Shape

Description automatically generated

# Student worksheet 1.1

## Defining needs and wants

In economics we define *needs* as ‘necessary for survival’*.* Provide examples of how we meet our needs.

|  |  |
| --- | --- |
| **Food for health** | **Air to breathe** |
| **Water to drink** | **Shelter for safety** |

We define *wants*as ‘something we would like to have as it makes life comfortable (or fun!).

Name:

* a food that you like to eat as a treat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* a drink that you like other than water \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* an item of clothing you desire \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* something in your house that provides comfort \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* your most valuable possession \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* what you would buy with $100! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Classifying needs and wants

Consider the items below – is each one a need or want? Provide reasons for your answer.

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Need** | **Want** | **Reasons** |
| Hamburger and chips  C:\Users\e0314419\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\DEDAB146.tmp  Image: available at <https://pixnio.com/food-and-drink/burgers-and-sandwiches/hamburger-potato-lunch-diet-food-sandwich> |  |  |  |
| Education, Books, Letters, Font, Lettering, Teaching  Image: available at <https://pixabay.com/illustrations/education-books-letters-font-2107899/> |  |  |  |
| Medical and dental services  Maximizing Health thru Health Care  Image: ‘Health Care’ by [Nick Youngson](http://www.nyphotographic.com/). Licensed [CC BY-SA 3.0](https://creativecommons.org/licenses/by-sa/3.0/) [Alpha Stock Images](http://alphastockimages.com/). Available at <https://www.picserver.org/highway-signs2/h/health-care.html> |  |  |  |
| Transport  Car  Image: ‘Car emoji’ author unknown. Licenced CC by 4.0. Available at <https://iconscout.com/icon/car-automobile-vehicle-personal-family-transportation-emoj-symbol> |  |  |  |
| Technology  Image result for cartoon electronic devices  Image: <https://cdn.pixabay.com/photo/2015/10/04/17/48/mobile-971480__340.jpg> |  |  |  |

# Student worksheet 1.2

## Characteristics of WANTS

Think about the following groups of people and the needs and wants they may have.

|  |  |
| --- | --- |
| cartoon Baby Crying drawing  Image: ‘Cartoon baby crying drawing’. Licensed [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/),available at: <https://pixy.org/799816/> | A baby needs…  A baby wants… |
| Image available at <https://clipartstation.com/play-with-toys-clipart-2/> | A toddler needs…  A toddler wants… |
| 2,000+ Free Children & Kids Illustrations - Pixabay  Image available at <https://pixabay.com/illustrations/search/children/> | A primary student needs…  A primary student wants… |
| Image: ‘Cool Couple N2’. Licensed CC0. available at <https://pixy.org/2712664/> | A teenager needs…  A teenager wants… |
| Family, Family Portrait, Cartoon, Cartoon Characters  Image available at: <https://pixabay.com/vectors/family-family-portrait-cartoon-5467986/> | A family needs…  A family wants… |

What do all of these groups have in common?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Based on your ideas regarding wants, complete the Frayer Model graphic organiser below.

**What are some alternative terms for WANTS?**

# Student Worksheet 1.3

## Glossary activity

Use your text book or internet sources, to find definitions and examples for the terms listed below.

|  |  |  |
| --- | --- | --- |
| **Key term** | **Definition** | **Example** |
| Capital |  |  |
| Consumer |  |  |
| Economy |  |  |
| Enterprise |  |  |
| Factors of production |  |  |
| Goods |  |  |
| Labour |  |  |
| Land |  |  |
| Needs |  |  |
| Primary Industry |  |  |
| Producer |  |  |
| Secondary industry |  |  |
| Services |  |  |
| Tertiary industry |  |  |
| Wants |  |  |

# Student Worksheet 2.1

## Satisfying needs and wants

**Task 1:** In order to satisfy our needs and wants, we CONSUME (USE) **goods and services.** In the space below, note examples of goods and services you have used this week.

|  |  |
| --- | --- |
| Activity | Goods and/or services used |
| Sleeping | Sheets, pillow, duvet, |
| Breakfast | Cereal, milk, toast |
| Transport |  |
| Recess |  |
| Essential services |  |
| School supplies |  |
| Clothing |  |
| other |  |

List some of the resources required to produce the goods and services you have used.

For example

Sheets: - cotton, thread, factory

Milk for cereal: - farm, cows, transport

**Task 2:**

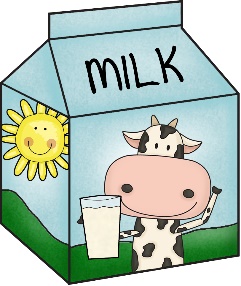
Businesses combine a variety of resources in order to produce the goods and services consumers need to satisfy their needs and wants. They are called the **factors of production**: the inputs available to supply goods and services in an economy.

|  |  |
| --- | --- |
| Factors of production. | |
| Land | **Labour** |
| The natural resources or raw materials available for production, for example soil, plants, animals, minerals. Anything found in nature above or below the ground or oceans. | The human input into the production process. Any physical or mental labour required. |
| Capital | **Enterprise** |
| Goods used to create or supply other goods and services, fo0r example machinery, buildings, chemicals, computers | An entrepreneur combines the other three factors to increase supply, for example an entrepreneur |
|  |  |

Consider milk used for cereal – think about all the resources that have been combined to create this good.

Land

Labour



Enterprise

Capital

Image: ‘Clipart of milk carton’ available at <https://pixy.org/4505443/>

# Student worksheet 2.2

## Food supply chain

A food supply chain considers the journey of a food resource from production to consumption.

<https://www.refreshedschools.health.wa.gov.au/wp-content/uploads/2020/01/Year-9-SOURCE-Understanding-Sustainable-Food-Systems-2020.pdf>

Using the carton of milk as an example, consider the supply chain required to get fresh milk ‘from farm to plate’.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Supply Chain element** | **Primary production** | **Processing** | **Distribution** | **Access** | **Consumption** | **Waste** |
| **Example**  https://pixy.org/src/450/4505443.jpeg | Dairy farms | Milking  Storage  Pasteurisation, homogenisation | Transport of milk from farms to processing plants, products from factory to retail | Supermarkets, food outlets | Milk, cream | Solid waste, water waste, packaging |
| **Examples of resources** | Soil, grass, cows, farm workers, farm equipment, fences, chemicals, milking machines | Storage vats, refrigeration, laboratory equipment, packaging materials | Refrigerated tankers, petrol, drivers | Shop workers, hospitality workers, marketing and advertising | Factory equipment, workers | Water, plastic, metal, cardboard and paper |
| **Examples of businesses in this sector** | Bannister Downs Gundagai Dairy Whiterocks Farm Halls Family Dairy | Bannister Downs Brownes  Lactalis | SRH Milk Haulage  McColls | Coles  Woolworths  Aldi  IGA | Bannister Downs  Brownes Dairy | PlanetArk |

SEE, THINK, WONDER

What do you ‘SEE in this example? What do you ‘THINK’ about that? What does it make you ‘WONDER’?

Choose one of the food products you listed on worksheet 2.1 and investigate the supply chain for that item. Use your own knowledge or internet resources to help you complete the table.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Supply Chain element** | **Primary production** | **Processing** | **Distribution** | **Access** | **Consumption** | **Waste** |
| **Example** |  |  |  |  |  |  |
| **Examples of resources** |  |  |  |  |  |  |
| **Examples of businesses in this sector** |  |  |  |  |  |  |

Share your research with your partner and discuss your findings.

# Student worksheet 3.1

## Interdependence of producers and consumers

Australia is a nation of consumers and producers. We have many industries that create goods and services to satisfy our needs and wants. Primary production includes food, fibre and mining of minerals. When considering food items, some primary products come straight from the farm in raw form and some are processed to create other goods. The relationship between producers, consumers and market forces is important to understand and in this lesson you will conduct research regarding various primary industries involved in food production.

### A case study in horticulture: The Sweeter Bananas Co-operative

|  |
| --- |
| Type of producers |
| Horticulture/fruit |
| About the company |
| 1. Formed by a group of growers in 1993. 2. 25 families involved in the company. 3. Based in Carnarvon. 4. They invented the ‘Original Lunchbox Banana™’. 5. Invested in supply chain links, for example cold storage. |
| Selling points |
| 1. WA company 2. Their bananas taste sweeter – university tested 3. Banana bread introduced as a product to minimise waste |
| Factors |
| Factors beyond their control:   * Competition from Queensland banana growers * Cyclones, floods, drought * Growing cycle * taste * international markets   Factors able to control:   * Marketing strategies * Investment in supply chain infrastructure * Communication with retail outlets   Factors able to reduce or enhance consequences:   * Processing raw materials to create new products e.g. smoothie bananas or banana bread * Working as a cooperative * Different markets * Advertising and marketing e.g. website, recipes |

Working in small groups, investigate the relationship between consumers and producers and market forces from the perspective of a primary producer.

|  |
| --- |
| Type of farmer(s) |
|  |
| Description |
| 1.  2.  3.  4.  5. |
| Selling points |
| 1.  2.  3. |
| Factors |
| Factors beyond their control:  Factors able to control:  Factors able to reduce or enhance consequences: |

**Present** your findings in a PPT to present to the class.

# Student worksheet 3.2

## Recap and review

Explain how consumers rely on businesses to meet their needs and wants. Refer to your research from worksheet 2.2 (Food supply chain) and worksheet 3.1 (Interdependence of producers and consumers) to support your ideas.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

# Student Worksheet 4.1

## Business response

### How do businesses respond to the demands of consumers?

The coronavirus (or COVID 19) pandemic forced a number of changes in consumer behaviour, and businesses were compelled to respond quickly to maintain their market share and remain viable.

Discuss how the following businesses may have been impacted by the restrictions placed on society due to the coronavirus pandemic.

1. Teleconferencing services

|  |  |  |
| --- | --- | --- |
| **Before reading** | **After reading** | **and now?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. Food delivery services

|  |  |  |
| --- | --- | --- |
| **Before reading** | **After reading** | **and now?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. D.Y.I suppliers

|  |  |  |
| --- | --- | --- |
| **Before reading** | **After reading** | **and now?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. Education and health services

|  |  |  |
| --- | --- | --- |
| **Before reading** | **After reading** | **and now?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. Food suppliers e.g. cafes and restaurants

|  |  |  |
| --- | --- | --- |
| **Before reading** | **After reading** | **and now?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

#### PMI – Plus, Minus, Interesting

Read the article provided by your teacher and record any:

* positive aspect of corona restrictions, under ‘Plus’
* negative aspect of corona restrictions, under ‘Minus’
* interesting points, under ‘Interesting’.

|  |  |  |
| --- | --- | --- |
| **Plus** | **Minus** | **Interesting** |
|  |  |  |

#### Reflection

What did you learn from this article?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

Many of the changes suggested require use of a device. How will this impact different groups in society?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

Which changes mentioned in the article are likely to become new habits for consumers?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

# Student worksheet 5.1

## Food trends

Consumers today have access to a lot of information, so their decisions on what to buy are influenced by many factors, including price. For example, before buying a food product, consumers may be influenced by:

* Wanting to make a health-conscious decision,
* concerns about the natural environment and climate change
* considering the working conditions of the people producing the product.

Businesses respond to **consumer demands** by offering a range of products, changing the method of production or altering prices.

### SWOT (strengths, weaknesses, opportunities and threats) analysis

Some of the more recent trends related to food consumption include:

* plant protein
* flexitarianism
* organic food
* line caught fish
* Native ingredients
* plant based milks
* food labelling
* buying local
* meal kits

Work in small groups to complete a SWOT Analysis chart to show the strengths, weaknesses, opportunities and threats of the option you have chosen.

**Title and description:**

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| **Opportunities** | **Threats** |

Investigate companies that have responded to the trend you chose.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Food trend:**  Plant based milks | **Business name** | **Business response – tick the appropriate box** | | |
| **Example of product** | **Who produces or supplies it in WA?**  Find an example(s) | **Created a new product** | **Created a new process** | **Redesigned packaging** |
| Oat milk | Wide Open Agriculture |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Food trend:** | **Business name** | **Business response – tick the appropriate box** | | |
| **Example of product** | **Who produces or supplies it in WA?**  Find an example(s) | **Created a new product** | **Created a new process** | **Redesigned packaging** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Using online resources (or visit your local shops to take photos) collect images that demonstrate the food trend you are investigating. Use the images to create an infographic summarising your findings.

# Student worksheet 6.1

## Mind map

# Student worksheet 6.1a

## Mind map example

Designer clothes, hamburger, soft drink

Food, water, shelter, air

Survival comfort

Needs and wants **Businesses**

purchase

have

provide

Goods and services

**Consumers**

Tangible items

Desk bread

# Student worksheet 6.2

## Recap and review

Using the mind-map you created, respond to the following:

BUSINESSES RESPOND TO THE DEMANDS OF CONSUMERS.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

# Student worksheet 7.1

## Determining a price

Possible pricing strategies

Set a price based on PERCEIVED VALUE!

Step 1: What does an apple…….

|  |  |
| --- | --- |
| **LOOK like** | **TASTE like** |
| **FEEL like** | **SMELL like** |

Step 2: Taste test

After tasting the apple samples, please rate the following attributes on a scale of 0 to 10.

**0**

Don’t like it at all

**5**

Neither dislike

nor like it

10

Like it a lot

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Apple** | **Crunch on first bite** | **Texture** | **Sweetness** | **Sourness** |  |  |
| A |  |  |  |  |  |  |
| B |  |  |  |  |  |  |
| C |  |  |  |  |  |  |
| D |  |  |  |  |  |  |

Please indicate the most you are willing to pay for ONE apple if the apples were sold in a SUPERMARKET today:

|  |  |
| --- | --- |
| **Apple** | **Price ($)** |
| A |  |
| B |  |
| C |  |
| D |  |

Step 3: Use online catalogues, or visit your local shops, to determine the variety and price of apples available in your local area and how they compare to the class results.

Step 4: Conduct survey and interpret results.

Step 5: Research the features of the Bravo apple at <https://bravoapples.com.au/>

|  |  |  |  |
| --- | --- | --- | --- |
| **Freshness** | **Taste** | **Health benefits** | **Other information** |
|  |  |  |  |

Step 6: Based on your research, determine a price you think consumers would be willing to pay for a Bravo apple.

Step 7: In the space below, CREATE an advertisement for Bravo Apples. Include information about the apple variety, the benefits and determine a price that could be charged using A PERCEIVED VALUE PRICING strategy.

# Student worksheet 7.2

## Survey

1. Where do you currently buy the majority of your vegetables and fruit from? (Tick all that apply)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Vegetables | Fruit | Apples |
| Farmer markets | ⬜ | ⬜ | ⬜ |
| Supermarkets (physically in store) | ⬜ | ⬜ | ⬜ |
| Online  (including online platform of physical stores) | ⬜ | ⬜ | ⬜ |
| Fruit/vegetable store | ⬜ | ⬜ | ⬜ |
| Other (please specify) |  |  |  |

2. On a scale of 0 to 10, which of the following characteristics influence you when buying apples? (0 = least important and 10 = extremely important, tick one box per row)

|  | 0:  Not at all important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10:  Extremely important |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ripeness of the fruit | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Smell | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Size of the fruit | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Freshness – visual appeal | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Amount of blemishes | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Colour of the fruit | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Price | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Health benefits of the fruit | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Variety | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Source of assurance (knowing who produced your apple) | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Being certified organic | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Food safety inspected | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Store customer service | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |
| Good store presentation | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |

3. How often do you or your family purchase fresh apples?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| More than once a week | Once a week | Once a fortnight | Once a month | Less often |
| ⬜ | ⬜ | ⬜ | ⬜ | ⬜ |

4. What is the intended use/s for the apples? (Tick all that apply)

|  |  |  |
| --- | --- | --- |
| Eat as fresh fruit | Use with other ingredients in a recipe | Other (please specify) |
| ⬜ | ⬜ |  |

5. What is the average quantity of your typical apple purchase?

|  |  |  |  |
| --- | --- | --- | --- |
| One | Two to three | Four to six | More than six |
| ⬜ | ⬜ | ⬜ | ⬜ |

6. How much are you prepared to pay for a kilogram of apples?

|  |  |  |  |
| --- | --- | --- | --- |
| $2.99 - $3.99 | $4 – $4.99 | $5 - $5.99 | $6+ |
| ⬜ | ⬜ | ⬜ | ⬜ |

Survey questions based on work developed by Griffith University and The University of Adelaide.

# Student Worksheet 8.1

## Changes in demand and supply

Your advertising campaign for Bravo™ Apples was a success and you are now established in the market place.

Think about the factors likely to cause an increase or decrease **demand** and **supply** of your apples.

|  |  |
| --- | --- |
| **Increases in supply** | **Decreases in supply** |
| **Increases in demand** | **Decreases in demand** |

Which of the factors listed above can producers influence?

|  |
| --- |
|  |
|  |
|  |
|  |

Do these factors apply to any good or service? Why/why not?

|  |
| --- |
|  |
|  |
|  |

# Student Worksheet 9.1

## Imperfect fruit and vegetables

In recent years, Australia’s major supermarkets have followed the lead of European supermarkets and introduced a range of fruit and vegetables that don’t look ‘perfect’. They hope to reduce food waste. (Approximately 25 - 40% of produce is discarded each year due to cosmetic damage, the food tastes the same!).

|  |  |
| --- | --- |
| Imperfect | Perfect |
| Image result for ugly fruit | C:\Users\e0314419\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FA23F7E8.tmp |
| Image: ‘Ugly fruit’ by [gromgull](https://www.flickr.com/photos/gromgull/). Licensed [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/), available at <https://www.flickr.com/photos/gromgull/2368612544> | Image: ‘Mixed calamondin-calamansi’ by Calamondin laurie.  Licensed [CC BY-SA 3.0](https://creativecommons.org/licenses/by-sa/3.0/deed.en), available at <https://commons.wikimedia.org/wiki/File:Mixed_Calamondin-Calamansi.jpg> |

What are the similarities and differences between the two versions of fruit pictured above?

Consider:

1. the characteristics of the fruit
2. the production process and supply chain
3. the factors that may affect demand and supply.

#### Your task: Fieldwork

Visit your local supermarket or farmers’ market to compare the prices for ‘imperfect’ and ‘perfect’ produce. Alternatively, use online shopping sites to locate the information.

|  |  |  |
| --- | --- | --- |
| Fruit or vegetable | Price per kilo | |
| Imperfect | Perfect |
| carrots | $1.33 | $2.00 |
| Tomatoes | $4.50 | $4.70 - $6.70 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

#### Conclusions

|  |
| --- |
| What did you learn from your investigation? |
| Where is the imperfect produce located in the store you visited? |
| What could businesses do to increase demand for imperfect produce? |

What will happen to the price of imperfect produce if the supply increases but demand stays the same? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will happen to the price of imperfect produce if the supply decreases but demand stays the same? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will happen to the price of imperfect produce if the supply stays the same but demand increases? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will happen to the price of imperfect produce if the supply stays the same but demand decreases? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Student Worksheet 10.1

## From farm to café

|  |  |
| --- | --- |
| From farm… | … to café |
|  |  |
| Image: ‘*Persea americana* fruit’ by B Navez. Licensed [CC BY-SA 3.0](https://creativecommons.org/licenses/by-sa/3.0/deed.en), available at <https://commons.wikimedia.org/wiki/File:Persea_americana_fruit_2.JPG> | Image: ‘Smoked chicken and avocado wrap’ by [Takeaway](https://commons.wikimedia.org/wiki/User:Takeaway). Licensed [CC BY-SA 3.0](https://creativecommons.org/licenses/by-sa/3.0/deed.en), available at  <https://commons.wikimedia.org/wiki/File:Smoked_chicken_and_avocado_wrap.jpg> |

|  |
| --- |
| **Scenario**  You own a cafe in your local town and offer three menu items that contain avocado.   * Chicken and salad wrap $14 * Smashed avocado on sour dough $15 with poached egg $18 * B.L.A.T. wrap or roll $15 with chicken $20   The price of each item covers the cost of production and contributes to profit for the business owner.  **Problem**  Avocado prices have recently risen from $1.50 to $4.00 per avocado.  How can you keep all three items on the menu for the same price and maintain your profit margin?  **Possible solutions**  **Other factors**  You need half an avocado for each menu item.  There is a 30% mark up on menu items to cover the costs of the business and generate profit. |

# Student Worksheet 11.1

## Plan your canteen menu

The school canteen management need your help to prepare a seasonal menu suitable for the students at your school. They want you to use local produce in as many menu items as possible.

|  |
| --- |
| Your task  1. Find out what produce is available in your region, using the:   food map on the Department of Primary Industries and Regional Development website <<https://www.agric.wa.gov.au/where-food-produced-western-australia-food-map>>  ‘In Season Now’ information on the Buy West Eat Best website <<https://www.buywesteatbest.org.au/eat-local/in-season-now/>>.   1. Plan a lunch menu for the current season. Your menu should have at least 10 items. 2. Select one item and determine a suitable price, using the following methods: 3. Cost price plus a 30% margin:   You will need to work out the cost of all the raw ingredients required to produce the item, then add 30% to cover costs such as labour and electricity.   1. Competition pricing methods:   You can look at canteen menus from other schools to find out how much they charge, and then use a similar price.   1. Value pricing   This is based on what customers *think* your product is worth. Survey your class / year group / school population to find out what they are prepared to pay for your item.   1. Compare the three prices you have worked out and decide which one you will use and why. 2. Present your idea to the class. |

# Student worksheet 12.1

## Entrepreneurs

Entrepreneurs are the people who combine the factors of production and produce goods or services. Some are more famous than others. You may recognise the names of the people in the table below. Name the company they own and jot down details you know.

|  |  |  |
| --- | --- | --- |
| **Name** | **Company** | **What do you know about them or their companies?** |
| Walt Disney |  |  |
| Simon Cowell |  |  |
| Richard Branson |  |  |
| Elon Musk |  |  |
| Marc Zuckerberg |  |  |
| Gina Rhinehart |  |  |
| Oprah Winfrey |  |  |
| JK Rowling |  |  |

Disney Harpo Facebook Pottermore Publishing Virgin

Tesla And Space X Syco Entertainment Hancock Prospecting

1. Have you heard of these companies before?

|  |
| --- |
|  |
|  |
|  |

1. Why are they familiar to you?

|  |
| --- |
|  |
|  |
|  |

1. What do they contribute society?

|  |
| --- |
|  |
|  |
|  |

1. Entrepreneurs are not always famous. Describe an entrepreneur that you know.

|  |
| --- |
|  |
|  |
|  |

# Student Worksheet 12.2

## Characteristics of entrepreneurs

Regardless of the type of company they own, the goods or services they produce or the amount of money they make, entrepreneurs share many characteristics.

What do you think the characteristics of an entrepreneur might be?

|  |  |  |
| --- | --- | --- |
| **Think**  List *your own* ideas | **Pair**  Add new ideas after discussing with your ‘shoulder partner’ | **Share**  Add new ideas after discussing as a class |
|  |  |  |

Using the information from the discussion above, create a Y-chart to identify what you think it is like to be an entrepreneur.

**Feels like…**

Success Hard work Enjoyment

**Looks like…**

Long hours Many skills Trying hard

**Sounds like…**

Sharing ideas A sigh of relief

# Student worksheet 13.1

## Character Corners

Based on the information your teacher has provided, respond to the following:

1. From the four to six examples provided, **name** the entrepreneur you would like to meet and state why.
2. From the information provided, **describe** the entrepreneur.
3. **Formulate** two questions that you would like to ask this entrepreneur.

TASK: Move into groups of three to five students who have chosen the same entrepreneur as you.

Compare your responses and describe the characteristics the entrepreneur has demonstrated.

Record ideas in the space below.

# Student worksheet 14.1

## Agricultural innovation and invention

Before colonisation, First Australians developed many innovative farming and food gathering methods and technologies to assist in food collection. In the table below, describe the farming and food production techniques that First Australians used. Think about the purpose of each tool and how it assisted food collection.

|  |  |
| --- | --- |
| **Boomerang** | **Coolamons** |
| Boomerang, Aboriginal, Australia, Wood, Toy | https://upload.wikimedia.org/wikipedia/commons/f/fe/Australian_Museum_-_Joy_of_Museums_-_Coolamons_-_Aboriginal_Carrying_Vessels.jpg |
| Image: available at: <https://pixabay.com/vectors/boomerang-aboriginal-australia-wood-151561/> | Image: ‘Australian Museum’ by [Gordon Makryllos](https://commons.wikimedia.org/wiki/User:GordonMakryllos). Licensed [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/deed.en), available at  <https://commons.wikimedia.org/wiki/File:Australian_Museum_-_Joy_of_Museums_-_Coolamons_-_Aboriginal_Carrying_Vessels.jpg> |
|  |  |
| **Fish traps** | **Spears** |
| https://upload.wikimedia.org/wikipedia/commons/9/91/1413_-_Brewarrina_Aboriginal_Fish_Traps_-_Baiame%27s_Ngunnhu_-_Brewarrina_Aboriginal_Fish_Traps_-Baiame%27s_Ngunnhu_%285051305b2%29.jpg | File:Effet boomerang-P8190505.JPG |
| Image: by B Hanna, available at [https://www.environment.nsw.gov.au/maritimeheritageapp/resources/Heritage/ shi/505/5051305b2.jpg](https://www.environment.nsw.gov.au/maritimeheritageapp/resources/Heritage/%20shi/505/5051305b2.jpg) | Image: ‘Effet boomerang’ by Rama. Licensed [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/deed.en), available at <https://commons.wikimedia.org/wiki/File:Effet_boomerang-P8190505.JPG> |
|  |  |

The article ‘Agricultural innovation and food production’ on the IP (Intellectual Property) Australia website <<https://www.ipaustralia.gov.au/about-us/news-and-community/blog/agricultural-innovation-and-food-production>> briefly summarises the history of agricultural innovation in Australia. Read the article and complete the table below.

|  |  |  |
| --- | --- | --- |
| **Heading** | **Main Points** | **Questions I now have** |
| Indigenous innovations |  |  |
| Colonial experimentation |  |  |
| Engineering ingenuity |  |  |
| From pest control to food science and digital agriculture |  |  |

Prepare an annotated timeline to show the innovations in agriculture before and after colonisation.

# Student worksheet 15.1

## Think big challenge

|  |
| --- |
| ‘AGRICULTURAL ENTREPRENEURSHIP CHALLENGE’.  The Agricultural Entrepreneurship Challenge provides an opportunity for individuals or groups to present a new invention or an innovative idea to improve practices along the primary industry supply chain.   1. Research an aspect of the primary industry supply chain to determine current practice and the contribution it makes to the WA economy. 2. Develop an invention or innovation that improves practice or adds value to the industry in one or more of the following areas:  * production * processing * distribution * storing * preserving * packaging * reducing waste  1. Prepare a presentation for the class that includes:  * a brief summary of your research * a diagram or model of your invention/innovation * a description of how your idea benefits the business, the environment and/or society. |

# Student worksheet 16.1

## Body map

PREPARE a BODY MAP to summarise what you have learnt about being an ENTREPRENEUR.

Your Body map must include:

Head: What does an entrepreneur *think or say?* What *ideas* do they have?

Dialogue bubble: What would an entrepreneur *tell* you about their experiences?

Chest/heart: What does an entrepreneur *feel?*

Hands/arms: What does an entrepreneur *do?*

Shoulders: What are the *responsibilities* of an entrepreneur?

Feet/legs: Where is the entrepreneur *going* in the future?

