

Lesson Plan Template



Lesson Plan

Topic: How to budget as a student		Class: PCET microteach	
Date: 23.09.26	Length of lesson: 30 minutes		Number of students: 7
Resources required: • Powerpoint • Expenses list handouts • Paper • Pens • Phones for starter activity (URL code for Poll everywhere)			
Aim of Lesson To develop an understanding of how to budget effectively as a student and to build the confidence needed to make responsible and informed spending decisions			
Learning Outcomes – The Learners Should Be Able To: • To be able to explain what budgeting means • To be able to identify common student expenses • To be able to create a simple weekly budget plan to support better financial decisions			
Previous student knowledge required for the session: The group consists of adult learners which are expected to have some basic knowledge of budgeting through managing daily expenses.			

Anticipated difficulties (if applicable):

Technical difficulties - Some learners may have connection issues or problems accessing the starter activity on Poll everywhere from the URL code on the slide.

Professional Standards (where are these being met within the session)

- **Plan and deliver effective learning, teaching and assessment** - This standard will be met by delivering a clear and structured session by also including interactive tasks for learners and using formative assessment at the start and throughout to check understanding and guide them throughout the lesson.
- **Demonstrate dignity, courtesy and respect towards others** - This standard will be met by showing learners respect and listening while learners share their own ideas and experiences and creating a safe space for others to participate comfortably.
- **Build positive/ collaborative relationships** - The use of pair work and group discussion will be used to encourage collaborative learning while working together to share ideas and build positive relationships throughout the session.
- **Enable learners to share responsibility for their own learning and assessment** - This standard will be met by allowing the learners to take responsibility through the budgeting activity by making their own decisions and adjustments by selecting which expenses they would choose in their plan and why.

Lesson Detail:

Stage	Focus	Strategy	Time
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Introduction	Welcome learners, introduce the topic on how to budget as a student. Explain to learners the aims and learning outcome and complete the entry level starter activity.	Slide 1,2,3,4 Talk and chalk welcoming and introducing learners to the topic. The use of questioning to engage learners and assess prior knowledge. Learners will complete a starter activity using the URL code on the slide or following the link independently and formative assessment will be used to review the learners responses and question them to check prior knowledge.	10.15am - 10.20am (5 minutes)
Development	Define what budgeting is and why it is important to students. Identify common student expenses	Slide 5,6,7 Talk and chalk discussion using open and closed questions. Learners share their own experiences or contribute examples of common expenses. Immediate feedback will be given verbally through the use of questioning.	10.20am - 10.27am (7 minutes)
	Learners to build their own budget plan using the expenses handout provided.	Slide 8 Main activity - learners will work in pairs to complete a budget plan. Facilitator to observe and challenge the learners using questioning on their spending decisions and choices and check their progress. Learners will check their decisions using self assessment and take part in a whole group discussion to allow learners to share and compare answers.	10.27am - 10.37am (10 minutes)
	Identify hidden costs, explore budgeting strategies and look at how to create a budget plan.	Slide 9,10,11 Discussion based around hidden costs and facilitator and explains budgeting strategies. Learners will compare the budgeting strategies to their own budgeting plan making any adjustments. The use of questioning, observation and	10.37am - 10.42am (5 minutes)

Plenary/conclusion	Learners reflect on the session and choose a budgeting strategy that they would use in the future.	formative assessment is used to check learners' understanding. Slide 12 Learners will be asked to reflect on the lesson answering the question 'what budgeting strategy would you use in the future and why?' as learners self assess their learners. Formative assessment is used for the facilitator to check the learner's knowledge of the main points of the session and checks the learning outcomes and aim is met.	10.42am - 10.45am (5 minutes)
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Assessment Strategies: when and how are they included within the lesson?

Formative Assessment- Formative assessment will be used throughout the session by the use of questioning, discussions, observing and verbal feedback to check learners' understanding.

Self assessment - Self assessment will be used during the main budgeting activity. Where learners will review and check their own budget plans and during the end reflection question learners will reflect on their own learning.

Knowledge check - A Knowledge check will be used in the starter activity at the beginning of the session where learners will complete independently which allows the facilitator to check prior knowledge.

Informal reflection (to be completed after the session)

Overall, I feel the session went well and the learning outcomes were achieved. The structure of my lesson plan helped the session flow smoothly, and I was able to complete it within the 30-minute time limit.

The learners were highly engaged, especially during the discussion sections. The main activity was a real success as it got learners talking about their different spending priorities and explaining the reasons behind their choices. Everyone had the opportunity to contribute and share their views, which created some good discussions.

Although I finished on time, I do feel that I rushed the last two slides slightly. In future, I will try to manage the timing a little better so I can spend more time on the final part of the session.

My observer gave me immediate feedback after the session and pointed out that the monitor was blocking some learners view of the presentation. This was something I hadn't noticed at the time. The feedback made me realize how important it is to check the learning environment before starting and make sure that all learners can clearly see the lesson content. This is something I will be more aware of in future sessions.

Overall, the session helped build my confidence in leading discussions and showed me the importance of considering both learner engagement and the classroom environment when planning and delivering a lesson.

