line. Using the Worksheet Bank Account Cost Comparison Chart, do a comparison of costs and features of each institution before deciding where to apply for an account.

Development Notes and Resources:
Designed and compiled by the Utah State University Extension Curriculum Development Team.


Lesson 14: Understanding Rental/Lease Agreements
ESL Level: 2-3

Objectives:
Students will understand that a lease/contract is a legal document that they must follow.
Students will be able to identify the different parts of a rent/lease agreement.
Students will identify how much rent is required, when it is due, and any specific rules they must follow while living on the property.

Prerequisite Skills:
None

Materials:
Image Cards for Picture Story – “Miguel and Gabriella have a Lease” (These are Spanish names. Miguel is male and Gabriella is female.)
Budget - Rental Agreement, Utilities (full page) Apartment Building Sample Lease Agreement (to project)
**Lesson:**

Instructor, give a copy of the Sample Lease Agreement to each of the students. Project the image onto a screen, if one is available. Encourage students to take notes on the lease agreement to help them remember important information. Explain that there are many blank portions in the document. The property owner/landlord, or property manager, will fill in information that is specific to the terms or rules of the rental property. Make sure the owner/landlord, or property manager, fills in all the blank lines before you sign the document. After you and the owner/landlord, or property manager, have both signed the lease you will want to keep a copy of that lease as proof of your agreement in case the owner/landlord, or property manager, tries to change any of the terms of the agreement while you are living there.

Go through the Sample Lease Agreement explaining the important vocabulary words.

**LEASE:** A contract involving two, or more, people. One person allows another to use land or property for an amount of time in return for money.

**LANDLORD/PROPERTY OWNER/LESSOR/AGENT:** Owner of the property.

**TENANT(S)/LESSEE/RESIDENT:** Person renting the house, apartment or business space.

**RENT:** The amount of money due at the beginning of each month.

**LENGTH OF LEASE:** The amount of time that the contract is effective (Month-to-month, 6 or 12 month lease.)

**DEPOSIT/SECURITY DEPOSIT:** Money required to rent or lease an apartment or home before you move in.

**LATE FEE:** Amount of money due if rent is not paid on time.

**Utilities:** Some rent includes payment of utilities, others do not. Utilities add extra money to the total amount of rent and change from month to month.

**Rules and Regulations:** Important information to know what you can and cannot do on the property.

**Pets:** If you have pets, you need to make sure the owner allows them on their property. There may be an additional fee.

**Alterations:** This section tells you if you are able to make changes to the property in anyway. Paint, change locks, or redecorating.

**Property Maintenance:** The section states who is in charge of lawn care and other types of maintenance to the property.

**Zoning Limits:** Laws limiting the amount of people that can live in one house.

**Signatures:** Signing your name on the document is telling the owner of the property that you understand and are willing to follow the rules of the lease/contract.

**Picture Story – “Miguel and Gabriella Have a Lease”**

Miguel and Gabriella have just signed a lease for their first apartment in Salt Lake City. In the lease, it states that rent is due on the 1st day of every month.

The rent is $750.00 and does not include utilities.

If they pay their rent one day late, they have a late fee of $50.00. The apartment does not allow any pets.

**Comprehension Review:**

“Is there a late fee?” ($50.00)

“How much is their utility bill?” (Instructor, this was not stated, discuss how utilities change from month to month. It would be the tenants’ responsibility to pay the utilities.)

“Were there any specific rules that they must follow?” (No pets.)

**Development Notes and Resources:**

Designed and compiled by the Utah State University Extension Curriculum Development Team.

The sample lease for this lesson was adapted from information from website: [http://www.dca.ga.gov/housing/specialneeds/programs/documents/C-2SampleLEASE.pdf](http://www.dca.ga.gov/housing/specialneeds/programs/documents/C-2SampleLEASE.pdf)

**Lesson 15: Reading Utility Bills**

**ESL Level: 2-3**

**Objectives:**

Students will understand that a utility is a service providing electricity, water, gas, or trash removal provided by a company.

Students will identify any utility bills they may be receiving.

Students will use a sample bill to identify the due date for when the bill must be paid.

**Prerequisite Skills:**

Students should be able to read and say numbers 0-1,000.

**Materials:**

Sample Utility Bills (to project) (Instructor may wish to use actual bills and black out identifying information)

Image Cards of Utilities (full page)

Sample Gas and Electric Bills*

* not provided in kit

**Worksheets:**

Sample Utility Bills 1 & 2

**Vocabulary:** (words are BOLD when they first appear in the lesson):

**Account Number:** Numbers representing your specific account with a company or bank.

**Bill:** Paper or electronic document that shows the cost for use and when payment is due, e.g., utilities, rent, car, and phone bill.

**Electricity:** Power used for lights, television, any electronic device.

**Fee:** Total money owed for work done, or services on a printed or written document. Charge for a service or product.
Lesson 16: Documents and Protecting My Identity

ESL Level: 2-3

Objectives:
Students will be able to identify the basic steps to protect their identity.
Students will be able to identify which documents they should carry with them and which documents they should keep in a safe place.

Prerequisite Skills:
None

Materials
Image Cards Documents (full page) of credit cards, passports, birth certificates and other documents for the hands on activities.
Copy and cut up documents for activity.
Image card for Shredder

Worksheets:
What I Should Carry or Leave At Home? Worksheet
Documents to Keep Handout

Vocabulary:
(words are BOLD when they first appear in the lesson):
Birth Certificate: Record or proof of your birth.
Driver’s license: State document showing you are qualified to drive.
Debit Card: A plastic card with 16 numbers on it that is attached to your bank account. When you use your card, your money is taken directly from your account.
Green Card or MICA: A document that shows you have permission to work in the United States.
Identity Theft: When someone steals your personal information to open accounts and loans in your name without your knowledge.
Insurance: A financial product used to protect you and your property and help you pay for unexpected expenses such as car accidents and medical bills.
Identifying Documents: Documents that contain your personal information or personal information of your family members, e.g., birth certificate, driver’s license, health insurance card, marriage license, state identification card, social security number, green card, work VISA, bank account information, checks, and paycheck.
Marriage License: Legal document showing you are married.
Passport: Government document with your photo used to travel to other countries.
Personal Information: Any piece of information that can be used to identify you, e.g., your name, your date of birth, address, Social Security Number, Individual Tax ID number (ITIN).

Activity:
Instructor, distribute the Sample Utility Bills #1 to each student.
Project a sample bill on the screen, or board, so students can follow along.

Explain the following types of information included on the bill.
Encourage students to circle or write down any notes on the bill to help them remember the important information.

Type of bill: At the top of the bill, you will see the company’s name and to whom you need to write the check. The bill will also include a description of the services you are paying for.
Due date: The date that by which you need to pay the company.
Amount due: Total money that needs to be paid to the company.
ACCOUNT NUMBER: You will use your account number when you pay your bill.

Comprehension Review:
Ask students if they have any questions about the bill. Refer them to the second bill. On the board, write down the following:
Company’s Name:
Due Date:
Amount Due:
Lesson:
Instructors, briefly introduce the lesson, by stating that the student will learn about identity theft and protecting important documents.

IDENTITY THEFT occurs when someone STEALS your PERSONAL INFORMATION to open accounts, loans, or INSURANCE under your name. They may also file taxes under your name and try to claim your tax return.

This is harmful because the person who stole your information may buy things using your name. After the THIEF uses your credit card under your name, they will not pay the money back and you could be responsible to pay.

One of the best ways to PROTECT your information from being used by someone else is to keep your documents in a SAFE location in your home.

Many IDENTIFYING DOCUMENTS that you have should not be carried with you at all times.

It is a law that you carry your GREEN CARD with you at all times. You should also carry your State Identification Card or DRIVERS LICENSE if you operate a vehicle. It is also okay to carry your DEBIT CARD and a credit card if you have one in order to make purchases. You may also need to carry your insurance card.

You do not want to carry or take your social security numbers, BIRTH CERTIFICATE, MARRIAGE LICENSE, INDIVIDUAL TAXPAYER IDENTIFICATION NUMBER, PASSPORT, WORK VISA with you every day.

If you lose the green card, SOCIAL SECURITY CARD, or marriage license, birth certificate or other important documents it will take a lot of money and time to replace them. If your purse or wallet are stolen someone could use your information for their benefit and open accounts under your name.

If you are applying for state assistance, health insurance, a job or filing taxes, you may need to take your social security card, or birth certificate with you. As soon as you are done take the documents home and keep them in a safe place only you know about. Guard your documents and do not leave them in your car.

Never give your information out over the phone, especially if someone calls and asks for your bank account information.

Activity:
Give each student one or two of the documents cut from image cards. Have each student share what they have and if they should carry the piece of information with them in their purse or in their wallet.

Optional Activity:
Using a bag or wallet, have students come to the front of the room and tell what document they have. Then have the student place the document in the bag or wallet if they think they should carry it with them or have them place the document to the side if it should be left at home.

After the activity, remind the students that they should protect their information.

Instruct:
Students should only provide their information when they ask for help and never give their information out just because someone asked for it. Times that they may need to provide their information is when they file taxes, go to the bank, rent an apartment, or go to a hospital or doctor.

“Another way to protect your identity is to cut up into tiny pieces any old bank statements, bills, or job applications you are no longer using.” Remind the students that there are some documents that must be kept. (Use the list below for specific examples and provide Documents to Keep Handout to students.)

Documents to keep permanently:
- Tax Document Record (If you had to pay taxes when you filed)
- Divorce Decrees and legal proceedings related to legal separations
- Quarterly statements from your 401k and other retirement plans
- Retirement: All records related to your retirement account when you retire
- Stock and bond certificates as long as you own the stock and bond. Once you have sold it you can keep the document for seven years
- Deeds of property and ownership, auto titles, insurance policies
- Home improvement records until you sell the property
- Health records, wills and powers of attorney
- Birth certificates, adoption and custody records, death certificates

Documents to keep temporarily:
- Paycheck stubs until reconciled with W-2 or 1099 forms
- Phone and utility bills for one year (or seven years if business-related)
- Monthly bank and credit card statements for one year. Unless it is business related, then keep the records for 7 years
- Monthly mortgage statements for one year
- Brokerage or mutual fund statements until they’ve been reconciled at year end
- Year-end statements from credit card companies for seven years
- W-2 and 1099 forms for seven years
- Cancelled checks and receipts for all tax-deductible expenses for seven years

Discard or SHRED:
- ATM, bank-deposit slips and credit card receipts after cleared on a statement
- Non-tax deductible receipts for minor purchases
- Old magazines and articles not read within the past six months
- Receipts, instructions and warranties for items you no longer own (or warranties that have expired)

Show the Image Card of a shredder or scissors so they know how they can destroy their information. You may want to demonstrate...
how to properly cut the document by removing account numbers, names, etc..

**Comprehension Review:**
Ask, “What documents must you carry with you at all times when you are away from home?” (green card, state identification)

Ask, “What documents do you need to keep safely at home?” (Everything else—including birth certificate, marriage licenses, passports, etc.)

Ask, “What documents need to be kept permanently?” (deeds, legal documents, IRS payment records, health records, personal identification documents, etc.)

Remind the students that they should not give out their personal information to people they do not know. They should keep their personal identifying information other than their green card and State Issued identification/Driver’s License at home.

**Development Notes and Resources:**
Designed and compiled by the Utah State University Extension Curriculum Development Team.
