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| **Learning Outcome**  *From Specification*  **LO 3.6** - Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development  **LO 3.8** - Discuss the economic and social benefits and challenges of Ireland’s membership of the EU  **LO 3.11** - Evaluate the benefits and costs of a government economic policy and assess who enjoys the benefits and who bears the costs  **LO 3.9** - Explain the relevance of economic indicators such as inflation, employment rates, interest rates, economic growth, national income and national debt for individuals and the economy | **Key concepts**  *Knowledge, Understanding skills and values*  **Knowledge**  **LO 3.6 – Sustainability Development**   1. **Economic growth:** Learners should be familiar with indicators such as gross domestic product (GDP) that measure economic growth. 2. **Positive impacts of economic growth**: Learners should be aware of the potential positive impacts of economic growth on society. This includes increased employment opportunities, higher standards of living, improved infrastructure and technological advancements, 3. **Sustainable development:** Learners should be familiar with the concept of sustainable development, which involves meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.   **LO 3.8 – The EU**   1. **European Union (EU):** Learners be familiar with its history, structure, and main institutions, as well as its policies and objectives. 2. **Economic benefits:** Learners should be aware of the economic benefits that Ireland has gained from its membership in the EU. This includes access to the EU single market, which allows for free movement of goods, services, capital, and labour, leading to increased trade, investment, and economic growth. 3. **Social benefits:** Learners should have knowledge of the social benefits of EU membership for Ireland. This includes the promotion of peace, stability, and cooperation among EU member states, as well as the protection of human rights and the development of social policies that support citizens' well-being. 4. **Challenges:** Learners should also be aware of the challenges associated with EU membership. This includes adapting to EU regulations and standards, navigating the complexities of EU decision-making processes, and addressing issues related to national sovereignty and identity.   **LO 3.11 – Government Economic Policy**   1. **Government economic policies:** Learners should have knowledge of various government economic policies, such as fiscal policies (taxation, government spending), monetary policies (interest rates, money supply), trade policies, and regulatory policies. They should understand the objectives and intended impacts of these policies. 2. **Socioeconomic context:** Learners should have a grasp of the socioeconomic context in which government policies are implemented. They should understand factors such as income distribution, social inequality, labour markets, environmental considerations that can influence the distribution of benefits and costs.   **LO 3.9 – Government Economic Indicators**   1. **Economic indicators**: Learners should be familiar with inflation, employment rates, interest rates, economic growth (GDP), national income (GNI), and national debt. 2. **Measurement and data sources**: Learners should know how economic indicators are measured, including the data sources used and the frequency of updates. 3. **Economic relevance**: Learners should grasp the broader economic implications of economic indicators. They should understand how these indicators reflect the overall health and performance of an economy, including its stability, growth potential, and sustainability.   **Understanding**  **LO 3.6 – Sustainability Development**   1. **Economic growth:** Learners should have a clear understanding of what economic growth entails, including an increase in the production and consumption of goods and services in an economy over time. 2. **Negative impacts of economic growth:** Learners should understand the potential negative impacts of economic growth on society and the environment. This includes income inequality, depletion of natural resources, pollution, and climate change. 3. **Sustainable development:** Learners should understand the three pillars of sustainable development: economic, social, and environmental. 4. **Interdependence**: Learners should understand the interdependence between economic growth, society, and the environment. They should recognise that economic growth can have both positive and negative impacts on society and the environment, and that these impacts are interconnected.   **LO 3.8 – The EU**   1. **European Union (EU):** Learners should have a solid understanding of what the EU is and how it functions. 2. **Economic benefits:** Learners should also understand the importance of EU funding and grants for various sectors in Ireland. 3. **Interdependence**: Learners should understand the interdependence between Ireland and the EU. They should recognise that decisions made at the EU level can have significant impacts on Ireland's economy, society, and policies, and vice versa. 4. **Multifaceted impacts:** Learners should grasp that the impacts of EU membership are multifaceted and can vary across different sectors and regions. They should be able to analyse and discuss the specific economic and social benefits and challenges that Ireland has experienced as an EU member.   **LO 3.11 – Government Economic Policy**   1. **Policy objectives and trade-offs:** Learners should understand that government policies often involve trade-offs. They should recognise that policies may have multiple objectives, and achieving one objective may come at the expense of another. They should be able to evaluate the rationale behind policy choices and consider the inherent trade-offs involved. 2. **Distributional impacts**: Learners should comprehend that government policies can have differential impacts on different groups within society. They should recognise that some individuals or groups may benefit disproportionately from certain policies while others bear the costs. They should analyse the distributional impacts and assess whether they align with principles of fairness and equity.   **LO 3.9 – Government Economic Indicators**   1. **Economic indicators**: Students should have a comprehensive understanding of various economic indicators and their definitions. 2. **Measurement and data sources**: Learners should understand the importance of reliable data for accurate analysis and decision-making. 3. **Individual relevance:** Learners should understand how economic indicators directly affect individuals. For example, inflation affects the purchasing power of money, employment rates impact job opportunities and wages, and interest rates influence borrowing costs and savings returns. 4. **Economic relevance**: Learners should understand how these indicators reflect the overall health and performance of an economy, including its stability, growth potential, and sustainability. 5. **Interrelationships**: Learners should understand the interrelationships among different economic indicators. They should recognise that these indicators are interconnected and that changes in one indicator can influence others and have cascading effects on individuals and the economy. 6. **Cause and effect**: Learners should comprehend the cause-and-effect relationships between economic indicators and economic phenomena. They should be able to explain how changes in inflation, employment rates, interest rates, economic growth, national income, and national debt can impact various aspects of the economy and individuals' financial well-being.   **Skills**  **LO 3.6 – Sustainability Development**   1. **Being creative:** Encourage learners to think creatively about solutions that promote sustainable development while fostering economic growth. 2. **Being literate**: Provide learners with reading materials that explore the relationship between economic growth, sustainable development, and their impacts on society and the environment. 3. **Being numerate:** Teach learners how to use numerical data to evaluate the positive and negative effects of economic growth and how to justify the need for sustainable development. 4. **Communicating**: Encourage learner to present their analysis and findings in a clear and persuasive manner, using appropriate economic and environmental terminology. 5. **Managing information and thinking:** Teach learner how to critically evaluate and analyse information to understand the trade-offs between economic growth and sustainable development. 6. **Managing myself and staying well:** Discuss the importance of considering the long-term implications of economic growth on societal well-being and environmental sustainability. 7. **Working with others:** Assign group projects or debates where learners work together to explore the complex relationship between economic growth, sustainable development, and their impacts.   **LO 3.8 – The EU**   1. **Being creative:** Encourage learners to think creatively about the economic and social benefits that Ireland has experienced as a result of its membership in the European Union (EU). 2. **Being literate:** Provide learners with reading materials, case studies, or articles that explore the economic and social benefits and challenges of Ireland's EU membership. 3. **Being numerate**: Engage learner in activities that involve quantitative analysis of economic data related to Ireland's EU membership. 4. **Communicating**: Facilitate class discussions where learners can articulate their understanding of the economic and social benefits and challenges of Ireland's EU membership. 5. **Managing information and thinking**: Teach learners how to critically evaluate and analyse information to understand the multifaceted nature of the economic and social benefits and challenges of EU membership for Ireland. 6. Managing myself and staying well: Discuss the importance of understanding the economic and social implications of Ireland's EU membership for personal and societal well-being. 7. **Working with others:** Foster teamwork and collaboration by encouraging learners to research, and present their arguments collectively, considering different perspectives and potential solutions.   **LO 3.11 – Government Economic Policy**   1. **Being creative**: Encourage learners to think creatively when evaluating government economic policies. 2. **Being literate**: Learners can develop their literacy skills by comprehending and interpreting texts and understanding the language and terminology associated with economic policies. 3. **Being numerate:** Teach learners how to assess the financial implications of government economic policies. They can calculate the potential costs and benefits of the policy on various stakeholders. 4. **Communicating**: Foster class discussions where learners can express their opinions. Encourage them to present their arguments clearly, listen actively to their peers, and engage in respectful and constructive dialogue. 5. **Managing information and thinking**: Guide students in researching and gathering relevant information about government economic policies, evaluate the reliability and validity of sources and to consider multiple perspectives before forming their opinions. 6. **Managing myself and staying well:** Discuss the potential impact of government economic policies on individuals and society.   **LO 3.9 – Government Economic Indicators**   1. **Being creative**: Encourage learners to think creatively about how economic indicators such as inflation, employment rates, interest rates, economic growth, national income, and national debt impact individuals and the economy. 2. **Being literate**: Ask learner to write notes explaining the relevance of specific economic indicators, such as inflation or employment rates, for individuals and how they affect the economy. 3. **Being numerate:** Teach learners how to calculate and compare indicators, interpret their meaning, and identify their implications for individuals and the broader economy. 4. **Communicating:** Encourage learners to present their explanations and findings in a clear and concise manner, using appropriate economic terminology. 5. **Managing information and thinking:** Provide learner with examples and case studies that demonstrate the impact of economic indicators on individuals and the economy. 6. **Managing myself and staying well**: Discuss the importance of being informed about economic indicators for personal financial well-being. 7. Working with others: Assign group work where learners can collaborate to research and discuss the relevance of economic indicators for individuals and the economy.   **Values**  **LO 3.6 – Sustainability Development**   1. **Sustainability**: Learners should value sustainability and recognise its importance for the well-being of present and future generations. They should appreciate the need to protect the environment and maintain economic stability in the pursuit of sustainable development. 2. **Ethical responsibility**: Learners should value ethical responsibility and understand that economic growth should not come at the expense of society and the environment. They should recognise the moral obligation to consider the broader impacts of economic activities and make choices that prioritise the common good.   **LO 3.8 – The EU**   1. **European identity**: Learners should value the concept of European identity and recognise the importance of Ireland's place within the broader European community. They should appreciate the benefits of cooperation, collaboration, and shared values among EU member states. 2. **Global citizenship:** Learners should embrace the value of global citizenship and understand that Ireland's membership in the EU extends beyond national boundaries. They should appreciate the opportunities and responsibilities that come with being part of a larger regional and global community. 3. **Informed decision-making:** Learners should value informed decision-making and recognize the importance of understanding the economic and social implications of Ireland's EU membership. They should strive to stay informed, engage in constructive discussions, and participate in democratic processes related to EU membership.   **LO 3.11 – Government Economic Policy**   1. **Equity and fairness:** Learners should value principles of equity and fairness in assessing the distributional impacts of government policies. They should consider whether the benefits and costs are distributed in a way that promotes social justice and reduces inequalities. 2. **Informed citizenship:** Learners should value the role of informed citizenship in holding governments accountable for their economic policies. They should recognise the importance of critically evaluating policies and engaging in public discourse to ensure policies are in the best interest of society as a whole.   **LO 3.9 – Government Economic Indicators**   1. **Economic literacy**: Learners should value economic literacy and recognize the importance of understanding economic indicators. They should appreciate the role of economic knowledge in making informed decisions, advocating for economic well-being, and participating in public discourse on economic matters. 2. **Long-term perspective:** Learners should value the importance of taking a long-term perspective when analysing economic indicators. They should recognise that economic conditions and indicators can fluctuate over time and that sustainable economic growth and stability should be prioritized. 3. **Societal well-being:** Learners should value the well-being of society as a whole that economic indicators have implications beyond individual financial situations and that a healthy economy benefits society by creating opportunities, reducing inequality, and supporting public services. |
| **Possible Learning Experiences**  *Rich learning experiences for learners, opportunities to develop Key skills and use formative assessment*  **LO 3.6 – Sustainability Development**  **Rich learning experiences for learners**   1. Exploring real-world examples and case studies will deepen learners' understanding of the complex relationship between economic growth, society, and the environment. 2. Engaging in debates and discussions will help learner develop critical thinking skills and learn to articulate and defend their viewpoints. 3. Exposure to guest speakers and field trips will provide learners with practical insights and inspire them to consider sustainable solutions in their own lives.   **Opportunities to develop key skills**   1. Critical thinking: Learners can critically evaluate the impacts of economic growth on society and the environment and justify the promotion of sustainable development. 2. Communication: Participating in debates, discussions, and presentations will enhance learners' ability to express their ideas and opinions effectively. 3. Problem-solving: Encouraging learners to explore sustainable solutions and alternatives to address the negative impacts of economic growth fosters their problem-solving skills.   **Formative assessment**   1. Group debates or discussions assessing learners' ability to present arguments and justifications for sustainable development in the context of economic growth. 2. Written reflections or reports on case studies, demonstrating learner' comprehension of the positive and negative impacts of economic growth and their ability to analyse and evaluate the promotion of sustainable development.   **LO 3.8 – The EU**  **Rich learning experiences for students**   1. Engaging in debates and discussions will allow learners to consider various perspectives and develop critical thinking skills. 2. Analysing real-world case studies and engaging with guest speakers will provide learners with practical insights and real-life examples of the economic and social implications of EU membership. 3. Evaluating the overall impact of Ireland's EU membership will help learners understand the complex relationship between economic integration and national sovereignty.   **Opportunities to develop key skills**   1. Research and analysis: Learners will develop research skills by examining case studies, gathering data, and analysing the economic and social effects of EU membership. 2. Communication: Participating in debates, discussions, and interviews will enhance learners' ability to express their ideas, ask insightful questions, and engage in productive dialogue. 3. Critical thinking: Learners can critically evaluate the benefits and challenges of Ireland's EU membership based on evidence, consider multiple perspectives, and form their own informed opinions.   **Formative assessment**   1. Debates or discussions assessing learners' ability to present arguments and justifications for different viewpoints on Ireland's EU membership and its economic and social implications. 2. Written reports or presentations on case studies, demonstrating learners' comprehension of the specific benefits and challenges of Ireland's EU membership and their ability to analyse and evaluate the overall impact.   **LO 3.11 – Government Economic Policy**  **Rich learning experiences for learners**   1. Analysing real-world case studies and participating in debates will deepen learners' understanding of the complex effects of government economic policies. 2. Engaging in discussions and evaluation projects will enhance learners' critical thinking skills and encourage them to consider the impacts of policies on different groups within society. 3. Evaluating the distributional effects of economic policies will help learners understand the concept of social justice and its relationship to government actions.   **Opportunities to develop key skills**   1. Critical thinking: Learners can critically evaluate government economic policies, assessing their benefits and costs and analysing who is impacted and how. 2. Communication: Participating in debates and discussions will improve learners' ability to articulate arguments and viewpoints effectively. 3. Data analysis and research: Learners can develop skills in gathering data, analysing policy impacts, and presenting their findings.   **Formative assessment**   1. Debates or discussions assessing learners' ability to present arguments regarding the benefits and costs of government economic policies and their distributional effects. 2. Written evaluations or reports on specific government economic policies, demonstrating students' comprehension of the impacts and distribution of benefits and costs.   **LO 3.9 – Government Economic Indicators**  **Rich learning experiences for students**   1. Exploring economic indicators will deepen students' understanding of how these metrics provide insights into the state of the economy and impact individuals' lives. 2. Analysing real-life applications and case studies will help learners connect economic indicators to everyday situations and evaluate their relevance and significance. 3. Engaging in economic forecasting activities will develop learners' analytical skills and encourage them to think critically about the potential outcomes of economic indicators.   **Opportunities to develop key skills**   1. Data analysis: Leaners will enhance their skills in gathering and analysing economic data, interpreting trends, and drawing conclusions. 2. Critical thinking: Engaging with real-life applications and economic forecasting activities will foster learners' ability to think critically about the implications of economic indicators. 3. Communication: Presenting findings, engaging in discussions, and explaining the impact of economic indicators will improve learners' ability to communicate economic concepts effectively.   **Formative assessment**   1. Data analysis exercises assessing learners' ability to interpret economic data and identify trends and patterns. 2. Written reflections or reports on the impact of economic indicators on individuals and the overall economy, demonstrating learners' comprehension of the significance of these indicators. 3. Group presentations or discussions on economic forecasting, assessing students' ability to analyse trends and make informed predictions about the future direction of economic indicators. | |
| **Evaluation of students learning**  What will learners say, write or do to shoe their learning and understanding  **What will learner say to show their learning and understanding?**   1. Explain the impact of economic growth on society and the environment: Learners can articulate the positive and negative effects of economic growth on various aspects of society and the environment. They can discuss topics such as employment, income distribution, resource depletion, pollution, and social well-being. 2. Discuss the benefits and challenges of Ireland's membership in the EU: Learners can engage in discussions about the economic and social benefits that Ireland has gained as a member of the European Union. They can also address the challenges, such as loss of economic sovereignty or the impact of EU policies on certain sectors. 3. Evaluate the benefits and costs of government economic policies: Learners can critically evaluate specific government economic policies and analyse who benefits and who bears the costs. They can assess the impacts on different groups, such as individuals, businesses, and specific sectors of the economy. 4. Explain the relevance of economic indicators for individuals and the economy: Learners can explain the significance of economic indicators such as inflation, employment rates, interest rates, economic growth, national income, and national debt. They can discuss how these indicators affect individuals' purchasing power, job opportunities, borrowing costs, and overall economic stability.   **What will leaners write to show their learning and understanding?**   1. Research papers or essays: Learners can write research papers or essays that explore the impact of economic growth on society and the environment, the benefits and challenges of Ireland's EU membership, the evaluation of government economic policies, or the relevance of economic indicators. They can provide evidence, examples, and logical arguments to support their analysis. 2. Case studies or policy analyses: Assign learners to analyse real-life case studies or government economic policies and evaluate their benefits and costs. They can discuss the implications for different stakeholders and make recommendations for more inclusive or sustainable approaches. 3. Reflection journals: Leaners can maintain reflection journals where they write about their personal experiences or observations related to economic growth, EU membership, government policies, or economic indicators. They can reflect on the impacts they witness or perceive in their surroundings and connect them to the concepts studied.   **What will students do to show their learning and understanding?**   1. Presentations or debates: Learners can give presentations or engage in debates on topics related to the impact of economic growth, EU membership, government policies, or economic indicators. They can present their arguments, support them with evidence, and respond to questions or counterarguments. 2. Policy recommendations: Assign learners to formulate policy recommendations that address the challenges identified in the context of economic growth, EU membership, or government policies. They can consider social, environmental, and economic sustainability in their proposals. | |

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| **Learning Intentions**  **LO 3.6 – Sustainability Development**  **LO 3.8 – The EU**  **LO 3.11 – Government Economic Policy**  **LO 3.9 – Government Economic Indicators** | **Students will be able to**   1. Identify the positives and negatives effects of economic growth on society 2. Understand the need for sustainable development 3. Define the term business ethics 4. How can the business influence the impact of business on society and the environment 5. Define the term European Union 6. Explain the aims of the European Union 7. Define the concept shared sovereignty and its significant 8. List the main decision makers of the European Union 9. Explain the role of the member of Parliament 10. Outline the term Single European Market 11. Understand that the economic and social benefits of Ireland membership of the European Union 12. Describe the challenges with being a member of the European Union 13. Understand the aims of government policy 14. Describe the different types of government policy 15. Evaluate the costs and benefits of a government policy 16. Identify and outlie the economic indicators 17. Explain the effect of each of the indicators on the business and the economy 18. Calculate inflation 19. Calculate the rate of economic growth |
| **Success Criteria** | 1. **Identify the positive and negative effects of economic growth on society** 2. I can recognise and describe the potential benefits of economic growth, such as increased employment opportunities and higher standards of living. 3. I can identify and explain the potential drawbacks of economic growth, such as environmental degradation and income inequality. 4. **Understand the need for sustainable development** 5. I can define sustainable development as the practice of meeting present needs without compromising the ability of future generations to meet their own needs. 6. I can explain the importance of balancing economic growth, social progress, and environmental protection for long-term sustainability. 7. **Define the term business ethics** 8. I can define business ethics as the moral principles and values that guide the behaviour and decision-making of individuals and organisations in the business context. 9. I can explain the significance of ethical considerations in promoting trust, social responsibility, and long-term business success. 10. **Explore how businesses can influence the impact of business on society and the environment:** 11. I can discuss various strategies that businesses can employ to minimise negative impacts and promote positive contributions to society and the environment. 12. I can evaluate the role of corporate social responsibility (CSR) initiatives and sustainable business practices in enhancing reputation and stakeholder relationships. 13. **Define the term European Union** 14. I can define the European Union (EU) as a political and economic union of member countries in Europe that aims to promote peace, stability, and economic cooperation. 15. I can identify the member countries of the EU. 16. **Explain the aims of the European Union** 17. I can identify and explain the main objectives of the EU, such as promoting economic integration, facilitating free movement of goods and services, and fostering cooperation among member states. 18. **Define the concept of shared sovereignty and its significance** 19. I can define shared sovereignty as the pooling of decision-making powers among member countries in specific areas to achieve common goals. 20. I can discuss the implications of shared sovereignty for member countries and the EU as a whole. 21. **List the main decision-makers of the European Union**     1. I can identify and describe the roles and functions of key institutions in the EU, such as the European Commission, European Parliament, and European Council. 22. **Explain the role of Members of Parliament**     1. I can describe the role and responsibilities of Members of the European Parliament (MEPs) in representing the interests of citizens and participating in the legislative process. 23. **Outline the concept of the Single European Market:** 24. I can define the Single European Market as a framework that allows the free movement of goods, services, capital, and people among EU member countries. 25. I can explain the benefits and opportunities associated with the Single European Market, such as increased trade and investment. 26. **Understand the economic and social benefits of Ireland's membership in the European Union**     1. I can identify and explain the advantages that Ireland has gained through its membership in the EU, such as access to a larger market and financial support for development projects. 27. **Describe the challenges associated with being a member of the European Union**     1. I can identify and discuss potential challenges and considerations that arise from EU membership, such as compliance with EU regulations and balancing national interests with supranational decision-making. 28. **Understand the aims of government policy** 29. I can recognise that government policies are designed to address various economic, social, and environmental issues and achieve specific objectives. 30. I can explain the role of government policy in shaping the business environment and influencing economic activity. 31. **Describe different types of government policy** 32. I can identify and describe various types of government policies, such as fiscal policy, monetary policy, industrial policy, and social policy. 33. I can explain the goals and instruments associated with each type of policy. 34. **Evaluate the costs and benefits of a government policy**     1. I can analyse the potential costs and benefits of a specific government policy, considering its intended goals, its impact on various stakeholders, and any unintended consequences. 35. **Identify and outline economic indicators** 36. I can identify and define key economic indicators, such as GDP (Gross Domestic Product), unemployment rate, inflation rate, and interest rates. 37. I can explain the purpose and significance of these indicators in measuring and assessing the health of the economy. 38. **Explain the effect of each economic indicator on businesses and the economy** 39. I can describe how changes in each economic indicator can impact businesses, such as consumer spending patterns, investment decisions, and employment levels. 40. I can discuss the broader effects of economic indicators on the overall economy, such as inflationary pressures or economic growth. 41. **Calculate inflation** 42. I can understand the concept of inflation as a sustained increase in the general price level of goods and services. 43. I can demonstrate the ability to calculate inflation rates using appropriate formulas and data. 44. **Calculate the rate of economic growth** 45. I can understand the concept of economic growth as an increase in the production and consumption of goods and services over time. 46. I can demonstrate the ability to calculate the rate of economic growth using appropriate formulas and data. |
| **Other Learning Experiences** | **Sharing of student's own experience and linking it with the topic**   1. Assign learner to research and present case studies of economic growth in their local communities or countries. They can discuss the positive and negative impacts on society and the environment based on their findings. 2. Organise class debates where students share their personal experiences or observations related to economic growth and its effects. They can argue for or against the promotion of sustainable development based on their own perspectives.   **Sharing of teacher experience and linking it with the topic**   1. Share real-world examples or news articles that highlight the positive and negative impacts of economic growth on society and the environment. Discuss your own experiences or observations related to sustainable development initiatives. 2. Invite guest speakers, such as professionals from environmental organisations or sustainability experts, to share their experiences and insights on how economic growth can be balanced with sustainable practices. |
| **Evaluation of learning** | **LO 3.6 – Sustainability Development**   1. Written Assignments: Assign learners a written essay or report where they explain the positive and negative impacts of economic growth on society and the environment. They should also provide justifications for the promotion of sustainable development. 2. Class Discussions: Engage learners in class discussions where they can articulate their understanding of the topic. Encourage them to share examples and case studies to support their arguments. 3. Case Studies: Provide learners with case studies related to economic growth and sustainable development. Ask them to analyse the impacts, identify positive and negative aspects, and propose strategies for promoting sustainable development.   **LO 3.8 – The EU**   1. Debates: Divide the class into groups and assign each group a specific economic or social aspect of Ireland's EU membership to discuss. Encourage students to present arguments and counterarguments, considering both benefits and challenges. 2. Presentations: Ask learners to prepare presentations on specific sectors or industries in Ireland and discuss how EU membership has influenced them economically and socially. Evaluate their ability to articulate and analyse the impacts.   **LO 3.11 – Government Economic Policy**   1. Role Play: Organise a role-playing activity where students take on the roles of different stakeholders affected by a government economic policy. Assess their ability to evaluate the benefits and costs from various perspectives. 2. Case Studies: Provide learners with case studies of government economic policies and ask them to evaluate the distributional effects and assess who benefits and who bears the costs. They should support their analysis with evidence and reasoning.   **LO 3.9 – Government Economic Indicators**   1. Quizzes or Tests: Assess learners' understanding of economic indicators by including questions   related to their definitions, calculations, and implications for individuals and the economy.   1. Data Analysis: Provide learners with real-world data sets or economic reports that include various economic indicators. Ask them to analyse the data, interpret the indicators, and explain their relevance for individuals and the economy. 2. Research Projects: Assign individual or group research projects where learners investigate the impact of specific economic indicators on different aspects of individuals' lives or the overall economy. Evaluate their ability to present their findings and explain the significance of the indicators. |

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| **Teacher Reflection/notes**  **LO 3.6 – Sustainability Development**  Reflection: Learners demonstrated a good understanding of the concept of economic growth and its implications for society and the environment. Class discussions and case studies provided opportunities for learners to explore the positive and negative impacts of economic growth on different aspects of society and the environment.  Notes: Learners were able to justify the importance of promoting sustainable development and discuss strategies to mitigate the negative impacts of economic growth. Further exploration of real-life examples and current environmental issues would deepen the learners' understanding and allow for more nuanced discussions on the topic.  **LO 3.8 – The EU**  Reflection: Learners showed a solid understanding of the benefits and challenges associated with Ireland's membership in the EU. Classroom debates and presentations allowed learners to explore different perspectives on the economic and social implications of EU membership.  Notes: Learners were able to discuss how EU membership has influenced trade, investment, employment, and social policies in Ireland. Encouraging learners to research and present case studies of specific industries or regions impacted by EU membership could further enhance their understanding of the topic.  **LO 3.11 – Government Economic Policy**  Reflection: Leaners demonstrated an ability to analyse and evaluate government economic policies in terms of their benefits and costs. Case studies and real-world examples provided students with opportunities to assess the distributional effects of economic policies on different groups in society.  Notes: Learners were able to identify winners and losers and discuss the potential impacts on income inequality and social welfare. Encouraging critical thinking and challenging learners to consider alternative policy options would further develop their ability to evaluate government economic policies.  **LO 3.9 – Government Economic Indicators**  Reflection: Learners demonstrated a good understanding of the relevance of economic indicators and their impact on individuals and the economy. They were able to explain how inflation, employment rates, interest rates, economic growth, national income, and national debt influence decision-making at both the individual and macroeconomic levels.  Notes: Real-life examples and data analysis exercises helped students connect economic indicators to real-world situations. Encouraging leaners to track and analyse economic indicators over time and discuss their implications for personal finance and policy decisions would further enhance their understanding. |