



***DIPLOMA IN EDUCATION PROGRAMME
SCHOOL OF EDUCATION
THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE***

CSEC ECONOMICS

LESSON PLAN: 1

SCHOOL VISIT ☐ **FIELD DAY** ☒

TEACHER: Ms. Annaleah Doodnath

SCHOOL: Naparima Girls' High School

DATE: 17/05/24

CLASS/Form: 4

NO. IN CLASS: 19

TIME:

NO OF PERIOD(S): 1

DURATION: 40 mins

PREPARATION FOR TEACHING

UNIT PLAN:

TOPIC: Barter versus Money

CURRICULUM INTEGRATION AREAS:

- ❖ Planning for literacy improvement: Students will be provided with handouts of notes and worksheets at the end of the lesson.
- ❖ Planning for Technology Integration: The use of technology is integrated via the use of a PowerPoint presentation to display the lesson. The multimedia will also be used to present questions throughout the lesson on mentimeter.com. Video clips extracted from Youtube.com will also be shown in the presentation.
- ❖ Planning for VAPA integration: Students will be exposed to video clips for dramatic effect of the topic. There will be multiple images shown to aid in discussion.
- ❖ Across disciplines/subjects: Principles of Business, Social Studies, Principles of Accounts

INSTRUCTIONAL STRATEGIES:

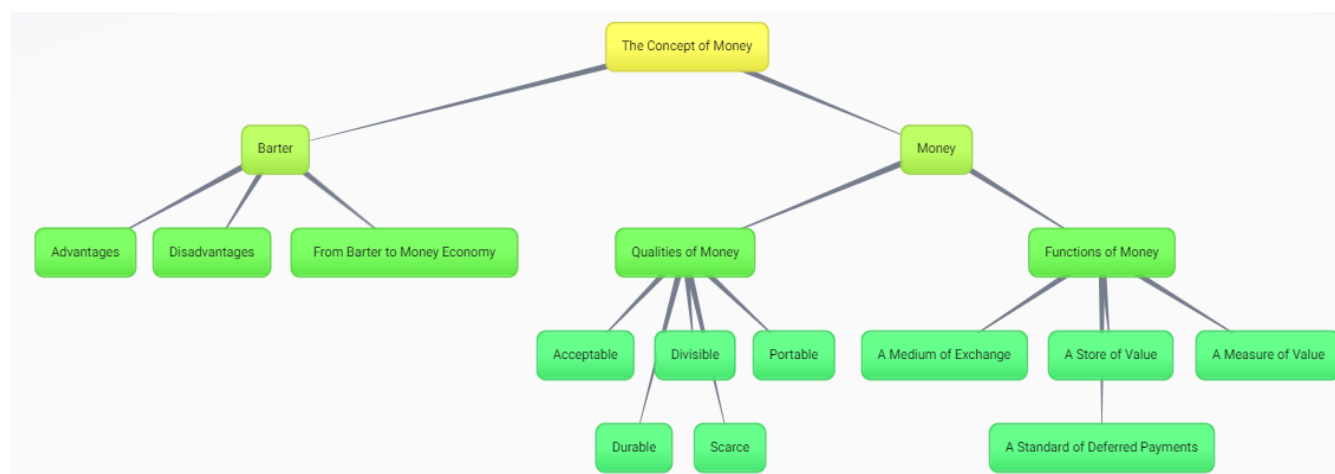
The class will be highly interactive and student-centred.

- ❖ Instructional strategies to be used are:
 - **Collaborative Learning** – Vygotsky's (1896-1934) theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. Vygotsky describes learning as a social process as opposed to an independent journey and emphasized the importance of collaborative activities in scaffolding learning. (*Socio-cultural theory*)
 - **Discussion** – Vygotsky (1978) stated that classroom-based discussion where the instructor manages the discourse can lead to each student feeling like their contributions are valued. This results in increased student motivation. (*Socio-cultural theory*)
 - **Game-Based Learning** – Learning through games allows students to experiment in non-threatening scenarios and acquire knowledge through practice and social interaction both with the environment and their peers. Kirriemuir and McFarlane (2004) recognizes the potential for instruction in digital games. (*Socio-cultural theory*)
 - **Effective Questioning** – This will make students think critically about the content being taught. It is both a cognitive strategy and a metacognitive strategy because the process of asking questions enhances comprehension through a focus on main ideas (content) and also checks understanding to determine whether the content is learned (Rosenshine, Meister, & Chapman, 1996). (*Social Constructivist theory*)

INCLUSIVENESS:

- ❖ Visual: Images and videos onscreen, PowerPoint presentation
- ❖ Auditory: Video clips with sound, discussion, verbal instruction
- ❖ Read/Write: Online quiz, worksheet on topic
- ❖ Kinesthetic: Set induction requires walking around the room. Final evaluation requires group work and moving around the class.

CONCEPT MAP/GRAPHIC ORGANIZER OF LESSON:



LESSON PLAN

PRE-KNOWLEDGE

Formal: Students should be knowledgeable of the definition of an economy, in particular a subsistence economy.

Informal: Students are users of money and should have an understanding of the concept of money and its various forms.

OBJECTIVES:

At the end of this lesson, students will be able to:

Objectives of the lesson	Classification of objectives	Domain
1. Derive the definition of “barter” and “money”	Remembering	Cognitive
2. Discuss the drawbacks of barter and the evolution to money economy	Analyzing	Cognitive
3. Examine the qualities of money	Analyzing	Cognitive
4. Express an appreciation for the evolution and uses of money	Valuing	Affective

SET INDUCTION: Students will participate in a simulation of bartering goods. Students will be given a sheet of paper indicating a particular good that they own. The sheet of paper also states a good that they want. The goal of the simulation is to trade with each other so that their wants become what they have.

Time allotted: 4 minutes

SECTION 1 -*Time allotted: 20 minutes*

Teaching points:

- Using pictures, students will be able to identify the drawbacks to bartering
- Students will view video clips and discuss the evolution of money
- Students will discuss the qualities of money through role play
- Students will compare barter to money and express their opinion

METHOD

Teaching Strategy	Student Activity	Resources (attach all resources used)
Collaborative Learning 1. Teacher engages the students in a discussion about the set induction Collaborative Learning/ Effective Questioning 2. Teacher probes students to derive the definition of “barter” Collaborative Learning/Discussion 3. Teacher shows pictures of the drawbacks of barter Discussion 4. Teacher introduces the “story of money” using video clips and pictures Effective Questioning 5. Teacher will ask students about their feelings toward the importance of money	1. Students listen, participate in the discussion and respond accordingly. 2. Students are engaged in discussion and create an understanding of what barter means 3. Students interact with each other and discuss the meanings of the pictures to derive the drawbacks of barter 4. Students will be engaged in discussion and answer questions 5. Students will be asked to go to complete various questions on menti.com regarding the affective	Powerpoint presentation Powerpoint presentation, pictures Youtube video: https://www.youtube.com/watch?v=ADaY6THQp3Y&t=159s

Collaborative Learning / Discussion 6. Teacher will guide students through role play to derive the qualities of money	6. Students will be put in groups to discuss the qualities of money	Handout
---	---	---------

SECTIONAL REVIEW AND FEEDBACK: Teacher will use oral questioning throughout the lesson as well as menti.com to reiterate various aspects of the lesson.

Time allotted: 5 minutes

CLOSURE: Students will participate in a KAHOOT game. They will answer five multiple choice questions on the lesson. <https://play.kahoot.it/v2/?quizId=e6ccac1c-11ac-4976-9b60-21123edca9d9&hostId=7c3e199a-eebd-4e45-add4-f60004fbdb21>

Time allotted: 5 minutes

FINAL EVALUATION:

End of lesson activity: Students will be put in groups according to their respective sports houses – Cavell, Scrimgeour, Curie, Keller, Archibald. Teacher will give a Bristol board to groups. They will draw a graphic organizer to compare and contrast barter and money. Teacher will walk around and look at the students’ work and give verbal feedback. At the end of the time, students will present their graphic organizer.

Time allotted: 5 minutes

TABLE OF SPECIFICATIONS:

Instructional Objectives	Classification	Level of Domain	Assessment Type and Description	Formative	Summative
Derive the definition of “barter” and “money”	Remembering	Cognitive	Selected / Constructed Response	Verbal questioning	Kahoot.it (6)

Discuss the drawbacks of barter and the evolution to money economy	Analyzing	Cognitive	Selected / Constructed Response	Verbal questioning	Kahoot.it (6) Graphic organizer
Examine the qualities of money	Analyzing	Cognitive	Selected / Constructed Response	Verbal questioning, Role Play	Kahoot.it (6) Graphic organizer
Express an appreciation for the evolution and uses of money	Valuing	Affective	Selected / Constructed Response	Verbal questioning	Menti.com

FOLLOW-UP ACTIVITIES/LESSON:

Students will be given a past paper question relating to the topic. Past paper May/June 2015 #6. (handout)

Time allotted: 1 minute

CONTINGENCY PLAN:

In the event of device and connectivity issues, handouts with lesson notes are organised along with the use of a white board.

TEACHER'S REFLECTION ON THE LESSON:**TUTOR'S COMMENTS**