



Strisuksa School
Academic Year 2025
Term 1

Lesson 12: Meaning, importance and responsibilities of Central Bank of Thailand

Learning Objectives

By the end of this lesson, students will be able to:

- Define the role and significance of the Bank of Thailand as the nation's central bank.
- Accurately identify at least three primary responsibilities of the BoT and explain their impact on Thailand's economy.
- Understand the BoT's influence on national economic stability, enhancing financial literacy and awareness of central banking functions.
- Engage cognitive skills through analysis of the BoT's functions, affective skills by reflecting on its importance in daily life.

1. Introduction (10 minutes)

- Engage: Ask students:
“Who controls the money in our country? What happens if inflation rises too fast?”
- Connect to prior knowledge: Brief discussion on money, banks, and inflation.
- State the lesson objective clearly.

2. Presentation / Direct Instruction (15 minutes)

- Use slides or a mini-lecture to cover:
 - Definition: What is a central bank?
 - Bank of Thailand's History & Mission
 - Key Roles:
 - Issuing currency
 - Controlling inflation/interest rates
 - Supervising commercial banks
 - Maintaining financial stability
- Provide real-life examples (e.g., how interest rates changed during COVID-19).

3. Group Activity: Real-Life Connection (20 minutes)

- Form small groups (3–4 students).
- Task: Each group creates a mini-poster or note on:
 - 1 key responsibility of the Bank of Thailand
 - 1 example of how this impacts everyday life
- Share to class (2–3 mins per group)
- Teacher provides feedback and clarifies any misunderstandings.

4. Individual Reflection and Assessment (10 minutes)

- Students complete a worksheet or short writing task:
 - Define the Bank of Thailand.
 - List its three major responsibilities.
 - Explain why it's important in one paragraph.
 - Identify one challenge the Bank may face today.

5. Wrap-up and Homework (5 minutes)

- Recap key points.
- Ask:

“Why should citizens understand the role of the Central Bank?”

- Homework (optional): Research one current economic policy of the Bank of Thailand and write a short summary.

Assessment Tools

- Observation during group work
- Quality of group posters
- Individual worksheet responses



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Lesson 13: Relationship between entrepreneurs, consumers, and financial institution

Learning Objectives

By the end of this lesson, students will be able to:

- Explain the interdependent relationship between entrepreneurs, consumers, and financial institutions
- Create a concept map showing the relationship between entrepreneurs, consumers, and financial institutions.
- discuss, and demonstrate understanding by analyzing one real-life scenario.

1. Introduction & Engagement (10 minutes)

- Warm-up question:

“What do you need to start a business? Who helps you get what you need?”

- Briefly discuss three key economic roles:
 - Entrepreneurs – create goods/services
 - Consumers – buy goods/services
 - Financial Institutions – provide capital (loans, savings)
- Show a simple visual of how money, goods, and services flow between these roles.

2. Direct Instruction (10 minutes)

- Use visuals or slides to explain:
 - How entrepreneurs rely on financial institutions for capital.
 - How consumers rely on entrepreneurs for products.
 - How financial institutions rely on consumers and entrepreneurs for deposits and repayments.
- Highlight real-life Thai examples (e.g., a street food vendor getting a microloan).

3. Group Activity – Concept Map (15 minutes)

- Group students (3–4 per group).
- Task: Create a concept map that shows:
 - Arrows or links between the 3 roles.
 - Key terms like investment, demand, loan, profit, trust.
- Encourage students to use icons, drawings, or color codes.

4. Scenario Analysis (15 minutes)

- Hand out a short scenario card to each group. Example:

"A young entrepreneur wants to open a milk tea shop but doesn't have money. She goes to a local bank and gets a loan. After opening, many teens come daily to buy her drinks."

- Each group answers:
 - Who is the entrepreneur?
 - Who are the consumers?
 - What is the role of the financial institution?
 - What would happen if one part failed?
- Groups present key points briefly (2 mins/group).

5. Wrap-Up & Individual Reflection (10 minutes)

- Ask students:

“What would our economy look like if one of these roles didn’t exist?”

- Students complete a short written reflection:
 - Explain one relationship (e.g., how consumers depend on entrepreneurs).
 - Identify one challenge in that relationship.
- Collect worksheets for assessment.

Assessment Criteria

Component	Criteria
Concept Map	Clearly shows connections with accurate terms
Scenario Analysis	Correctly identifies roles and interdependence
Reflection	Thoughtful, relevant explanation and analysis



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Lesson 14: Economic dependence in Thai economy

Learning Objectives

By the end of this lesson, students will be able to:

- Explain the concept of economic dependence in the Thai economy—such as dependence on exports, tourism, agriculture and service sector.
- Evaluate its effects on national stability by analyzing one real-life example.
- Sharing insights through a written reflection and class discussion.

Lesson Timeline

1. Introduction (10 minutes)

• **Hook Question:**

“What would happen to Thailand’s economy if no tourists came for a year?”

- Briefly define economic dependence: a country’s reliance on certain sectors or external markets.
- Write on the board the four major dependent sectors:
 - Exports
 - Tourism
 - Agriculture
 - Service sector

2. Direct Instruction (10 minutes)

Use slides or brief lecture to explain:

- How Thailand’s GDP is influenced by these sectors.
- Example: Exports (electronics, rice, seafood), Tourism (20%+ of GDP pre-COVID), Agriculture (employment-heavy but low productivity), Services (finance, retail, education).
- Benefits of dependence (e.g., revenue, growth).
- Risks (e.g., vulnerability to global shocks, weather, pandemics, trade policies).

3. Group Activity – Real-Life Case Analysis (20 minutes)

- Form groups of 3–4 students.
- Each group receives one case study, such as:
 - The impact of COVID-19 on tourism
 - The effect of drought on agriculture exports
 - How supply chain disruptions hurt electronics exports
- Task:
 - Identify which sector is involved.
 - Describe the problem and its effect on Thailand’s economy.
 - Discuss: What does this example teach us about being too dependent on one sector?

Each group presents a 2-minute summary.

4. Individual Reflection (15 minutes)

Students complete a worksheet with the following prompts:

- Define “economic dependence” in your own words.
- Which sector is Thailand most dependent on, in your opinion?
- What is one benefit and one risk of this dependence?

- In the future, how can Thailand reduce its vulnerability?

5. Class Discussion & Wrap-Up (5 minutes)

- **Ask students:**

“Do you think Thailand should diversify its economy more? Why or why not?”

- Reinforce:
 - Importance of balanced economic structure.
 - Role of critical thinking in national development.



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Lesson 15: Economic problem in Thailand

Learning Objectives

By the end of this lesson, students will be able to:

- List down the different economic problem in Thailand at different level
- Discuss the different guidelines on solving economic problems in the nation

Lesson Timeline

Engage (5 mins)

Begin with a short image-based prompt or real news headline:

“Gas prices rising again – Families struggle with transport costs.”

Ask: “How is this an economic problem? Who is affected?”

Briefly introduce today’s topic and objectives.

Explore (10 mins)

Activity: Think-Pair-Share

Each student lists one economic problem they observe around them.

Pairs discuss and classify problems as individual, community, or national.

Share examples on the board. (E.g., Unemployment, inflation, resource shortage)

Explain (15 mins)

Teacher-led mini-lecture with visuals:

Economic Problems in Thailand: e.g., income inequality, rising cost of living, lack of infrastructure, unemployment, rural-urban divide

Levels of economic problems: personal debt (individual), lack of local job opportunities (community), trade imbalance (national)

Guidelines to solve problems: sufficiency economy philosophy, government aid programs, infrastructure investment, promoting SMEs, education reforms

Elaborate (20 mins)

Group Activity (4–5 per group):

Each group gets a different economic issue scenario (e.g., Youth unemployment, inflation in urban areas).

Tasks:

Identify the level (individual/community/national)

Explain why it's a problem

Suggest one realistic solution based on Thai government guidelines or economic principles
Share findings in class for 1–2 minutes each

Evaluate (10 mins)

Class discussion questions:

“Which problems affect the most people?”

“Which are hardest to solve? Why?”

“Which solution do you think is most effective?”

Written Exit Ticket:

Name one economic problem in Thailand and suggest one way it can be addressed.

Assessment Criteria

Task	Criteria	Points
Group Presentation	Clarity, application of concepts	10
Participation	Discussion and group activity	5
Exit Ticket	Clear identification + feasible solution	5

Homework/Extension Activity (Optional)

Write a short paragraph on:

“What economic problem affects your community the most, and what could be done to solve it?”



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Lesson 16: Meaning and background of sufficiency economy philosophy

Learning Objectives

By the end of this lesson, students will be able to:

- Explain the meaning of Sufficiency Economy Philosophy (SEP) using their own words.
- Discuss the historical background and rationale behind SEP in the Thai context.
- Reflect on the relevance of SEP in their daily lives or the community with 80% class participation.

Lesson Timeline

Engage (5 minutes)

- Motivating Question:
“Can living with ‘enough’ be better than having more?”
- Show a brief quote from King Bhumibol Adulyadej on SEP or a 1-minute video introducing the idea.
- Connect this to students’ daily decisions (e.g., spending, sustainability).

Explore (10 minutes)

- Pair Activity:
 - Ask students to brainstorm what they think “sufficiency” means.
 - Write key words on the board (e.g., balance, moderation, self-reliance).

Explain (15 minutes)

- Mini-Lecture (with PowerPoint or visuals):
 - Meaning of SEP:
 - A principle for living based on moderation, reasonableness, and self-immunity.
 - Supported by knowledge and morality.
 - Background:
 - Developed by King Bhumibol Adulyadej.
 - Introduced as a response to the 1997 Asian Financial Crisis.
 - Emphasized sustainable development and balanced decision-making.

Elaborate (20 minutes)

- Group Work (4–5 per group):
 - Each group receives a background scenario (e.g., community farming, youth spending habits, family budgeting).
 - Task:
 1. Identify how SEP principles could be applied.
 2. Explain which SEP component is shown (moderation, reasonableness, or immunity).
 - Groups present 2-minute summaries.

5. Evaluate (10 minutes)

- Reflection/Exit Ticket:
 - Write: “Which principle of SEP do you think is most important for Thai society today? Why?”
- Collect and assess for depth and understanding.

Assessment Tools

Task	Criteria	Points
Group Presentation	Application of SEP, clarity	10 pts
Participation	Active contribution	5 pts
Exit Ticket	Relevance, critical thinking	5 pts



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Lesson 15: Economic competition in Thai economy

Learning Objectives

By the end of this lesson, students will be able to:

- Explain the concept of economic dependence in the Thai economy—such as dependence on exports, tourism, agriculture and service sector.
- Evaluate its effects on national stability by analyzing one real-life example.
- Sharing insights through a written reflection and class discussion.

Lesson Timeline

1. Introduction (10 minutes)

• **Hook Question:**

“What would happen to Thailand’s economy if no tourists came for a year?”

- Briefly define economic dependence: a country’s reliance on certain sectors or external markets.
- Write on the board the four major dependent sectors:
 - Exports
 - Tourism
 - Agriculture
 - Service sector

2. Direct Instruction (10 minutes)

Use slides or brief lecture to explain:

- How Thailand’s GDP is influenced by these sectors.
- Example: Exports (electronics, rice, seafood), Tourism (20%+ of GDP pre-COVID), Agriculture (employment-heavy but low productivity), Services (finance, retail, education).
- Benefits of dependence (e.g., revenue, growth).
- Risks (e.g., vulnerability to global shocks, weather, pandemics, trade policies).

3. Group Activity – Real-Life Case Analysis (20 minutes)

- Form groups of 3–4 students.
- Each group receives one case study, such as:
 - The impact of COVID-19 on tourism
 - The effect of drought on agriculture exports
 - How supply chain disruptions hurt electronics exports
- Task:
 - Identify which sector is involved.
 - Describe the problem and its effect on Thailand’s economy.
 - Discuss: What does this example teach us about being too dependent on one sector?

Each group presents a 2-minute summary.

4. Individual Reflection (15 minutes)

Students complete a worksheet with the following prompts:

- Define “economic dependence” in your own words.
- Which sector is Thailand most dependent on, in your opinion?
- What is one benefit and one risk of this dependence?

- In the future, how can Thailand reduce its vulnerability?

5. Class Discussion & Wrap-Up (5 minutes)

- **Ask students:**

“Do you think Thailand should diversify its economy more? Why or why not?”

- Reinforce:
 - Importance of balanced economic structure.
 - Role of critical thinking in national development.



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Lesson 17: Working principles and projects initiated by King Bhumibol Adulaydej

Learning Objectives

By the end of this lesson, students will be able to:

- Identify and describe King Bhumibol's core working principles in addressing economic issues.
- List and explain at least three Royal Development Projects initiated by King Bhumibol.
- Analyze how the working principles were applied in a selected Royal Project.
- Evaluate the importance and long-term impact of one Royal Project on Thai society and economy.

Lesson Timeline

Lesson Procedure (Based on the 5E Model)

Engage (5 minutes)

- Show a brief video or image collage of Royal Development Projects.
- Ask: "What do you think was the King's goal in initiating these projects?"

Explore (10 minutes)

- Pair Discussion:
 - Ask students: "What qualities or values guided King Bhumibol's development work?"
 - Collect answers on the board (e.g., sustainability, observation, scientific approach, empathy).

3. Explain (15 minutes)

- Mini-Lecture (with slide visuals):

A. King Bhumibol's Core Working Principles:

- Understanding (เข้าใจ) – Deep knowledge of local context
- Reach Out (เข้าถึง) – Engaging directly with the people
- Development (พัฒนา) – Focusing on sustainability over charity
- Additional: observation, experimentation, integration of science and local wisdom

B. Three Royal Development Projects:

- Royal Rainmaking Project – Artificial rainfall to address drought
- Pa Sak Jolasid Dam Project – Water resource and irrigation management

- Doi Tung Development Project – Sustainable alternatives for opium-growing communities

Elaborate (20 minutes)

- Group Activity (3–5 students per group):
 - Each group is assigned one Royal Project.
 - Tasks:
 1. Briefly summarize the project’s background and goal
 2. Identify which royal working principles were applied
 3. Discuss the long-term impact on the local community and the economy
 4. Present findings using a mini-poster or oral presentation (3 mins/group)

5. Evaluate (10 minutes)

- Reflection Activity (Individual):
 - “Choose one Royal Project. In your opinion, how has it helped Thailand in the long run?”
 - Write a paragraph (5–7 sentences) including: the problem, the solution, and your evaluation.

Assessment Tools

Task	Criteria	Points
Group Work	Application of principles, teamwork	10
Group Presentation	Accuracy, explanation, clarity	10
Written Reflection	Relevance, insight, clear evaluation	10

Total: 30 points



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Lesson 1: Meaning, Importance, and Benefits of Economics

Learning Objectives: After 60 minutes lesson student will be able to:

1. Clearly define and explain economics.
2. Discuss its significance for consumers, producers, and the country.
3. Identify at least three key benefits of studying economics for consumers, producers, and the government.

1. Introduction & Warm-Up (10 minutes)

- **Activity:** Begin with a brief discussion to activate prior knowledge.
 - **Prompt:** "Think about a recent purchase you made. What factors influenced your decision?"
 - **Discussion:** Encourage students to share their experiences, highlighting aspects like price, necessity, and alternatives.

2. Defining Economics (10 minutes)

- **Presentation:** Introduce the definition of economics.
 - **Definition:** Economics is the study of how individuals and societies allocate scarce resources to satisfy unlimited wants.
- **Discussion:** Explore key concepts:
 - Adam Smith
 - The Wealth of Nation
 - Scarcity
 - Laissez-fair approach
 - Scarcity

3. Significance of Economics (15 minutes)

- **Group Activity:** Divide students into three groups, each representing one of the following:
 - Consumers
 - Producers
 - Government

- **Task:** Each group discusses and identifies how economics is Important Studying to their assigned role.
 - **Guiding Questions:**
 - How does understanding economics important to your role?
 - How economics influence the decision making of your role, give at least one (1) example
- **Presentation:** Each group presents their findings to the class.

4. Benefits of Studying Economics (15 minutes)

- **Interactive Lecture:** Discuss the benefits of studying economics for each group:
 - **Consumers:**
 - Improved decision-making skills.
 - Better understanding of market dynamics.
 - Enhanced financial literacy.
 - **Producers:**
 - Insight into consumer behavior.
 - Efficient resource allocation.
 - Strategic planning and forecasting.
 - **Government:**
 - Policy formulation and evaluation.
 - Economic stability and growth management.
 - Resource distribution and public welfare.
- **Discussion:** Encourage students to provide real-life examples illustrating these benefits.

5. Assessment & Reflection (10 minutes)

- **Quiz:** Administer a short quiz covering key concepts discussed in the lesson.
- **Reflection:** Ask students to write a brief paragraph on how understanding economics can impact their personal and professional lives.



SO21101
Economics Quiz No. 1
Strisuksa School
Academic Year 2025
Term 1-Before Midterm

Understanding the Meaning, Importance, and Benefits

Name: _____ **Date:** _____

Instructions: Choose the best answer for each question and circle the corresponding letter.

Part A: Meaning of Economics

1. **What is the primary focus of economics?**
 - A) Production of goods
 - B) Distribution of wealth
 - C) Allocation of scarce resources to satisfy unlimited wants
 - D) Maximizing profits
2. **Which term describes the limited nature of society's resources?**
 - A) Abundance
 - B) Scarcity
 - C) Surplus
 - D) Equilibrium
3. **He is humored as the father of economics.**
 - A) Adam Smith
 - B) Emmanuel Khant
 - C) Kaerl Marx
 - D) Friedrich Hayek
4. **Which of the following books written by Adam Smith?**
 - A) The Wealth of the nation
 - B) Individual markets and consumer behavior
 - C) International trade policies
 - D) Government fiscal policies
5. **Which of the following is the major problem of economics?**
 - A) Abundance
 - B) Scarcity
 - C) Surplus
 - D) Equilibrium

6. **Understanding economics helps consumers to:**
A) Increase spending without budgeting
B) Make informed choices about resource allocation
C) Avoid paying taxes
D) Eliminate all opportunity costs
7. **Producers use economic principles to:**
A) Determine consumer preferences
B) Set prices arbitrarily
C) Maximize profits through efficient resource use
D) Avoid competition
8. **Governments apply economics to:**
A) Control all market activities
B) Formulate policies for economic stability and growth
C) Eliminate all forms of taxation
D) Ensure equal income for all citizens
9. **Which of the following is a macroeconomic issue?**
A) Price determination in a single market
B) Consumer choice behavior
C) National unemployment rates
D) Production decisions of a firm
10. **Economics is important for understanding:**
A) Only business operations
B) How societies manage limited resources
C) Historical events
D) Artistic expressions
11. **Studying economics enhances:**
A) Physical strength
B) Decision-making and analytical skills
C) Artistic abilities
D) Musical talent
12. **An understanding of economics can help individuals:**
A) Predict weather patterns
B) Make better financial decisions
C) Improve physical health
D) Learn new languages
13. **Economics provides tools to:**
A) Eliminate all financial risks
B) Understand market dynamics and consumer behavior
C) Guarantee business success
D) Avoid all economic downturns
14. **For producers, studying economics aids in:**
A) Ignoring market trends
B) Enhancing production efficiency
C) Reducing product quality
D) Increasing production costs

15. Governments benefit from economics by:

- A) Implementing arbitrary policies
- B) Formulating evidence-based economic policies
- C) Avoiding budget planning
- D) Eliminating all forms of taxation

16. A consumer deciding between buying a new phone or saving the money is dealing with:

- A) Supply chain management
- B) Opportunity cost
- C) Market equilibrium
- D) Price elasticity

17. If a producer notices a decrease in demand for their product, they might:

- A) Increase prices
- B) Discontinue the product without analysis
- C) Analyze market trends to adjust production
- D) Ignore consumer feedback

18. A government aiming to reduce unemployment might:

- A) Implement contractionary fiscal policies
- B) Increase interest rates
- C) Invest in public infrastructure projects
- D) Reduce public spending

19. Understanding inflation helps consumers to:

- A) Ignore price changes
- B) Make informed purchasing and saving decisions
- C) Spend indiscriminately
- D) Avoid budgeting

20. Studying economics can lead to careers in:

- A) Only teaching
- B) Various fields including finance, policy-making, and business
- C) Art and design exclusively
- D) None; it's purely academic

Test II: Essay

Instructions: Reflect on the topics discussed in today's lesson about the meaning, importance, and benefits of studying economics. Answer the following questions thoughtfully.

- how understanding economics can impact their personal and professional lives.

Answer Key:

1. C 2. B 3. C 4. B 5. C 6. B 7. C 8. B 9. C 10. B
11. B 12. B 13. B 14. B 15. B 16. B 17. C 18. C 19. B 20. B



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Lesson 2: Framework and Aims of Economics

Learning Objectives: After 60 minutes lesson student will be able to:

1. Clearly define and differentiate microeconomics and macroeconomics
2. Articulate three key aims of studying economics, demonstrating understanding through written responses and group discussions.

1. Warm-Up Activity (10 minutes)

- Activity: Pose the question: "What comes into your mind when you hear the word "economics"?"
- Method: Students write their thoughts individually for 2 minutes.
- Discussion: Facilitate a brief class discussion, noting key terms on the board.

2. Direct Instruction (15 minutes)

Objective: Provide clear definitions and distinctions between economics, microeconomics, and macroeconomics.

- **Lecture Points:**
 - Economics: The study of how individuals and societies allocate scarce resources.
 - Microeconomics: Focuses on individual units like consumers and firms.
 - Macroeconomics: Deals with the economy as a whole, including inflation, unemployment, and GDP.
- Visual Aids: Use diagrams to illustrate the differences.

3. Group Activity: Case Study Analysis (20 minutes)

Objective: Apply concepts to real-world scenarios and identify the aims of studying economics.

- Preparation: Divide students into small groups and distribute case studies that depict various economic situations.
- Task: Each group identifies whether the scenario pertains to microeconomics or macroeconomics and discusses the aims of studying economics illustrated in the case.
- Presentation: Groups share their analyses with the class.

4. Individual Reflection (10 minutes)

Objective: Encourage personal connection to the material and reinforce learning.

- Activity: Students write a short paragraph on how understanding economics can impact their daily lives and future decisions.

5. Summary and Q&A (5 minutes)

Objective: Consolidate learning and address any remaining questions.

- Recap: Summarize key points covered in the lesson.
- Questions: Open the floor for any final questions or clarifications

Case Study 1: The School Snack Shop Dilemma

Scenario:

At Ban Thaen Secondary School, the student council operates a snack shop during lunch breaks. Recently, they've noticed that certain snacks, like spicy seaweed and bubble tea, are selling out quickly, while others remain unsold. The council is considering adjusting prices and stock based on these trends.

Discussion Questions:

1. Is this situation an example of microeconomics or macroeconomics? Explain your reasoning.
2. How do supply and demand influence the snack shop's decisions?
3. What factors should the student council consider when setting prices for popular and unpopular items?
4. How can understanding consumer preferences benefit the snack shop's operations?

Case Study 2: National Budget Allocation

Scenario:

The Thai government is preparing its annual budget and must decide how to allocate funds among various sectors: education, healthcare, infrastructure, and defense. Each sector has pressing needs, but resources are limited.

Discussion Questions:

1. Does this scenario pertain to microeconomics or macroeconomics? Provide justification.
2. What are the potential consequences of allocating more funds to one sector over another?
3. How does the concept of opportunity cost apply to government budgeting decisions?
4. Why is it important for governments to study economics when planning budgets?



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Lesson 3: Resources in economics

Learning Objectives: After 60 minutes lesson student will be able to:

- Define and explain the four factors of production: land, labor, capital, and entrepreneurship.
- Illustrate the concept of scarcity and its impact on economic choices.
- Analyze opportunity costs in everyday decision-making scenarios.
- Demonstrate understanding through group discussions and a written reflection.

1. Introduction (10 minutes)

Activity: Begin with a class discussion on everyday choices. Ask students: "Have you ever had to choose between two things you wanted? What did you choose and why?"

Purpose: To activate prior knowledge and introduce the concept of scarcity and choice.

2. Direct Instruction (15 minutes)

Presentation: Introduce and explain the four factors of production:

- Land: Natural resources used to produce goods and services.
- Labor: Human effort used in production.
- Capital: Man-made resources used in production.
- Entrepreneurship: The initiative to combine the other factors to produce goods/services.

Discussion: Explain scarcity and opportunity cost with relatable examples, such as choosing between spending time studying or playing.

3. Group Activity: "Build Your Own Product" (20 minutes)

Instructions:

- Divide students into small groups.
- Each group selects a product to "produce" (e.g., a sandwich, a toy).
- They identify and list the required factors of production for their product.
- Present a scenario where one of the resources is scarce (e.g., limited labor).
- Groups discuss how this scarcity affects their production and what choices they must make.
- Each group identifies the opportunity cost of their decisions.

Outcome: Groups present their product, the impact of scarcity, and the opportunity cost involved.

4. Individual Reflection (10 minutes)

Activity: Students write a short paragraph reflecting on a personal experience where they faced scarcity and had to make a choice, discussing the opportunity cost of their decision.

5. Conclusion and Q&A (5 minutes)

Summary: Recap the key concepts covered: factors of production, scarcity, choice, and opportunity cost.

Questions: Open the floor for any final questions or clarifications.



Assessment

- **Formative:**
 - Observation of group discussions and presentations.
 - Participation during the introduction and conclusion sessions.
- **Summative:**
 - Evaluation of the individual reflection paragraphs for understanding of concepts.



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Lesson 4: Consumption

Learning Objectives: After 60 minutes lesson student will be able to:

1. Define and explain the concepts of effective consumption and the principles of good consumption.
2. Analyze the significance of responsible consumption in daily life.
3. Demonstrate their understanding through group discussions and a poster making

Lesson Breakdown

1. Introduction (10 minutes)

Activity: Begin with a class discussion on daily consumption habits. Ask students: "What are some things you consume every day?"

Why do you choose those items?"

Purpose: To activate prior knowledge and introduce the concept of consumption choices.

2. Direct Instruction (15 minutes)

Presentation: Introduce and explain the concepts:

- Effective Consumption: Making choices that maximize satisfaction and minimize waste.
- Principles of Good Consumption: Necessity, quality, sustainability, and ethical considerations.

Discussion: Provide examples of responsible and irresponsible consumption.

3. Group Activity: "Design a Responsible Consumption Poster" (25 minutes)

Instructions:

- Divide students into small groups.
- Each group selects a common product (e.g., clothing, food, electronics).
- They analyze the product based on the principles of good consumption.
- Groups create a poster illustrating responsible consumption choices related to their product.

Outcome: Groups present their posters, explaining the rationale behind their responsible consumption strategies.

4. Conclusion and Q&A (10 minutes)

Summary: Recap the key concepts covered: effective consumption and principles of good consumption.

Questions: Open the floor for any final questions or clarifications.

Assessment

- **Formative:**
 - Observation of group discussions and presentations.
 - Participation during the introduction and conclusion sessions.
- **Summative:**
 - Evaluation of the group posters for understanding of concepts.



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Lesson 5: Factors influencing consuming behavior and current values and behavior of people in the society and advantages and disadvantages.

Learning Objectives: After 60 minutes lesson student will be able to:

1. Identify and explain the key factors influencing consumer behavior—such as Price, income, taste, advertisement.
2. Analyze how current societal values and behaviors impact consumption patterns.
3. Evaluate the advantages and disadvantages of these influences.
4. Demonstrating their understanding through group discussions and a reporting

1. Introduction (10 minutes)

Activity: Begin with a class discussion on recent purchases. Ask students: "Think about a recent item you bought. What influenced your decision to buy it?"

Purpose: To activate prior knowledge and introduce the concept of consumer behavior.

2. Direct Instruction (15 minutes)

Presentation: Introduce and explain the key factors influencing consumer behavior:

- **Price:** The cost of the product and its affordability.
- **Income:** The consumer's purchasing power.
- **Taste:** Personal preferences and cultural influences.
- **Advertisement:** Marketing strategies that affect consumer choices.

Discussion: Explore how societal values and behaviors, such as trends and peer influence, impact consumption patterns.

3. Group Activity: "Consumer Behavior Analysis" (25 minutes)

Instructions:

- Divide students into small groups.
- Each group selects a common product category (e.g., clothing, food, electronics).
- They analyze how price, income, taste, and advertisement influence consumer choices in their selected category.
- Groups discuss current societal values and behaviors affecting consumption patterns in their category.
- Each group evaluates the advantages and disadvantages of these influences.
- Groups prepare a brief report summarizing their findings.

Outcome: Groups present their reports to the class, highlighting key insights.

4. Conclusion and Q&A (10 minutes)

Summary: Recap the key concepts covered: factors influencing consumer behavior, societal impacts, and their pros and cons.

Questions: Open the floor for any final questions or clarifications.

Assessment

- **Formative:**
 - Observation of group discussions and presentations.
 - Participation during the introduction and conclusion sessions.
- **Summative:**
 - Evaluation of the group reports for understanding of concepts.



WORKSHEET: UNDERSTANDING CONSUMER BEHAVIOR AND SOCIETAL INFLUENCES

GRADE LEVEL: GRADE 7

SUBJECT: ECONOMICS

DURATION: 60 MINUTES

MATERIALS NEEDED: WORKSHEET COPIES, WRITING UTENSILS [TWINKL+6NGMC.ORG+6ISWK OMAN+6](https://www.twinkl.com/curriculum/primary/worksheets/understanding-consumer-behavior-and-societal-influences)

SECTION A: KEY CONCEPTS REVIEW

INSTRUCTIONS: MATCH THE TERMS WITH THEIR CORRECT DEFINITIONS BY WRITING THE APPROPRIATE LETTER NEXT TO EACH TERM.

1. **PRICE**
2. **INCOME**
3. **TASTE**
4. **ADVERTISEMENT**

DEFINITIONS:

- A. THE AMOUNT OF MONEY A CONSUMER EARNS, AFFECTING THEIR PURCHASING POWER.
 - B. THE COST OF A PRODUCT OR SERVICE, INFLUENCING A CONSUMER'S DECISION TO BUY.
 - C. PROMOTIONAL MESSAGES DESIGNED TO INFORM OR PERSUADE POTENTIAL CUSTOMERS.
 - D. PERSONAL PREFERENCES AND CULTURAL INFLUENCES THAT AFFECT BUYING CHOICES.
-

SECTION B: REAL-LIFE APPLICATION

INSTRUCTIONS: REFLECT ON YOUR PERSONAL EXPERIENCES AND ANSWER THE FOLLOWING QUESTIONS.

1. THINK OF A RECENT PURCHASE YOU MADE. WHAT FACTORS INFLUENCED YOUR DECISION? (E.G., PRICE, INCOME, TASTE, ADVERTISEMENT)
 - **PRODUCT:** _____
 - **INFLUENCING FACTORS:** _____
 2. HOW DO SOCIETAL VALUES AND BEHAVIORS, SUCH AS TRENDS OR PEER INFLUENCE, AFFECT YOUR CONSUMPTION PATTERNS? PROVIDE AN EXAMPLE.
-

SECTION C: GROUP ACTIVITY – CONSUMER BEHAVIOR ANALYSIS

INSTRUCTIONS: IN YOUR ASSIGNED GROUPS, SELECT A COMMON PRODUCT CATEGORY (E.G., CLOTHING, FOOD, ELECTRONICS) AND ANALYZE THE FOLLOWING:

- HOW DO PRICE, INCOME, TASTE, AND ADVERTISEMENT INFLUENCE CONSUMER CHOICES IN YOUR SELECTED CATEGORY?
- WHAT CURRENT SOCIETAL VALUES AND BEHAVIORS IMPACT CONSUMPTION PATTERNS IN THIS CATEGORY?
- EVALUATE THE ADVANTAGES AND DISADVANTAGES OF THESE INFLUENCES.

OUTCOME: PREPARE A BRIEF REPORT SUMMARIZING YOUR GROUP'S FINDINGS TO PRESENT TO THE CLASS.

SECTION D: REFLECTION

INSTRUCTIONS: AFTER THE GROUP PRESENTATIONS, INDIVIDUALLY ANSWER THE FOLLOWING QUESTIONS.

1. WHAT NEW INSIGHTS DID YOU GAIN ABOUT CONSUMER BEHAVIOR AND SOCIETAL INFLUENCES?
2. HOW CAN YOU APPLY THIS UNDERSTANDING TO MAKE MORE INFORMED PURCHASING DECISIONS IN THE FUTURE?



Strisuksa School
Academic Year 2025
Term 1

Lesson 6: Demand

Learning Objectives: After 60 minutes lesson student will be able to:

1. Define the concept of demand.
2. Explain the law of demand, including its inverse relationship between price and quantity demanded.
3. Identify and analyze the different factors that influence the demand.
4. Demonstrate their understanding through lectures and a mind mapping.

1. Introduction (10 minutes)

Activity: Begin with a class discussion on recent purchases. Ask students: "Think about a recent item you bought. What influenced your decision to buy it?"

Purpose: To activate prior knowledge and introduce the concept of consumer behavior.

2. Direct Instruction (15 minutes)

Presentation: Introduce and explain the key factors influencing consumer behavior:

- **Price:** The cost of the product and its affordability.
- **Income:** The consumer's purchasing power.
- **Taste:** Personal preferences and cultural influences.
- **Advertisement:** Marketing strategies that affect consumer choices.

Discussion: Explore how societal values and behaviors, such as trends and peer influence, impact consumption patterns.

3. Group Activity: "Consumer Behavior Analysis" (25 minutes)

Instructions:

- Divide students into small groups.
- Each group selects a common product category (e.g., clothing, food, electronics).
- They analyze how price, income, taste, and advertisement influence consumer choices in their selected category.
- Groups discuss current societal values and behaviors affecting consumption patterns in their category.
- Each group evaluates the advantages and disadvantages of these influences.
- Groups prepare a brief report summarizing their findings.

Outcome: Groups present their reports to the class, highlighting key insights.

4. Conclusion and Q&A (10 minutes)

Summary: Recap the key concepts covered: factors influencing consumer behavior, societal impacts, and their pros and cons.

Questions: Open the floor for any final questions or clarifications.

Assessment

- **Formative:**
 - Observation of group discussions and presentations.
 - Participation during the introduction and conclusion sessions.
- **Summative:**
 - Evaluation of the group reports for understanding of concepts.

GRADE 7 ECONOMICS QUIZ: DEMAND

NAME: _____ DATE: _____

PART I: MULTIPLE CHOICE (10 QUESTIONS)

INSTRUCTIONS: CIRCLE THE CORRECT ANSWER FOR EACH QUESTION.

1. **WHAT DOES THE LAW OF DEMAND STATE?**
A) AS PRICE INCREASES, QUANTITY DEMANDED INCREASES.
B) AS PRICE DECREASES, QUANTITY DEMANDED DECREASES.
C) AS PRICE INCREASES, QUANTITY DEMANDED DECREASES.
D) PRICE AND QUANTITY DEMANDED ARE UNRELATED.
2. **WHICH OF THE FOLLOWING IS A FACTOR THAT INFLUENCES CONSUMER BEHAVIOR?**
A) WEATHER PATTERNS
B) CONSUMER INCOME
C) GOVERNMENT REGULATIONS
D) NONE OF THE ABOVE
3. **IF A CONSUMER'S INCOME INCREASES, WHAT IS LIKELY TO HAPPEN TO THEIR DEMAND FOR NORMAL GOODS?**
A) IT DECREASES.
B) IT STAYS THE SAME.
C) IT INCREASES.
D) IT BECOMES ZERO.
4. **ADVERTISEMENTS PRIMARILY AIM TO:**
A) DECREASE PRODUCT PRICES.
B) INFLUENCE CONSUMER TASTES AND PREFERENCES.
C) INCREASE PRODUCTION COSTS.
D) NONE OF THE ABOVE.
5. **A SHIFT IN THE DEMAND CURVE TO THE RIGHT INDICATES:**
A) A DECREASE IN DEMAND.
B) AN INCREASE IN DEMAND.
C) NO CHANGE IN DEMAND.
D) A DECREASE IN SUPPLY.
6. **WHICH OF THE FOLLOWING IS NOT A DETERMINANT OF DEMAND?**
A) PRICE OF THE GOOD
B) CONSUMER INCOME
C) PRODUCTION TECHNOLOGY
D) CONSUMER PREFERENCES
7. **WHEN TWO GOODS ARE SUBSTITUTES, AN INCREASE IN THE PRICE OF ONE LEADS TO:**
A) A DECREASE IN DEMAND FOR THE OTHER.
B) AN INCREASE IN DEMAND FOR THE OTHER.
C) NO CHANGE IN DEMAND FOR THE OTHER.
D) A DECREASE IN SUPPLY OF THE OTHER.
8. **THE DEMAND CURVE TYPICALLY SLOPES:**
A) UPWARD FROM LEFT TO RIGHT.
B) DOWNWARD FROM LEFT TO RIGHT.
C) HORIZONTALLY.
D) VERTICALLY.
9. **A GOOD FOR WHICH DEMAND INCREASES AS INCOME INCREASES IS CALLED A:**
A) INFERIOR GOOD.
B) NORMAL GOOD.
C) LUXURY GOOD.
D) COMPLEMENTARY GOOD.
10. **IF THE PRICE OF A PRODUCT INCREASES AND TOTAL REVENUE DECREASES, THE DEMAND IS:**
A) ELASTIC.
B) INELASTIC.
C) UNIT ELASTIC.
D) PERFECTLY INELASTIC.

PART II: IDENTIFICATION (5 QUESTIONS)

INSTRUCTIONS: PROVIDE THE CORRECT TERM FOR EACH DESCRIPTION.

11. THE DESIRE AND ABILITY TO PURCHASE A GOOD OR SERVICE AT A GIVEN PRICE.

ANSWER: _____

12. A GRAPHICAL REPRESENTATION SHOWING THE RELATIONSHIP BETWEEN PRICE AND QUANTITY DEMANDED.

ANSWER: _____

13. GOODS THAT ARE USED TOGETHER, SUCH THAT AN INCREASE IN THE PRICE OF ONE DECREASES THE DEMAND FOR THE OTHER.

ANSWER: _____

14. THE AMOUNT OF MONEY CONSUMERS HAVE AVAILABLE TO SPEND ON GOODS AND SERVICES.

ANSWER: _____

15. A FACTOR THAT CAN CAUSE THE DEMAND CURVE TO SHIFT, SUCH AS CHANGES IN CONSUMER PREFERENCES.

ANSWER: _____

PART III: TRUE OR FALSE (5 QUESTIONS)

INSTRUCTIONS: WRITE 'TRUE' IF THE STATEMENT IS CORRECT AND 'FALSE' IF IT IS INCORRECT.

16. THE LAW OF DEMAND STATES THAT AS THE PRICE OF A GOOD INCREASES, THE QUANTITY DEMANDED ALSO INCREASES.

ANSWER: _____

17. CONSUMER BEHAVIOR IS INFLUENCED SOLELY BY THE PRICE OF GOODS.

ANSWER: _____

18. AN INCREASE IN CONSUMER INCOME ALWAYS LEADS TO AN INCREASE IN DEMAND FOR ALL GOODS.

ANSWER: _____

19. THE DEMAND CURVE FOR A GIFFEN GOOD SLOPES UPWARD.

ANSWER: _____

20. ADVERTISING CAN INFLUENCE CONSUMER PREFERENCES AND SHIFT THE DEMAND CURVE.

ANSWER: _____

ANSWER KEY:

PART I: MULTIPLE CHOICE

1. C) AS PRICE INCREASES, QUANTITY DEMANDED DECREASES.
2. B) CONSUMER INCOME
3. C) IT INCREASES.
4. B) INFLUENCE CONSUMER TASTES AND PREFERENCES.
5. B) AN INCREASE IN DEMAND.
6. C) PRODUCTION TECHNOLOGY
7. B) AN INCREASE IN DEMAND FOR THE OTHER.
8. B) DOWNWARD FROM LEFT TO RIGHT.
9. B) NORMAL GOOD.
10. A) ELASTIC.

PART II: IDENTIFICATION

11. DEMAND
12. DEMAND CURVE
13. COMPLEMENTARY GOODS
14. INCOME
15. TASTE OR PREFERENCE

PART III: TRUE OR FALSE

16. FALSE
17. FALSE
18. FALSE
19. TRUE
20. TRUE



Strisuksa School
Academic Year 2025
Term 1

Lesson 7: Supply

Learning Objectives

By the end of this lesson, students will be able to:

1. Identify and explain at least three key factors influencing consumer behavior: price, income, taste, and advertisement.
2. Define the concept of supply.
3. Explain the law of supply, including its direct relationship between price and quantity supplied.
4. Identify and analyze the different factors that influence supply.
5. Demonstrate their understanding through lectures and a mind mapping activity.

1. Introduction (10 minutes)

Activity: Begin with a class discussion:

- Ask students to recall a recent purchase and discuss what influenced their decision (e.g., price, income, taste, advertisement).

Purpose: To activate prior knowledge and introduce the concept of consumer behavior.

2. Direct Instruction (15 minutes)

Presentation: Introduce and explain the following concepts:

- **Consumer Behavior Factors:**
 - Price: The cost of the product and its affordability.
 - Income: The consumer's purchasing power.
 - Taste: Personal preferences and cultural influences.
 - Advertisement: Marketing strategies that affect consumer choices.
- **Supply:**
 - Definition: The quantity of a good or service that producers are willing and able to offer for sale at various prices.
- **Law of Supply:**
 - Explanation: As the price of a good or service increases, the quantity supplied increases, and vice versa, assuming all other factors remain constant.
- **Factors Influencing Supply:**
 - Production costs.
 - Technological advancements.
 - Number of sellers.
 - Government policies and regulations.
 - Expectations of future prices. Visual Aid: Use the whiteboard to illustrate the supply curve, showing the direct relationship between price and quantity supplied.

3. Mind Mapping Activity (25 minutes)

Instructions:

- Divide students into small groups.
- Each group creates a mind map on A3 paper with "Supply" at the center.
- Branches should include:
 - Definition of supply.
 - Law of supply with a brief explanation.
 - Factors influencing supply (production costs, technology, number of sellers, etc.).

- Examples illustrating each factor.

Purpose: To reinforce understanding through visual representation and collaborative learning.

4. Group Presentations and Discussion (10 minutes)

Activity:

- Each group presents their mind map to the class.
- Encourage questions and discussions after each presentation.

Purpose: To assess comprehension and encourage peer learning.

Assessment

- **Formative:**
 - Observation of group participation during discussions and activities.
 - Evaluation of mind maps for accuracy and completeness.
- **Summative:**
 - Short quiz in the next class covering key concepts discussed.

GRADE 7 ECONOMICS QUIZ: UNDERSTANDING SUPPLY

NAME: _____ DATE: _____

PART I: MULTIPLE CHOICE (10 QUESTIONS)

INSTRUCTIONS: CIRCLE THE CORRECT ANSWER FOR EACH QUESTION.

1. What does the law of supply state?
a) as price increases, quantity supplied decreases. b) as price increases, quantity supplied increases.
c) as price decreases, quantity supplied increases. d) price and quantity supplied are unrelated.
2. Which of the following is a determinant of supply?
a) Consumer income b) Consumer preferences
c) Production technology d) Price of substitutes
3. If the cost of raw materials increases, what happens to the supply of the product?
A) supply increases b) supply decreases
c) supply remains unchanged d) supply becomes infinite
4. A technological advancement in production typically causes the supply curve to:
a) shift to the left
b) shift to the right
c) remain stationary
d) become vertical
5. Which scenario illustrates the law of supply?
A) a decrease in price leads to an increase in quantity supplied.
B) an increase in price leads to an increase in quantity supplied.
C) price changes have no effect on quantity supplied.
D) an increase in price leads to a decrease in quantity supplied.
6. THE SUPPLY CURVE GENERALLY SLOPES:
A) DOWNWARD FROM LEFT TO RIGHT
B) UPWARD FROM LEFT TO RIGHT
C) HORIZONTALLY
D) VERTICALLY
7. AN INCREASE IN THE NUMBER OF SELLERS IN THE MARKET WILL:
A) DECREASE THE MARKET SUPPLY
B) INCREASE THE MARKET SUPPLY
C) HAVE NO EFFECT ON MARKET SUPPLY
D) MAKE THE SUPPLY CURVE VERTICAL
8. GOVERNMENT SUBSIDIES TO PRODUCERS TYPICALLY:
A) DECREASE SUPPLY
B) INCREASE SUPPLY
C) HAVE NO EFFECT ON SUPPLY
D) ELIMINATE SUPPLY
9. IF PRODUCERS EXPECT HIGHER PRICES IN THE FUTURE, THEY MIGHT:
A) INCREASE CURRENT SUPPLY
B) DECREASE CURRENT SUPPLY
C) KEEP SUPPLY CONSTANT
D) STOP PRODUCTION
10. WHICH OF THE FOLLOWING DOES NOT AFFECT SUPPLY?
A) PRODUCTION COSTS
B) TECHNOLOGY

- C) CONSUMER TASTES
- D) NUMBER OF SELLERS

PART II: IDENTIFICATION (5 QUESTIONS)

INSTRUCTIONS: PROVIDE THE CORRECT TERM FOR EACH DESCRIPTION.

11. THE TOTAL AMOUNT OF A PRODUCT THAT PRODUCERS ARE WILLING AND ABLE TO SELL AT A GIVEN PRICE.

ANSWER: _____

12. A GRAPHICAL REPRESENTATION SHOWING THE RELATIONSHIP BETWEEN PRICE AND QUANTITY SUPPLIED.

ANSWER: _____

13. A GOVERNMENT PAYMENT TO ENCOURAGE OR SUPPORT A PARTICULAR ECONOMIC ACTIVITY.

ANSWER: _____

14. AN INPUT WHOSE COST CAN AFFECT THE SUPPLY OF A PRODUCT.

ANSWER: _____

15. A FACTOR THAT CAN CAUSE THE SUPPLY CURVE TO SHIFT, SUCH AS CHANGES IN PRODUCTION TECHNOLOGY.

ANSWER: _____

PART III: TRUE OR FALSE (6 QUESTIONS)

INSTRUCTIONS: WRITE 'TRUE' IF THE STATEMENT IS CORRECT AND 'FALSE' IF IT IS INCORRECT.

16. THE LAW OF SUPPLY STATES THAT AS THE PRICE OF A GOOD INCREASES, THE QUANTITY SUPPLIED ALSO INCREASES.

ANSWER: _____

17. AN INCREASE IN PRODUCTION COSTS WILL TYPICALLY INCREASE SUPPLY.

ANSWER: _____

18. TECHNOLOGICAL IMPROVEMENTS CAN LEAD TO AN INCREASE IN SUPPLY.

ANSWER: _____

19. SUPPLY IS UNAFFECTED BY THE NUMBER OF PRODUCERS IN THE MARKET.

ANSWER: _____

20. EXPECTATIONS OF FUTURE PRICE CHANGES CAN INFLUENCE CURRENT SUPPLY LEVELS.

ANSWER: _____

21. GOVERNMENT TAXES ON PRODUCTION CAN DECREASE THE SUPPLY OF A GOOD.

ANSWER: _____

ANSWER KEY:**PART I: MULTIPLE CHOICE**

- 1. B) AS PRICE INCREASES, QUANTITY SUPPLIED INCREASES.
- 2. C) PRODUCTION TECHNOLOGY
- 3. B) SUPPLY DECREASES
- 4. B) SHIFT TO THE RIGHT
- 5. B) AN INCREASE IN PRICE LEADS TO AN INCREASE IN QUANTITY SUPPLIED.
- 6. B) UPWARD FROM LEFT TO RIGHT
- 7. B) INCREASE THE MARKET SUPPLY
- 8. B) INCREASE SUPPLY
- 9. B) DECREASE CURRENT SUPPLY
- 10. C) CONSUMER TASTES

PART II: IDENTIFICATION

- 11. SUPPLY
- 12. SUPPLY CURVE
- 13. SUBSIDY
- 14. INPUT COST
- 15. DETERMINANT OF SUPPLY

PART III: TRUE OR FALSE

- 16. TRUE
- 17. FALSE
- 18. TRUE
- 19. FALSE
- 20. TRUE
- 21. TRUE



Strisuksa School
Academic Year 2025
Term 1

Lesson 8: Intellectual property: Laws related to intellectual property protection and Guidelines for preventing the violation of intellectual property

Learning Objectives

By the end of this lesson, students will be able to:

- Define and explain the concept and significance of intellectual property (IP).
- Identify and differentiate among the main types of IP: patents, copyrights, trademarks, and trade secrets.
- Analyze real-life scenarios to determine appropriate IP protections.
- Appreciate the role of IP in fostering innovation and protecting creators' rights.

Introduction (10 minutes)

Warm-Up Discussion (10 minutes):

- Pose the question: "What is intellectual property, and why is it important?"
- Facilitate a brief discussion to gauge prior knowledge.

Direct Instruction (15 minutes)

- Present an overview of IP, covering its meaning, importance, and the four main types: patents, copyrights, trademarks, and trade secrets.
- Use real-life examples to illustrate each type.

Case Study Analysis (15 minutes):

- Distribute brief case studies depicting scenarios of IP infringement or protection.
- In small groups, students analyze the cases, identify the type of IP involved, and discuss the outcomes.
- Groups share their insights with the class.

4. Creative Application (15 minutes):

- Students work individually or in pairs to:
 - Design a concept for a new product, invention, or creative work.
 - Decide which type(s) of IP protection apply.
 - Prepare a brief explanation of their creation and chosen IP protections.

Assessment

- **Formative:**
 - Observation of group participation during discussions and activities.
- **Summative:**
 - Short quiz in the next class covering key concepts discussed

1. LOUIS VUITTON VS. HAUTE DIGGITY DOG (TRADEMARK INFRINGEMENT & PARODY)

- **SCENARIO:** HAUTE DIGGITY DOG, A COMPANY PRODUCING PET TOYS, CREATED A LINE CALLED "CHEWY VUITTON," MIMICKING LOUIS VUITTON'S LUXURY HANDBAGS.
- **ISSUE:** LOUIS VUITTON SUED HAUTE DIGGITY DOG, ALLEGING TRADEMARK INFRINGEMENT AND DILUTION.
- **OUTCOME:** THE COURT RULED IN FAVOR OF HAUTE DIGGITY DOG, STATING THAT THE PRODUCTS WERE A PARODY AND UNLIKELY TO CAUSE CONSUMER CONFUSION, THUS NOT INFRINGING ON LOUIS VUITTON'S TRADEMARK RIGHTS.
- **DISCUSSION QUESTIONS:**
 - WHAT DISTINGUISHES A PARODY FROM TRADEMARK INFRINGEMENT?
 - HOW DOES CONSUMER PERCEPTION PLAY A ROLE IN DETERMINING INFRINGEMENT?

2. MILPURRURRU V. INDOFURN PTY LTD (COPYRIGHT INFRINGEMENT & CULTURAL RIGHTS)

- **SCENARIO:** INDOFURN PTY LTD REPRODUCED SACRED ABORIGINAL ARTWORKS ON CARPETS WITHOUT OBTAINING PERMISSION FROM THE ARTISTS.
- **ISSUE:** THE UNAUTHORIZED USE OF CULTURALLY SIGNIFICANT DESIGNS RAISED CONCERNS ABOUT COPYRIGHT INFRINGEMENT AND DISRESPECT FOR INDIGENOUS CULTURAL RIGHTS.
- **OUTCOME:** THE FEDERAL COURT OF AUSTRALIA AWARDED DAMAGES TO THE ARTISTS, RECOGNIZING BOTH THE COPYRIGHT INFRINGEMENT AND THE CULTURAL HARM CAUSED BY THE MISUSE OF SACRED IMAGERY.
- **DISCUSSION QUESTIONS:**
 - HOW DOES COPYRIGHT LAW INTERSECT WITH THE PROTECTION OF INDIGENOUS CULTURAL EXPRESSIONS?
 - WHAT ARE THE IMPLICATIONS OF USING CULTURALLY SIGNIFICANT ART WITHOUT PERMISSION?

3. TETRIS HOLDING, LLC V. XIO INTERACTIVE, INC. (COPYRIGHT INFRINGEMENT IN VIDEO GAMES)

- **SCENARIO:** XIO INTERACTIVE DEVELOPED A GAME CALLED "MINO," WHICH CLOSELY RESEMBLED THE CLASSIC GAME TETRIS IN LOOK AND FEEL.
- **ISSUE:** TETRIS HOLDING SUED XIO INTERACTIVE FOR COPYRIGHT INFRINGEMENT, ARGUING THAT "MINO" COPIED THE UNIQUE ELEMENTS OF TETRIS BEYOND JUST GAMEPLAY MECHANICS.
- **OUTCOME:** THE COURT RULED IN FAVOR OF TETRIS HOLDING, STATING THAT THE SPECIFIC VISUAL ELEMENTS AND OVERALL LOOK AND FEEL OF TETRIS WERE PROTECTED BY COPYRIGHT, AND "MINO" HAD INFRINGED UPON THESE RIGHTS.
- **DISCUSSION QUESTIONS:**
 - WHAT ASPECTS OF A VIDEO GAME ARE PROTECTED UNDER COPYRIGHT LAW?
 - HOW DOES THIS CASE INFLUENCE THE DEVELOPMENT OF SIMILAR GAMES IN THE INDUSTRY?

GRADE 7 ECONOMICS QUIZ: UNDERSTANDING SUPPLY

NAME: _____ **DATE:** _____

PART I: MULTIPLE CHOICE (10 QUESTIONS)

INSTRUCTIONS: CIRCLE THE CORRECT ANSWER FOR EACH QUESTION.

1. What does the law of supply state?
a) as price increases, quantity supplied decreases. b) as price increases, quantity supplied increases.
c) as price decreases, quantity supplied increases. d) price and quantity supplied are unrelated.
2. Which of the following is a determinant of supply?
a) Consumer income b) Consumer preferences
c) Production technology d) Price of substitutes
3. If the cost of raw materials increases, what happens to the supply of the product?
A) supply increases b) supply decreases
c) supply remains unchanged d) supply becomes infinite
4. A technological advancement in production typically causes the supply curve to:
a) shift to the left
b) shift to the right
c) remain stationary
d) become vertical
5. Which scenario illustrates the law of supply?
A) a decrease in price leads to an increase in quantity supplied.
B) an increase in price leads to an increase in quantity supplied.
C) price changes have no effect on quantity supplied.
D) an increase in price leads to a decrease in quantity supplied.
6. THE SUPPLY CURVE GENERALLY SLOPES:
A) DOWNWARD FROM LEFT TO RIGHT
B) UPWARD FROM LEFT TO RIGHT
C) HORIZONTALLY
D) VERTICALLY
7. AN INCREASE IN THE NUMBER OF SELLERS IN THE MARKET WILL:
A) DECREASE THE MARKET SUPPLY
B) INCREASE THE MARKET SUPPLY

- C) HAVE NO EFFECT ON MARKET SUPPLY
- D) MAKE THE SUPPLY CURVE VERTICAL
- 8. GOVERNMENT SUBSIDIES TO PRODUCERS TYPICALLY:
 - A) DECREASE SUPPLY
 - B) INCREASE SUPPLY
 - C) HAVE NO EFFECT ON SUPPLY
 - D) ELIMINATE SUPPLY
- 9. IF PRODUCERS EXPECT HIGHER PRICES IN THE FUTURE, THEY MIGHT:
 - A) INCREASE CURRENT SUPPLY
 - B) DECREASE CURRENT SUPPLY
 - C) KEEP SUPPLY CONSTANT
 - D) STOP PRODUCTION
- 10. WHICH OF THE FOLLOWING DOES NOT AFFECT SUPPLY?
 - A) PRODUCTION COSTS
 - B) TECHNOLOGY
 - C) CONSUMER TASTES
 - D) NUMBER OF SELLERS

PART II: IDENTIFICATION (5 QUESTIONS)

INSTRUCTIONS: PROVIDE THE CORRECT TERM FOR EACH DESCRIPTION.

- 11. THE TOTAL AMOUNT OF A PRODUCT THAT PRODUCERS ARE WILLING AND ABLE TO SELL AT A GIVEN PRICE.
ANSWER: _____
- 12. A GRAPHICAL REPRESENTATION SHOWING THE RELATIONSHIP BETWEEN PRICE AND QUANTITY SUPPLIED.
ANSWER: _____
- 13. A GOVERNMENT PAYMENT TO ENCOURAGE OR SUPPORT A PARTICULAR ECONOMIC ACTIVITY.
ANSWER: _____
- 14. AN INPUT WHOSE COST CAN AFFECT THE SUPPLY OF A PRODUCT.
ANSWER: _____
- 15. A FACTOR THAT CAN CAUSE THE SUPPLY CURVE TO SHIFT, SUCH AS CHANGES IN PRODUCTION TECHNOLOGY.
ANSWER: _____

PART III: TRUE OR FALSE (6 QUESTIONS)

INSTRUCTIONS: WRITE 'TRUE' IF THE STATEMENT IS CORRECT AND 'FALSE' IF IT IS INCORRECT.

- 16. THE LAW OF SUPPLY STATES THAT AS THE PRICE OF A GOOD INCREASES, THE QUANTITY SUPPLIED ALSO INCREASES.
ANSWER: _____
- 17. AN INCREASE IN PRODUCTION COSTS WILL TYPICALLY INCREASE SUPPLY.
ANSWER: _____
- 18. TECHNOLOGICAL IMPROVEMENTS CAN LEAD TO AN INCREASE IN SUPPLY.
ANSWER: _____
- 19. SUPPLY IS UNAFFECTED BY THE NUMBER OF PRODUCERS IN THE MARKET.
ANSWER: _____
- 20. EXPECTATIONS OF FUTURE PRICE CHANGES CAN INFLUENCE CURRENT SUPPLY LEVELS.
ANSWER: _____
- 21. GOVERNMENT TAXES ON PRODUCTION CAN DECREASE THE SUPPLY OF A GOOD.
ANSWER: _____

ANSWER KEY:

PART I: MULTIPLE CHOICE

- 1. B) AS PRICE INCREASES, QUANTITY SUPPLIED INCREASES.
- 2. C) PRODUCTION TECHNOLOGY

3. B) SUPPLY DECREASES
4. B) SHIFT TO THE RIGHT
5. B) AN INCREASE IN PRICE LEADS TO AN INCREASE IN QUANTITY SUPPLIED.
6. B) UPWARD FROM LEFT TO RIGHT
7. B) INCREASE THE MARKET SUPPLY
8. B) INCREASE SUPPLY
9. B) DECREASE CURRENT SUPPLY
10. C) CONSUMER TASTES

PART II: IDENTIFICATION

11. SUPPLY
12. SUPPLY CURVE
13. SUBSIDY
14. INPUT COST
15. DETERMINANT OF SUPPLY

PART III: TRUE OR FALSE

16. TRUE
17. FALSE
18. TRUE
19. FALSE
20. TRUE
21. TRUE



Strisuksa School
Academic Year 2025
Term 1

Lesson 8: Intellectual property: Laws related to intellectual property protection and Guidelines for preventing the violation of intellectual property

Learning Objectives

By the end of this lesson, students will be able to:

- Identify the different laws related to intellectual property protection applicable locally and internationally.
- Discuss the guidelines for preventing the violation of intellectual property
- Create slogan about protecting intellectual property.

Introduction (10 minutes)

Warm-Up Discussion (10 minutes):

- **Activity:** Begin with a brief discussion: "What do you mean by intellectual property?"
- **Purpose:** Activate prior knowledge and set the context for the lesson.

Direct Instruction (15 minutes)

- Present and explain the different laws related to intellectual property protection.
- Discuss the different violation and penalties related to intellectual property protection.

Group Discussion: Preventing IP Violations (15 minutes)

- Activity: Divide students into small groups. Provide each group with scenarios depicting potential IP violations.
- Task: Each group discusses the scenario and outlines guidelines or best practices to prevent such violations.
- Purpose: Encourage critical thinking and application of knowledge to real-world situations.

4. Creative Activity: Slogan Creation (15 minutes)

- Instructions:
 - Individually or in pairs, students create a slogan that promotes the protection of intellectual property.
 - Encourage creativity and relevance to the topic.
- Sharing: Volunteers present their slogans to the class.
- Purpose: Reinforce understanding through creative expression and advocacy.

Assessment

- **Formative:**
 - Observation of group participation during discussions and activities.
- **Summative:**
 - Evaluate the slogans based on creativity, relevance, and understanding of IP protection.

1. LOUIS VUITTON VS. HAUTE DIGGITY DOG (TRADEMARK INFRINGEMENT & PARODY)

- **SCENARIO:** HAUTE DIGGITY DOG, A COMPANY PRODUCING PET TOYS, CREATED A LINE CALLED "CHEWY VUITTON," MIMICKING LOUIS VUITTON'S LUXURY HANDBAGS.
- **ISSUE:** LOUIS VUITTON SUED HAUTE DIGGITY DOG, ALLEGING TRADEMARK INFRINGEMENT AND DILUTION.
- **OUTCOME:** THE COURT RULED IN FAVOR OF HAUTE DIGGITY DOG, STATING THAT THE PRODUCTS WERE A PARODY AND UNLIKELY TO CAUSE CONSUMER CONFUSION, THUS NOT INFRINGING ON LOUIS VUITTON'S TRADEMARK RIGHTS.
- **DISCUSSION QUESTIONS:**
 - WHAT DISTINGUISHES A PARODY FROM TRADEMARK INFRINGEMENT?
 - HOW DOES CONSUMER PERCEPTION PLAY A ROLE IN DETERMINING INFRINGEMENT?

2. MILPURRURRU V. INDOFURN PTY LTD (COPYRIGHT INFRINGEMENT & CULTURAL RIGHTS)

- **SCENARIO:** INDOFURN PTY LTD REPRODUCED SACRED ABORIGINAL ARTWORKS ON CARPETS WITHOUT OBTAINING PERMISSION FROM THE ARTISTS.
- **ISSUE:** THE UNAUTHORIZED USE OF CULTURALLY SIGNIFICANT DESIGNS RAISED CONCERNS ABOUT COPYRIGHT INFRINGEMENT AND DISRESPECT FOR INDIGENOUS CULTURAL RIGHTS.
- **OUTCOME:** THE FEDERAL COURT OF AUSTRALIA AWARDED DAMAGES TO THE ARTISTS, RECOGNIZING BOTH THE COPYRIGHT INFRINGEMENT AND THE CULTURAL HARM CAUSED BY THE MISUSE OF SACRED IMAGERY.
- **DISCUSSION QUESTIONS:**
 - HOW DOES COPYRIGHT LAW INTERSECT WITH THE PROTECTION OF INDIGENOUS CULTURAL EXPRESSIONS?
 - WHAT ARE THE IMPLICATIONS OF USING CULTURALLY SIGNIFICANT ART WITHOUT PERMISSION?

3. TETRIS HOLDING, LLC V. XIO INTERACTIVE, INC. (COPYRIGHT INFRINGEMENT IN VIDEO GAMES)

- **SCENARIO:** XIO INTERACTIVE DEVELOPED A GAME CALLED "MINO," WHICH CLOSELY RESEMBLED THE CLASSIC GAME TETRIS IN LOOK AND FEEL.
- **ISSUE:** TETRIS HOLDING SUED XIO INTERACTIVE FOR COPYRIGHT INFRINGEMENT, ARGUING THAT "MINO" COPIED THE UNIQUE ELEMENTS OF TETRIS BEYOND JUST GAMEPLAY MECHANICS.
- **OUTCOME:** THE COURT RULED IN FAVOR OF TETRIS HOLDING, STATING THAT THE SPECIFIC VISUAL ELEMENTS AND OVERALL LOOK AND FEEL OF TETRIS WERE PROTECTED BY COPYRIGHT, AND "MINO" HAD INFRINGED UPON THESE RIGHTS.
- **DISCUSSION QUESTIONS:**
 - WHAT ASPECTS OF A VIDEO GAME ARE PROTECTED UNDER COPYRIGHT LAW?
 - HOW DOES THIS CASE INFLUENCE THE DEVELOPMENT OF SIMILAR GAMES IN THE INDUSTRY?



Strisuksa School
Academic Year 2025
Term 1

Lesson 10: Meaning, importance and type of financial institutions

Learning Objectives

By the end of this lesson, students will be able to:

1. Define the term financial institution and explain its significance in the economy.
2. Identify and classify various types of financial institutions
3. Demonstrate their understanding through lectures and a mind mapping activity.

1. Introduction & Warm-Up (10 minutes)

- Activity: Begin with a brief discussion by asking students: "What comes to mind when you hear the term 'financial institution'?"
- Purpose: Activate prior knowledge and set the stage for new learning.

2. Interactive Lecture (15 minutes)

- Content Covered:
 - Definition: Explain what financial institutions are and their role in the economy.
 - Classification: Introduce various classifications of financial institutions, according to:
 - Characteristics
 - Functions
 - Terms and Assets
 - Duties and type of operation as provided by the law
 - Significance: Discuss how these institutions impact individuals and the broader economy.
- Method: Use visual aids, such as slides or charts, to enhance understanding.

3. Mind Mapping Activity (25 minutes)

- Instructions:
 - Step 1: Divide students into small groups (3-4 members each).
 - Step 2: Assign each group the task of creating a mind map that includes
 - The definition of financial institutions.
 - Different types of financial institutions.
 - Functions and services provided by each type.
 - The significance of these institutions in the economy.
 - Step 3: Encourage creativity by allowing the use of colors, symbols, and images.
- Purpose: Facilitate deeper understanding through collaborative learning and visual representation.

4. Group Presentations & Discussion (10 minutes)

- Activity: Each group presents their mind map to the class, explaining their understanding.
- Discussion: After each presentation, allow for questions and feedback from peers.
- Purpose: Reinforce learning through peer teaching and address any misconceptions.

5. Conclusion & Reflection (5 minutes)

- Summary: Recap the key points covered in the lesson.
- Reflection Question: Ask students to write a brief response to: "How do financial institutions impact your daily life?"
- Purpose: Encourage personal connection to the content and assess individual understanding

