

## **Lesson plan**

**Title:** Budgeting

**Grade Level:** Seventh Grade

**Subject Area:** Life Skills (Personal Finance)

### **Learning Objectives**

- To monitor monthly expenses and use the information to create a personal budget.
- To differentiate between wants and needs.
- To understand the concept of saving and its importance in case of an emergency.
- To create financial goals.

**Materials Required:** Sheets of paper, Worksheets, Board Game (Budget Town)

### **Procedure :**

9:00 to 9:05 a.m. - Greetings and settling down.

9:05 to 9:10 - Introduction of the word ‘budget’ and a discussion about what students relate it with.

9:10 to 9:20 - The students will answer a few questions like “What is your monthly pocket money?”, “What did you buy in a month?”, “How much did you spend on your needs?”, “How much did you spend on your wants?”, “How much money did you save?”

Note: The students are not required to share their answers with anyone else. The purpose of this activity is to keep a record of the expenses.

9:20 to 9:30 - The students will copy the template provided on the blackboard to create a personal budget. The template is as follows :

<b>Monthly Income/ Pocket Money</b>	<b>Total Monthly Expenditure</b>	<b>Monthly Expenditure on Wants</b>	<b>Monthly Expenditure on Needs</b>	<b>Monthly savings</b>

The rationale behind this activity is to allow students to reflect on their spending habits. By keeping a record of their expenditure, the students will learn about their own patterns, and they can reflect on whether they can reduce or increase their spending, depending on their savings. As a result of this activity, students will learn to differentiate between their needs and wants.

9:30 to 9:35 - The students will create a budget for the upcoming month. In other words, they will plan their expenses for the upcoming month.

9:35 to 9:45 - Further, they will be provided with a list of unforeseen circumstances that might occur during the next month and how they plan to cope with those situations and incorporate them into their budget. The list of unforeseen circumstances is as follows:

- Buying a new coursebook because the earlier one was damaged.
- Buying a gift for a friend whom they have upset because they forgot their birthday.
- Ordering food from restaurants more than twice a week.

The rationale behind this activity is to help students understand the importance of saving money and that it is essential to save to deal with unexpected situations.

9:45 to 9:55 - The students will share their reflections regarding the activities.

9:55 to 10:00 - Clarification of doubts regarding the topic.

## **Rationale**

Activity based learning is a pedagogical principle, which focuses on learning through activities. Through activity based learning, students become active learners instead of passive recipients of information. It is defined as a process where students are constantly engaged in the process (Panko et al.,2007). Activity based teaching methodologies have relevance in daily lives (Hake,1998). Activity based learning is not only cognitive, but can also incorporate personal experiences. Therefore, teaching a concept like budget through activity based learning will help the students understand the concept practically.

Activity based learning as a tool can create an impact on the lives of students by focusing on the process of learning (Boud and Feletti, 1999). It leads to the development of critical thinking skills, which is essential for problem solving.

### For Students with Special Needs

For individuals with dysgraphia, I will give a printed worksheet with the following template.

**SMART KID'S Budget Worksheet**

MY SAVINGS GOAL IS: \_\_\_\_\_

**MONTHLY INCOME**

	Amount
Earnings	
Job	
Gifts	
Savings account	
Other: _____	
Total	

**MONTHLY EXPENSES**

	Amount
Books	
School Supplies	
Fun	
Food	
Donations	
Teachers' Gifts	
Grandparents' Gifts	
Other: _____	
Other: _____	
Total	

Difference (between income & expenses)	Income Total:	Expense Total:	Amount Saved:
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Picture Credits : *Pinterest*

The worksheet will ensure that the students with dysgraphia do not have to make a lot of effort while writing and their focus will be on understanding the concept of budget. Further, I will provide them with the option to type, so that they do not have to struggle with writing.

For individuals with dyscalculia, I will use explicit instruction, which involves setting the purpose of the lesson, providing clear verbal instructions, guided practice followed by independent practice. During the guided practice, I will play a game called 'Budget Town'. It is a board game, which involves color coding, cash transactions, and multiple visual cues to engage the children. It also uses artificial money, right from pennies to gold coins. Hence, it will ensure that children understand the application of spending and saving money.

Further, I will provide students with learning disabilities a sample budget for reference. The sample budget is as follows :

Income : 1000
Expenditure : 700
Savings : 300

What do I need?	What do I want?
Books - 200	Pizza - 200
Water Bottle - 100	Gift for a friend - 200

## References

- Boud, D. (1996, November 30). *The challenge of problem-based learning*. (2nd edition). ERIC. Retrieved November 2, 2021,. from <https://eric.ed.gov/?id=ED415220>. Educational Resources Information Center.
- Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, 66(1), 64–74. <https://doi.org/10.1119/1.18809>.
- Panko, M., Kenley, R., Davies, K., Piggot-Irvine, E., Allen, B., Hede, J., & Harfield, T. (2005). *Learning styles of those in the building and construction sector. Report for Building Research, New Zealand*.