**Lesson plan**

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| **Lesson Title (concept)** | Costs of Living |
| **Instructor** | Brooke Sutton |
| **Suggested grade level/course** | High School Independent Living |
| **Time suggested** | 45 minutes (homework best assigned over the weekend) |
| **National Standards addressed:*** State the entire objective, not just the number

**State and/or local standards addressed:*** State the entire objective, not just the number
 | Identify, plan and compute the finances for purchasing, renting, building or remodeling a home.Use the decision-making planning process to calculate expenses, savings and to manage finances. |
| **Rationale for the lesson:*** Where does it fit into the unit plan?
* Why are you choosing this activity/strategies?
* How will you plan for differentiation?
 | This is the 4th of 5 lessons preparing for the final assessment. We’ve talked about the value of a home in varying situations and discussed the costs involved with mortgages and rent. Now we can carry that knowledge forward and see it in relation to all the other costs associated with living on our own. Hopefully, we will begin to pique interest in budgeting.Activity choice is to 1. Raise awareness of different living situations and 2. Learn from one another’s experiences. After coming up with the definitive list of expenses, advanced students can prioritize expenses by importance. I.E. The mortgage payment is more important than the electric payment, but less important than Food. Force the ranking with no ties and group consensus. (You can also use this strategy if groups finish earlier than you expected) Low performing students may benefit from a drawing of a home that gives hints as to the costs associated with living . |
| **Content objective:** * What will students know and be able to do at the end of the lesson?
* Is the information or concept new to the students?
 | By the end of the lesson, students will recognize costs associated with living on their own. They will also be able to use group skills of brainstorming and consensus. I think few students will have a perspective on all of the costs associated with living on their own. This is not their first cooperative lesson.  |
| **Assessment:*** How will you know students can do the above?
 | Via homework, students will gather bills, receipts, etc. based on their living situation. Ability = comprehensive packet of materials/expense info |
| **Procedure/activities**Preset deck of playing cards in groups of 4 of a kind. If uneven number, use group(s) of 3. There should be an equal amount of groups with even and odd numbers and black and red cards. Distribute cards and have students group up by number. Even numbered groups are home owners, odd numbered groups are renters. Have students hold up their cards so you can check for appropriate grouping. * Groups appoint Taskmaster, Time Keeper, Encourager, and Quiet Captain – groups of 3 can do without the Encourager.
* All students record for themselves. Every student needs to take notes.
* Groups brainstorm what costs (not amount) – for example, they would write down “electricity” NOT $150/month. As you walk around the room, you can use prompting questions such as: “How are you going to get to work or school?, Where are you going to eat?, Will you need clothes for your new job?, What about your free-time? What happens if you get sick?”
* Now, students regroup by suit. All the hearts in one group, all the clubs, etc. Again, check for appropriate grouping.
* Combined groups compare and contrast costs. What is a renting cost that is not included with home ownership and vice versa? Are there any costs that apply to both that your first group missed?
* Entire group needs to come to a consensus on what costs are associated with each style of living. Each student will walk away with 2 lists – one for home ownership and one for renting.

Homework – students go home, get average bill info and house info, bring to school for use the next day (Have some available in the classroom, too. You can act as guardian to answer questions.) (see worksheet – do not have students put their name on their papers so that the data can be redistributed anonymously) |
| References and resources | Please see Cost of Living Worksheet and Wysocki Sample Data  |

Include attachments of any handouts, assessments, and/or powerpoints, etc.