**Lesson Plan Template**

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| Student Name: |  | | |
| Date: |  | | |
| Class: | **6nd Year 2** | | |
| Subject: | **Business** | | |
| Topic of the lesson: | **International Trade and Development** | | |
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| Where does this lesson fit in the topic/unit being taught? | | | |
| **Unit 7: International Environment**  **7.1 Introduction to the international trading environment**   * **The significance of international trade for the Irish economy** * The changing nature of the international economy and its effects on Irish business * **Opportunities and challenges for Irish business in international trade**   **This is lesson 3 of 7.1** | | | |
| What prior knowledge do student have about this topic? | | | |
| Introduction to trade, international trade, international economy, budgeting, economic growth, choice, scarcity, limited resources, purpose of the economic system, income, identifying business opportunities, domestic markets | | | |
| Materials used during lesson: | | | |
| By teacher: | | | By students: |
| * PowerPoint Presentation * ‘**Value Added in Africa’** business studies resource, available online * http://www.irishaid.gov.ie/what-we-do/countries-where-we-work/ | | | **POSSIBLE ONLINE SOURCES FOR STUDENT RESEARCH**  http://www.irishaid.gov.ie/what-we-do/countries-where-we-work/ http://www.tcd.ie/Economics/Development\_Studies/link.php?id=137 https://www.cia.gov/library/publications/the-world-factbook/ http://data.worldbank.org/country http://hdr.undp.org/en/data/explorer/  http://www.valueaddedinafrica.org http://www.mckinsey.com/Insights/MGI/Research/Productivity\_Competitiveness\_and\_Growth/Lions\_on\_the\_move |
| 1. Aims | | In this lesson I will… | |
| Learners will complete a group project that examines the trade situation in one of Ireland’s aid partner countries in Africa or Asia. (Irelands partner countries: **Eight in sub-Saharan Africa**; [Ethiopia](https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner-countries/ethiopia/), [Lesotho](https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner-countries/lesotho/), [Malawi](https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner-countries/malawi/), [Mozambique](https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner-countries/mozambique/), [Tanzania](https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner-countries/tanzania/), [Uganda](https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner-countries/uganda/). [Zambia](https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner-countries/zambia/), [Sierra Leone](https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner-countries/sierra-leone/)  And one in southeast **Asia**; [Vietnam](https://www.irishaid.ie/what-we-do/countries-where-we-work/our-partner-countries/vietnam/).  Learners will examine the role of trade in development and the successes and challenges for Ireland and other chosen country (in Africa/Asia) in engaging in trade. | | | |
| 2. Learning Outcomes | | At the end of this lesson, students will be able to…. | |
| (Outline key ideas/concepts/content/vocabulary, use specific active verbs)  **Learning outcomes:**   * Students will demonstrate some ability to apply their knowledge of trade to given situations * Students will gain a better understanding of the opportunities and challenges for Irish business in international trade * Students will understand the connections between international trade and development, both on a domestic and international scale * Students will display group work, research and communication skills to cope with the requirements of this section of the syllabus   **Key Skills:**   * Research & Information Processing using online materials and * Working with Others * Communication   **Extension activities;** To take the research further, learners could seek data from primary sources such as the Eurostat database, World Bank, IMF or World Trade Organisation, each of which have searchable databases. | | | |
| 3. Assessment How will students’ learning progress be assessed? | | | |
| Learners will complete **peer assessment** on the **presentations of the key findings** from the various research projects, focusing on key presentation skills and successful completion of the task. The peer assessment criteria will be shared with students during this lesson and will take place in the following week.  Learners will present the findings of their report into one of the partner countries to the rest of the class, focusing on the key aspects uncovered in each section. Learners could produce a one page “Country Factsheet” with the main information on their project country.  **This report should contain:**   * An **introduction** to the partner countries * What is the important **general information** on the country you are researching? E.g. location; population;  capital; Gross National Income (GNI); life expectancy; unemployment; etc. * What is the **economic situation** in the particular country? * Can you prepare **a profile of the specific country’s** trade: exports, imports, trends, principal products, degree  of processing, main trading partners, etc. * Can you prepare a **profile of Ireland’s trade relationship** with that specific African/Asian country: exports, imports,  trends, etc. * What are the **opportunities and challenges** for Ireland and their partner county in engaging in a trading agreement? * Following preparation of the above, you should prepare to make **a presentation to the class** of the  information your group has gathered using diagrams, charts, graphs, etc. * You are also to prepare a Country Factsheet that will be given to other learners in your class. | | | |

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| 4. Opening | How will lesson be introduced? What’s the ‘hook’? | | | |
| (Try to link to real-world application/ or prior knowledge)   * The links between trade and development: discussion where students come up with examples * The importance of trade for the developing world: discussion where students come up with examples * Teacher to share images with students which show ways that trade can help development | | | Timing:  10 min | |
| 5. Body of lesson *(include teaching approaches, when materials are used etc…)* | | | | |
| Teacher Activities | | Student Activities | | Timing:\* |
| **Teacher introduces the project: (1)**  In groups of three, learners will plan and manage a project that examines trade within a particular partner country. The learners will be presented with a number of potential sources of information from which they must present a project which explores various issues  **Task: Students have one week to finish the project**  You are a research group employed by an Irish company (can be food, textiles, crafts etc.). You have been asked to present a report on one particular partner country in Africa/Asia and the opportunities present in terms of trade.  **Peer assessment introduced (2)**  **Students assigned into groups (4)** | | **Students come up with peer assessment criteria for the report and follow on presentations together (3)**  **Students examine a sample of sources that teacher has put together. Students must gather more information beyond these sources (5)**  **Using the sources, students begin to put together: (6)**   * Overview of the country * Overview of the economy of that country * Profile of that country’s trade * Trade relationship with Ireland * Case Study of one product from that country (can be food, textiles, crafts etc.)   **Student have a week until they present their findings. Work must be done outside of class time.** | | (1) 5 min  (2) 3 min  (3) 7 min  (4) 10 min  (5 &6) 20 min  \*(Assuming it’s an hour lesson) |

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| 6. Closing | How will lesson be closed? |
| Findings so far –students share the some of their findings so far and explain their next steps. (5 minutes) | |
| 7. Self Evaluation | |
| How did the lesson go?  Were learning outcomes achieved? To what extent? |  |
| What would you do differently next time? |  |
| What can you learn from this lesson? |  |
| You might consider areas such as student understanding, motivation, clarity of instruction, student involvement, learners’ ability to transfer new knowledge to different situations, teaching methods, discipline, resources, surprises and/or unexpected student behaviour | |