



How does the local economy affect our lives?

Lesson 1

Why is the local economy important to society?

**Lesson 1:
How does the local economy affect
our lives?
Key Stage 3 (Year 8)**

<p>Overview</p>	<p>To begin their investigation of the importance of the local economy to society, students are introduced to the local economy, its value, and its impact on communities. Through analysing scenarios and discussing statistics, they explore what influences the local economy and, in turn, how the local economy affects their lives.</p>
<p>Citizenship skills and concepts</p>	<p>Concepts: economy, fairness, ethics, freedom, society, equality vs. equity</p> <p>Skills: making judgements, political literacy, decision-making, investigation, financial literacy</p>
<p>Essential teaching guidance</p>	<p>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver the tasks, depending on time available and your students' needs.</p> <p>In task 2, students are given cards for a freeze frame task. These are provided on the worksheet 'How does a thriving economy affect us?'. To save time, you could cut these up in advance and laminate them for reuse.</p> <p>Personalising students' learning to reference their local economy will help them to engage fully with the lesson. Every community and local economy is different, so it is vital to do some research into your school's local economy before teaching this lesson. Try to use examples, statistics or case studies from your local community to show how important the local economy is for your students' lives.</p> <p>To find community groups near you that may be more specific and create more interest for case study research, use the GOV.UK website to search for organisations providing help and support in your area:</p> <p>https://www.gov.uk/find-a-community-support-group-or-organisation</p> <p>Be aware that different students in your class may have a range of</p>

	<p>financial backgrounds and some may be sensitive to issues discussed due to previous experience, e.g. unemployment, social disadvantage, poor or unavailable housing, food poverty.</p> <p>Be mindful of the diverse viewpoints that may arise during this lesson. Develop an open classroom climate in which students feel safe when discussing sensitive and contentious issues and topics, and ensure you are in line with your school policies on such matters. You may find the ACT guidance on Prevent and Controversial Issues and ACT guidance on Political Impartiality in Citizenship helpful.</p>
<p>Learning questions</p>	<ul style="list-style-type: none"> ● What is the local economy? ● What has the local economy got to do with me? ● What impacts the local economy?
<p>Lesson resources</p>	<p>Slide presentation for the lesson – to view the slides as intended, you will need to download the free Google font package Source Sans Pro: https://fonts.google.com/specimen/Source+Sans+3</p> <p>Worksheet: How does a thriving local economy affect us? (for Task 2)</p> <p>Guidance: Factors that impact the local economy (for Task 5)</p> <p>Worksheet: What impacts the local economy? (for Task 5)</p> <p>Glossary of key terms</p>
<p>Differentiation</p>	<ul style="list-style-type: none"> ● Consider groupings in the freeze frame task (Task 2) that support the activity, paying particular attention to the topic given and creative skills. ● To support groups in this task, create roles, e.g. leader, creator, role giver, director, critiquer. ● Consider suitable pairings for the Diamond 9 activity (Task 5) and the think-pair-share plenary discussions to ensure effective debates occur between each pair. ● Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible questions. ● Use different levels of discussion tasks to support students, for example sharing opinions, analysing, solving a problem, or persuading. ● Consider using no-hands-up questioning to encourage students to engage with the learning and reduce the likelihood of students being passive. Ensure sufficient ‘think time’ is provided before selecting a student or before moving on to another student to get the answer. ● When reviewing knowledge gained by the class, use targeted

	<p>review questioning to stretch students. Give them an opportunity to develop ideas by bouncing a question around the room.</p> <ul style="list-style-type: none"> ● Scaffold feedback – use prompting, recasting, eliciting, correcting, commenting on student language, and promoting learning through discovery. ● Use choral (whole class) responses for new terminology or to address misconceptions. ● Use hinge questions to ensure the class understands an important area of knowledge or concept before the lesson can progress. ● Give different levels of support, for example paired work, scaffolding frameworks, one-to-one, TA supported, model answers.
<p>Assessment opportunities</p>	<p>This lesson offers many opportunities to assess understanding through group discussion and direct differentiated questioning (used to check knowledge has been acquired).</p> <p>Students can be assessed on their oral evaluation of how the local economy affects them. The freeze frames allow for a more skills-based assessment of creative thinking and making judgements.</p> <p>The Diamond 9 activity and the final discussion activity can be summatively assessed to form an understanding of what students have learned in this lesson. This learning will be revisited in the next lesson to ensure students have understood the material.</p>

<p>Do now/ starter / entry task</p> <p><i>(5 minutes)</i></p>	<p>Local economy</p> <p><i>Slides 2 to 6</i></p> <p>Share slide 2 and ask students to think about the meaning of the words ‘local’ and ‘economy’.</p> <p>Then display slide 3 and ask the students to discuss the question in pairs. If they are struggling, encourage the students to describe the picture and think about how this might relate to the local economy.</p> <p>Students should have prior knowledge of the economy and may have an understanding from outside school. This activity is designed for you to measure their starting point, so you know how to pitch this scheme of work for your specific class.</p> <p>Read students the definition of the local economy on slide 4. Highlight the local and community element and discuss the difference between the local, UK and global economies.</p> <p>Ensure students understand they are focusing on the local economy and community in this scheme of work, rather than the general UK economy of the entire country. It is vital that students understand the difference from the outset.</p> <p>Share slides 5 and 6 and explain that in this lesson you’re going to be focusing on what the local economy is, how it affects individuals and what impacts it.</p>
<p>Task 1</p> <p><i>(5 minutes)</i></p>	<p>Central government and the local economy</p> <p><i>Slide 7</i></p> <p>Show slide 7 and read the statistics as a class.</p> <p>You could extend the discussion with the following questions:</p> <ol style="list-style-type: none"> <i>Do you think this is a lot of money for the Government to give to local communities?</i> This encourages students to critically assess the concept of ‘a lot of money’. It prompts them to consider their own perspective and values in relation to financial contributions to local communities. You could use targeted questioning to engage quiet students, or encourage a debate or voting-style response. <i>Are you surprised by these figures?</i> This prompts students to critically evaluate their own reaction to financial figures. It allows them to reflect on the potential impact of financial contributions on local

	<p>communities, nurturing a sense of awareness and concern for community wellbeing. To encourage whole-class participation, you could ask the class to show thumbs up if they are surprised or thumbs down if they are not.</p> <p>3. <i>Are there any terms on this slide that you don't understand?</i> This encourages students to express any difficulties or gaps in their understanding. It promotes effective communication and the ability to seek clarification when needed. It emphasises the importance of understanding terms, contributing to students' vocabulary in the context of civic engagement. If students don't seem comfortable raising their hand to answer this question, you could ask them to write down the words they don't understand and collect them in to explain later in the lesson.</p>
<p>Task 2 <i>(10 minutes)</i></p>	<p>Freeze frame creation</p> <p><i>Slide 8</i></p> <p>Share slide 8 and read out the question at the top of the slide. Make sure all the students are clear what 'thriving' means.</p> <p>Organise the class into groups of three or four and read the instructions for the task on slide 8. Give each group a card from the cut-up worksheet 'How does a thriving economy affect us?'. There are nine topic cards in total, but you can omit some of these if you have fewer groups. You could ask students to pick a card at random, or could choose a topic to give to each group to support differentiation:</p> <ul style="list-style-type: none"> ● Lower-ability topics – employment, recreation, food, education, quality of housing ● Higher-ability topics – social opportunities, professionals, community services, safety <p>Give groups three minutes to create their freeze frame. You may want to move the desks to the side of the room so that there is enough space for this activity.</p>

<p>Task 3</p> <p><i>(15 minutes)</i></p>	<p>Freeze frame performance</p> <p><i>Slides 8 & 9</i></p> <p>Ask one group at a time to come to the front of the classroom and perform their freeze frame. Give the group one minute to get into position and then shout, ‘Freeze!’. Give the rest of the class one minute to guess what they are acting out.</p> <p>Share the content on slide 10 as a reminder of all the different ways in which the local economy can affect our lives.</p>
<p>Task 4</p> <p><i>(5 minutes)</i></p>	<p>Young people and the local economy</p> <p><i>Slides 10 to 13</i></p> <p>Share slides 10 to 12 and ask students to discuss in pairs the three young people’s thoughts in response to the question ‘Do you see the effects of the local economy?’.</p> <p>Share slide 13 and bring the class together to provide feedback on what each young person is saying about the local economy. To encourage whole-class participation, you could ask students to share their views using a sea of talk. Alternatively, you could use a think-pair-share approach to encourage critical thinking, collaboration, communication skills, active participation, reflection, peer learning, and community building. This is an effective strategy for engaging students in the learning process and promoting a positive and interactive classroom environment.</p>
<p>Task 5</p> <p><i>(15 minutes)</i></p>	<p>Diamond 9 economy</p> <p><i>Slides 14 to 16</i></p> <p>Having looked at how the local economy impacts individuals, students now turn to different things that can have an impact on the local economy.</p> <p>Share slide 14, which lists 14 factors that can impact the local economy. There is more information on each of these in the guidance document ‘Factors that impact the local economy’. You can use this to help explain the meaning of different factors to the students and, where appropriate, share the information directly with students.</p> <p>Working in pairs, ask students to discuss which of the 14 factors they think has the greatest influence on the local economy.</p> <p>Share slide 15 and give each student a copy of the Diamond 9 worksheet ‘What impacts the local economy?’. They should complete this task individually, to allow independent thought and</p>

	<p>enhance decision-making skills.</p> <p>Display slide 16 and ask students to begin by identifying the nine factors they think have the most impact on the local economy. Ask them to write these in the boxes at the top of the worksheet.</p> <p>Then give the students two minutes to order the factors into the Diamond 9 grid at the bottom of the worksheet, placing the most influential at the top of the diamond shape and the least influential at the bottom.</p> <p>Once they have done this, ask them to spend two minutes discussing their answers in pairs, noting similarities and differences. This encourages collaboration and the exchange of ideas, as well as providing an opportunity for students to articulate their understanding, listen to others and consider different perspectives.</p> <p>Draw the class back together to discuss their decisions in more detail and target certain pairs to read out their answers. This could be directed at students who have not spoken in class discussion yet, or those who you think will be able to teach the group by offering a range of different responses. Spend at least five minutes listening and discussing opinions to allow students to communicate their ideas to the entire class, improve their public speaking skills and promote a sense of community learning.</p>
<p>Plenary / reflection</p> <p><i>(5 minutes)</i></p>	<p>Key questions</p> <p><i>Slide 17</i></p> <p>Invite students to reflect on their learning in this lesson and how it has improved their knowledge and understanding of the local economy.</p> <p>Share slide 17 and use the following targeted questions as a think-pair-share activity. As these are the same as the learning questions, it will help you to immediately measure the progress students have made in this lesson.</p> <p>Ask students to think about the first question:</p> <p>1) What is the local economy?</p> <p><i>A community's money network, including all the businesses, shops and people who live in a local area. When people buy items or services from local shops and businesses, they are contributing to the local economy.</i></p> <p>In pairs, students should discuss the second question:</p>

	<p>2) How does the local economy affect me? <i>Employment, recreation, food, education, quality of housing, social opportunities, professionals, community services, safety, and many more.</i></p> <p>In pairs, students should discuss the third question and then share their answer with the class in a whole-class discussion.</p> <p>3) What impacts the local economy? <i>Consumer spending, business activity, employment rates, investment, housing market, education development, government policies, workforce development, natural resources, community engagement, global economic trends, healthcare, transportation infrastructure, tourism scene.</i></p> <p>Explain to students that they have improved their financial literacy and decision-making skills this lesson and will be continuing to study Citizenship concepts involved in the local economy throughout this scheme of work.</p>
<p>Takeaway task</p>	<p>Ask students to find out about your local community and economy by taking this quiz:</p> <p>https://rb.gy/ly7lvs</p> <p>Ask them to write down three things that surprise them about their local community and be ready to talk about them in the next lesson.</p>
<p>Additional teacher links & resources</p>	<p>There are lots of resources that can assist in delivering this lesson, including specific information about the local economy in your own community.</p> <p>Completing the quiz that you have set students for the takeaway task will give you more information about the local economy in your area:</p> <p>https://rb.gy/ly7lvs</p> <p>You may find it helpful to look at further ACT resources to find out more about the local economy before you teach this lesson. Reading the ACT Curriculum Briefing: Money, Finance & the Economy teacher fact sheets will give you further insight into teaching the economy in Citizenship lessons. The downloadable concept map in ACT Teaching Economic and Finance Education through Citizenship is designed to help you consider and plan opportunities for developing economic and financial knowledge, understanding and skills through your Citizenship teaching. Links to key requirements in the national curriculum programme of study for Citizenship are also identified.</p>

This research will give you further insight into how the local economy works in the UK:

<https://commonslibrary.parliament.uk/research-briefings/cbp-8431/>

<https://www.instituteforgovernment.org.uk/explainer/local-government-funding-england>

<https://www.gov.uk/understand-how-your-council-works/spending-and-accounts>

The following resources can support you in extending and differentiating discussion, which is key to this lesson and to this whole scheme of work:

[Group discussion skills | TeachingEnglish | British Council](#)

[Assigning Roles for Group Work Teaching Strategy | Facing History & Ourselves](#)

[My Top 5 Questioning Techniques For Teachers 2021 | JONATHAN SANDLING](#)

Factors that impact the local economy

- 1) **Consumer spending:** The amount of money residents in the local community spend on goods and services significantly affects the local economy. Higher consumer spending can boost local businesses and contribute to economic growth.
- 2) **Business activity:** The presence, growth, or decline of businesses in the area has a direct impact on the local economy. A thriving business sector creates job opportunities, generates tax revenue, and stimulates economic activity.
- 3) **Employment rates:** The level of employment in the community is a critical factor. High employment rates contribute to increased consumer spending and a generally more robust local economy.
- 4) **Investment:** Both public and private investment in infrastructure, education, and local businesses can positively impact the local economy. Investments in these areas often lead to job creation and improved economic conditions.
- 5) **Housing market:** The health of the local housing market, including property values and home ownership rates, can influence economic stability. A stable housing market often reflects a stable local economy.
- 6) **Education development:** The availability of quality education development programmes helps create a skilled and competitive local workforce. This, in turn, attracts businesses and enhances economic productivity.
- 7) **Government policies:** Local government policies, regulations, and taxation can have a profound impact on the local economy. Policies that support business growth, infrastructure development, and community wellbeing contribute positively.
- 8) **Workforce development:** The quality and access to workforce development programmes results in a more highly skilled workforce and enhances the local economy.
- 9) **Natural resources:** The availability and management of natural resources in the region can impact specific industries and economic sectors, such as agriculture, mining, or forestry.
- 10) **Community engagement:** The level of community engagement and collaboration among residents, businesses, and local authorities can influence the overall health of the local economy. Strong community ties often lead to initiatives that support local businesses and address economic challenges.

Factors that impact the local economy

- 11) **Global economic trends:** Economic conditions on a global scale, such as international trade policies and economic trends, can have trickle-down effects on local economies, particularly in regions heavily reliant on exports or specific industries.
- 12) **Healthcare:** The accessibility and quality of healthcare services impact both the wellbeing of the community and the local economy. A healthy workforce is more productive and contributes positively to economic growth.
- 13) **Transportation infrastructure:** The efficiency and accessibility of transportation infrastructure, including roads, public transport, and airports, play a crucial role in facilitating the movement of goods, services, and people. Well-developed transportation systems can enhance economic connectivity and attract businesses to the area.
- 14) **Tourism scene:** The presence of tourism and cultural attractions can significantly impact the local economy. A vibrant cultural scene, historical sites, and recreational opportunities can attract visitors, stimulating the hospitality, retail, and entertainment sectors and contributing to the overall economic vitality of the community.

How does a thriving local economy affect us?

Employment

Families or carers are given more job opportunities in their local community and are able to provide more for their families.

Education

Schools are given more money for resources and educational visits, and pupils have more opportunities.

Recreation

Children are given better sports facilities in the local area, places to play, more equipment in parks and a range of community events.

Food

Children have greater access to affordable and nutritious food, which has a positive impact on their health and wellbeing.

Safety

There is more investment in public safety and environmental initiatives, e.g. street lighting and security.

Quality of housing

Housing conditions are better and there is less homelessness. Houses may be more affordable and readily available.

Community services

Children have access to better funded youth clubs and there are more services available, such as counselling and support groups.

Social opportunities

There is a greater sense of community, local connections and positive networks, providing children with a supportive environment.

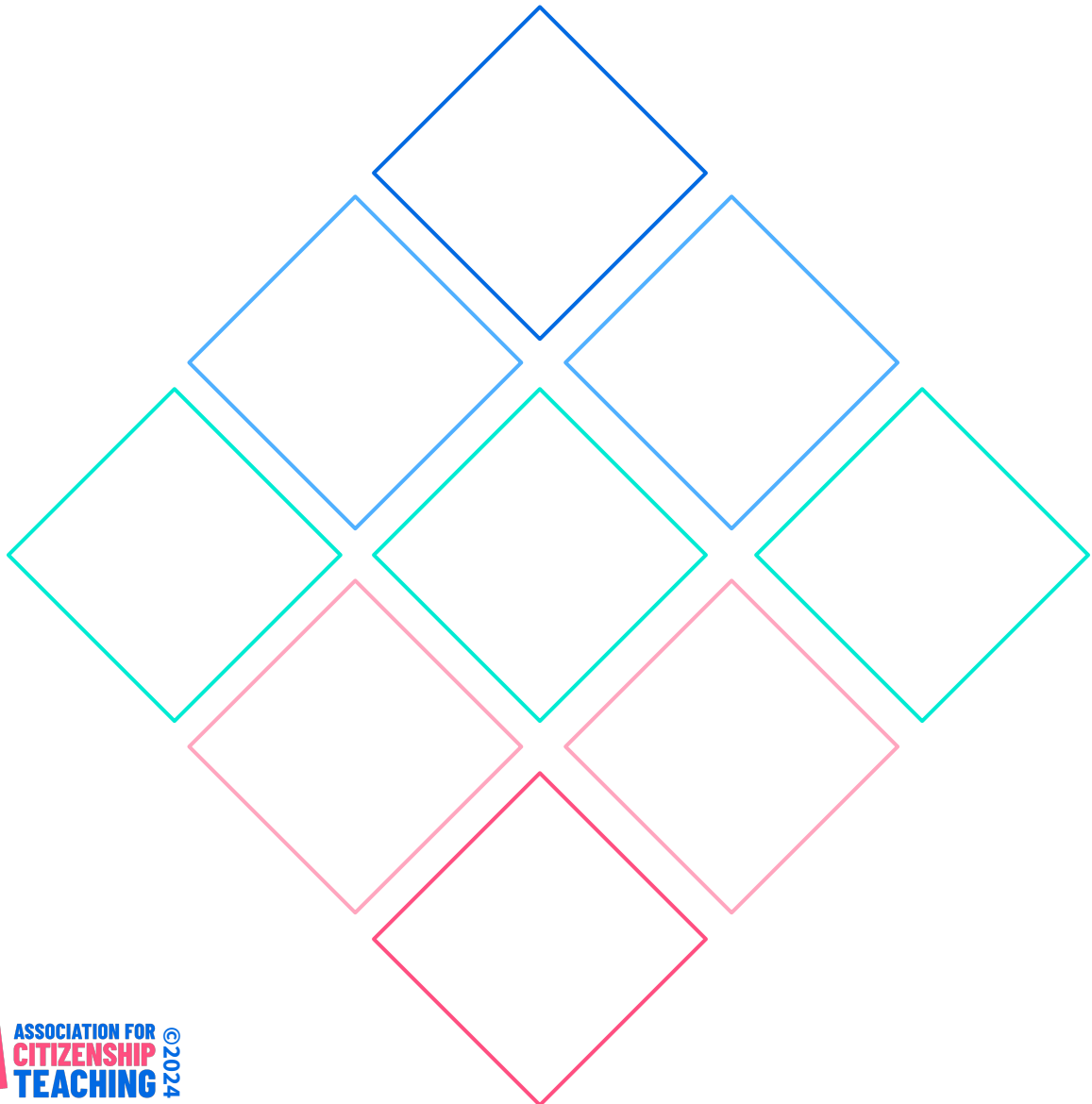
Professionals

Children have better access to professional care because specialists are attracted to communities with a thriving local economy.

What impacts the local economy?

Write down the nine factors that you think have most impact on the local economy in the boxes below.

Prioritise the nine impacts by completing the Diamond 9 activity below. Write the most influential factor at the top and the least influential at the bottom.



The diagram consists of nine diamond-shaped boxes arranged in a diamond pattern. The top box is blue, the middle row has two light blue boxes, the next row has three light green boxes, the next row has two light pink boxes, and the bottom box is red. Each diamond is empty for writing.