

Starting the School Year with **Kognity**

Topic: 1 Introduction to Economics

Lesson: Ready for Action Lesson Plan

Subject: IBDP Economics



What can I use this lesson plan for?

This is a great lesson plan for introducing students to both the Economics curriculum and Kognity’s platform features in the first few days of school. As the year progresses, you can use these activities with different sections of the Economics digital books.

Lesson Objectives:

Students will be able to apply Kognity’s digital book features to classroom learning in Economics.

Time Allotment:

Recommended time is *one hour*, however the revision activities provide opportunities for extension.

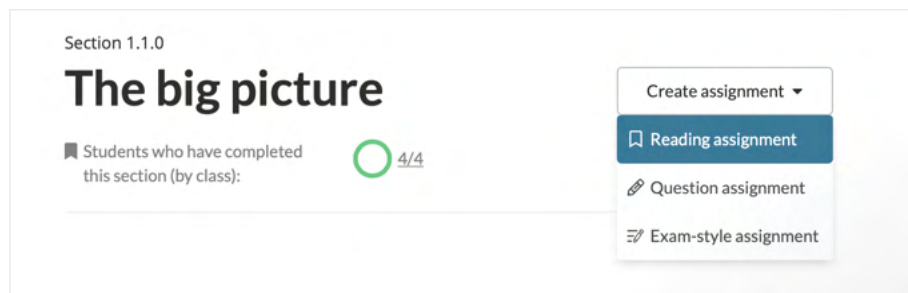
Materials:

1.1.0 (big picture), 1.1.1 (Economics as a Social Science), 1.1.2 (The problem of choice), 1 pair of scissors, 10 pieces of paper, 1 glue stick, 1 ruler, 1 pencil (per group of 5)

Activities with Kognity

Pre-lesson activity: Flipping the Classroom

On the teacher view of the Kognity textbook, go to the start of section 1.1.0 and click on “Create an Assignment.” Scroll down to “Reading Assignment” and set the assignment for 1.1.0, 1.1.1 and 1.1.2



Before class, you will receive an email inviting you to review your students’ progress on the assignment. You can check whether students have done the reading and completed the section questions. You can send a reminder to any students who have not as yet completed the assignment.

Introduction Activity

With the overview page projected on the board, give a brief introduction of Kognity and the useful features for students, **by explaining that:**

- The content in each section of the book incorporates **videos, external links, connections, and activities** to enhance students' learning
- Each subtopic has a series of **section questions** at the end that allow students to check their knowledge and understanding in small increments.
- The **practice centre** has exam style questions, strength tests and battles for all topics that allow students to check their knowledge and understanding of each topic. As they engage with the **strength test and battles**, their **strength bar** (on the overview page) will increase, allowing them to keep track of their strong content areas and areas they need to work on.
- Teachers can assign readings and questions and can keep track of student progress

Hook: What is Economics? A simulation game

In class, divide students into groups of 5, and give each group the equipment below:

- 1 pair of scissors
- 10 pieces of paper
- 1 glue stick
- 1 ruler
- 1 pencil

Using the resources at hand — students have 30 minutes to produce the best combinations of goods for their economy. The goal is to create the most successful economy.

Goods must be produced according to the [instructions](#). A list of goods is below.

1. Wheat
2. Dams
3. Cars
4. Computers
5. TVs
6. Shoes
7. Nuclear missiles
8. Nuclear reactor
9. Iron furnace
10. Chemical industry

**After 30 minutes, stop the simulation.
Ask students to clean up, and record their production.**

Guided Inquiry Activity

1. Pose the following questions to your students, to be answered in their groups
 - What makes an economy successful? The total number of goods or the type of goods?
Note: The total number of goods IS important — the US has the largest GDP in the world — it is also the most powerful. **HOWEVER** the type of goods produced is also important, the US produces more goods and yet Canada, its smaller neighbour ranks higher on the HDI index. Why?

- What problems did your team face? (only one pair of scissors, rulers, pencils etc). Is this realistic, are resources limited in the real world? How did your group address it? (specialisation/ creating a production line)
- Have you satisfied your basic needs? (are you North Korea — excellent nuclear weapon production — but facing food shortages)
- Have you produced enough consumer goods? (are you the Former Soviet Union?)
- Have you produced enough capital goods? (yes — you may enjoy a high standard of living today, but what about in the future — are you Saudi Arabia?)
- How could you make your economy more efficient? (specialisation, mass production)

2. Come together as a class to discuss the questions posed

Consolidation Activity

Using their experience from the simulation, and the Kognity textbook, students can answer the following questions:

Section 1.1.0

1. In what ways did your group experience scarcity?
2. How did your group solve the problem of choice?

Section 1.1.1

3. One characteristic of social sciences is that they are subjective. In what ways is measuring the success of an economy objective?
4. Did the game simulate microeconomics or macroeconomics? Justify your answer

Section 1.1.2

5. Identify the correct factor of production (land, labour, capital or enterprise) for the resources you used in the game. The first one is done for you.
 - **Scissors — capital good**
 - Team members
 - Paper
 - Glue
 - Ruler
 - Pencil
6. How did your group answer the three basic questions:
 - a. What to produce
 - b. How much to produce
 - c. For whom to produce

At the end of the lesson, check for understanding by going through the questions as a class.

Optional Revision Activities

- Complete section questions again for sections 1.1.1 and 1.1.2 to consolidate their knowledge
- Have students go to the **practice centre** to take the 1.1 **Strength test** as a post assessment, or engage in a **strength battle** with a classmate (these questions encompass all of Topic 1)
- Answer questions in the activity box for 1.1.1 and 1.1.2. Students can respond to questions in their Kognity Notebooks.

