

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

<b>Learning area: Business Studies – Buying a car</b> (Friday 23/10/20, Period 5)	<b>Year level: 11</b>	<b>Lesson duration: 60 minutes</b>
---	-----------------------	------------------------------------

**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. Understand the costs associated with purchasing and owning a vehicle;
2. Know the difference between compulsory third party and comprehensive insurance and which type is most appropriate for their needs.

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

- Select a vehicle that suits their budget and lifestyle;
- Identify the complete costs associated with purchasing and owning a vehicle;
- Obtain an insurance quote for their vehicle that is appropriate to their budget and requirements.

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

Questioning of students, feedback from individual research exercises.

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

Students to submit their individual budgets via email at the end of the 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)**

*“How many of you are looking to purchase a car in the next year or so?”*

*“Talk to your partner and discuss what you think are the costs*

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

**Differentiation**

Get students settled and give instructions about the requirements for the lesson.  
Introduced the LISC (Learning intentions, success criteria).  
Ask students who is looking to purchase a car in the next 12 months.

<p>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. Go around the room sharing what groups think the costs will be, and what that cost is comprised of. <b>(5 minutes)</b></p>	<p><i>associated with buying a car and getting it on the road.”</i> <i>We will share as a group in three minutes.</i></p>		
<p><b>Lesson Body: 50 minutes</b> <i>How will you introduce new content/concepts, how will the students process this new learning?</i> <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>Saving for a car</u> Students will be directed to identify a suitable car to purchase on the carsales.com website. <b>(5 minutes)</b></p> <p>They will then have to open an Excel spreadsheet and create their budget. (Show example I created earlier) <b>(5 minutes)</b></p> <p><u>Insurance</u> Students will be directed to read about insurance on the <a href="#">moneysmart website</a>. Teacher to question understanding prior to moving onto insurance quote. <b>(7 minutes)</b></p> <p>Using the vehicle details of their chosen car, obtain an insurance quote that is appropriate for your circumstances (use online insurance quote function). Enter insurance premium cost into budget spreadsheet. <b>(15 minutes)</b></p> <p><u>Registration</u> Find out the requirements and costs associated with registering your chosen vehicle in Queensland: <a href="https://www.qld.gov.au/transport/registration/register/vehicle">https://www.qld.gov.au/transport/registration/register/vehicle</a></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, but feel free to discuss with your neighbour.”</i></p> <p><i>“Who can tell me the difference between third party and comprehensive insurance?”</i></p> <p><i>“What are some of the features you need to consider when it comes to car insurance?”</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> <i>How will students share their learning with one another? 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> <b>Anchor activity</b></p>	<p><b>Differentiation</b></p>

<p>Students to complete exit ticket: Write down one thing you have learnt today about buying and owning a car, and how that will affect your decisions in the future.</p> <p>If class finishes within 50 minutes, students will be directed to return to their Binnacle assessment work for the remainder of the class.</p>	<p><i>“Before we finish up today: on a sticky note, can you please write down one thing you have learnt today about buying and owning a car? Stick it on the whiteboard please.”</i></p>		<p><i>Group work to facilitate peer learning for less able students.</i></p> <p><i>Teacher to circulate during research exercise and assist where necessary.</i></p>
<p><b>Resources</b> <i>List all resources needed here</i> Teacher: laptop and presentation, internet access, sticky notes. Students: laptop, notebook and pen, internet access.</p>			