

**St Joseph's College Business Studies Year 11**

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| <b>Learning area: Business Studies – Budgeting and saving for a car</b> (Thursday 22/10/20, Period 5) | <b>Year level: 11</b> | <b>Lesson duration: 60 minutes</b> |
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**Achievement Standard** (insert Achievement Standard and highlight the small section that will aligns to this lesson)

N/A – Vocational program not curriculum based.

**Content Description-** select ONE content description from your learning area (you must indicate the strand to which your CD belongs and include the CD code). If you are focusing on an aspect of the CD in this lesson, highlight the part addressed by your lesson.

N/A

**General capabilities-** select ONE General Capability that matches a clear demand of this lesson. For this General Capability, indicate the ONE element aligned to this lesson.

N/A

**Lesson Objectives- a maximum of two lesson objectives**

By the end of this lesson, students will:

1. Create a personal budget in Excel;
2. Develop a savings plan to purchase a car.

**Students will be successful when they can:**

- Use Excel to develop a personal budget based on their pay cycles;
- Use an online savings calculator to project how long it will take to save for a car.

**Formative Assessment-** what strategies will you use during the lesson to monitor student learning?

Questioning of students, feedback from group research exercises.  
Exit ticket – students to write down how long it will take them to achieve their savings goal, and possible strategies for identifying areas for greater savings in their budget. Submit on the way out of class.

**Summative Assessment-** what will be the culminating task at the end of this lesson to assess student learning against the lesson objectives?

N/A for this lesson.

**Lesson Outline**

**(Learning experiences and steps)**

*Refer to high impact teaching strategies, research and student data. Throughout, include what students do, and what you do.*

**Introduction: 5 minutes**

*How will you activate prior understanding / how will you hook the learners?*

**Questions (and delivery mode)**

**Instructions, transitions and lesson management (e.g., distribution of resources)**

**Differentiation**

*What adjustments have you included in your lesson to support whole, small group and individual students (as identified by data)?*

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| <p>Get students settled and give instructions about the requirements for the lesson.<br/>Introduced the LISC.<br/>Ask students who is looking to purchase a car in the next 12 months.<br/>In pairs: talk to your neighbour and write down all the costs associated with buying a car. Estimate how much you think it will cost in total for you to purchase a car and get it on the road.<br/>Go around the room sharing what groups think the costs will be.</p>                                                                                   | <p><i>“How many of you are looking to purchase a car in the next year or so?”</i><br/><i>“How many of you have a budget and a savings plan?”</i></p>                                                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                                                             |
| <p><b>Lesson Body: 40 minutes</b><br/><i>How will you introduce new content/concepts, how will the students process this new learning?</i><br/><i>I do, We do, You do</i></p>                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Questions (and delivery mode)</b></p>                                                                                                                                                                                                        | <p><b>Instructions, transitions and lesson management (e.g., distribution of resources)</b></p>                                                                                                                       | <p><b>Differentiation</b></p>                                                                                                                                                                               |
| <p><u>Budgeting</u><br/><a href="https://moneysmart.gov.au/loans">https://moneysmart.gov.au/loans</a><br/>Groups to present their findings to the class.<br/><b>(20 minutes)</b></p> <p><u>Saving for a car</u><br/>Students will be directed to identify the actual costs associated with a car purchase (insurance, registration, ongoing maintenance, fuel etc).<br/><a href="https://moneysmart.gov.au/managing-debt">https://moneysmart.gov.au/managing-debt</a><br/>Groups to present their findings to the class.<br/><b>(20 minutes)</b></p> | <p><i>“Because everyone’s circumstances are different, and budgets are personal I’m going to get you to do this exercise on your own.”</i></p> <p><i>Please type in the URL for the moneysmart website and scroll down to find your topic.</i></p> | <p><i>Students to work in groups of 2-3 throughout the lesson. Groupings will be based on seating arrangements.</i></p> <p><i>All students to use devices to research topics allocated to them in the lesson.</i></p> | <p><i>Students working in small groups to facilitate peer learning for those that need assistance. Teacher to circulate around the classroom checking for understanding and assisting where needed.</i></p> |
| <p><b>Conclusion: 5 minutes</b><br/><i>How will students share their learning with one another?</i><br/><i>How will the lesson’s learning be summarised?</i></p>                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Questions (and delivery mode)</b></p>                                                                                                                                                                                                        | <p><b>Instructions, transitions and lesson management (e.g., distribution of resources)</b><br/><b>Anchor activity</b></p>                                                                                            | <p><b>Differentiation</b></p>                                                                                                                                                                               |
| <p>Students to complete exit ticket:<br/>Write down one thing you have learnt today about credit and debt, and how that will affect your personal financial decisions in the future.</p>                                                                                                                                                                                                                                                                                                                                                             | <p><i>“Before we finish up today: on a sticky note, can you please write down one thing you have learnt today about credit and how that</i></p>                                                                                                    |                                                                                                                                                                                                                       | <p><i>Group work to facilitate peer learning for less able students.</i></p>                                                                                                                                |

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| If class finishes within 50 minutes, students will be directed to return to their Binnacle assessment work for the remainder of the class.                                            | <i>will affect your financial decisions into the future? Stick it on the whiteboard please.”</i> |  | <i>Teacher to circulate during research exercise and assist where necessary.</i> |
| <b>Resources</b><br><i>List all resources needed here</i><br>Teacher: laptop and presentation, internet access, sticky notes.<br>Students: laptop, notebook and pen, internet access. |                                                                                                  |  |                                                                                  |