



Record following the learning management plan

Class Number : Matthayom 1/14-15

Topic/Title : Fundamentals Of Economics

Course No : SO21101

Topic/Title : Social Studies 1

Time : 2 Hour/Week

Academic Year **2026 Term 1**

The format of the learning activities : **Teaching Approaches, Techniques, and Strategies Used**

Teaching Approaches: The lessons employed a learner-centered and communicative approach, integrating contextual and inquiry-based learning. Economic concepts were presented in relation to students' daily experiences to promote meaningful learning and encourage active participation.

Teaching Techniques: The teacher utilized guided questioning, interactive discussion, brainstorming, explanation, and Think-Pair-Share activities to facilitate students' understanding of key economic concepts. Real-life examples and visual materials were incorporated to clarify abstract concepts and encourage students to express their ideas.

Teaching Strategies: The teacher applied scaffolding, collaborative learning, differentiated instruction, and formative assessment throughout the lessons. Concepts were introduced progressively, beginning with fundamental ideas and moving toward more complex economic concepts. Pair and group activities were used to promote peer learning, while questioning and short learning tasks were conducted to monitor students' understanding and provide immediate feedback.

1. Learning management

- ☒ Instruction adheres to the learning management plan and achieves the stated indicators and objectives.

Learning Indicator:

Explain the meaning and importance of economics. (Standard SO3.1 M1/1)

General Objectives:

Students will demonstrate an understanding of the fundamental concepts of economics by explaining its meaning, importance, and benefits; describing its framework and aims; and identifying and classifying the major economic resources. Students will apply these concepts to familiar real-life situations and demonstrate responsible decision-making in the use of limited resources.

- ☒ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

The lessons covered the meaning, importance, and benefits of economics; the framework and aims of economics; and economic resources. Students were introduced to basic economic concepts and encouraged to understand how economics is connected to their daily lives. Learning activities included

teacher explanations, questioning, class discussions, examples from real-life situations, and short activities to check students' understanding.

The lessons also encouraged students to practice responsibility, wise decision-making, proper use of resources, and the principles of moderation and careful consumption, which are related to the Sufficiency Economy Philosophy.

2. Evaluation of learning management

- ☑ The number of students who passed the assessment was 60 students, which was **100% percent** of the total number of the M. 1 Student in English Program of Strisuksa School Roi, Et.
- ☑ The number of students who failed the assessment was 0, which was **0% percent** of the total number of the M. 1 Student in English Program of Strisuksa School Roi, Et

Most students demonstrated an understanding of the basic concepts of economics. They were able to explain the meaning and importance of economics, identify its main aims and framework, and recognize different types of economic resources. Students were also able to relate economic concepts to familiar situations such as the use of money, goods, services, and limited resources.

3. The effect on the learner

Students demonstrated a developing understanding of the fundamental concepts of economics and were increasingly able to relate economic principles to situations in their daily lives. They were able to recognize the relationship between limited resources, human needs and wants, choice, and the allocation of resources.

Class discussions and contextual examples provided opportunities for students to apply economic concepts to familiar situations, such as consumer choices, saving, spending, and the responsible use of resources. These activities supported the development of students' critical thinking, decision-making, communication, and problem-solving skills.

Overall, students demonstrated progress in moving from the recall of basic economic concepts toward applying these concepts to real-life situations.

4. Problems and obstacles

One of the main challenges encountered was the students' varying levels of conceptual understanding and English proficiency. Some students initially found abstract economic concepts, particularly the framework and aims of economics and the classification of economic resources, difficult to understand and distinguish.

Differences in learning pace and classroom participation were also observed. While some students actively contributed to discussions and demonstrated confidence in expressing their ideas, others required additional prompting, clarification, and opportunities to communicate their understanding.

These observations indicate the need for continued differentiation, scaffolding, and structured opportunities for student participation.

5. Suggestions / solutions

To address the identified learning needs, the teacher will provide contextualized examples, visual representations, graphic organizers, and guided activities to make abstract economic concepts more accessible. Key terminology will be introduced progressively and reinforced through meaningful classroom applications.

Additional scaffolding and differentiated learning tasks will be provided to students who require further support, while extension questions and higher-order thinking activities will be used to challenge students who demonstrate stronger conceptual understanding.

Collaborative learning through pair and group activities will also be strengthened to provide students with opportunities to articulate their ideas, learn from peers, and develop confidence in using English during Social Studies discussions.

Moving forward, instruction will continue to connect economic concepts with authentic, age-appropriate situations, particularly decision-making related to saving, spending, consumption, resource allocation, and responsible use of limited resources. This approach will help students recognize economics not simply as a body of knowledge, but as a discipline that enables them to make informed, responsible, and sustainable decisions in everyday life.

Signed..... 

Tranquelino Bautsta, Castillo

October 6,2026

Social Studies Teacher

This teaching notes according to the learning management plan have been checked by the head of the English Program.

Feedback/comments of school administrators or delegates

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Signed

(Mr. Prapas Srithong)

2026

Head of the English Program and Vice director of academic management group



Record following the learning management plan

Class Number : Matthayom 1/14-15

Topic/Title : Consuming Behavior

Course No : SO21101

Topic/Title : Social Studies 1

Time : 2 Hour/Week

Academic Year **2026 Term 1**

The format of the learning activities : **Teaching Approaches, Techniques, and Strategies Used**

The lessons were implemented in accordance with the planned learning objectives and learning standards. A learner-centered, contextual, and inquiry-based approach was employed to develop students' understanding of consumption, consumer behavior, demand, and supply.

Students were encouraged to examine their own consumption practices and relate economic concepts to real-life consumer decisions and current consumption patterns in Thailand. Discussions, guided questioning, examples, visual representations, and collaborative activities were used to facilitate conceptual understanding.

For the topics of demand and supply, students were guided to examine the relationship between price, quantity demanded, and quantity supplied, as well as the factors that influence changes in demand and supply.

The lessons also emphasized responsible consumption, informed decision-making, sustainability, and efficient use of resources, connecting economic learning with students' roles as responsible consumers.1.

Learning management

☒ **Instruction adheres to the learning management plan and achieves the stated indicators and objectives.**

Learning Indicator:

1. Analyze the values and consuming behaviours of people in society affecting the economies of communities and the country. (Standard SO 3.1 G. 7/2)
2. Specify the factors influencing the determination of demand and supply. (Standard SO 3.1 G. 7/3)
3. Discuss the effects of intellectual property laws. (Standard SO 3.1 G. 7/4)

General Objectives:

After completing Unit 2, Consuming Behavior, students demonstrated a clear understanding of the fundamental economic concepts related to consumption, demand, and supply. They were able to explain the meaning and importance of consumption in everyday life and recognize the principles of responsible and informed consumer behavior. Students also examined the various factors that influence consuming behavior and discussed current consumption values and behaviors among Thai people, allowing them to connect economic concepts with real-life consumer experiences. In addition, students developed an understanding of demand and supply, including their respective laws and major determinants. Through classroom discussions, practical examples, and

contextualized learning activities, students were able to apply basic concepts of demand and supply to familiar situations in daily life and demonstrate greater awareness of how consumer and producer decisions influence market conditions.

☑ Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.

The unit integrated moral values, anti-corruption awareness, civic responsibility, and the Sufficiency Economy Philosophy as important dimensions of responsible economic behavior.

Morality

Students were encouraged to recognize the importance of honesty, responsibility, fairness, self-discipline, and ethical decision-making when participating in economic activities. The lessons emphasized that consumers should make responsible choices, respect the rights of others, avoid deceptive practices, and consider the consequences of their consumption behavior.

Anti-Corruption

Anti-corruption education was connected to everyday economic situations. Students were encouraged to understand the importance of integrity, transparency, accountability, and fairness in transactions and economic activities. They were guided to recognize that dishonest practices, cheating, exploitation, and corruption can negatively affect individuals, communities, and the wider economy.

The lessons encouraged students to develop an attitude of rejecting dishonest behavior and making ethical choices even when personal benefits are involved.

Civic Duty

Students were encouraged to understand that responsible citizenship extends to their roles as consumers, producers, and members of the community. They were guided to recognize their responsibility to respect rules, protect consumer rights, use resources responsibly, and consider how individual economic decisions may affect other people and society.

The learning activities therefore supported the development of social responsibility, civic consciousness, cooperation, and respect for others.

Sufficiency Economy Philosophy

The Sufficiency Economy Philosophy was integrated into the topic of consumption by encouraging students to make thoughtful and responsible economic decisions based on moderation, reasonableness, and self-immunity, supported by knowledge and morality.

Students were encouraged to evaluate whether their consumption decisions were necessary, affordable, reasonable, and sustainable. They were also guided to consider the importance of avoiding excessive consumption, managing available resources carefully, and preparing for future needs.

Through these activities, students were encouraged to apply the principles of the Sufficiency Economy Philosophy to their daily consumption habits and decision-making, promoting responsible resource management and long-term well-being.

2. Evaluation of learning management

- ☑ The number of students who passed the assessment was 60 students, which was **100% percent** of the total number of the M. 1 Student in English Program of Strisuksa School Roi, Et.
- ☑ The number of students who failed the assessment was 0, which was **0% percent** of the total number of the M. 1 Student in English Program of Strisuksa School Roi, Et

Most students participated actively in classroom discussions and activities. They were able to relate economic concepts to their personal experiences as consumers. Students showed particular interest when examples were connected to products and services they commonly use.

Students generally understood the meaning of consumption and the importance of making responsible purchasing decisions. They were also able to identify several factors influencing consumer behavior.

For demand and supply, students demonstrated an increasing understanding of the relationship between price and quantity demanded or supplied. However, some students still needed additional explanation and practice when identifying the determinants of demand and supply and distinguishing between changes in demand/supply and changes in quantity demanded/supplied.

3. The effect on the learner

Students demonstrated a developing understanding of the fundamental concepts of economics and were increasingly able to relate economic principles to situations in their daily lives. They were able to recognize the relationship between limited resources, human needs and wants, choice, and the allocation of resources.

Class discussions and contextual examples provided opportunities for students to apply economic concepts to familiar situations, such as consumer choices, saving, spending, and the responsible use of resources. These activities supported the development of students' critical thinking, decision-making, communication, and problem-solving skills.

Overall, students demonstrated progress in moving from the recall of basic economic concepts toward applying these concepts to real-life situations.

4. Problems and obstacles

Some students had difficulty understanding economic terms and distinguishing between closely related concepts. The laws of demand and supply and their determinants required repeated explanation and practical examples.

Some students were also hesitant to participate in discussions, while others needed additional guidance to explain their answers clearly using appropriate economic terminology.

5. Suggestions / solutions

To address these challenges, the teacher provided additional examples, simplified explanations, and guided questions. Real-life situations familiar to Thai students were used to make abstract economic concepts easier to understand.

For future lessons, more visual aids, graphs, short problem-solving activities, group discussions, and real-life economic scenarios should be incorporated. Students should also be given more opportunities to practice interpreting demand and supply situations independently.

Signed.....

Tranquelino Bautsta, Castillo

October 6,2026

Social Studies Teacher

This teaching notes according to the learning management plan have been checked by the head of the English Program.

Feedback/comments of school administrators or delegates

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Signed

(Mr. Prapas Srithong)

2026

Head of the English Program and Vice director of academic management group



Record following the learning management plan

Class Number : Matthayom 1/14-15

Topic/Title : Financial Institution

Course No : SO21101

Topic/Title : Social Studies 1

Time : 2 Hour/Week

Academic Year **2026 Term 1**

The format of the learning activities : **Teaching Approaches, Techniques, and Strategies Used**

The lessons were implemented in accordance with the planned learning objectives and learning standards. A learner-centered, contextual, and inquiry-based approach was employed to develop students' understanding of consumption, consumer behavior, demand, and supply.

Students were encouraged to examine their own consumption practices and relate economic concepts to real-life consumer decisions and current consumption patterns in Thailand. Discussions, guided questioning, examples, visual representations, and collaborative activities were used to facilitate conceptual understanding.

For the topics of demand and supply, students were guided to examine the relationship between price, quantity demanded, and quantity supplied, as well as the factors that influence changes in demand and supply.

The lessons also emphasized responsible consumption, informed decision-making, sustainability, and efficient use of resources, connecting economic learning with students' roles as responsible consumers.1. Learning management

☒ **Instruction adheres to the learning management plan and achieves the stated indicators and objectives.**

Learning Indicator:

1. Students can explain the meaning, importance, and major functions of financial institutions in supporting individuals, businesses, and the economy. (Standard SO3.5 M1/1)
2. Students can compare and analyze the characteristics, functions, services, and operations of different types of financial institutions and distinguish their roles from those of the Central Bank of Thailand. (Standard SO3.6 M1/1)
3. Students can apply and evaluate their understanding of financial institutions by analyzing real-life financial situations and explaining the role of the Central Bank of Thailand in maintaining monetary and financial stability. (Standard SO3.7 M1/1)

General Objectives:

Students were able to ****analyze the roles, functions, and distinguishing characteristics of different types of financial institutions and the Central Bank of Thailand****. Through interactive and collaborative activities, students compared the purposes, services, operations, and responsibilities of various financial institutions and examined how these institutions differ from

the central bank. They were able to explain how commercial and specialized financial institutions serve individuals and businesses, while recognizing the broader role of the Central Bank of Thailand in regulating the financial system and supporting monetary and financial stability. By applying these concepts to real-life financial situations, students demonstrated an improved ability to compare, interpret, and evaluate the functions of financial institutions within the economy.

☑ **Integration of morality, anti-corruption, civic duty, and the sufficiency economy philosophy.**

The lesson integrates morality, anti-corruption, civic responsibility, and the Sufficiency Economy Philosophy by encouraging students to develop honesty, responsibility, prudence, and ethical decision-making in financial matters. Through interactive activities and real-life financial scenarios, students are encouraged to practice transparency, accountability, and integrity, particularly when dealing with money and financial institutions. The lesson also promotes awareness of corruption and unethical financial practices, helping students understand the importance of rejecting dishonesty, fraud, bribery, and misuse of financial resources.

The principles of the Sufficiency Economy Philosophy are incorporated by encouraging students to make thoughtful and responsible financial decisions based on moderation, reasonableness, and self-immunity, while applying knowledge and ethical considerations. Students are encouraged to distinguish between needs and wants, manage financial resources wisely, avoid unnecessary debt, and consider the long-term consequences of financial decisions. Through these activities, students develop not only economic and financial knowledge but also the moral responsibility and civic-mindedness necessary to contribute to a fair, transparent, and sustainable society.

2. Evaluation of learning management

- ☑ The number of students who passed the assessment was 60 students, which was **100% percent** of the total number of the M. 1 Student in English Program of Strisuksa School Roi, Et.
- ☑ The number of students who failed the assessment was 0, which was **0% percent** of the total number of the M. 1 Student in English Program of Strisuksa School Roi, Et

Students demonstrated active engagement and increased participation throughout the interactive learning activities. The collaborative tasks encouraged students to communicate their ideas, justify their answers, and learn from their peers. Most students were able to successfully classify financial institutions according to their functions and relate financial services to familiar situations. The use of real-life scenarios further encouraged students to move beyond memorization and apply economic concepts to practical situations. Students who initially demonstrated limited confidence were gradually encouraged to participate through structured peer interaction and teacher-guided questioning.

3. The effect on the learner

The interactive, student-centered approach effectively enhanced students' financial literacy, critical thinking, communication, and decision-making skills**. Through collaborative analysis of authentic financial situations, students were able to move beyond the recall of concepts and develop a deeper understanding of the roles, functions, and significance of financial institutions within the economy. The learning activities provided opportunities for students to compare financial institutions, justify their ideas, and apply economic knowledge to situations relevant to their everyday lives. As a Social Studies learning experience, the lesson also strengthened students' ability to connect economic concepts with responsible citizenship, encouraging them to make informed, ethical, and responsible financial decisions and to recognize their role as active and economically aware members of society.

4. Problems and obstacles

Some students had difficulty understanding economic terms and distinguishing between closely related concepts. The laws of demand and supply and their determinants required repeated explanation and practical examples.

Some students were also hesitant to participate in discussions, while others needed additional guidance to explain their answers clearly using appropriate economic terminology.

4. Problems and obstacles

One of the main challenges encountered during the lesson was limited instructional time. Although the interactive activities were effective in promoting student engagement and deeper understanding, some activities required more time than initially anticipated, particularly during group discussions, collaborative analysis, and student sharing. The breadth of the topic also required the teacher to balance content coverage with opportunities for meaningful student participation. Some students additionally needed more time and scaffolding to understand financial terminology and distinguish the functions of different financial institutions. As a result, certain discussion and reflection activities had to be shortened to ensure that the essential learning objectives were addressed within the allocated class period.

5. Suggestions / solutions

To address the challenges encountered, particularly the limited instructional time, the teacher should improve time management by allocating specific time limits for each interactive activity and prioritizing activities that directly support the learning objectives. Group discussions and collaborative tasks can be structured using clear instructions, assigned roles, and time limits to ensure that students remain focused and productive. Key concepts and financial terms should be introduced through concise explanations, visual aids, and familiar real-life examples to reduce the time needed for clarification. The teacher may also use formative assessment techniques, such as quick questioning, exit tickets, and short reflection activities, to monitor students' understanding without significantly extending the lesson. For future lessons, some preparatory materials or short learning tasks may be provided in advance so that classroom time can be used more effectively for analysis, discussion, and application. These strategies will

help maintain the interactive and student-centered nature of the lesson while ensuring that the intended learning outcomes are achieved within the available instructional time.

Signed..... 

Tranqueline Bautista, Castillo

October 6, 2026

Social Studies Teacher

This teaching notes according to the learning management plan have been checked by the head of the English Program.

Feedback/comments of school administrators or delegates

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