

OXFORD
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KNOW YOUR WORLD

THIRD EDITION



FOR GRADE

4

FARHAT MANSOOB

SCHEME OF WORK

SCHEME OF WORK

SUBJECT	Social Studies	WEEK	1 – 5
CLASS	IV	BOOK	Know Your World IV
UNIT/ TOPIC	Unit 1 - Citizenship	SUB-TOPIC	-

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> define and differentiate between the terms citizen, global citizen, and digital or cyber citizenship identify common etiquettes, such as good manners, politeness, respect for elders, helping others, dignity of labour and discipline. explain what civic sense is by giving examples of following traffic rules, keeping the environment clean etc. define 'Human Rights' explain fundamental human rights differentiate between rights and responsibilities 	<p>Skills:</p> <p>Critical Thinking and Analysis Creativity and Expression Communication and Collaboration Research and Inquiry Problem-Solving and Decision-Making Social and Civic Responsibility</p> <p>Learning Activities:</p> <p>1. Role-Playing (Active Learning)</p> <p>Topic: The Rights and Responsibilities of Citizens</p> <p>Activity: Divide students into small groups and assign each group a different scenario where they must act out the roles of citizens exercising their rights and responsibilities. For example, one group could role-play a community meeting discussing environmental cleanliness.</p> <p>Objective: Helps students understand and internalize the rights and responsibilities of citizens through experiential learning.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> understand the rights and responsibilities of a good citizen. Research about and identify human rights champions. Understand the impact of conflict and peace. Demonstrate Internet safety and common etiquette. Illustrate the importance of traffic rules. Explore the development of communication means. Identify ways to maintain peace in various environments. Find solutions to conflicts through discussion. Practice good cyber citizenship. Engage in community welfare projects. 	<p>Online Resources</p> <p>10 Powerful Community-Building Ideas for the Classroom Edutopia</p> <p>https://kahoot.com/</p> <p>Technology Role Play Scenarios for Students & Teachers</p> <p>The 8 best debating games to engage students ESU</p> <p>Debate and argument activities TPT</p>



LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<ul style="list-style-type: none"> define the term harmony define the term tolerance describe the importance of living in harmony with each other by accepting differences (social and cultural) define the term 'peace' and 'conflict' explain that attitudes affect and create conflict and peace resolve conflicts through discussion recognise the causes of disagreements at the personal and peer level, household and neighbourhood level define the term 'communication' identify the forms of communication and their importance (art, language, letters, email, 	<p>2. Debate (Critical Thinking) Topic: Human Rights Activity: Organize a debate on a human rights issue, such as the importance of freedom of speech. Assign students to argue for or against the topic. Objective: Encourages critical thinking, public speaking skills, and understanding of different perspectives on human rights.</p> <p>3. Group Discussion (Collaborative Learning) Topic: Harmony Activity: Facilitate a group discussion on the importance of tolerance and harmony in society. Ask students to share personal experiences or stories where tolerance led to positive outcomes. Objective: Promotes collaborative learning and empathy by sharing and reflecting on personal experiences.</p> <p>4. Poster Making (Creative Expression) Topic: Cyber Citizenship Activity: Have students create posters that highlight the responsibilities of a good cyber citizen. They can use drawings, slogans, and digital tools to design their posters.</p>	<p>11. Understand the importance of human rights and responsibilities.</p>	

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<ul style="list-style-type: none"> postcards, TV, radio, internet, computers, cell phone) 	<p>Objective: Enhances creativity and reinforces the concept of responsible behavior in the digital world.</p> <p>5. Interactive Quiz (Formative Assessment)</p> <p>Topic: Citizenship Concepts</p> <p>Activity: Conduct an interactive quiz using tools like Kahoot! or Quizizz to test students' knowledge of the concepts covered in Unit 1. Include questions on the rights and responsibilities of citizens, human rights, and cyber citizenship.</p> <p>Objective: Provides immediate feedback and reinforces learning through gamification.</p> <p>6. Community Project (Service Learning)</p> <p>Topic: Civic Sense</p> <p>Activity: Organize a community service project where students can practice civic sense, such as a neighborhood clean-up or a tree-planting campaign.</p> <p>Objective: Connects classroom learning to real-world applications and fosters a sense of responsibility and community involvement.</p>		



Note:

* Teachers may use any additional activities apart from those suggested.

SUBJECT	Social Studies	WEEK	1 – 5
CLASS	IV	BOOK	Know Your World IV
UNIT/ TOPIC	Unit 1 - Citizenship	SUB-TOPIC	-

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> Define the term ‘culture’. Enlist the different components of the culture of Pakistan. Define the term ‘nation’ and ‘nationality’. Explain reasons for taking pride in being a Pakistani and the concept of patriotism. Define diversity and identify characteristics of diverse groups. Describe the key features of Pakistani culture and its diversity. 	<p>Skills:</p> <p>Cultural Awareness and Sensitivity: Understanding and appreciating diverse cultures.</p> <p>Communication Skills: Enhancing verbal and non-verbal communication through presentations and storytelling.</p> <p>Empathy: Developing the ability to understand and share the feelings of others.</p> <p>Collaboration: Working effectively in groups to achieve common goals.</p> <p>Critical Thinking: Analyzing and evaluating cultural perspectives and scenarios.</p> <p>Creativity: Expressing ideas through visual and creative activities like collages.</p> <p>Problem-Solving: Navigating and resolving cultural differences in role-playing scenarios.</p> <p>Reflective Thinking: Reflecting on personal cultural identity and its influence on perspectives.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> develop a deeper understanding and appreciation of diverse cultures. enhance their communication and presentation skills. demonstrate empathy and respect for cultural differences. engage in collaborative and experiential learning activities. reflect on their own cultural identity and its influence on their perspectives. 	<p>Online Resources</p> <p>History Primary Years Pakistan Twinkl Resources</p> <p>Primary Education American Institute of Pakistan Studies</p> <p>25 Activities to Teach and Promote Diversity in the Classroom</p>

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<ul style="list-style-type: none"> Appreciate the value of different cultures and respect their differences. Appreciate religious diversity by identifying different festivals celebrated by different religions. 	<p>Learning Activities:</p> <p>1. Cultural Show and Tell (Constructivist Learning)</p> <p>Topic: Cultural Representation</p> <p>Activity: Divide students into small groups and have each student bring an item that represents their culture (e.g., traditional clothing, food, music, or artifacts). Each student presents their item to the group, explaining its significance and sharing a related story or tradition.</p> <p>Objective: To enhance students' understanding and appreciation of diverse cultures through personal experiences and reflection.</p> <p>Pedagogy: Constructivist Learning - Encourages students to construct their own understanding and knowledge through experiences and reflection.</p> <p>2. Cultural Exchange Fair (Experiential Learning)</p> <p>Topic: Cultural Awareness</p> <p>Activity: Organize a cultural fair where students set up booths representing different cultures.</p> <p>Activity: Organize a cultural fair where students set up booths representing different cultures.</p>		



LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	<p>Each booth can have posters, artifacts, food samples, and interactive activities. Students visit each booth, learn about different cultures, and complete a cultural passport with stamps from each booth.</p> <p>Objective: To promote cultural awareness and empathy among students through active participation and experience.</p> <p>Pedagogy: Experiential Learning - Learning through experience and active participation.</p> <p>3. Role-Playing Scenarios (Social Learning)</p> <p>Topic: Cultural Perspectives</p> <p>Activity: Divide students into small groups and assign each group a different scenario where they must role-play as individuals from various cultural backgrounds. They discuss how cultural perspectives influence behavior and decision-making in different situations.</p> <p>Objective: To develop empathy and understanding of cultural diversity through observation, imitation, and modeling.</p> <p>Pedagogy: Social Learning - Learning through observation, imitation, and modeling.</p>		

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	<p>4. Cultural Storytelling Circle (Collaborative Learning)</p> <p>Topic: Cultural Narratives</p> <p>Activity: Students sit in a circle and take turns sharing folktales, myths, or legends from their culture. They can use props or visuals to enhance their storytelling. After each story, the class discusses the moral or lesson and its cultural significance.</p> <p>Objective: To foster an appreciation for diverse cultural narratives and traditions through group interaction and shared experiences.</p> <p>Pedagogy: Collaborative Learning - Learning through group interaction and shared experiences.</p> <p>5. Diversity Collage (Visual Learning)</p> <p>Topic: Visual Representation of Diversity</p> <p>Activity: Students create a collage using images, symbols</p>		

Note:

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SUBJECT	Social Studies	WEEK	12 – 15
CLASS	IV	BOOK	Know Your World IV
UNIT/ TOPIC	Unit 3 – State and Government	SUB-TOPIC	-

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> Understand the concept of a state and its elements. Learn about the role and types of government. Understand what a constitution is and its significance. Differentiate between a state and a government. Learn about general elections and the voting process. Define the term ‘leader’ and their qualities. 	<p>Skills:</p> <p>Civic Awareness: Understanding the roles and functions of government.</p> <p>Leadership Skills: Learning about the characteristics of good leaders and practicing leadership.</p> <p>Critical Thinking: Analyzing and evaluating different government structures and policies.</p> <p>Communication Skills: Enhancing verbal and non-verbal communication through debates and presentations.</p> <p>Collaboration: Working effectively in groups to create constitutions and role-play government scenarios.</p> <p>Problem-Solving: Navigating and resolving issues in mock elections and government meetings.</p> <p>edagogy: Constructivist Learning - Encourages students to construct their own understanding and knowledge through experiences and reflection.</p> <p>Creativity: Expressing ideas through visual diagrams and creative activities.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> understand the election process and the characteristics of good leaders. gain knowledge about the importance and structure of a constitution. develop an understanding of the different roles and functions within a government. enhance their critical thinking and communication skills. visually represent and understand the structure and functions of government. 	<p>Online Resources</p> <p>Sabaq Foundation</p> <p>Ilmkidunya</p> <p>Pakistan Studies</p> <p>UrduPoint Kids</p> <p>https://www.weareteachers.com/teach-kids-branches-of-government/</p>

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	<p>Reflective Thinking: Reflecting on the importance of government and its impact on society.</p> <p>Learning Activities:</p> <p>1. Mock Election (Experiential Learning)</p> <p>Topic: Understanding Elections and Leadership</p> <p>Activity: Hold a mock election for a class monitor. Create ballots, a ballot box, and have students vote for their chosen candidate. Students can campaign and present their ideas to the class.</p> <p>Objective: To help students understand the election process and the characteristics of good leaders through active participation.</p> <p>Pedagogy: Experiential Learning - Learning through experience and active participation.</p> <p>2. Constitution Creation (Constructivist Learning)</p> <p>Topic: Understanding the Constitution</p> <p>Activity: Divide students into small groups and have them create a mini-constitution for their classroom. They should include rules, rights, and responsibilities.</p>		



LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	<p>Objective: To help students understand the importance and structure of a constitution by creating their own.</p> <p>3. Role-Playing Government Roles (Social Learning)</p> <p>Topic: Functions of Government</p> <p>Activity: Assign students different roles within a government (e.g., president, prime minister, ministers, etc.). Have them role-play a government meeting where they discuss and make decisions on various issues.</p> <p>Objective: To develop an understanding of the different roles and functions within a government through observation, imitation, and modeling.</p> <p>Pedagogy: Social Learning - Learning through observation, imitation, and modeling.</p> <p>4. Debate on Leadership Qualities (Collaborative Learning)</p> <p>Topic: Characteristics of Good Leaders</p> <p>Activity: Organize a debate where students discuss the characteristics of good leaders. They can use examples from history and current events to support their arguments.</p>		

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	<p>Objective: To foster critical thinking and communication skills by discussing and debating leadership qualities.</p> <p>Pedagogy: Collaborative Learning - Learning through group interaction and shared experiences.</p> <p>5. Government Structure Diagram (Visual Learning)</p> <p>Topic: Structure of Government</p> <p>Activity: Have students create a visual diagram of the government structure, including different branches and their functions. They can use charts, drawings, or digital tools.</p> <p>Objective: To visually represent and understand the structure and functions of government through creative expression and visual aids.</p> <p>Pedagogy: Visual Learning - Learning through visual aids and creative expression.</p>		

Note:

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SUBJECT	Social Studies	WEEK	12 – 15
CLASS	IV	BOOK	Know Your World IV
UNIT/ TOPIC	Unit 4 – History	SUB-TOPIC	-

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> • Define the term ‘History’. • Trace early settlements and their areas. • Identify ancient Civilisations along major rivers and coastal areas of the world (Mesopotamia, Nile Valley (Egyptian), and Indus Valley along with their timeline). 	<p>Skills:</p> <p>Historical Awareness: Understanding the significance of ancient civilisations and historical figures.</p> <p>Research Skills: Conducting research on historical figures and events.</p> <p>Critical Thinking: Analyzing and evaluating historical artifacts and events.</p> <p>Communication Skills: Enhancing verbal and non-verbal communication through presentations and role-playing.</p> <p>Collaboration: Working effectively in groups to create timelines and booklets.</p> <p>Problem-Solving: Navigating and resolving issues in simulated archaeological digs.</p> <p>Creativity: Expressing ideas through visual and creative activities like booklets and timelines.</p> <p>Reflective Thinking: Reflecting on the importance of history and its impact on society.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. understand and appreciate the lifestyle and contributions of ancient civilisations. 2. gain knowledge about the process of archaeological discovery and the importance of preserving historical artifacts. 3. develop an understanding of the contributions and impact of key historical figures. 4. enhance their ability to organize and represent historical events chronologically. 5. visually represent and understand the importance of ancient artifacts. 	<p>Online Resources</p> <p>River civilizations - Teaching resources</p> <p>Ancient River Civilizations « Free Lessons Teacher Created Resources</p> <p>Ancient river civilization TPT</p>

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<ul style="list-style-type: none"> Describe the advent, lifestyle, sites, and decline of Indus Valley Civilisation. Describe the role of Sir Syed Ahmed Khan, Quaid-e-Azam, Allama Iqbal, and Mohtarma Fatima Jinnah in the creation of Pakistan. 	<p>Learning Activities:</p> <p>1. Time Capsule Project (Experiential Learning)</p> <p>Topic: Ancient Civilisations</p> <p>Activity: Students create a time capsule containing items that represent different ancient civilisations (e.g., Indus Valley, Mesopotamia, Egypt). They can include drawings, artifacts, and written descriptions. Each group presents their time capsule to the class.</p> <p>2. Archaeological Dig Simulation (Constructivist Learning)</p> <p>Topic: Discovering Ancient Sites</p> <p>Activity: Set up a simulated archaeological dig in the classroom or outdoors. Bury replicas of artifacts from ancient civilisations and have students excavate them. Students then analyze and document their findings.</p> <p>Objective: To help students understand the process of archaeological discovery and the importance of preserving historical artifacts.</p> <p>Pedagogy: Constructivist Learning - Encourages students to construct their own understanding and knowledge through experiences and reflection.</p>		



LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	<p>3. Historical Role-Playing (Social Learning)</p> <p>Topic: Historical Events</p> <p>Activity: Students work in groups to create a timeline of significant events mentioned in the unit. They can use posters, digital tools, or physical materials to represent the timeline.</p> <p>Objective: To help students understand the chronological order and significance of historical events through group interaction and shared experiences.</p> <p>Pedagogy: Collaborative Learning - Learning through group interaction and shared experiences</p> <p>4. Timeline Creation (Collaborative Learning)</p> <p>Topic: Key Historical Figures</p> <p>Activity: Assign students different historical figures from the unit (e.g., Quaid-e-Azam, Allama Iqbal, Mohtarma Fatima Jinnah). Students research their assigned figure and role-play a significant event or speech related to that figure.</p>		

Note:

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SUBJECT	Social Studies	WEEK	12 – 15
CLASS	IV	BOOK	Know Your World IV
UNIT/ TOPIC	Unit 5 – Geography	SUB-TOPIC	-

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> Define the terms 'map' and 'globe'. Name the key elements of a map. Recognize the concept of direction by using the term 'cardinal points' and compass directions with the help of a diagram. Explain the concept of BOLTS with the help of a map. Identify major landforms and types of land in Pakistan. Explain the effect of the physical environment on the lifestyle of the people in Pakistan. Identify different occupations of people (agriculture, mining, and industry). 	<p>Skills:</p> <p>Geographical Awareness: Understanding maps, globes, continents, oceans, and physical features.</p> <p>Research Skills: Conducting research on climate zones and geographical features.</p> <p>Critical Thinking: Analyzing and evaluating geographical information.</p> <p>Communication Skills: Enhancing verbal and non-verbal communication through presentations and discussions.</p> <p>Collaboration: Working effectively in groups to create posters and maps.</p> <p>Problem-Solving: Navigating and resolving issues in compass rose activities.</p> <p>Creativity: Expressing ideas through visual and creative activities like travel journals and posters.</p> <p>Reflective Thinking: Reflecting on the importance of geography and its impact on society.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> understand the key elements of maps and how to create and interpret them. gain knowledge about the geographical distribution of continents and oceans. develop an understanding of cardinal and intermediate directions. understand the characteristics of different climate zones. visually represent and understand the physical features and landforms. 	<p>Integrating Technology into Lesson Plans Effectively: A Practical Guide for Teachers - LearningMole</p> <p>https://www.seterra.com/</p> <p>https://www.nationalgeographic.org/society/education-resources/</p> <p>https://www.geo-fs.com/</p> <p>https://kids.nationalgeographic.com/games</p> <p>https://weather.com/en-PK/weather/today/L/PKXX0006:1:P-K?Goto=Redirected</p>



LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<ul style="list-style-type: none"> Explain how human activities have changed the natural environment (e.g., deforestation, building dams, industry, etc.). Describe the concept of Climate and Weather dependent on the rotation and revolution of Earth. Define the terms 'population' and 'census'. Explain the importance of census. Describe the distribution of population in the region and give a map of the region and province. <p>Enlist the major problems caused by overpopulation.</p> <p>Identify the importance and interconnections of Water Sanitation and Hygiene (WASH).</p>	<p>Learning Activities:</p> <p>1. Map Creation Project (Constructivist Learning)</p> <p>Topic: Understanding Maps and Globes</p> <p>Activity: Students create their own maps of a fictional country. They include key elements such as borders, orientation, legend, title, scale, and source. Each student presents their map to the class, explaining the features and symbols used.</p> <p>Objective: To help students understand the key elements of maps and how to create and interpret them.</p> <p>Pedagogy: Constructivist Learning - Encourages students to construct their own understanding and knowledge through experiences and reflection.</p> <p>2. Globe Exploration (Experiential Learning)</p> <p>Topic: Continents and Oceans</p> <p>Activity: Provide students with globes or blank maps and have them locate and label the seven continents and five oceans. They can also identify specific countries and major cities. Students then share interesting facts about different continents and oceans.</p>		

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	<p>Objective: To help students understand the geographical distribution of continents and oceans through hands-on exploration.</p> <p>Pedagogy: Experiential Learning - Learning through experience and active participation.</p> <p>3. Compass Rose Activity (Social Learning)</p> <p>Topic: Directions and Orientation</p> <p>Activity: Students create a large compass rose on the classroom floor using tape. They practice identifying cardinal and intermediate directions by walking to different points on the compass rose. They can also use the compass rose to give directions to classmates.</p> <p>Objective: To develop an understanding of cardinal and intermediate directions through observation, imitation, and modeling.</p> <p>Pedagogy: Social Learning - Learning through observation, imitation, and modeling.</p> <p>4. Climate Zone Investigation (Collaborative Learning)</p> <p>Topic: Climate Zones</p>		



LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	<p>Activity: Divide students into groups and assign each group a different climate zone from Pakistan (e.g., highland, lowland, arid, coastal). Each group researches their assigned climate zone and creates a poster with information about the climate, vegetation, wildlife, and lifestyle of people. Groups present their posters to the class.</p> <p>Objective: To help students understand the characteristics of different climate zones through group interaction and shared experiences.</p> <p>Pedagogy: Collaborative Learning - Learning through group interaction and shared experiences.</p> <p>5. Virtual Field Trip (Visual Learning)</p> <p>Topic: Physical Features and Landforms</p> <p>Activity: Use online resources to take students on a virtual field trip to various physical features and landforms (e.g., mountains, rivers, deserts). Students create a travel journal documenting their observations and reflections on each location.</p> <p>Objective: To visually represent and understand the physical features and landforms through creative expression and visual aids.</p>		

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	Pedagogy: Visual Learning - Learning through visual aids and creative expression.		

Note:

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SUBJECT	Social Studies	WEEK	12 – 15
CLASS	IV	BOOK	Know Your World IV
UNIT/ TOPIC	Unit 6 – Economics	SUB-TOPIC	-

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>By the end of the chapter, students will be able to:</p> <ul style="list-style-type: none"> • Make economic choices according to one's personal needs and resources. • Apply economics and money management in personal life (pocket money, savings). • Define the terms 'goods' and 'services' and list some examples. • Define the terms 'trade' and 'business'. • Identify the major imports and exports of Pakistan. 	<p>Skills:</p> <p>Economic Awareness: Understanding supply and demand, economic systems, and indicators.</p> <p>Financial Literacy: Learning about personal finance and budgeting.</p> <p>Critical Thinking: Analyzing and evaluating economic policies and systems.</p> <p>Communication Skills: Enhancing verbal and non-verbal communication through debates and presentations.</p> <p>Collaboration: Working effectively in groups to role-play and debate economic topics.</p> <p>Problem-Solving: Navigating and resolving issues in market simulations and budgeting workshops.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. understand the concepts of supply and demand. 2. gain knowledge about the importance of budgeting and managing personal finances. 3. develop an understanding of different economic systems. 4. enhance their critical thinking and communication skills. 5. visually represent and understand key economic indicators. 	<p>Kiddynomics: An Economics Curriculum for Young Learners Education St. Louis Fed</p> <p>EconEdLink - Free K-12 economics and personal finance resources</p> <p>Resources for Educators</p>



LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<ul style="list-style-type: none"> Define and differentiate between types of entrepreneurs. Define the term 'banking'. Identify services provided by banks. 	<p>Creativity: Expressing ideas through visual and creative activities like infographics.</p> <p>Reflective Thinking: Reflecting on the importance of economics and its impact on society.</p> <p>Learning Activities:</p> <p>1. Classroom Market Simulation (Experiential Learning)</p> <p>Topic: Supply and Demand</p> <p>Activity: Set up a classroom market where students act as buyers and sellers. Provide them with play money and items to trade. Students negotiate prices based on supply and demand. After the activity, discuss how prices changed and why.</p> <p>Objective: To help students understand the concepts of supply and demand through hands-on experience.</p> <p>Pedagogy: Experiential Learning - Learning through experience and active participation.</p> <p>2. Budgeting Workshop (Constructivist Learning)</p> <p>Topic: Personal Finance and Budgeting</p> <p>Activity: Students create a personal budget based on a given scenario (e.g., monthly income, expenses).</p>		

LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	<p>They track their spending and savings over a simulated month. Discuss the importance of budgeting and financial planning.</p> <p>Objective: To help students understand the importance of budgeting and managing personal finances.</p> <p>Pedagogy: Constructivist Learning - Encourages students to construct their own understanding and knowledge through experiences and reflection.</p> <p>3. Role-Playing Economic Systems (Social Learning)</p> <p>Topic: Different Economic Systems</p> <p>Activity: Divide students into groups and assign each group a different economic system (e.g., capitalism, socialism, mixed economy). Students role-play how their assigned system operates and discuss the advantages and disadvantages.</p> <p>Objective: To develop an understanding of different economic systems through observation, imitation, and modeling.</p> <p>Pedagogy: Social Learning - Learning through observation, imitation, and modeling.</p> <p>4. Economic Debate (Collaborative Learning)</p> <p>Topic: Economic Policies and Their Impact</p>		



LEARNING OBJECTIVES	SKILLS AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
	<p>Activity: Organize a debate on a current economic issue (e.g., minimum wage, taxation). Students research their positions, present arguments, and engage in a structured debate. Reflect on the different perspectives and their implications.</p> <p>Objective: To foster critical thinking and communication skills by discussing and debating economic policies.</p> <p>Pedagogy: Collaborative Learning - Learning through group interaction and shared experiences.</p> <p>5. Infographic Creation (Visual Learning)</p> <p>Topic: Economic Indicators</p> <p>Activity: Students create infographics to represent various economic indicators (e.g., GDP, inflation, unemployment rate). They use online tools to design and present their infographics to the class.</p> <p>Objective: To visually represent and understand key economic indicators through creative expression and visual aids.</p> <p>Pedagogy: Visual Learning - Learning through visual aids and creative expression.</p>		

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