

Family and Consumer Sciences Lesson Plan

FACS State Course Name: Catering

Unit: Entrepreneurship

Lesson: Economic Basics

Competencies/Purpose: Identify the influencing factors of the economy

Time Needed: Other 2 Days

Author: Robert Van Dyke

FACS Standards (Colorado and National):

N8.6 Demonstrate implementation of food service management and leadership functions.

Colorado Academic/Model Content Standards: RWC03.03.a - Writing and Composition - Standard English conventions effectively communicate to targeted audiences and purposes - Follow the conventions of Standard English to write varied, strong, correct, complete sentences.

SST03.01.c-Social Studies, Economics, Productive resources (natural, human, capital) are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources - Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits

SST03.01.d-Social Studies, Economics, Productive resources (natural, human, capital) are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources - Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services

Objective(s): *Upon Completion of this lesson, students will be able to:*

Explain the concepts of opportunity cost, scarcity, and supply/demand as it relates to business
Discover the types of economies and types of business ownership

Instructional Strategies:

- | | | |
|--|--|--|
| <input type="checkbox"/> Assigned Questions | <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Peer Partner Learning |
| <input checked="" type="checkbox"/> Brainstorming | <input type="checkbox"/> Drill & Practice | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Case Study | <input type="checkbox"/> Field Trip | <input type="checkbox"/> Reading for Meaning |
| <input type="checkbox"/> Computer Assisted Instruction | <input type="checkbox"/> Inquiry | <input type="checkbox"/> Research Projects |
| <input checked="" type="checkbox"/> Concept Attainment | <input type="checkbox"/> Interviewing | <input type="checkbox"/> Role Playing |
| <input type="checkbox"/> Concept Mapping | <input type="checkbox"/> Jigsaw | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Conducting Experiments | <input type="checkbox"/> Journal Writing | <input type="checkbox"/> Storytelling |
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Laboratory Groups | <input checked="" type="checkbox"/> Think, Pair, Share |
| <input type="checkbox"/> Debates | <input type="checkbox"/> Learning Centers | <input type="checkbox"/> Tutorial Groups |
| <input type="checkbox"/> Demonstration | <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Writing to Inform |

Tools, Equipment & Supplies:

- Computers ([Click here to enter text.](#))
- Construction Paper
- Markers, Scissors, etc.
- Paper
- Printer(s)
- Other [Click here to enter text.](#)

Resources:

- Handouts
- Textbook pgs. [Click here to enter text.](#)
- Multimedia [Click here to enter text.](#)
- Overhead Masters
- Workbook pgs. [Click here to enter text.](#)
- Other [Click here to enter text.](#)

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Key Terms: All terms defined on note sheet key

Introduction: Group students into fours and have them list 10 things they value on a large piece of paper.

Define WANT and NEED on the BOARD

Groups will then separate their list of 10 into WANTS or NEEDS. Groups will share with class. Be sure to correct anything that is not properly categorized.

Pass out BASICS OF ECONOMY notes and have each student write 5 wants and 5 needs on the top section.

Exploring the Content (Lesson):

Economy Basics Part 1: Explain the following while the students use the Cornell Style notes to follow along: Economics, Scarcity, and Input/output of Resources (see key for more information)

Summarize: Students will summarize their understanding of supply and demand by writing 1-2 sentences on the bottom section of notes. Review the concept of supply and demand. Collect notes, comment and return on Day 2.
END DAY ONE.

Chair Activity: Group students in fours. Each team gets 4 chairs and they need to line them up in a straight line. Each group needs to move the chairs across the playing field of 8 – 12 feet without any person touching the ground. Let them figure out how to pass chairs along the line. The first to have all players and chairs cross the finish line wins.

2nd Round: 1 group gets an advantage by one person in that group being able to touch the ground.

3rd Round: No person can touch the ground but 1 group gets 1 chair from each group

Activity Debrief: Ask question about purpose of activity, successes, and challenges they faced. Explain that we are learning about types of economy and the first round represented a perfect competition economy, the second round a monopolistic competition economy, and the third a monopoly economy.

Economy Basics Part 2: Using the note sheet, explain the types of economies and types of business ownerships.

Review/Summary:

Write, Pair, Share:

Students will summarize the topics covered in 2 – 3 sentences in the bottom section on page 2 of notes. Pair students and have them exchange papers and write 1 sentence on their partner's paper about what they believe is the most important piece of information. Students will pass papers back and share that last sentence with the class.

Assessment:

Economy Basic Notes

Class Participation

FCCLA Integration:

National Programs

Leaders at Work

Power of One

STAR Event: Entrepreneurship