## **Teaching Plan**

Title	Budget Lines (HKAL)
Instructional	> To provide an opportunity for students to apply economic theory into
Objectives	daily life.
Keywords and	Budget lines
Concepts	
Illustrated	
Assumption	> Students know about the concept of budget lines.
	➤ However, it is NOT necessary for students to learn the concept of
	indifference curve before using this teaching plan.
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Needed Time	➤ A single lesson period. 40 minutes in total

Sessions	Details	Time Spent
Activity/ Announcement		20 minutes
	T: Now if you have a 20% discount coupon for a good, let's say a fashionable watch, then how does your budget line look like? I give you three minutes to draw your own budget line for the watch on a worksheet or class exercise book. (There are two examples of budget lines with coupons in Appendix I).	
	3 After three minutes, teacher can ask a student to draw the budget line on board and let everyone have the basic understanding of how to draw a budget line for a good with coupon.	
	4 T: I have searched some coupons for you and I will distribute one to each of you (If you don't have enough coupons for every student, you can pair them up and give one to each pair.) Please draw a budget line for the good with the coupon you hold when you receive that coupon.	20 minutes
	5 Teacher distributes each student a worksheet which has a real and valid coupon attached on it. Allow students to discuss with their neighbor. Teacher can also provide some written or verbal guiding questions to students if necessary.	
	6 Award students with the coupon on completion of the exercise.	
Tools	Coupons enough for each student/pair of students.	
References	Source: ➤ Mr. Wai-choi LEE of Hang Seng School of Commerce	

## **Appendix**

Appendix I Examples of Budget Lines

## **Acknowledgement:**

This experiment and its teaching plan are based on the teaching experience shared by Mr. Wai-choi LEE. Mr. Lee is a devoted secondary school teacher – Hang Seng School of Commerce. We would like to express our gratitude to Mr. Lee for sharing his experience of this experiment with us. We also benefited greatly from his comments and suggestions on the earlier drafts of this teaching plan.