

# BELL TO BELL: GROSS DOMESTIC PRODUCT



VOL. 2, ISSUE 18

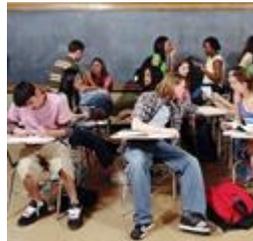
11.01.2016



Engage:  
Get them thinking



Teach:  
Share the knowledge



Practice:  
Use the knowledge



Reflect:  
Assess their learning

## Teaching GDP? We have a plan!

### Engage: How do countries measure output?



Ask students if they know what GDP stands for. When you get a correct answer, ask if they know what it measures.

Display our [infographic](#) on gross domestic product and have students answer the following questions:

1. What is gross domestic product?
2. What are the four parts of GDP?
3. What are four things included and four things not included in GDP?
4. How does real GDP differ from nominal GDP?

## Teach: What's in GDP?



Present the [PowerPoint](#) from the “What Is Gross Domestic Product?” lesson in the *Classroom Economist* GDP module, having students complete Handout 2 from the [lesson](#) as you discuss the slides. Students will learn what GDP is, its four components, and what is included and excluded from the measure.

## Practice: What's in GDP? practice activity



Using a quote about GDP from Robert Kennedy and a kinesthetic [activity](#) about what is included and excluded, students will analyze the strengths and weaknesses of using GDP as a measure of output. Then, have students complete Handout 3 of the [lesson](#), “GDP Practice,” to reinforce their understanding of the components of GDP and how changes in these components affect GDP overall.

## Assess: GDP—does it measure up?



Assign students the *Page One Economics* article [GDP: Does It Measure Up?](#) and have them complete the discussion question worksheet to assess their understanding of GDP and its importance as an economic indicator.