

CITIZENSHIP

Teacher's Guide: GRADE 8 - Lesson 3

Back-to-school Budgeting

Competency, Element and Performance Criteria

- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.
- **Performance Criteria Level 1:**
Identify key factors influencing responsible decision-making.
Identify basic needs versus wants when making simple decisions and explain how their choices might affect others.
Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:**
Apply a 3-step decision-making process (consider options, predict scenarios, and evaluate impact) in responding to community challenges.
Justify personal choices using ethical reasoning that considers impacts beyond self-interest.

Purpose of activity

This activity enables students to understand the importance of budgeting and prioritise needs versus wants.

Learning Outcomes

By the end of the lesson, students should be able to:

- Budget expenses under financial constraints
- Make responsible purchasing decisions
- Communicate efficiently with their peers

Resources and Materials for part 1 of the activity

- Whiteboard/Blackboards,
- Markers/Chalks
- Worksheet (Annex 1)
- Calculator
- Pencil and eraser


Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

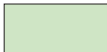

Step 1: Oral Questioning - Recapitulation on Basic Needs & Wants

- How are basic needs different to wants?
- Give examples of your basic needs. Give some examples of your wants.
- The examples given should be noted on the white/blackboard for reference in **Step 2**.


Step 2: Introduction to Budgeting

- Introduce the concept of budgeting.
- Discuss the importance of budgeting with the students.
- With reference to the list on the black/whiteboard, teacher can ask students about the goods they are more likely to buy when having a limited income.
- Distribute the copies of Annex 1 to the students.
- Each student needs to identify a sum of money (budget) that they would require to buy the things they need to come to school.
- Write the amount of money in the RED BOX  using a pencil.

Step 3: Identifying and classifying items needed for schooling.

- Students are required to make a list of items they would need for school. A non-exhaustive list has been provided in Annex 2 for reference to the educator.
- Students are required to list these items in the "Items" column of Annex 1.
- Instruct the students to tick in the appropriate GREEN COLUMN  to indicate whether the item listed is a **need** or **want**.
- Students can discuss and compare their answers with their peers.
- Students are now allowed to change their identified budget, if they wish, in the RED BOX  .

Step 4: Prioritisation and Budgeting

- Using the list of items written by each student in Annex 1, students are asked to identify and select the most important things that they would require to be used at school.
- Only for the selected items, with the help of the educator, the students can guess and write the amount of money required (using a pencil) to buy the things they need to go to school.
- Using a calculator, the students can calculate the total amount of money needed to buy the required items.
- Students can adjust the amount for each item but cannot exceed their budget in the RED BOX  .

Step 5: Closure of the Activity and Consolidation

- Educator prompts students to present their choice of items from Step 3 to the class.
- Educator questions students about their priority list, that is, the things they decided to buy without exceeding their budget.
- Educator can also question the students why they chose not to buy some items.

Assessment (Activity sheet/Worksheet for students)

- Completion of the Activity Sheet (Annex 1) on basic needs and wants.
- Students' participation and contribution in the discussion in Step 3 and questioning in Steps 1 and 5.

Extension of Activity

- Students can be asked to budget for a scenario where each one would invite four friends at home for dinner. The students would have to think about the ingredients they would have to buy to prepare the dinner menu.