

METHODS OF TEACHING COMMERCE EFFECTIVELY AT SECONDARY LEVEL OF EDUCATION

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In teaching any subject effectively, first of all, the teacher should be clear about the general as well as specific objectives of each topic/concepts he wants to teach. This will help the teacher in selecting the appropriate approach and method of teaching the subject. So it is with the. To teach commerce effectively, the teacher has to be thorough with the objectives of teaching commerce at all levels.

Commerce is an aspect of pre-vocational business studies taught in the junior secondary schools in Nigeria. It is also one of the commercial subjects taught separately at senior secondary school level. Commerce is defined as trade and aids to trade. Rekha, (2014), explained Commerce as being concerned with the exchange of goods, with all that is involved with the buying and selling of goods, at any stage in their progress from raw materials to finished goods in the consumer's hands. It covers not only functions of buying, selling, and handling of goods, but also the many services which must be provided to finance, insurance, store and transfer of goods in the course of this exchange.

Commerce is such a subject that is connected to various other subjects, which include Economics, Mathematics, Marketing, Insurance, Business Management and Geography. Commerce curriculum comprises various subject matters. These include, trade, production, occupation, money and banking, transport, insurance, advertising, communication, and marketing, Introduction to Business management, forms of business, Business law, and consumer protection and so on. For this reason, Commerce is not usually an easy subject to teach very effectively by a commerce teacher alone. This is because the teacher may not be very conversant with all the aspects of Commerce he is expected to teach the students.

Beside, every aspect of commerce is always in a state of flux due to research and technological changes in the society. Consequently, new topics keep up emerging in the commerce curriculum which commerce teacher might not have ever heard about. For instance, since the emergence of information communication technology, concepts like E-commerce, E-marketing, internet services, Automated teller Machines (ATMs) and others equally emerged in the commerce curriculum and are expected to be taught to students by teachers who never heard of such things during their course of study. This demands that a commerce teacher should regularly update his knowledge on the current happenings in the field of commerce, to be able to inculcate the right information in the students.

In addition to that, he should engage the services of experts in the various aspects of commerce from time to time to educate the students properly in their areas of specialization. Alternatively, he can engage the students on fieldstrip to see for themselves how some commercial activities are carried out by those in the field already. For instance, the recent developments in the areas of Commerce which students are expected to be taught by their teachers are stated below:

- Electronic fund transfer System(EFTS);
- Automated Teller machines (ATMs);
- Debit Cards and Credit Cards.
- Computers and communication technology play a vital role in marketing.
- E- Commerce is now the practice of buying and selling of goods and services over the internet. E- Commerce is the online marketing and network marketing.

- the use of fax, internet, e-mail, extranet, video conferencing and teleconferencing as methods of communication and others.

Commerce teachers will definitely find it difficult if not impossible to teach these to students unless he constantly updates his knowledge through workshops and seminars.

Importance of teaching commerce in the secondary school

Commerce has an important place in the school curriculum. Commerce is aimed at providing adequate knowledge about – trade, marketing, transport, communication, insurance, money, banking, and finance, which are the major areas of commerce. Commerce deals with every aspect of human life and therefore commerce is education for better living. Rekha, (2014), identified various values of Commerce as follows:

- Commerce prepares its recipient for taking up and engaging in, commercial activities efficiently.
- Commerce addresses the issue of anti social values or unethical behavior of marketers and producers which should be avoided. These include bad business dealing such as smuggling, artificial scarcity, tax evasion; substandard products etc.
- The study of commerce enables an individual to appreciate that man is a social being and he must play an important role in bringing about social progress.
- Commerce is an important aspect of the life of a nation. It explains the nature of the society in its special aspects of business and material prosperity Commerce attempts to relate products with culture.
- Commerce can be used to solve various economic problems as unemployment, overpopulation and unequal distribution of wealth.
- Commerce helps to develop certain skills in individuals such as how to write business letter, invoice, etc.

Obi (2005) stated the rationale for teaching Commerce in the secondary school as follows:

- To equip the students with the fundamental skills and knowledge of entering, performing and progressing in business.
- To educate students to become better user of the services of business.
- To give the students the ability to use skill subjects on the job more effectively through an understanding of the functions of business that are facilitated by these skills i.e. as a pre-requisite to skill subject,
- and for further education.

Qualities of a Good Commerce Teacher

Students are most affected by the quality of their teachers because they interact with teachers every day in the classroom, and the quality of that interaction matters for the students' future. Therefore, a commerce teacher should be:

Master of his subject matter. A commerce teacher must be knowledgeable. He should be a trained and qualified teacher. He should ensure that as much as possible, his students are not lacking in knowledge as far as the subject matter is concerned. There is a strong positive relationship between teacher's knowledge of subjects and levels of subject knowledge achieved by their students. Teachers with ample knowledge of subjects are able to plan effectively for the introduction and organization of basic

concepts. A commerce teacher should keep himself up-to-date, so while teaching he should talk about current developments and relate the subjects to current events and other fields, at the same time he should provide insights or knowledge beyond the text.

Master of psychology of learning and a good psychologist: A good commerce teacher is a good educational psychologist. He should be able to know and perceive the behavior of the students entrusted to him.

Master of methodology of teaching: A good business studies teacher should be able to apply the method of teaching that will help him to inculcate the desired learning experiences in the learners. He should know the principles guiding the choice of teaching methods and stick to them in all situations. He should always select appropriate teaching method at all times to be able to achieve his stated learning objectives. Effective teaching can be possible only when the teacher is able to promote interest among the students. For promoting the interest among the students a teacher can do various things such as demonstrate interest in the subject and in teaching, introducing the topics in new and interesting ways, point out practical applications and interesting examples, relating the subject matter to current events and students interest or activities, presenting challenging and thought provoking ideas, examining controversial issues, encouraging new ideas from the students and by the use of varied activities, media, and methods and providing practical exposure to the students.

Class Control:

An effective commerce teacher must ensure proper management of the class through proper arrangement of the seats, teaching aids and elimination of all distractions. He should ensure a conducive atmosphere for effective learning in the classroom and maintain discipline among the students.

Effective Methods of Teaching Commerce

Appropriate instructional method enhances effective teaching and learning. There are various methods of teaching. Therefore, a professional teacher should be able to select and use the method or methods most appropriate for teaching his subject. However, one has to bear in mind that no one instructional method is the best for all subjects or topics. Teaching and learning can be enhanced by adopting different approach and method based on the subject matter at hand.

Eze (2012) noted that the attainment of quality assurance in Nigeria's education sector depends, to a large extent, on the methods and strategies employed by teachers in imparting the desired skills and competencies to learners. He further said that if adequate attention is not paid to instructional delivery especially at the primary and secondary levels of education, Nigeria's goal of using education as an instrument par excellence for achieving national development, will be a mere dream.

Commerce is such a subject which a teacher can use many different methods to teach, because it encompasses different subject matters as earlier explained. Therefore, a commerce teacher can adopt any or a combination of the following methods to teach commerce effectively - lecture, project, fieldtrip, discussion, role playing/ simulation, demonstration and questioning. Whatever method or combination of methods is used by a commerce teacher, he should always bear in mind the maxims of teachings, which state that teaching should proceed from simple to complex, from concrete to the abstract, from particular to general, from analysis to synthesis, from empirical to rational, from psychological to logical, from the indefinite to definite. These maxims of teaching are very important for teaching any subject, including commerce.

The above aforementioned instructional methods of teaching commerce are explained below:

Lecture method

Lecture method is another method of teaching commerce in the secondary school. Lecture method is the verbal one-way presentation of Ideas, concepts, generalizations and facts. When using lecture method, the teacher does most of the activities in form of talking while the students are either passive listeners or slightly involved. Lecture method is conventional in institutions of higher learning where a professor stands up before the class and reads his prepared notes for about the hour, hardly giving room to the usual students-teacher flow of communication during the lecture period. For effectiveness the lecture must be formally organized and supported by other learning media such as visual aids, flip charts and chalk board. Telling, as the saying goes it not teaching.

However secondary school teachers can resort to using lecture method for the following reasons-

1. when they have insufficient time to deliver their lessons.
2. When combined with chalkboard Illustrations.
3. The lecture method is useful when presenting facts, figures, concepts and theory
4. if the teacher's aim is to introduce a new topic or unit.
5. and when developing students' interest in a topic.

It is advisable to combine lecture method with other methods in other to make the lecture less boring. Lecture method with brief explanation is usually used in teaching some aspects of commerce such as "History of commerce in Nigeria", "career opportunities in the area of commerce" and other related topics in the commerce curriculum, that involve a lot of literature. In actual practice lecture method per se is not very suitable for post-primary institutions. It is better used in higher institution.

Advantages of Lecture Method

- Lecture method has high ensuring and motivating values.
- It is an effective method for creating interest and appreciation.
- It supplements and enriches information in students' textbooks.
- The teacher has complete control over the choice of factual knowledge and information the students learn. So teacher can present exactly what he wants in the way he wants it.
- In the case where the teacher has to cover everything specified in the syllabus before the examination, lecture methods is effective
- It can be used to teach large classes.

Disadvantages of Lecture Method

- It reduces students to passive recipient of ideas and do not encourage enquiry of creative mind.
- It could at worse produce students who are mere listeners with no thinking skill.
- It encourages rote learning without understanding facts.
- It does not provide students with enough opportunity to practice oral communication.
- The teacher may be lifting his lecture verbatim from a textbook already available and this may be considered by students as a waste of time as they can always read this by themselves.
- Students understanding are really assessed during the lecture method since they are not encouraged to participate or respond.

Project method

Project according to Oxford Advanced Learner's Dictionary (2015) is a planned piece of work that is designed to find information about something, to produce something new or to improve something: a

research project, building project etc. It is also a piece of work involving careful study of a subject over a period of time, done by school or college students.

In project method, a problem is selected by the teacher, the student or both of them. The task is further divided into sub themes. The students are encouraged to work on their own by investigating, collecting specimens and analyzing them. At the end, the reports on the project are collected and discussed with the whole class. The teacher acts as a guidance facilitating students, learning.

Commerce teacher can use project method in teaching some practical topics such as transportation, communication, public relations, customer service and so on. For instance, when teaching, forms of transportation in Nigeria. Students can be asked to draw a map of Nigeria and show the trunk A Roads, Express Ways, Rail Lines, and Airports and Seaports. When teaching public relation medium, The students can be asked to attend trade fairs and exhibitions and collect information about companies that attended the trade fair.

Advantages of Project Method

- Project activities are child centered and this takes of the child interest during teaching process.
- The students learn better because their interests involved form the basis of self motivation.

It makes possible for inter-disciplinary studies to take place because a project may contain materials from more than one subject area. It always results in students gaining socially and intellectually. This is because they have opportunities to discuss in a very relaxed mood without their teachers intimidating, presence.

Disadvantages of Project Method

It is time consuming,

It is very easy to deviate from the objectives of the lesson.

Project is very difficult to plan and execute especially in large and overcrowded class.

Field trip/Excursion Method:

Fieldtrip or Excursion method is the act of taking students outside classroom for them to learn some concept and things as they occurred in their nature state. Field trip is a very effective method of teaching commerce because , commerce is a practical subject and it is related to real life, so for teaching it effectively , commerce teacher should encourage students' participation and first hand information from the experts in their various fields. It is a very effective method of teaching such aspect of commerce that is vocational based such as production, occupation, banking. Sometimes, students are organized into visitation teams to various industries, firms, offices, companies etc of their choice. This enables the students to see for themselves how what they are taught in the classroom is done in the real life satiation. For instance, when teaching stages of production, a visit could be made to extractive, constructive and manufacturing industries, to see for themselves how raw materials are extracted and converted to finished products. When teaching home trade the teacher can take his students to one or two retail shops and allow the students to interview the owner/shop keepers. They can take a trip to a wholesaler's warehouse. There are many topics in commerce that requires fieldtrips for effective teaching and learning, but it is usually insufficient time that is a hindrance to using this method.

Guest Speakers The teacher may invite an outside speaker for speaking on a specific topic. They can provide on-the-job information, give demonstrations, use illustrations to stimulate and provide motivation to students. The students should be actively involved in the programme.

Field trip procedure

- Field trip/excursion if properly organized could be very useful in teaching some concept to students.

- There should be adequate preparation for the trip and notes should be carefully made of things observed during the trip which the teacher must have earlier on described to the students in class.
- The teacher should visit the site before the date of their excursion and make adequate arrangements.
- The teacher should choose place to go for field trip with education value.
- The place chosen must be safe.
- The concepts to be learnt must have relevance to their core curriculum.
- As soon as the trip is over, the teacher should guide the entire class in evaluating the results so that maximum educational value can be derived from the trip.
- The students should be allowed to ask questions on their observations.
- Finally, students must write a report of the trip.

Advantages of field trip

- Field trip helps students to use their sense of observation.
- It helps students to relate what is taught in the class reality.
- It aids the development of enquiring mind among them.
- It will also help in retention of knowledge for longer period.

Disadvantages of field trip

- It is time consuming
- It can be dangerous if not properly planned.

Discussion Method

Discussion involves the sharing of ideas or argument between members of a group. Discussion is a method of teaching that goes hand in hand with demonstration and questioning techniques. Discussion may be triggered off by an observation of a demonstration, previous fieldtrips, or any event which members of the class came across either at school or outside. This method cannot be used in isolation. It is best used in combination with a modified form of lecture. Since commerce is a life and practical subject most students are familiar with some of the topics in commerce and can effectively engage in discussion method of learning some familiar topics. Good commerce teaching requires student-involved activity. Topic like production and distribution of goods from the producers to the final consumers can be discussed by the students. For instance, the teacher can involve his students in discussion of some topics in commerce such as production processes of garri, cassava fufu, palm oil and distribution of goods from the point of production to the final consumers.

Again, when teaching a topic like home trade, most students engage in trading. They make purchases almost every day, discussion and questioning and lecture methods can be employed to teach the topic effectively.

Discussion procedure

When planning to use discussion method in education, the teacher should bear the following in mind:

- The teacher should consider the topic to be discussed.
- The topic should be interesting and stems mainly from familiarities with the subject. No one can engage in discussion of a topic one knows nothing about.
- The topic chosen should be within the range of students experience as well as within their ability to discuss.
- The topic should be relevant to the lives of students.
- Student should be given adequate time to prepare themselves before hand.

- They could do some primary reading on their own with the teachers suggesting possible sources of information before actually beginning the discussion.
- The teacher introduces a topic and lectures for a few minutes.
- The topic is then thrown open for discussion.
- The class could be divided into separate groups. Each group elects a leader and all becomes seriously involved in formulating answers to given topics.
- The teacher goes around the groups to monitor the progress being recorded.
- When all the groups feel satisfied with work done they are made to come together.
- Each group leader then presents his groups' point of view. This eventually leads to a unified convergence of divergent views.

Advantages of Discussion Method

- Provides an excellent opportunity for students to practice their oral communication skill.
- It gives students practice in critical and evaluative thinking and listening.
- Students seem to learn more readily from each other.
- It helps to clarify their thinking i.e. ideas get clear when expressed clearer.
- It provides good practice for problem solving.
- It gives students training in leadership skill and makes them self reliance.

Disadvantages of Discussion Method

- It is not all topics that can be taught with this method.
- If the group is large the maximum interaction cannot be achieved.
- It may create opportunity for brighter students to show off.

Simulation and Role Play

Simulation as defined by Daugherty in Igbino, (2012) is a learning construct in which students, through role-playing and social interaction experiences, learn to solve problems and make decision in realistic situations. Simulation and Role Play is a method of teaching where the learner plays the roles of the person being talked about. It is a form of activity in developing attitude that has some elements of problem solving procedure of building good attitude (Obi,2015).

This method could be used to teach commerce since, Commerce subject is of vocational based so the activity method is quite suitable for effective teaching and learning of commerce. According to Rekha, (2014), "Instead of making the child stick to his books keep him busy in workshop where his hands will work to the profit of his mind."Therefore, learning by doing, by activity and experience is the first and the most natured form of learning.

There are several topics which could be taught using simulation and role playing to facilitate understanding and enhance learning in commerce syllabus. For instance, when teaching students, Buying and selling; Channels of distribution and some other topics in commerce, Role playing and simulation method can be used. For example, when teaching "Channel of distribution" of consumer goods, some students will play the roles of producers, some as wholesalers, some as retailers while some will be consumers. They will show the functions performed by each channel member. Again, when teaching documents used in buying and selling such as letter of inquiry, invoice, credit and debit notes etc. Some students can play the role of sellers and some as buyers.

Demonstration Method

Demonstration Method of teaching involves showing the student the response pattern that is desired. It is a method whereby the teacher will be demonstrating what he is teaching and the students will be

imitating his actions. Demonstration has been described as an audio-visual explanation emphasizing the importance of a product, process or an idea. It is basically an activity which combines telling, showing and doing for the benefit of an audience. Be it a person or group of persons, in teaching, demonstration is generally used as a method but it is also frequently used in relation to other approaches to teaching as a special technique. Whether as a method or as a technique, the demonstration can be very effective in the hand of a skillful teacher and in appropriate situation.

This method of teaching can be employed in teaching skilled subjects like practical aspect of commerce such as banking aspect of commerce- like writing cheques with different crossing etc.. The teacher will demonstrate how to write both open and crossed cheques. The teacher can where possible invite a post master or banker to give a talk on how to open a savings bank accounts; make money transfer or use automated teller machines (ATM) and demonstrate to students how to do it themselves. . According to Daugherty (1974), showing the students how to perform an activity as well as telling them about the activity stimulate both visual and auditory responses and therefore accelerate the learning process. This method does not always require extensive equipment or laboratory techniques. It does not have to be time consuming. The teacher can also ask the students in groups or individually to devise diagrammed illustrations of how raw materials find their ways to the consumers' tables as finished goods. The illustration could be on cardboard paper. Some of the students or group leaders could be asked to explain their illustrations to the class. Their classmates may challenge the accuracy of the explanations and earn points for themselves.

Advantages of Demonstration Method

Demonstration Method

- trains students to be good observers.
- stimulates thinking and formation of concepts and memorization.
- has high interest value since it often involves the use of it equipment which may be new to the students.
- is economical in terms of time and money.
- is very effective as an introduction to the skill learning.

Disadvantages of Demonstration Methods

It provides less opportunity for students to discover things or to solve problem on their own.

- Active participation is reduced as students mainly act as the observers.

When classes are big, there will be problems of audibility and visibility

- It is difficult to evaluate thoroughly the students understanding during a demonstration.

The format for a demonstration lesson should include.

- i) Listening the concepts and principles to be learned
- ii) Devising activities to discover
- iii) Writing suggested questions to help students "discover"
- iv) Evaluating how well students achieve objectives and the science processes.

Questioning Method of Teaching:

By this method the teacher questions the students while students in turn seek clarification probably on lessons already concluded. This method could be used as oral quiz technique to stimulate discussion and the teacher could uncover certain attitudes, needs and interests as well as problems which could give direction to areas where he needs to focus on when teaching.

Commerce can be effectively taught using questioning technique. Commerce being a practical subject as well as related to real life can be effectively taught by encouraging students' participation. A

Commerce teacher should therefore provide opportunity to students to ask questions, answer questions in a meaningful way, offer challenging and thought provoking ideas, plan interactive activities, show approval for students' ideas, incorporate student's ideas into lessons and ask students whether they have understood the concept before proceeding. When using this method, students can be asked some leading questions which they will be answering based on their previous knowledge and experiences. The students can answer teacher's questions when familiar topics are being taught to them. The students can as well ask questions to their teacher where they do not understand. Therefore for commerce to be taught effectively, it is all about listening, questioning, being responsive, and remembering that each student and class is different. A Commerce teacher should adopt Socratic instruction approach, which is all about eliciting responses and developing the oral communication skills of students that are extroverts.

Questioning Procedure

It is essential, that a teacher should observe good questioning techniques when asking questions: The following are fundamental guidelines that promote responses more consistently with maximum learning. The question should:

- Be clearly stated and understood by the students;
- Be related to the topic being discussed and built toward the objectives of the lesson;
- Be within the level of students' ability and past experience;
- Give rise to creative, imaginative and various responses;
- Utilize terminology that is familiar to the student;
- The teacher should direct the questions to the entire class or to a particular student.
- The teacher should call the students by name before asking the question.
- The questions will be widely distributed among all students. If a student is inattentive, the teacher should call him by name and ask him question, that will keep him on the alert.
- If a student fails to answer a question correctly, the teacher should go back to him at another time with a similar question.
- Questions that require chorus answers from the students or give them room to guess an answer should be avoided.

Advantages of Good Questionings Technique:

Good questionings technique has many beneficial results. These include

- Stimulation of both students and teacher's thinking, and organization of their thoughts
- Promotion of classroom dialogue and participation in inquiry by the students;
- Provision of direction for the lesson;
- Provision of some feedback to the teacher as to the level of the students' understanding.
- It stimulates thought and maintains interest in the learner.
- It is an effective method of determining the extent to which set objectives have been covered.
- This method is used to determine a new starting point in a unit from the answers the students have given you on their previous knowledge.
- It can be used to maintain attention of the students during class or to motivate them to prepare their assignments.

Brainstorming Method

Brainstorming according to Oxford Advanced Learner's dictionary (2015) is a way of making a group of people to think about something at the same time often in order to solve a problem or to create good ideas. This method involves the whole class and teachers. A topic or a problem is introduced. The whole class is allowed to discuss or find the solution to the problem or for them to make input. The teacher's role is that of a moderator. Group approach may be used to solicit students' inputs or record desirable responses from the students on one side of the chalkboard for comparison. Often, other ideas beyond the scope of the lesson do come up; such ideas should not be ignored or thrown away just like that. They may be kept aside to be treated with the related topic or on another day. You may also give students that as home work. When teaching commerce, a teacher can use brainstorming to teach topic like pricing a product. The teacher can ask the students to think about how they can determine the selling price of the products they produce themselves, considering the fact that they are in business to make profit while satisfying their customers, and that there other sellers of the products in the market.

Cooperative Learning Method

Cooperative learning is an instructional mode where the students cooperate with each other to perform or complete a particular-task. The teacher should assign students to group and assign role to them He/she should also create classroom environment that includes group work circumstances for students to interact with each other and to also express their opinions. Commerce teacher can use cooperative learning method to teach some topics in the commerce curriculum. For instant, when teaching a topic such as specialization and division of labour to students, the teacher can group the students and ask each group of students to produce a product which every one of them must perform a particular function in the process.

Advantages of Cooperative Learning Method

1. The students are active learners.
2. They learn how to improve their communication skill.
3. The students develop social skill.
4. It takes care of individual differences.
5. It helps to reduce problem of large class.

Disadvantages of Cooperative Learning Method.

1. It is time consuming
2. The teacher may not cover his syllabus.

Team Teaching Method

Team teaching can be defined as an arrangement, in which two or more, experienced teachers share the responsibility for a common group of students varying the size of the group and the teaching procedure according to the objectives of the work at hand and the needs of the students. It is an educational strategy where multiple teachers develop and present course materials to class on the fact that each teacher has his/her own area. of specialization, preference, content mastery, level of experience, resourcefulness, voice and ability to manage class. This is with a view to cross pollinate ideas, rob minds in order to improve students' performance to go along with the saying two heads are symmetrically attuned are better than one. Team teaching can enhance effective teaching and learning of commerce in the secondary school if possible. This is because as earlier noted, Commerce comprises various subjects matter which only one teacher might not effectively teach to the students. These include, trade, production, occupation, money and banking, transport, insurance, advertising, communication, marketing, Introduction to business management, forms of business, business law, consumer protection and so on. Therefore, if two or more teachers that can handle different topics are assigned to teach based on their area of specialization, there will be effective teaching of commerce. For instance, Business law, Marketing and Banking aspect of Commerce curriculum can be taught by teachers that read the courses in the higher institutions.

In carrying out team teaching for students, the teachers involved should form a group with two or more teachers who will together:

- plan.
- prepare lesson.
- select instructional materials.
- conduct and evaluate learning activities for the class.
- prepared to put resources together to meet the needs and address possible areas of difficulties of the students.

Discovery Approach

Teaching and learning involve helping pupils discover certain facts or answers to a given problem. Many times pupils depend on teachers for all the answers they need. Commerce teachers can encourage their students to find out for themselves how to carry out most of the computer assisted commercial activities themselves especially the recent development in the various areas of commerce such as information communication technology (ICT), Automatic teller machines (ATMs), on-line marketing, Money transfer etc. Teachers themselves will keep on learning to discover how to perform those activities to be able to correct the students where necessary.

This method helps to develop in student thinking and discussion making abilities. It is very appropriate for 'teaching concept formation in education. In guided discovery, the answer to the problem is already known to the teacher but she wants the students to discover it.

THE PLAN OF THE LESSON NOTE

Preliminary

Every teacher of commerce is expected to write notes of lessons for each unit of teaching. Traditionally the pattern consists of the objective, content or subject matter, instructional technique and materials, the class, date and time.

1. The specific objectives consist of the Cognitive, Affective and Psychomotor domains.
2. The content or subject matter is the particular topic you want to teach during that lesson.
3. The instructional techniques and materials refer to the method you will employ, the special skills you will adopt to facilitate learning. Instructional materials refer to the learning aids you will use to make learning effective.
4. You have to state the Class ----- Date ----- Time----- Class and time enable you to know the level at which to prepare the lesson. The time guides you to know what content you can conveniently handle within the given time limit.

Entering Behaviour or Set

This tells you how you are going to launch your lesson. You should progress from known to unknown, simple to complex. It may be by a brief revision of the previous lesson, a short story relating to what you are to teach, by use of questions or through any other means that are convenient to the teacher.

Instructional Procedure" This is the third step and is divisible into content, teacher activity, pupil's activity and techniques.

Closure: This step shows how the lesson will be concluded.

PLANNING INSTRUCTION

There should be proper planning before teaching, otherwise there will not be effective teaching and learning of any subject matter. It is very essential to plan before teaching. Without planning, the efficiency of teaching and learning is impaired; teaching will be disorganized and will not be directed through clear-cut objectives.

In planning, the teacher should in the first instance, obtain the syllabus for the course. This syllabus usually contains the requirements for all the subjects taught in the school system. The teacher of commerce should sieve out the commerce portion of the syllabus and try to break into teaching units. He then proceeds to organize the units to be coherent and further breaks each unit into topics. Each topic in each unit should now be arranged into a proper sequence while bearing in mind, the maxim of teaching.

Appropriate learning experience to be associated with each lesson should be identified. He should also formulate appropriate objectives for each lesson as well as the teaching method(s) he will employ to achieve set objectives. Having done this he now thinks of the evaluative methods he will employ to determine the extent to which learning has taken place. When writing the lesson plan commerce teacher should bear the following principles of lesson plan in mind:

1. A good lesson plan should give information about the subject to be taught, the topic, date, time or duration for the particular class and the average age of students to be taught.
2. It should contain the general objectives.
3. It should also contain the specific objectives which are going to be achieved after the completion of the lesson.
4. It should include all the instructional aids that are to be used for particular period, charts, diagrams etc.
5. The material of instructions or subject matter should be well selected and organized in an orderly manner.
6. It should be built upon the previous knowledge of the class (students).
7. It should provide the learning activities provided to the students.
8. It should indicate the teaching techniques to be used by the teacher and what questions are to be answered by the students and what illustrations are to be used. It should give place for evaluation by which the teacher is able to know whether he has achieved his aims.
9. It should contain review or recapitulation. That is, an outline or summary of whole lesson taught in the particular period.
10. It should include one or two assignments for students to strengthen learning.

A complete lesson plan for a Commerce class may follow the pattern below:

LESSON NOTE FOR THE 2ND WEEK ENDING 15/3/2018

Date: 10/3/2018

Subject: Commerce

Class: SS1

Age of students - 15 years

Time: 40 minutes

Topic: Foreign Trade

Subject topic: Meaning, types and reasons for foreign trade

Specific objectives: It is expected that at the end of the lesson, the students should be able to do the following;

1. Say the meaning of foreign trade.
2. Differentiate between the three types of foreign trade.
3. State and explain reasons for foreign trade.
4. Write and read aloud the reasons for foreign trade.

Instructional Materials – Writing board, lesson note, some samples of Nigerian exportable products and imported products.

Instructional Techniques – Lecturing, questioning, explanations, demonstration etc.

Entry Behaviour – Students knew that there are some products that are sold and used in Nigeria that are not produced in Nigeria. Some of the students have foreign products and they knew why they buy foreign products.

Content	Teachers Activity	Pupils' Activities	Strategies
Revision of the previous lesson – Home trade.	Revise the previous lessons with the students; ask them to say the meaning of home trade and some of the advantages. give corrections where necessary.	Students should answer the questions asked by the teacher.	Set induction non verbal.
Meaning of foreign trade	Explain to the students the meaning of foreign trade. Give them the definitions of foreign trade. Tell the students the three types of foreign trade. Import, Export and Entreport.	The students should pay attention, while the lesson is going on and ask questions when necessary.	Eliciting responses from students by asking them leading question.
Reasons for foreign trade	Explain to the students the advantages of foreign trade : 1.Uneven Distribution of Natura. 2.Difference in climatic condition. 3.Difference in skills manpower. 4.Expansion of market for countries Product. 5.Difference in technological growth/development. 6.Principle of comparative advantage.	The students should pay attention while the lesson is going on. They should participate in stating the reasons for foreign trade by answering some leading questions	Repetition
Evaluation	Teacher asks the students the following questions – 1.what is foreign trade? 2.What are the three types of foreign trade? 3.Give any five reasons for foreign trade.	The students answer the teacher's questions. Take down notes from the black-board. Handle the various breeds and identify them. the	higher order questions

		students answer the following questions – 1.what is foreign trade? 2. What are the three types of foreign trade? 3. Give any five reasons for foreign trade.	
Closure	Conclusion –The teacher summarizes the main points in the lesson briefly on the board. He corrects the students where necessary and gives them this assignments to do at home, 1.List five Nigerian exports and five Nigerian imports: 2.State also the countries that Nigerians import products from..	The students copy the summary on the board including the assignment given to them to do at home.	

This is a vertical form of lesson note.

Summary

In this chapter, the importance and the various methods of teaching commerce have been discussed. It is suggested that the teacher should use the appropriate method/methods in teaching different units of commerce. None of the methods outlined is preferred to the other. They have much in common. These methods should not be treated as isolated units. For example, a teacher cannot come into the class to say that the only method he will employ today is the lecture or discussion method. These various methods as far as possible should be integrated. Meaningful teaching should result in meaningful learning. It is believed that in education if the students have not learned, the teacher has not taught. Every teacher should make his teaching as practical as possible making use of instructional aides. Finally teacher should prepare his lesson notes properly because by so doing, half of his work is virtually completed.

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