

• USING OHIOCHECKBOOK.com IN THE CLASSROOM •

Connections to Ohio Model Curriculum | High School Social Studies

BUSINESS EDUCATION BENCHMARKS

- Financial reporting is a critical outcome of accounting. (page 21)
- Using effective written communications skills is critical to business success. (page 42)
- Technology provides opportunities to collaborate, solve problems, and create innovative products and solutions. (page 97)

Skills

Graph reading and manipulation of data, using graphs to communicate arguments effectively, trend identification, using business analytics when budgeting

Vocabulary

Financial reporting, trend, business analytics, budget inefficiency

Educator Note

An innovative way to use graphs to communicate real data analysis and business analytics.

STRATEGY #2 : USING GRAPHS FOR BUDGETING & COMMUNICATION

STEP 1 - INTRODUCE

Introduce the concept of financial reporting.

STEP 2 - EXPLORE & DISCUSS

Have students explore Ohio's Online Checkbook: OhioCheckbook.gov.

- Individually or in groups, have students work through the Scavenger Hunt worksheet (included).
- On the OhioCheckbook.gov homepage, review the "2015 State Spending" and "Year to Year State Spending" graphs.
- Have students manipulate both graphs using the "Redraw" function below each graph from circle (pie) graph to bar graph to stacked bar graph.
- Have students draw their own line graph using both data sets.

Questions for discussion:

- Which graph makes the data most user friendly (circle graph, line graph, bar graph and stacked bar graph)?
- Does one graph more effectively communicate the data versus another of the same data?

STEP 3 - INTRODUCE

Introduce the concept of trends.

STEP 4 - COMPARE

Have students compare expenditures for Office Depot and Staples from 2008 to 2015.

Questions for discussion:

- What trends can be identified using the data produced by the search?
- What conclusions can be made based upon these trends?
- What external factors could affect this trend?

STEP 5 - IDENTIFY

Have students identify a trend on OhioCheckbook.gov.

- Have students reproduce graphs from OhioCheckbook.gov that demonstrate this trend and present them to the class.
- Which graphs help to better demonstrate these trends? Discuss.

STEP 6 - INTRODUCE

Introduce the concept of using business analytics when creating a budget.

Step 7 & Step 8 continued on next page

SEE NEXT PAGE FOR EXTENSION ACTIVITY & WORKSHEET ANSWER KEY



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STEP 7 - ANALYZE & DISCUSS

On the OhioCheckbook.gov homepage, use the “Popular Searches” button (right-hand side) to have students examine “Office Equipment” expenses in 2015 by vendor and agency.

Questions for discussion:

- What budget inefficiencies can be identified?
- What cost savings measures could be taken by the State to reduce or eliminate budget inefficiencies?
- How could a business use its own similar expense data to find budget inefficiencies for future cost savings?

STEP 8 - DISCUSS

Discuss the impact of Ohio’s Online Checkbook on government, business and society.

Questions for discussion:

- How can new technology affect behavioral change in government and society?
- How does transparency instill confidence in consumers/taxpayers and encourage ethical behavior?
- How can a business use OhioCheckbook.gov to identify opportunities to do business with the State?

NEXT STEPS ... EXTENSION ACTIVITY

1. See Strategy #3, The Budget Game.
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ANSWER KEY TO SCAVENGER HUNT ANSWERS TO THE STUDENT WORKSHEET ON NEXT PAGES

- | | |
|-----------------------------------|---|
| 1. \$57,639,983,213.44 | 6. \$16,587.58 |
| 2. \$1,580,946,163.95 | 7.\$3,216.00 to Pitney Bowes Inc on 3/20/2015 |
| 3. Agency: multiple | 8. \$95,298.45 |
| Expense Type: multiple | 9. \$13,688.96 |
| Fund: multiple | 10. 2014 |
| Appropriation Line Item: multiple | 11. Proteam Solutions Inc |
| Program: multiple | |
| Vendor: multiple | |
| 4.\$3,338,456,111.47 | |
| 5. \$65,592,276.71 | |

SEE NEXT PAGE FOR STUDENT WORKSHEET: SCAVENGER HUNT

