

GR. 7 EMS LESSON PLANS – TERM 2 (WEEK 1-10)

Economic and Management Sciences
LESSON PLAN FOR VIVA EMS

GRADE 7
TERM 2: Week 1
(2 hours per week)

Topic: THE ECONOMY Sub-topic: Unit 2.1 Revision activities	Duration: 2 hours (2 x 1 hour periods) Start date: Completed date:
Prior content knowledge: Own general knowledge/experience on using money and bank facilities.	Link with next lesson: Unit 2.2 Accounting concepts and an introduction to Accounting.
Content: <ul style="list-style-type: none"> • History of money • The four roles of money in a society • Classification of goods into non-durable, durable and semi-durable • Difference between efficient and effective • Formal and informal businesses • Advantages and disadvantages of formal and informal businesses. 	Vocabulary/ Important Words: <ul style="list-style-type: none"> • Self-sufficient, barter, promissory notes. • Medium of exchange, unit of account, store of value, standard of future payment. • Non-durable, durable and semi-durable • Efficient, effective • Formal businesses, informal businesses
Aims and Objectives of the lesson By the end of the lesson learners will be able to: <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Explain the role of money in societies. ✓ Classify goods into durable, semi-durable and non-durable. ✓ List the advantages and disadvantages of formal and informal businesses. 	
Teaching Methods: <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer 	Differentiation (Enrichment opportunities / addressing barriers): <ul style="list-style-type: none"> • Make instructions simple to address the language barrier • Refer to learners' term 1 notes in their workbooks.

ASSESSMENT STRATEGY

Formal

Informal

Form of Assessment:**Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Activity 2.1 (LB p. 37)	Memo, (TG p. 24)
	Activity 2.2 (LB p. 37)	Memo, (TG p. 25)

EVIDENCE OF ASSESSMENT**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.

Lesson, Class work and Homework: Activity 2.1 – Activity 2.2:**TEACHER'S ACTIVITIES****Period 1: (1 hour) (LB p. 36)**

- Revise the history of money briefly.
- Ask learners to list the four roles of money in a society.
- Revise the classification of goods into non-durable, durable and semi-durable.
- Task learners to do Activity 2.1 (LB p. 37).

Period 2: (1 hour) (LB p. 37)

- Ask learners to explain the difference between efficient and effective by using their own examples.
- Revise formal and informal businesses.
- Ask learners to list the advantages and disadvantages of formal and informal businesses in table form on the blackboard. Use red chalk for disadvantages and green for advantages.
- Task learners to do Activity 2.2 (LB p. 37).

LEARNERS' ACTIVITIES**Period 1: (1 hour) (LB p. 36)**

- Learners revise the history of money briefly by responding to the teacher's questions.
- They list the four roles of money in a society and explain each term in their own words.
- They revise the classification of goods and do Activity 2.1 (LB p. 37)

Period 2: (1 hour) (LB p. 37)

- Learners explain the difference between efficient and effective by using their own examples.
- They revise formal and informal businesses by giving definitions and examples of both.
- Learners list the advantages and disadvantages of formal and informal businesses in table form on the blackboard.
- They do Activity 2.2 (LB p. 37) as classwork and complete it at home.

Resources:

- VIVA EMS Gr. 7 LB (p. 36-38) and TG (p.24+25)
- Chalkboard and chalk
- Term 1 notes in learners' books.

Teacher's comments / reflection:

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HOD input: monitoring and support

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<p>Topic: FINANCIAL LITERACY</p> <p>Sub-topic: Unit 2.2 Accounting concepts</p>	<p>Duration: 4 hours (4 x 1 hour periods)</p> <p>Start date:</p> <p>Completed date:</p>
<p>Prior content knowledge:</p> <p>General knowledge of Accounting concepts.</p>	<p>Link with next lesson:</p> <p>Income and expenses</p>
<p>Content:</p> <p>What is Accounting? (10 min) (LB p. 38)</p> <p>The bookkeeper (10 min) (LB p. 38)</p> <p>The accountant (10 min) (LB p. 38)</p> <p>Accounting concepts: (2 hours) (LB p. 39)</p> <p>Class test on Accounting concepts.</p>	<p>Vocabulary/ Important Words:</p> <p>Transactions, GAAP.</p> <p>Financial data, Accounting books.</p> <p>profit</p> <p>Accounting concepts:</p> <p>Capital, transaction, recording, source document, financial records, liabilities, non-current liabilities, current liabilities, assets, fixed assets or non-current assets, current assets, equipment, vehicles, buildings, banking, bank, bank account, savings account, profit, loss, income and expense.</p>
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ List all the non-current assets. ✓ List all the current assets. ✓ List all the non-current liabilities. ✓ List all the current liabilities. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use visual materials to illustrate concepts like source document (picture of a receipt or invoice) and non-current assets (picture of a vehicle, building, furniture) • Make instructions simple to address the language barrier.

- **Extra enrichment activity:**
Let learners write a class test to make sure they understand each concept and can describe it.

ASSESSMENT STRATEGY

Formal

Informal

Form of Assessment:

Assessment Tool:

Define all the important vocabulary words		
Class and homework activities	Activity 2.3 (LB p. 40)	Memo (TG p. 26)
Class test on Accounting concepts: Learners must be able to define the concepts.	Class test (Informal assessment)	
Individual learners can be tasked to visit a local business in order to make a list of their income and expense accounts.	Enrichment activity Research	Not formally assessed.

EVIDENCE OF ASSESSMENT

Teacher:

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.

Lesson, Class work and Homework: Activity 2.3 + Informal Class test:

TEACHER'S ACTIVITIES

Period 1:

What is Accounting? (15 min) (LB p. 38)

- Ask learners to define the word 'Accounting'.
- Explain that it is derived from the word 'to account'.
- Explain the framework for Accounting concepts and procedures called Generally Accepted Accounting Practice (GAAP)

LEARNERS' ACTIVITIES

Period 1:

What is Accounting? (15 min) (LB p. 38)

- Learners define the word 'Accounting'.
- They listen to the teacher's explanation, ask clarity seeking questions and respond to the teacher's questions.
- Learners summarise all the new concepts in their workbooks.

The bookkeeper (20 min) (LB p. 38)

- Explain the advantages of a proper system of bookkeeping.
- Describe the role of a bookkeeper in a business.
- Discuss the use of computers in ordinary bookkeeping.

The accountant (15 min) (LB p. 38)

- Explain the role of the accountant to reorganise the data in a summary.
- Explain how the accountant presents financial data that can be used to make business decisions about the future.

Period 2+3:

Accounting concepts: (2 hours)(LB p. 39)

- Explain all the concepts on p. 38-40
- Use pictures to explain the concepts, e.g. pictures of a cash register and furniture to explain the concept 'Equipment' and a picture of a building to explain the concept 'land and buildings'.
- Task learners to do Activity 2.3 (LB p. 40)
- Prepare a class test on the Accounting concepts at home, with a proper memorandum and make copies for learners.

Period 4:

Class test on Accounting concepts.

- Provide the answers for activity 2.3 (TG p. 26) and check that learners correct their mistakes.
- Give learners a class test of about 15 words to define (30 marks) and ask them to list all the current assets, current liabilities and fixed assets (non-current assets).
Total=50 and Duration=30 minutes.

The bookkeeper (20 min) (LB p. 38)

- Learners listen to the teacher's explanation and ask clarity seeking questions.
- They discuss the use of computers in ordinary bookkeeping and summarise the important vocabulary words in their workbooks.

The accountant (15 min) (LB p. 38)

- Learners listen to the teacher's explanation and ask clarity seeking questions.
- They respond to the teacher's questions and summarise the new concepts in their workbooks.

Period 2+3

Accounting concepts (2 hours)) (LB p. 38)

- Learners listen, ask clarity seeking questions and respond to the teacher's questions.
- They summarise the vocabulary words for this topic in their exercise books and paste pictures of the concepts next to each definition.
- Learners do Activity 2 3 (LB p. 40) as class- and/or homework.

Period 4:

Class test on Accounting concepts.

- Learners mark activity 2.3 (TG p. 26) and correct their mistakes.
- They write a class test for 30 minutes.
Total=50.

Resources:

- VIVA EMS Gr. 8 Textbook (LB p. 37-40) and Teacher’s Guide (TG p. 21+22).
- Chalkboard and chalk
- Local businesses (their most common income and expenses).

Teacher’s comments / reflection:

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HOD input: monitoring and support

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<p>Topic: FINANCIAL LITERACY</p> <p>Sub-topic:</p> <p>Unit 2.3 Income and expenses</p>	<p>Duration: 6 hours (6 x 1 hour periods)</p> <p>Start date:</p> <p>Completed date:</p>
<p>Prior content knowledge:</p> <p>Prior knowledge of Accounting concepts and income and expenses.</p>	<p>Link with next lesson:</p> <p>Unit 2.4: A personal budget.</p>
<p>Content:</p> <p>2.3.1 Personal statement of net worth (2 hours) (LB p. 41)</p> <p>2.3.3 Business income and expenses (2 hours) (LB p. 44)</p> <p>2.3.4 Savings and investments in businesses (2 hours) (LB p. 47)</p>	<p>Vocabulary/ Important Words:</p> <p>Net worth, assets, liabilities.</p> <p>Licences, advertising, fuel, packing material, stationery, rates and taxes, water and electricity, wages, salaries, donations, rent expense, repairs, material, telephone.</p> <p>Investment, savings account, investment risk, fixed deposit, shares, unit trusts, investing in property, insurance policies, long-term insurance, retirement annuity, return on investment.</p>
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ List all the income and expenses of a business. ✓ List all the ways we can invest money. ✓ List the factors to consider when investing our money. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use brochures of banks and insurance companies to update learners on the latest investment opportunities. • Make instructions simple to address the language barrier. • Extra enrichment activity: Research Ask learners to do a research on the best interest rate they can get when investing an amount of R10 000 for 5 years.

ASSESSMENT STRATEGYFormal Informal **Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Activity 2.4 (LB p. 41)	Memo (TG p. 27)
	Activity 2.5 (LB p. 43)	Memo (TG p. 28)
	Activity 2.6 (LB p. 43)	Memo (TG p. 30)
	Activity 2.7 (LB p. 50)	Memo (TG p. 32)
FORMAL ASSESSMENT:	Case studies (TG p. 33)	Memo (TG p. 34)
Individual learners can be tasked to visit a local business in order to make a list of their income and expense accounts.	Enrichment activity Research	Not formally assessed.

EVIDENCE OF ASSESSMENT**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
- **Formal assessment (Case studies)** marked and marks recorded as the first formal assessment for term 2.

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- **Formal assessment (Case studies)** pasted into learners' workbooks, or filed in learners' portfolios, with corrections done in pencil.

Lesson, Class work and Homework: Activity 2.4 – Activity 2.7
+ FORMAL ASSESSMENT: Case studies

TEACHER'S ACTIVITIES**Period 1:****2.3.1 Personal income and expenses (1 hour) (LB p. 41)**

- Ask learners to give examples of their expenses as a family.
- Write all the examples on the blackboard under a heading 'personal expenses'.
- Ask learners to give examples of different forms of income a family can have and write the examples under a heading for 'personal income'.

LEARNERS' ACTIVITIES**Period 1:****2.3.1 Personal income and expenses (1 hour) (LB p. 41)**

- Learners give examples of their expenses as a family.
- They also give examples of different forms of income a family can have.
- They do Activity 2.4, according to the framework (TG p. 27) on the blackboard and copy the final work into their workbooks.

- Task learners to do Activity 2.4, but give them a framework (TG p. 27) on the blackboard and show them how.

Period 2:

2.3.2 Personal statement of net worth (1 hour) (LB p. 41)

- Ask learners the difference between an asset and an expense.
- Revise the definition of an asset and a liability and make sure learners can give examples of both.
- Ask learners to list their own assets and liabilities and write down the current, second-hand value of each asset.
- Explain how to calculate net worth on a specific moment or date.
- Work through the example on p. 42+42.
- Task learners to do Activity 2.5 (LB p. 43) on their own.

Period 3+4:

2.3.3 Business income and expenses (2 hours) (LB p. 44)

- Provide the correct answers for Activity 2.5 (TG p. 28) and check that learners correct their mistakes.
- Let learners study the picture on p. 44 and explain each of the expenses.
- Explain all the terms on LB p. 45 and task learners to make a summary of the definitions in their workbooks.
- Task learners to do Activity 2.6 (LB p. 46) at home.

Period 2:

2.3.2 Personal statement of net worth (1 hour) (LB p. 41)

- Learners explain the difference between an asset and an expense.
- They revise the definition of an asset and a liability and give examples of both.
- Learners list their own assets and liabilities and write down the current, second-hand value of each asset.
- They calculate their net worth on that specific day.
- Learners work through the example on p. 42+42 and do Activity 2.5 (LB p. 43) on their own.

Period 3+4:

2.3.3 Business income and expenses (2 hours) (LB p. 44)

- Learners mark Activity 2.5 (TG p. 28) and correct their mistakes.
- They study the picture on p. 44 and explain each of the expenses.
- They ask clarity seeking questions and respond to the teacher's questions.
- Learners should also give examples of expenses and income accounts of other businesses in their own community.
- They listen to the explanation of the terms on LB p. 45 and make a summary of the definitions in their workbooks.
- Learners do Activity 2.6 (LB p. 46) in their workbooks as class and/or homework.

Period 5+6:

2.3.4 Savings and investments in businesses

(2 hours) (LB p. 47)

- Provide the correct answers for Activity 2.6 (TG p. 30) and check that learners correct their mistakes.
- Explain how proper records of expenses and income can give the entrepreneur an indication how he can increase his profit.
- Discuss the different ways an entrepreneur can invest extra cash that built up in his business over the years.
- Explain investment risks.
- Explain long-term insurance in the form of retirement annuities.
- Discuss the three factors the entrepreneur should consider before investing his money.
- Task learners to do Activity 2.7 (LB p. 50)

Period 5+6:

2.3.4 Savings and investments in businesses

(2 hours) (LB p. 47)

- Learners mark Activity 2.6 and correct their mistakes.
- They listen to the teacher's explanation, ask clarity seeking questions and respond to the teacher's questions.
- They discuss the different ways an entrepreneur can invest extra cash that built up in his business over the years.
- They listen to the explanation of investment risks and long-term insurance in the form of retirement annuities.
- Learners discuss the three factors to consider when investing money.
- They do Activity 2.7 (LB p. 50) for class and/or homework.

Resources:

- VIVA EMS Gr. 8 Textbook (LB p. 41-50) and Teacher's Guide (TG p. 26+32).
- Chalkboard and chalk
- Local businesses (research on their most common income and expenses).
- Brochures from banks and other financial institutions to research the best investment propositions.

Teacher's comments / reflection:

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HOD input: monitoring and support

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LESSON PLAN FOR VIVA EMS

GRADE 7
 TERM 2: Week 7 - 8
 (2 hours per week)

<p>Topic: ENTREPRENEURSHIP Sub-topic: Unit 2.4 Budgets</p>	<p>Duration: 4 hours (4 x 1 hour periods) Start date:Completed date:</p>
<p>Prior content knowledge: Own general knowledge/experience of a family's income and expenses.</p>	<p>Link with next lesson: Revision of term 2 work at the beginning of term 3.</p>
<p>Content: 2.4.1 A personal budget (2 hours) 2.4.2 A business budget (1 hour) Revision of term 2 work (1 hour)</p>	<p>Vocabulary/ Important Words: 2.4.1 Income, expenditure, deficit, surplus. 2.4.2 Cash budget, budget surplus, budget deficit.</p>
<p>Aims and Objectives of the lesson By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Distinguish between income and expenses. ✓ Draw up a personal budget from given information. ✓ Draw up a cash budget for a business from given information. ✓ Discuss different ways to balance a budget, e.g. increasing income or decreasing expenses. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use visual materials for learners who experience language barriers, e.g. paste pictures of expenses and income on the blackboard. • Make instructions simple to address the language barrier • Extra enrichment activities: Give learners a practical example of a family who's expenses are exceeding their income and discuss different ways to balance the budget without increasing debt. Task learners to interview local entrepreneurs about how they manage their cash flow on a daily or weekly basis.

ASSESSMENT STRATEGYFormal Informal **Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Activity 2.8 (LB p. 52)	Memo (TG p. 36)
	Activity 2.9 (LB p. 55)	Memo (TG p. 37)
Enrichment activity: Informal assessment:	Interviews with local entrepreneurs.	
FORMAL ASSESSMENT:	Mid-year exam (TG p. 42)	Memo (TG p. 44)

EVIDENCE OF ASSESSMENT**Teacher:**

- Activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
- Formal assessment (Mid-year exam) marked and marks recorded as the 2nd formal assessment for term 2.

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- Evidence of notes made by learners during interviews with local entrepreneurs, or cellphone recordings of some of the explanations of local entrepreneurs.
- Formal assessment (Mid-year exam) pasted into learners' workbooks or filed in learners' portfolios, with corrections done in pencil.

Lesson, Class work and Homework: Activity 2.8 – Activity 2.9 + Mid-year exam:

TEACHER'S ACTIVITIES

Period 1:

**2.4.1 A personal budget
(1 hour) (LB p. 50)**

- Ask learners to define 'budget'.
- Explain the 2 sections of any budget.
- Explain a budget deficit by using a practical example.
- Explain a budget surplus by using a practical example.
- Work through the example on page 51 with learners.

Period 2:

(1 hour) (LB p. 52)

- Briefly work through the example on p. 52 again and discuss the different ways for Vusi to balance his budget.
- Task learners to summarise the vocabulary words in their workbooks.
- Let them do Activity 2.8 (LB p. 52).

Period 3:

**2.4.2 A business budget (1 hours)
(1 hour) (LB p. 53)**

- Provide the solution for Activity 2.8 and check that learners correct their mistakes.
- Explain the importance of a cash budget for any business.
- Discuss the advantages of carefully managing the cash flow of a business.
- Work through the example on p. 54 with learners.
- Task learners to ask local entrepreneurs how they manage their business's cash flow, and/or the teacher interview the entrepreneurs and record sections of the interviews with his/her cellphone.

LEARNERS' ACTIVITIES

Period 1:

**2.4.1 A personal budget
(1 hour) (LB p. 50)**

- Learners define 'a budget'.
- They listen to the explanation of the structure of a budget, ask clarity seeking questions and respond to the teacher's questions.
- Learners try to explain a budget deficit and a budget surplus in their own words.
- They work through the example on page 51 with the teacher.

Period 2:

(1 hour) (LB p. 52)

- Learners study the example on p. 51 again and discuss the different ways for Vusi to balance his budget.
- They summarise the vocabulary words for this topic in their workbooks and do Activity 2.8 (LB p. 52) in the classroom with the help of the teacher.

Period 3:

**2.4.2 A business budget (1 hours)
(1 hour) (LB p. 53)**

- Learners mark Activity 2.8 and correct their mistakes.
- They listen to the explanation of the teacher, ask clarity seeking questions and respond to the teacher's questions.
- Learners discuss the advantages of carefully managing the cash flow of a business.
- They work through the example on p. 54 with the teacher.
- Learners need to interview local entrepreneurs to find out how they manage their business's cash flow. They can also record sections of the interviews with their own cellphones.

Period 4:
(1 hour) (LB p. 55)

- Allow learners to report back on their interviews with local entrepreneurs, or the teacher report back on interviews with local entrepreneurs.
- Task learners to make notes while others are reporting.
- Work through the example on p. 54 again with learners.
- Task learners to do Activity 2.9 (LB p. 55) in the classroom and support individual learners where needed.

Period 4:
(1 hour) (LB p. 55)

- Learners report back on their interviews with local entrepreneurs, while others are taking notes.
- Learners study the example on p. 54 again and do Activity 2.9 (LB p. 55) in the classroom with the support of the teacher.

Resources:

- VIVA EMS Gr. 7 Textbook (p. 50-56) and Teacher’s Guide (p. 35-38).
- Chalkboard and chalk.
- Interview business owners in the community about how they overcome cash flow problems.
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Teacher’s comments / reflection:

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The teacher can also interview local entrepreneurs about how they manage their business’ cash flow and record or video tape the explanation of the entrepreneur on his/her cellphone.

HOD input: monitoring and support

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GRADE 7
 TERM 2: Week 9 - 10
 (2 hours per week)

<p>Topic: ENTREPRENEURSHIP Sub-topic: Unit 2.5 Revision activities for mid-year exam</p>	<p>Duration: 4 hours (4 x 1 hour periods) Start date: Completed date:</p>
<p>Prior content knowledge: Learners' own knowledge/experience after taking notes and doing class and homework activities.</p>	<p>Link with next lesson: Unit 3.1: Revision of term 2 work at the beginning of term 3.</p>
<p>Content: Revision of term 1 work (2 hours)</p> <ul style="list-style-type: none"> • Unit 1.1 History of money (30 min) • Unit 1.2 Needs and wants (30 min) • Unit 1.3 Goods and services (30 min) • Unit 1.4 Businesses (30 min) <p>Revision of term 2 work (2 hours)</p> <ul style="list-style-type: none"> • Unit 2.1 Revision activities (30 min) • Unit 2.2 Accounting concepts (30 min) • Unit 2.3 Income and expenses (30 min) • Unit 2.4 Budgets (30 min) 	<p>Vocabulary/ Important Words: Revision of term 1 work (2 hours)</p> <ul style="list-style-type: none"> • All vocabulary words as summarized during term 1. <p>Revision of term 2 work (2 hours)</p> <ul style="list-style-type: none"> • All vocabulary words as summarized during term 2.
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the concepts summarized during term 1 and term 2. ✓ Answer all type of short questions on all the topics covered during term 1 and term 2. ✓ Answer any longer type of question on any of the topics covered during term 1 and term 2. ✓ Know all the different Accounting formats, e.g. Statement of net worth and Cash budget. ✓ Know how to calculate the net worth of a person and the deficit or surplus of a cash budget or personal budget. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use visual materials for learners who experience language barriers. • Make instructions simple to address the language barrier. • Extra enrichment activities: Give learners at least 2 short revision tests to force them to study before the exam starts.

ASSESSMENT STRATEGY

Formal



Informal

**Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words		
Class and homework activities	Activity 2.10 (LB p. 57)	Memo (TG p. 39)
	Activity 2.11 (LB p. 58)	Memo (TG p. 40)
Enrichment activity: Informal assessment:	At least 2 class tests to force learners to study before the mid-year exam	Memos of class tests drafted by the teacher.
FORMAL ASSESSMENT:	Mid-year exam (TG p. 41)	Memo (TG p. 44)

EVIDENCE OF ASSESSMENT**Teacher:**

- Activities are controlled, corrected and dated.
- Teacher's comments in the learners' exercise books.
- Formal assessment (Mid-year exam) marked and marks recorded as the 2nd formal assessment for term 2.

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- Evidence of notes made by learners during the 2 weeks of revision.
- Formal assessment (Mid-year exam) pasted into learners' workbooks or filed in learners' portfolios, with corrections done in pencil.

Lesson, Class work and Homework: Activity 2.10 – Activity 2.11 + Mid-year exam:

TEACHER'S ACTIVITIES**Period 1:****Revision of term 1 work****(1 hour) (LB p. 2-13)****Unit 1.1 History of money (30 min)**

- Work through learner's notes and make sure they can define all the important concepts of Unit 1.1.
- Allow learners to ask clarity seeking questions and explain concepts where needed.

Unit 1.2 Needs and wants (30 min)

- Work through learner's notes and make sure they can define all the important concepts of Unit 1.2.
- Allow learners to ask clarity seeking questions and explain concepts where needed.
- Task learners to do Activity 2.10 and to study term 1 work for a 30 min. revision test during period 2.
- Prepare a revision test on term 1 work with a memorandum.

Period 2:**Revision of term 1 work****(1 hour) (LB p. 13-34)****Unit 1.3 Goods and services (20 min)**

- Provide the answers for Activity 2.10 (TG p. 39) and check that learners correct their mistakes.
- Work through learner's notes and make sure they can define all the important concepts of this section.
- Allow learners to ask clarity seeking questions and explain concepts where needed.

Unit 1.4 Businesses (10 min)

- Work through learner's notes and make sure they can define all the important concepts in Unit 1.4.
- Allow learners to ask clarity seeking questions and explain concepts where needed.
- Give learners a 30 minute revision test on term 1 work.

LEARNERS' ACTIVITIES**Period 1:****Revision of term 1 work****(1 hour) (LB p. 2-13)****Unit 1.1 History of money (30 min)**

- Learners work through their notes and make sure they can define all the important concepts of Unit 1.1.
- They ask clarity seeking questions and make notes where needed.

Unit 1.2 Needs and wants (30 min)

- Learners work through their notes and make sure they can define all the important concepts of Unit 1.2.
- They ask clarity seeking questions and make notes where needed.
- They do Activity 2.10 and study term 1 work at home for a 30 min. revision test during period 2.

Period 2:**Revision of term 1 work****(1 hour) (LB p. 13-34)****Unit 1.3 Goods and services (20 min)**

- Learners mark Activity 2.10 and correct their mistakes.
- Learners work through their notes and make sure they can define all the important concepts of Unit 1.3.
- They ask clarity seeking questions and make notes where needed.

Unit 1.4 Businesses (10 min)

- Learners work through their notes and make sure they can define all the important concepts of Unit 1.4.
- They ask clarity seeking questions and make notes where needed.
- Learners write a 30 minute revision test on term 1 work.

- Mark the tests at home, or allow learners to mark each other's test in the classroom.

Period 3:

Revision of term 2 work

(1 hour) (LB p. 36-40)

Unit 2.1 Revision activities (30 min)

- Provide the correct answers for the revision test and check that learners correct their mistakes.
- Allow learners to ask clarity seeking questions and explain concepts where needed.

Unit 2.2 Accounting concepts (30 min)

- Work through learner's notes and make sure they can define all the important concepts in Unit 2.2.
- Allow learners to ask clarity seeking questions and explain concepts where needed.
- Task learners to do Activity 2.11 (LB p. 58)
- Prepare a revision test on term 2 work with a memorandum.
- Task learners to study for a revision test on all term 2 work (during period 4).

Period 4:

Revision of term 2 work

(1 hour) (LB p. 41-58)

Unit 2.3 Income and expenses (10 min)

- Provide the correct answers for Activity 2.11 (LB p. 58) and check that learners correct their mistakes.
- Work through learner's notes and make sure they can define all the important concepts of Unit 2.3.
- Allow learners to ask clarity seeking questions and explain concepts where needed.

Unit 2.4 Budgets (20 min)

- Work through the examples again and make sure they can define all the important concepts of Unit 2.4.

Period 3:

Revision of term 2 work

(1 hour) (LB p. 36-40)

Unit 2.1 Revision activities (30 min)

- Learners study the revision test marked by the teacher (or their peers) and correct their mistakes.
- They work through their notes and make sure they can define all the important concepts of Unit 2.1.

Unit 2.2 Accounting concepts (30 min)

- Learners work through their notes and make sure they can define all the important concepts in Unit 2.2.
- They ask clarity seeking questions and make notes where needed.
- They do Activity 2.11 (LB p. 58) in class or at home.
- Learners should study for a revision test on all term 2 work (during period 4).

Period 4:

Revision of term 2 work

(1 hour) (LB p. 41-58)

Unit 2.3 Income and expenses (10 min)

- Learners mark Activity 2.11 (LB p. 58) and correct their mistakes.
- They work through their notes and make sure they can define all the important concepts of Unit 2.3.
- They ask clarity seeking questions and make notes where needed.

Unit 2.4 Budgets (20 min)

- Learners work through the examples with the teacher again and make sure they can define all the important concepts of Unit 2.4.

- Allow learners to ask clarity seeking questions and explain concepts and calculations where needed.
- Give learners a 30 minute revision test on term 2 work, including calculations.
- Mark the tests at home, or allow learners to mark each other's test in the classroom.
- Check that learners correct their mistakes.

- They ask clarity seeking questions and make notes where needed.
- Learners write a 30 minute revision test on term 2 work, including calculations.
- They mark the tests in the classroom and correct their mistakes.

Resources:

- VIVA EMS Gr. 7 Textbook (p. 57-58) and Teacher's Guide (p, 38-47).
- Chalkboard and chalk.
- Mid-year exam paper (TG p. 41) and memorandum (TG p. 44).
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Teacher's comments / reflection:

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HOD input: monitoring and support

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