Grade 10 Business Studies

Term 3 - 57 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

57 complete, ready-to-teach Grade 10 Business Studies lesson plans for Term 3, covering international trade, business transactions, effects of business transactions and source documents and books of original entry.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.2	International Trade	18
4.1	Business Transactions	9
4.2	Effects of Business Transactions	12
4.3	Source Documents and Books of Original Entry	18

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

What is international trade? Imports and exports

By the end of the lesson, the learner should be able to: a) define international trade; b) distinguish imports from exports

> **International trade**
> International trade is the exchange of goods and services across national borders — one country buying from or selling to another. An export is a good or service sold to another country; an import is a good or service bought from another country.
> Kenya's main exports include tea, coffee, horticultural products (flowers and vegetables), and some manufactured goods; its main imports include machinery, petroleum products, and vehicles.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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What is international trade? Imports and exports

Strand 3.0 Government and Global Influence in Business > Sub-strand 3.2 International Trade | Lesson 1 of 18 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) define international trade; b) distinguish imports from exports

KEY INQUIRY QUESTION(S)

- What are the benefits of international trade?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Peace**	Learners settle differences calmly during group work.
PCI	**Financial literacy**	Examples use shillings and cents, shopping, saving and simple budgets.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Manila paper and marker pens | Case study extracts on Kenyan exports and imports | Digital devices or print media for research (where available) | A simple world or East Africa map for the export-mapping activity

ORGANISATION OF LEARNING

Pairs for research and terms-of-trade case studies; groups of four for the debate and the export-mapping survey; whole class for introducing each concept.

KEY WORDS

international trade | import | export | balance of trade | balance of payments | exchange rate | trade barrier | letter of credit | bill of lading

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "A Kenyan farmer sells tea to a buyer in the United Kingdom. A Kenyan trader buys a car made in Japan. What do these two transactions have in common?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "International trade" (key ideas on the next page), explaining as you go. Use manila paper and marker pens, case study extracts on Kenyan exports and imports, digital devices or print media for research (where available). Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name two of Kenya's main imports."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

International trade

International trade is the exchange of goods and services across national borders — one country buying from or selling to another. An export is a good or service sold to another country; an import is a good or service bought from another country.

Kenya's main exports include tea, coffee, horticultural products (flowers and vegetables), and some manufactured goods; its main imports include machinery, petroleum products, and vehicles.

International trade exists because no country produces everything it needs efficiently on its own — countries trade what they produce well for what others produce well.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define international trade.	**The exchange of goods and services across national borders.**
2	Define an export and an import.	**Export: a good or service sold to another country. Import: a good or service bought from another country.**
3	Name two of Kenya's main exports.	**For example: tea, coffee, horticultural products (flowers, vegetables).**

4	Name two of Kenya's main imports.	**For example: machinery, petroleum products, vehicles.**

WATCH OUT FOR

Learners confuse import and export direction. "Export" leaves the country; "import" enters it.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can define international trade confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can define international trade accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly define international trade, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet define international trade without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a simple diagram with arrows: goods leaving Kenya (export) and goods entering Kenya (import).
Learners ready for more	Explain in your own words why no country tries to produce absolutely everything it needs by itself. (Answer: Some things are more efficient or only possible to produce in certain places (climate, resources, skills), so trading is often cheaper and better than trying to make everything locally)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "what is international trade? Imports and exports" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Balance of trade and balance of payments

Strand 3.0 Government and Global Influence in Business > Sub-strand 3.2 International Trade | Lesson 2 of 18 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) define balance of trade and balance of payments; b) calculate a simple balance of trade

KEY INQUIRY QUESTION(S)

- What are the benefits of international trade?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
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