

# Y9 Citizenship – 15 minutes

## Lesson plan

**Curriculum link:** Money – the importance of budgeting.

**Learning Objective:** To explore job roles linked to money and the importance of budgeting as part of the KS3 citizenship curriculum.

**Learning Outcomes:**

- To understand what budgeting is, and why it is a problem
- To understand how recommendations can be made through analysing costs and expenditure

**Success Criteria:**

1. **Describe** – What does a financial controller do?
2. **Understand** – Which outgoing costs are variable and fixed?
3. **Apply** – Make recommendations for a new budget for a business based on the increase in living costs and priorities for the small business.

Timings	Activity	Details	Resources
1-2 mins	<b>Starter</b> – Reading graphs to identify a problem: the rising cost of living	Think-pair task: students are shown a graph and are asked to discuss: (1) Name two learnings from the graph. (2) What do you think ‘minimum standard of living’ means? (3) How does this impact our society?  Share element: either via Q&A or teacher-talk – explore the answers to the above (see Facilitator notes on slide for ideas)	Slide 3
1-2 mins	<b>Introduce the challenge and the main character, Mohammed.</b>	(1) Facilitator to ask learners to read out the two characters. Then challenge is introduced to the learners. Facilitators to note to learners that this challenge will be applied to business, but some of the concepts looked at will also be applicable to lots of other scenarios and there will be time to reflect on that at the end of the lesson.  (2) <b>The challenge:</b>	Slides 4



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		Help Mohammed analyse the outgoing costs across the business and make plans for monthly spending to be limited to £25,000.	
5 mins	<b>Success criteria 1</b> <b>Describe</b> – What does a financial controller do?	<p>(1) Worksheet 1 to be printed if learners struggle to read from the slides. If not, no printing required. Learners to re-write some of these responsibilities by using verbs. (3 mins)</p> <p>Some of the examples that learners might have include:</p> <ul style="list-style-type: none"> <li>• Preparing financial reports</li> <li>• Analysing financial data</li> <li>• Participating in budget processes</li> <li>• Managing financial transactions</li> <li>• Developing plans for financial growth</li> <li>• Coordinating new financial/audit processes</li> </ul> <p>These can be written up on the board and then learners can copy into their own words in their exercise books.</p> <p>(2) 2 mins for learners to categorise the skills. Many of these could fit into essential and helpful categories – it's good for discussion to ask why learners have put certain skills in different categories.</p> <p>In the <b>essential/helpful</b> learners should include – work effectively in team, excellent at maths, attention to detail, good administrative skills, customer service skills, collaboration, problem-solving, working to deadlines, leadership skills.</p> <p>In the <b>unnecessary</b> learners could include – confident public speaker.</p> <p>Essential skills that are missing include, literacy skills, in order to write reports and</p>	Slides 5,6,7 Worksheet 1



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		communicate effectively. Being up to date on regulations and external matters that will impact the finances of the business.	
8-10 mins	<p><b>Challenge task:</b> <b>create a new budget</b></p> <p><b>Success criteria 2 Understand –</b> Which factors of outgoing costs are variable and fixed?</p> <p><b>Success criteria 3 Apply –</b> a new budget for a business based on the increase in living costs and priorities for the small business.</p>	<p><b>Challenge task</b></p> <ol style="list-style-type: none"> <li>(1) Read through definitions on slide 9 as a class.</li> <li>(2) Ask learners to complete the first column of the budget by working through with are variable / fixed outgoing costs for the business. 3 minutes to work through which category they are in.</li> </ol> <p>There's a teacher copy for facilitators to through the answers with students. If there is time, then work through the answers as a class, asking students why they think it is fixed or variable.</p> <ol style="list-style-type: none"> <li>(1) Allow 2-3 minutes for students to calculate what the current spend is. Answer = <b>£28,941.50. Which means that learners need to find ways to limit spending by £3,941.50 each month.</b></li> <li>(2) Facilitator to read through the business overview and should work through a few examples as a whole class about which categories they might consider stopping, re-considering and re-negotiating. Main thing to communicate to learners is that there are no right or wrong answers here, but it's important to think about their rationale for making certain decisions and the impact that will have on lives. Learners to then work through the rest of the examples either in pairs or groups. Allow 5 minutes for this task.</li> </ol>	<p>Slides 9,10,11</p> <p>Worksheet 2 Teacher copy</p>
	<b>Optional extension if more time or can be set as homework</b>	<p>(1) Personal Budget</p> <p>Create your own monthly budget, either personal or for your household.</p>	



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		<ul style="list-style-type: none"><li>• Where does your money go?</li><li>• Which costs are fixed or variable?</li><li>• Where might you be able to re-consider or re-negotiate?</li></ul> <p>(2) Money-saving top tips</p> <p>Research 'money saving expert' and create a short 'reel', Instagram post or Twitter post about what your top tips for saving money are.</p>	
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