

Lesson Plan 1: Retail Trade

1. Preliminary Information

Subject: Commerce

Level: Form 1

Concept: Home Trade

Sub-Concept: Retail Trade

Topic: Home Trade

Subtopic: Retail Trade

Lesson Duration: 80 minutes

Lesson Goal: To enable learners to understand the role and importance of retail trade in the local community and practice basic retail activities.

Competences:

- Creativity and Innovation
- Critical Thinking
- Collaboration
- Communication

Expected Target Competence: Practice running a retail business successfully.

Lesson Competencies:

- Competency 1 [Knowledge-based]:** Define retail trade and identify its role in the distribution chain.
- Competency 2 [Cognitive-based]:** Analyze the functions of a retailer in meeting consumer needs.
- Competency 3 [Skill-based]:** Demonstrate retail trade activities through group discussions and practical exercises.

Lesson Methodology and Strategies:

- Group Discussion
- Brainstorming
- Presentation

Assessment Strategies:

- Formative Assessment:** Observe learner participation in group discussions and accuracy in describing retail trade concepts.
- Summative Assessment:** Evaluate written responses to class exercise questions on retail trade definitions and roles.

Learning Materials: Charts, notebooks, pens, sample retail items (e.g., sweets, biscuits), whiteboard, markers.

Learning Environment Setup: Artificial – Physical (Classroom)

Prior Knowledge: Learners have experience purchasing goods from local shops (e.g., tuckshops, supermarkets) and understand basic buying and selling concepts.

Interdisciplinary Connections:

- Economics: Understanding supply and demand in retail.
- Mathematics: Calculating prices and quantities in retail transactions.

2. Lesson Progression

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
Engagement (Introduction) [Duration: 5 minutes]	Brainstorm and share experiences of buying goods from local shops (e.g., tuckshops, supermarkets).	Facilitate a discussion by asking learners to describe how they buy goods and services.	Communication, Collaboration	Assess engagement and relevance of shared experiences.
Exploration	1. Discuss in	1. Divide	Collaboration,	Observe

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
(Development) [Duration: 30 minutes]	groups the items bought from local shops and their quantities. 2. Present group findings to the class.	learners into groups to discuss items and quantities. 2. Facilitate group presentations.	Critical Thinking	group participation and accuracy of presented items and quantities.
Explanation (Conceptualization) [Duration: 15 minutes]	Take notes and respond to questions on retail trade concepts.	Summarize discussions, relating to content tips: Retail trade is selling goods in small quantities to consumers; retailers are middlemen.	Knowledge-based (Competency 1)	Assess accuracy of notes and responses to questions.
Synthesis (Continuity and Extension) [Duration: 20 minutes]	Complete a class exercise: Define Home Trade, Retail Trade, Trade, and Retailer.	Provide exercise questions and monitor learners' work.	Cognitive-based (Competency 2)	Evaluate accuracy and completeness of written definitions.
Evaluation and Reflection (Conclusion) [Duration: 10 minutes]	Engage in a Q&A session to summarize what they learned about retail trade.	Review key concepts: Retail trade's role in the economy and consumer convenience.	Skill-based (Competency 3)	Assess understanding through responses in Q&A session.

3. Competence Continuity and Strategy

- **Continuity:** Learners will apply retail trade concepts in subsequent lessons on wholesale trade and documents used in home trade, building toward practical business simulations.
- **Strategy:** Use role-playing in future lessons to reinforce retail skills like pricing and customer service.

Homework: Visit a local shop or website, observe the business model, and write a brief report on goods sold and their display.

Lesson Plan 2: Wholesale Trade

1. Preliminary Information

Subject: Commerce

Level: Form 1

Concept: Home Trade

Sub-Concept: Wholesale Trade

Topic: Home Trade

Subtopic: Wholesale Trade

Lesson Duration: 80 minutes

Lesson Goal: To enable learners to understand the wholesaler's role in the supply chain and practice wholesale trade activities.

Competences:

- Creativity and Innovation
- Critical Thinking
- Collaboration
- Communication

Expected Target Competence: Practice running a wholesale business successfully.

Lesson Competencies:

i. **Competency 1 [Knowledge-based]:** Define wholesale trade and identify its role in the supply chain.

ii. **Competency 2 [Cognitive-based]:** Analyze the functions of a wholesaler in facilitating trade.

iii. **Competency 3 [Skill-based]:** Demonstrate wholesale trade activities through role-playing.

Lesson Methodology and Strategies:

- Role Play
- Group Discussion
- Summarization

Assessment Strategies:

i. **Formative Assessment:** Observe learner engagement in role-play and accuracy in identifying wholesaler functions.

ii. **Summative Assessment:** Evaluate written responses to class exercise questions on wholesaler roles.

Learning Materials: Charts listing wholesaler functions, mock goods (e.g., empty boxes labeled as cases), notebooks, pens, whiteboard, markers.

Learning Environment Setup: Artificial – Physical (Classroom)

Prior Knowledge: Learners understand retail trade and have observed goods sold in bulk at markets or shops.

Interdisciplinary Connections:

- Economics: Understanding supply chain dynamics.
- Business Studies: Exploring inventory management and pricing strategies.

2. Lesson Progression

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
Engagement (Introduction) [Duration: 5 minutes]	Share observations about where retailers source their goods.	Introduce wholesale trade by asking where retailers get their goods.	Communication, Collaboration	Assess participation and relevance of responses.
Exploration (Development) [Duration: 30 minutes]	1. Participate in a role-play demonstrating	1. Split class into groups, assign roles	Collaboration, Skill-based (Competency)	Observe engagement and accuracy

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Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
minutes]	wholesaler functions (e.g., buying in bulk, selling to retailers). 2. Discuss observations post-role-play.	(wholesaler, retailer, manufacturer), and provide mock goods. 2. Facilitate role-play and discussions.	3)	in demonstrating wholesaler functions.
Explanation (Conceptualization) [Duration: 15 minutes]	Take notes on wholesaler functions and respond to questions.	Summarize role-play observations, relating to content tips: Wholesalers buy in bulk, store goods, and sell to retailers.	Knowledge-based (Competency 1)	Assess accuracy of notes and responses.
Synthesis (Continuity and Extension) [Duration: 20 minutes]	Complete a class exercise: Describe the roles of Mugubudu Wholesale Store in the distribution chain.	Provide exercise questions and monitor learners' work.	Cognitive-based (Competency 2)	Evaluate accuracy and completeness of written responses.
Evaluation and Reflection (Conclusion) [Duration: 10 minutes]	Engage in a Q&A session to reinforce wholesaler functions.	Review key functions: Wholesalers act as intermediaries, manage inventory, and provide credit.	Skill-based (Competency 3)	Assess understanding through Q&A responses.

3. Competence Continuity and Strategy

- **Continuity:** Learners will apply wholesale trade concepts in lessons on documents used in home trade, preparing for integrated business simulations.
- **Strategy:** Incorporate experiential learning (e.g., mock wholesale markets) to enhance practical skills.

Homework: Investigate opportunities and challenges of running a wholesale business and prepare a short report.

Lesson Plan 3: Documents Used in Home Trade

1. Preliminary Information

Subject: Commerce

Level: Form 1

Concept: Home Trade

Sub-Concept: Business Documentation

Topic: Home Trade

Subtopic: Documents Used in Home Trade

Lesson Duration: 80 minutes

Lesson Goal: To equip learners with the ability to identify and prepare essential documents used in home trade transactions.

Competences:

- Creativity and Innovation
- Critical Thinking
- Collaboration
- Communication

Expected Target Competence: Prepare documents used in home trade successfully.

Lesson Competencies:

- Competency 1 [Knowledge-based]:** Identify and describe key documents used in home trade (e.g., invoice, quotation).
- Competency 2 [Cognitive-based]:** Analyze the purpose and importance of trade documents in business transactions.
- Competency 3 [Skill-based]:** Prepare trade documents accurately in a simulated business context.

Lesson Methodology and Strategies:

- Class Discussion
- Case Study
- Document Preparation

Assessment Strategies:

- Formative Assessment:** Observe learner participation in discussions and accuracy in identifying documents from the case study.
- Summative Assessment:** Evaluate prepared documents (e.g., invoice, delivery note) for accuracy and completeness.

Learning Materials: Sample documents (e.g., invoice, quotation, receipt), case study handout, notebooks, pens, whiteboard, markers.

Learning Environment Setup: Artificial – Physical (Classroom)

Prior Knowledge: Learners have seen receipts or cash slips from shops and understand basic buying and selling processes.

Interdisciplinary Connections:

- Business Studies: Understanding documentation in business operations.
- Mathematics: Calculating discounts and totals in trade documents.

2. Lesson Progression

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
Engagement (Introduction) [Duration: 5 minutes]	Share experiences with trade documents (e.g., receipts, cash slips) seen at stores.	Start by asking learners to share examples of trade documents they've encountered.	Communication, Collaboration	Assess engagement and relevance of shared experiences.

Stage	Learner Activity	Teacher Activity	Targeted Competency	Assessment Criteria
Exploration (Development) [Duration: 30 minutes]	1. Discuss the purpose of trade documents. 2. Read the case study of Mr. Widson and Mr. Emmanuel and identify documents used.	1. Facilitate discussion on document purposes. 2. Provide case study and guide learners to identify documents (e.g., enquiry, invoice).	Collaboration, Knowledge-based (Competency 1)	Assess accuracy in identifying documents and participation.
Explanation (Conceptualization) [Duration: 15 minutes]	Take notes on document types and their roles in home trade.	Summarize case study findings, relating to content tips: Documents provide a paper trail and ensure transaction transparency.	Cognitive-based (Competency 2)	Assess accuracy of notes and responses to questions.
Synthesis (Continuity and Extension) [Duration: 20 minutes]	Prepare an invoice and delivery note based on case study details.	Provide document templates and monitor learners' preparation.	Skill-based (Competency 3)	Evaluate accuracy and completeness of prepared documents.
Evaluation and Reflection (Conclusion) [Duration: 10 minutes]	Engage in a Q&A session to clarify document purposes and formats.	Review key documents (e.g., enquiry, invoice) and their roles in home trade.	Skill-based (Competency 3)	Assess understanding through Q&A responses.

3. Competence Continuity and Strategy

- **Continuity:** Learners will use document preparation skills in future business simulations, integrating retail and wholesale concepts.
- **Strategy:** Introduce role-playing for document preparation (e.g., buyer-seller interactions) to enhance practical application.

Homework: Prepare a sample quotation for a fictional order of school supplies, including terms of trade and discounts.