

Lesson: Where does your money go?		
Learning Objectives:		
<ul style="list-style-type: none"> Plot appropriate graphs using ICT Interpret data from tables and graphs. Understand where the average family spend their money/cost of living. Begin to consider personal finances and how to manage money. 		
Starter: Brainstorm 'Where do families spend their money?' Show pupils graph (OHT or Whiteboard) with labels covered. Pupils match the labels to the graph.	Pupils Offer ideas for brainstorm activity. Guess at the labels for the bar chart. Learn about the average family spending for the week.	Teacher Facilitate brainstorm activity. Aid pupils in labelling. Reveal graph labels. If using a whiteboard, cover labels with text boxes and remove when necessary.
Main: Manipulate data to show as a percentage pie chart. Use dataset to look at trends of spending for individual items/services from 1978-2003. Each team looks at one service/spending area.	Pupils Observe/create percentage pie chart of data from starter activity. Create a time series graph showing the trend of their spending area. Write a few notes explaining their findings.	Teacher Create pie chart with pupils. Aid pupils in creating their graphs. Remember, if using Excel you will need to plot using XY Scatter, not Line Graph. Put pupils, if necessary, in groups/teams.
Plenary: Pupils feedback what they have found. Discuss pupils' individual income, pocket money, part time jobs etc. Where do they spend their money? How do they budget? Do they save?	Pupils Feedback findings from their graphs. Participate in class discussion on their individual spending habits.	Teacher Bring together class ideas, put their graphs on display. Discuss with pupils their spending habits.
Outcomes:		
All pupils will: Make guesses about average family spending, attempt to produce graphs, participate in discussions.		
Most pupils will: Produce a graph and describe the trend, give answers on where and how they spend their money.		
Some pupils will: Give reasons for their answers, appropriately format the graphs, attempt extension task.		
Resources: Access to spreadsheet software, OHT/Whiteboard for Starter/Pie Chart Activity.		
Classroom Management: Whole class for discussion and feedback, Teamwork/individual for main activity		
Keywords: Spending, Budget, Bar chart, Pie Chart, Expenditure, Percentage, Average, Household, Income.	KS3 Strategy Links/NC/Cross-Curricular Links: (recommended for KS4 Pupils) Maths: MA4 Handling Data Maths: MA2 2e) Percentages ICT: Using spreadsheets and plotting graphs. PSHE: 1e/4d Citizenship: 1e)2a	
Prior Knowledge: Simple use of Spreadsheets, Graph plotting, Graph interpretation.		
Assessment of Learning: Class discussion, Spreadsheet output, Graphs plotted.		
Extension Activity: Use the data in the spreadsheet to investigate trends in household durable goods. Write a report, with analysis, on findings.		
Homework Ideas: Pupils look at their own family budget and make comparisons with national average.		

Notes:

For an introduction to the report see:

<http://www.statistics.gov.uk/CCI/nugget.asp?ID=284>

For the full report on 'Family Spending' see:

http://www.statistics.gov.uk/downloads/theme_social/Family_Spending_2002-03/Family_Spending_2002-03.pdf

Download spreadsheet into shared area for pupils to access.

Your own notes/questions:

Notes on lesson/evaluation

This resource was created by the Office for National Statistics at www.statistics.gov.uk