**REXCHRISTUS COLLEGE, KUBWA**

**LESSON PLAN FOR WEEK 2.., LESSON 01…. ENDING…20/09/2024…**

|  |  |
| --- | --- |
| **SUBJECT: ECONOMICS** |  |
| **Theme**  **Date**  **Class**  **Time**  **Duration** | Basic Tools of Economic Analysis  16/09/24  SS1  9:20am – 10:00am  40 minutes |
| **Unit Topic**  **Lesson Topic**  **Instructional Objectives** | Basic Tools of Economic Analysis  Meaning of graph/importance  At the end of this lesson, the students should be |
| **Instructional Resources** | able to:   1. define tools of economic analysis 2. describe a graph 3. state the importance of a graph   A table/graph showing quantity demanded at various prices. |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS ACTIVITIES** | **MODE** |
| **PRESENTATION** | The teacher presents the lesson through the following steps: | The students should pay attention to the lesson discussion, | 34 students |
| **STEP 1 (PRESENTATION OF PRIOR IDEAS)** | The teacher presents the lesson by asking the students what they previously know about the lesson topic. | The students should state what they know about the lesson topic. |  |
| **STEP 2 (EXPLORATION)** | The teacher asks the students the following questions:   1. What are the tools of economic analysis? 2. What is a graph? 3. What are the importance of a graph? | The students should provide answers to the questions asked. |  |
| **STEP 3 (DISCUSSION)** | The teacher presents a table/graph showing quantity demanded at various prices and defines tool of economic analysis as the procedures or means through which the analysis of economic phenomena are simplified for clear interpretation and understanding. In other words, tools of economic analysis is a way of analyzing economic variables to establish the relationship existing between economic variables.  Some basic tools of economic analysis include the following:   * Graphs * Charts * Tables, etc.   **GRAPH**  A graph is a diagram drawn to show the functional relationship existing between two variables. Note that information in a table can be translated into a graph for easier and better understanding. For example the quantity demanded of biscuits by some students of Rex Christus College per week is shown on the table below;   |  |  | | --- | --- | | **Prices ($)** | **Quantity demanded** | | 30 | 80 | | 50 | 60 | | 100 | 35 |   **Importance of a graph**  The following are the importance of a graph;   1. It helps to show the relationship between two or more variables. 2. Enhances clearer impression about quantitative information. 3. It helps to interprete values of variables. 4. It provides basis for comparing variables | The students should listen to the lesson discussion carefully.  The students should contribute to the lesson discussion by explaining some points mentioned. |  |
| **STEP 4 (APPLICATION)** | The students should apply their knowledge of the topic to solve problems in their future endeavour as policy makers. |  |  |
| **STEP 5 (EVALUATION)** | The teacher evaluates the lesson by asking the students to:   1. define tools of economic analysis 2. describe a graph 3. state the importance of a graph |  |  |
| **CONCLUSION** | The teacher concludes the lesson by summarizing to the students that tools of economic analysis is the procedure or means through which the analysis of economic phenomena are simplified for clear interpretation and understanding.  A graph is a diagram drawn to show the functional relationship existing between two variables  The importance of a graph include; it helps to show the relationship between two or more variables, enhances clearer impression about quantitative information, etc.  The teacher marks the class work/ assignment and make corrections accordingly. | The students should copy their note on the lesson topic taught. |  |
| **ASSIGNMENT** | 1. Define a graph 2. Highlight any two importance of a graph. |  |  |
| **REFERENCE** | 1. Ande, C.E. (2015). Essential Economics for Senior Secondary Schools. 4th edition; Tonad Publishers Limited. 2. Olukunmi, O. (2005). Easy to Understand Economics for Schools and College. Rasmed Publications Limited. |  |  |

***NAME OF THE TEACHER: ……………………GUNEN JAMES JOEL………………………***

**HOD’S COMMENT: ………………………………………………………………………….**

**HOD’S SIGN.…………………………………………………………………………………...**

**DATE…………………………………………………………………………………………**

**REXCHRISTUS COLLEGE, KUBWA**

**LESSON PLAN FOR WEEK 2.., LESSON 02…. ENDING…20/09/2024…**

|  |  |
| --- | --- |
| **SUBJECT: ECONOMICS** |  |
| **Theme**  **Date**  **Class**  **Time**  **Duration** | Basic Tools of Economic Analysis  19/09/24  SS1  10:30am – 11:10am  40 minutes |
| **Unit Topic**    **Lesson Topic**  **Instructional Objectives** | Tools of Economic Analysis  Charts and Tables  At the end of this lesson, the students should be able to: |
| **Instructional Resources** | 1. define a chart 2. highlight some examples or categories of charts 3. describe a table and show illustration   A table/graph showing quantity demanded at various prices. |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS ACTIVITIES** | **MODE** |
| **PRESENTATION** | The teacher presents the lesson through the following steps: | The students should listen to the lesson discussion, | 34 students |
| **STEP 1 (PRESENTATION OF PRIOR IDEAS)** | The teacher presents the lesson by asking the students what they previously know about the lesson topic. | The students should state what they know about the lesson topic. |  |
| **STEP 2 (EXPLORATION)** | The teacher asks the students the following questions:   1. What is a chart? 2. What are the examples of charts? 3. How could you describe a table? | The students should provide answers to the questions asked. |  |
| **STEP 3 (DISCUSSION)** | The teacher presents a table/graph showing quantity demanded at various prices and defines a chart as a process of representing information either in a circular form, rectangular bars, pictures, etc. to simplify complex data into a more understandable form to enhance learning outcome.  **Examples of Charts**  The following are the categories of a chart;   * Pie chart: this is a way of presenting information in a circular form which is divided into sectors by radial lines, with each line being proportional to the quantity or value it represents. * Bar chart: this is a chart consisting of rectangular bars of equal width and whose lengths are proportional to the quantity they represent. It can be arranged vertically or horizontally. Types of bar charts are; simple, component and multiple bar charts. * Pictogram: these are categories of charts in which pictures or drawing of objects are used to represent items in a given set of data.   **TABLE**  A table is described as an orderly arranged information, fact or data in rows and columns which attempt to summarize a large data. In other words, a table is a systematized as well as an orderly arrangement of information in an array (rows and columns) which makes it easier for clarification and better understanding. It iis the most commonly used tool of economic analysis.  Below is an illustration of a table;   |  |  | | --- | --- | | **Prices ($)** | **No. of vehicles demanded** | | 5,000 | 800 | | 15,000 | 600 | | 35,000 | 400 | | 75,000 | 150 | | 90,000 | 50 | | The students should listen to the lesson discussion attentively.  The students should contribute to the lesson discussion by explaining some points mentioned. |  |
| **STEP 4 (APPLICATION)** | The students should apply their knowledge of the topic in their future endeavour to solve problems of resource allocation. |  |  |
| **STEP 5 (EVALUATION)** | The teacher evaluates the lesson by asking the students to:   1. define a chart 2. highlight some examples or categories of charts 3. describe a table and show illustration |  |  |
| **CONCLUSION** | The teacher concludes the lesson by summarizing to the students that a chart is a process of representing information either in a circular form, rectangular bars, pictures, etc. to simplify complex data into a more understandable form to enhance learning outcome.  The following are the categories of a chart; pie chart, bar chart, pictogram and histogram.  A table is described as an orderly arranged information, fact or data in rows and columns which attempt to summarize a large data.  The teacher marks the class work/ assignment and make corrections accordingly. | The students should copy their note on the topic taught. |  |
| **ASSIGNMENT** | 1. Explain the three categories of a chart 2. What is a table. |  |  |
| **REFERENCE** | 1. Ande, C.E. (2015). Essential Economics for Senior Secondary Schools. 4th edition; Tonad Publishers Limited. 2. Anyaele, J.U. (2008). Comprehensive Economics for Senior Secondary Schools. |  |  |

***NAME OF THE TEACHER: ……………… GUNEN JAMES JOEL …………………………….***

**HOD’S COMMENT: …………………………………………………………………………….**

**HOD’S SIGN.……………………………………………………………………………………..**

**DATE………………………………………………………………………………………………**