

Introduction to Session 1

- We are all active participants in the economy as consumers of goods and services. Producers take economic resources, in the form of labour, capital and materials, and put these through a series of steps in order to create finished products in the form of goods and services. Whether as a producer or a consumer of goods and services, we are all required to make economic decisions about how to best use the economic resources available to us. A producer must make decisions about what to produce, how to produce it and who will be allocated the finished resources. Consumers usually work to obtain money (wages), which is spent on the purchase of goods and services created by producers.
- In a market economy based on the price mechanism (where the level and type of consumer demand determines what is produced using the scarce economic resources available), a producer will usually make economic decisions about what to produce based on the types of goods and services consumers want to purchase. In other words, a producer will try to meet consumer demand in the hope of selling the products that they produce at a profit (profit motive). In order to measure/ascertain the level of consumer demand for a product, consumer behaviour is examined.
- During Session 1 students are asked to reflect on and examine personal behaviour as consumers, plus consider the buying habits of consumers in general and how these link to producer decisions about what to produce and how. The ways consumers and producers interact, influence and respond to each other in the market are considered. Students consider the production and consumption of chocolate, looking particularly at personal habits in terms of how frequently they purchase chocolate and reasons for their purchase choices. They also examine the economic resources required to produce chocolate for consumption.
- A class survey about the buying habits of the student cohort is conducted and results are presented through role-play, using the format of the television game show *Family Feud*.
- In the free market economy, the interrelationships between consumers, producers and workers are important in determining the use and allocation of scarce economic resources. Session 1 is designed to allow students to consider these relationships as well as their personal role as consumers. It is intended that students are introduced to the concept of marketing (specifically advertising and branding) and develop an awareness of how it can influence individual consumer behaviour.

Activity

- Have two students sit out of the class in a pretend 'silent booth' area. These two students are going to be 'contestants' in a *Family Feud*-style activity and attempt to accurately predict class responses to survey questions. If they earn 200 points or more, they will be entitled to a prize (possibly a chocolate bar).
- While the two students are out of the room, survey the remaining class members and ask for responses to the questions in the **Choconomics survey** (see the accompanying Choconomics resource document and also below).
- Designate two students as data recorders, responsible for recording and compiling responses. (See the suggested **table for collation of data** in the accompanying Choconomics resource document.)
- If possible, survey other classes beforehand and incorporate this data into the final total and percentages.
- A simple 'raise your hands and count' approach could be used, with students using basic mathematics and tables to work out the percentages for each type of response. An app or

other software suitable for the recording and compilation of results, such as [Poll Everywhere](#), could be used.

Choconomics survey

Survey question	Individual student response
What is your favourite chocolate bar?	
How often do you buy chocolate each week?	
How much do you spend (on average) on chocolate each week?	
Give one reason you would buy more than one chocolate bar at a time.	
Name one ingredient that goes into making a chocolate bar.	
Name one country cocoa beans come from.	

- Once responses have been recorded and percentages calculated and tabulated, bring the first student/contestant back into the room.
- The game then operates using the same principles as the *Family Feud* television game, as follows:
 - The student is questioned and allowed one minute to provide responses to each of the survey questions. The aim of the student/contestant is to give the most popular answer provided by the class.
 - The data recorders keep a record of the student's responses (see the **Choconomics survey score sheet** in the accompanying Choconomics resource document.)
 - If not sure, the student may 'pass' and move to the next question. These unanswered questions can be attempted again at the end of the series of questions if the one minute has not yet elapsed.
 - At the end the student's responses are compared to the responses of the class as a whole. They are awarded points corresponding to the percentage of the class that gave an identical response to each specific question posed. The results are recorded and displayed with the comparison to the responses of the class.
 - The student's total score is calculated.
- Now bring the second student back into the room and give them one minute to respond to the survey questions.
- If they repeat a response given by the first student, an appropriate sound can be given by a class member to signal that a different response is required.
- At the end of the minute, the second student's responses are compared to those of the rest of the class and their score is also totalled .
- If the two students score more than 200 points, a prize can be awarded. (Consider awarding a small prize to the whole class.)

Review and reflect

- In small groups, students consider, discuss and record responses to each of the following:
 - For which questions were the two students most accurate in predicting the class response? Why? Would you have expected this? Why/why not?
 - Were you surprised by any of the results of the whole-class data? Which ones, and why?
 - Describe what the first three questions tell you about the buying behaviour of the class and people of your age generally. Make a list of dot points.
 - Does branding, packaging or advertising matter to you when making a choice about chocolate bars? (Note, these terms could have been introduced at the beginning of the session or students could be required to research what each is and what it involves during the discussion. Alternatively, the teacher could explicitly instruct the class regarding the meanings of these terms and how they relate to the activity just completed.)
 - What advertisements for chocolate or brands of chocolate do you recall? What makes these stand out in particular as being memorable?
 - Besides branding, packaging and advertising, what factors influence your final choice when making a decision about which chocolate bar to purchase?
 - Apart from a lack of money, why would you choose to not purchase a chocolate bar when visiting a supermarket or store?
 - If you were a producer of chocolate, how might you use information about consumer behaviour to sell more chocolate bars?
- Conduct a class discussion, with the small groups reporting back on the group's response to each of these questions.
- Draw class conclusions about each question.
- Now pose the following questions and conduct a class discussion. Compile notes and key points made. This will serve as a precursor to Session 2.
 - What do you know about how chocolate is made? Where is it made?

Opportunities for assessment

- Ask students to develop a survey about the consumer habits of adults when purchasing and consuming chocolate.
- Each student surveys two to four adults.
- Results are then collated and analysed as for the *Family Feud*–style activity.
- The class compares the adult responses to those of the students.
- Students then write responses to the following questions and submit these for assessment.
 - What were the similarities and differences in responses between the adults and students?
 - What explanations can you offer for both these similarities and these differences?
 - How would businesses benefit from conducting similar surveys of potential customers?
 - Imagine you are a chocolate manufacturer who is considering developing a chocolate bar aimed at 12 to 15 year olds. Describe the product and the types of advertising, branding and packaging you would use. Give reasons for your answer.
 - Imagine you are a chocolate manufacturer who wants to sell a chocolate bar to adults. Describe the product and the types of advertising, branding and packaging you would develop. Give reasons for your answer.