|  |  |
| --- | --- |
| **Streamlined Lesson Components** | **Streamlined Lesson Content** |
| **Lesson Title:**  **Lesson Author:**  **Associated PL Course:** | How Much Money Will You Need To Pay Your Bills?  Connie Goff |
| **Standards** (CCRS, Employability, GED® Performance Level Descriptor/High Impact Indicator, NRS Level Targeted): | CCRS: Numbers and Ratios-Level D  Employability:E.8 Interact with others in a professional manner  NRS Level 4, Level 3 |
| **Purpose of Instruction** (What key concepts or procedures will be taught? What purposes or objectives will I explicitly communicate to students?): | Students need to develop an understanding of how much money they need to make per hour from their job in order to pay all their monthly bills. Corrections students will need to understand that upon release, they will likely be forced to accept a job at a modest wage, but need to make a plan to achieve higher skill levels/earn certificates and endorsements to reach higher pay levels. By planning, they can improve their future pay and standard of living. |
| **Materials Needed** (What materials will be needed? What advance preparation is needed?): | Large white board/markers and eraser, 3 sheets of lined paper per student. |
| **Introduction & Explanation** (How will I get and hold students’ attention? How will I tie lesson objectives to student interests? What questions might I ask to stimulate student thinking? How will I introduce and explain key skills and concepts?): | Say: So, the day may be coming very soon when some of you will be leaving corrections and will once again be in the workplace earning an income that you will use to pay your monthly bills and enjoy living. What kind of job will you get? Do you know how much per hour your job will need to pay in order for you to pay your monthly bills? What monthly bills will you need to pay? Will you be able to afford entertainment? Will you need to make a plan to obtain job skills/earn certificates/further your education in order to get a better job paying more money to secure your future? What community resources are available to assist you? |
| **Modeling** (How will I model this skill or strategy for my students? How will I break complex skills or bodies of information into understandable components?): | First, I will lead the students in a discussion about the possible monthly bills they will have once they leave corrections. We will generate a list on the whiteboard of possible monthly expenses. We will make 2 lists: one list for “basic” expenses, and another list “when I can afford it” expenses. I will have students then help me generate a budget for me if I left jail making only the $7.25 per month minimum wage splitting an apartment rent with 3 other people. We would calculate my weekly and monthly pay and then determine how much I could afford for rent, transportation, food, entertainment, misc. each month. |
| **Guided Practice** (How will students practice using the skill or concept targeted by the standard? How will I gradually withdraw support as students become capable of independent performance?): | The students will be put in pairs and using their first sheet of paper determine what each of them thinks is a practical wage they can expect to make when they leave corrections. They will calculate their monthly salary and put it at the top of their paper. Then they will choose which of the monthly expenses they expect to have each month and subtract those from their monthly salary to see if they can pay those expenses. |
| **Evaluation of Student Understanding** (How will I evaluate students’ understanding and their readiness to move forward? How will I correct misunderstandings and reinforce learning? What activities will I suggest for enrichment and remediation?): | Independently: Next, students will use the second sheet of paper to calculate the amount of salary they hope to be making in the near future after gaining work experience, skills, certificates etc. to increase their hourly wage. They will calculate and post their monthly salary at the top of the sheet, then subtract what they think monthly expenses might be once they are making the salary they hope to make soon. I will rotate to check their calculations and offer assistance, checking for understanding. |
| **Reflection, Closure, & Connection** (How will I engage students in reflecting on what they have learned? What will I use to draw ideas together for students at the end? What lessons can I preview for students that will follow as a result of this lesson?): | Follow up questions for group discussion:   1. Upon release, should you accept a job that pays less than what you think you are worth per hour if you can’t find a higher paying job? 2. What will you need to consider when making this decision? 3. What community resources are available that might help you to pay your bills until you can increase your hourly wage? 4. What can you do to increase your earning power? 5. What changes will it make in your budget when you increase your earning power? 6. What community resources are available that might help you find ways to increase your earning power?   Exit slip: Students will write 3 things they learned from the lesson that they didn’t already know. |