

Lesson plan

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Title of Activity: Master Your Pocket Money	Subject area: Financial literacy Domain: Social issues
Grade Level(s): 12-14 jaar	Duration: 1 hour (50 minutes)

Learning objectives:

After this lesson, students will be able to:

- Explain what a budget is and why it is important.
- Track and plan income, expenses, and unexpected costs.
- Create a simple personal budget.
- Make choices between saving, spending, or buying on credit.
- Understand the risks and benefits of buying on credit.
- Reflect on financial decisions and set priorities.

Teaching Methods & Techniques:

Dialogue, question and answer, cooperative learning/group work, discussion, problem-solving thinking, reflection

Materials / Resources / Technology use:

- Worksheets with income/expenses table
- Board or digital screen for explanations and examples
- Cards: FIXED (CONSTANT) – VARIABLE

Optional: coins and banknotes (play money) to let students physically experience handling this money

Activity Description:

50 min – 1h

Teacher (5min)

Step 1 - Introduction

What is Budgeting? (10 min)

Teacher:

- Start with a class question: “If you got €50 pocket money each month, what would you do with it?”
- Discuss fixed expenses, variable expenses, and saving. Highlight examples on the board or let students write their own lists.
- Run a short activity (game format) to teach the difference between fixed and variable expenses, e.g., phone/bus subscriptions, school fees, snacks, dance lessons, cinema trips, gifts, etc.
- Introduce the concept of a budget: a clear overview of income and expenses to avoid spending more than you have. Ask students to explain the idea in their own words.

Student

Each student tries to answer the questions. This can be done as a whole class or in small groups, on paper, on the board, or using an application.

Students practice understanding the concepts of fixed and variable expenses through a small exercise. Each student receives 2 cards: one labeled “FIXED” and one “VARIABLE”. The teacher gives an example of a certain cost, and students hold up the correct card. (This can also be done digitally.)

Step 2: Record income, expenses, and unexpected costs (10 min)

- Worksheet: Students fill in Sam’s scenario. (Additional scenarios can be created, or students can use their own situation.)
 - Pocket money and other income, fixed expenses, variable expenses, unexpected expenses.
- Discuss examples of unexpected expenses that students might have to pay themselves (vet bills, broken items, school contributions).

Student

Filling out the worksheet can be done individually, in pairs, or in small groups.

Teacher (10 min)

Completed tables are reviewed as a class. Discuss certain expenses with the students.

Student (15 min)

Students answer additional questions under the completed tables, individually, in pairs, or in small groups.

Teacher (10 min)

The additional questions are reviewed and discussed as a class.

Reflection (5 min)

Spend 5 minutes reflecting on “managing pocket money smartly”. Ask students to summarize in their own words what they have learned.

Can you give feedback about this lesson please? You can copy this link and share it with the students.

[Active Citizenship Compass Evaluating Learning activity - Formulier invullen](#)