



HUMANITIES AND SOCIAL SCIENCES – ECONOMICS AND BUSINESS

SAMPLE TEACHING AND LEARNING OUTLINE

YEAR 6

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Time allocation on which the outline is based

Two hours of teaching per week for one school term (10 weeks).

Economics and Business key concepts embedded

- making choices
- scarcity
- interdependence.

Prior knowledge

Economics and Business was introduced in Year 5 where students learned about needs and wants, resources, making goods and services, making purchase decisions and resource use decisions, choices that are made as a result and strategies for making informed economic (purchase and financial) decisions. The imbalance between wants and resources is introduced.

Humanities and Social Science Skills

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Across the year different skills are emphasised in Civics and Citizenship, Economics and Business, Geography and History:

- Questioning and Research (**Q&R**)
- Analysing (**A**)
- Evaluating (**E**)
- Communicating and Reflecting (**C&R**)

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

Trade-offs and Impacts of Economic Decisions

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1–3	<p>Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, remote community stores) to earn revenue</p> <p>Key concept: Making choices</p>	<p>How do you and the family ‘shop’?</p> <p>Where does most shopping occur in Australia?</p> <p>How is peoples’ growing access to the internet changing the operation of retail stores?</p> <p>What are the advantages and disadvantages of online shopping?</p> <p>What costs does a business have to pay for?</p> <p>How can a business make a profit if they have to pay so much to cover their costs?</p> <p>How is profit calculated?</p>	<p>Q&R > develop and refine a range of questions/collect information (internet , observation, guest speaker)/use a method to record (table)</p> <p>A> interpret information/identify different points of view</p> <p>E > draw and justify conclusions based on information (e.g. infer relationships)/use decision-making processes (e.g. identify advantages and disadvantages of different options)</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ revise the idea of a business (Year 5) ○ revise the difference between goods and services (Year 5) ○ the idea that making and selling often occur at different locations (use examples) ○ the ideas of ‘costs’, ‘revenue’ and ‘profit’ <p>LA 1 Students identify the businesses that operate at the local shopping centre (this can be via an excursion or by using the centre’s website for a virtual excursion).</p> <p>Use other sources such as the internet and the local community newspaper, to identify other businesses in the community that are mobile or operate from offices or factories and buildings in the local industrial area.</p> <p>LA 2 Students view the following information about changes in shopping: ‘<i>The changing face of retail in Australia</i>’ at http://www.slideshare.net/Smithshawnb/the-changing-face-of-retail-in-australia</p> <p>‘<i>Department stores of the future</i>’ at http://www.abc.net.au/lateline/content/2013/s3763501.htm</p> <p>Discuss what has changed about retail.</p> <p>LA 3 Invite the manager/owner of a local small business (e.g. a pizza shop, a café, a plumber) into the classroom to discuss their costs and what they do to increase their revenue to ensure a profit</p> <p>LA 4 Students examine one business that operates entirely online and analyse how it attracts customers - examples include: CatchofTheDay, Flippa (internet), SurfStitch (retail), Kogan (retail)</p>

Trade-offs and Impacts of Economic Decisions

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
			C&R > present findings in a visual presentation/use subject specific terminology/reflect on learning	Suggested assessment > Have students classify a list of the impacts of online shopping as advantages or disadvantages for either consumers or businesses.
4-7	<p>The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' markets or a supermarket chain) and the environment (e.g. pollution, waste)</p> <p>Key concept: Making choices</p>	<p>How can good purchase decisions have a positive impact on a family?</p> <p>How can bad purchase decisions impact on an individual and their family</p> <p>How can purchase decisions impact on the community?</p> <p>How can purchase decisions impact on the environment?</p> <p>Why are slow foods, slow clothes and growers/farmers markets a trend?</p>	<p>Q&R > collect information and/or data (internet, listening, survey)/use a method to record (table)</p> <p>A > interpret information/and/or data/identify different points of view/translate collected information and/or data in to different formats</p> <p>E > draw and justify conclusions, and give explanations, based on information and/or data</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ the idea of positive and negative impacts ○ the link between purchasing decisions and the establishment and continuation of businesses ○ the link between purchasing decisions and natural resources and the environment <p>LA 5 Students use an online calculator to determine how much physical activity is required to 'burn off' a fast food meal. Discuss with the class why some people make bad purchase decisions about food and drinks.</p> <p>LA 6 Students consider the information on the Growers' Green Farmers' Market website http://www.growersgreenfarmersmarket.com/ and in the following newspaper articles: http://www.afr.com/lifestyle/farmers-markets-make-most-of-city-foodies-20160303-gnab92 and in the following item: http://www.watoday.com.au/wa-news/the-rise-of-farmers-markets-in-wa-20140513-zrbfv.html</p>

Trade-offs and Impacts of Economic Decisions

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
			<p>C&R > present findings in a range of communication forms/use subject specific terminology/reflect on learning</p>	<p>Discuss with the class the reasons for the growing number of growers markets in Australian cities</p> <p>LA 7 Invite a stall holder from a local Farmers' Market into the classroom to discuss why they sell there and what benefits consumers get from shopping at such a place.</p> <p>LA 8 As a class, plan and conduct a survey of adults to identify if they shop at the local growers' markets, why they do or do not, how they think that the market impacts on the community both economically and socially. Prepare an item for the school newsletter about the findings from the class survey.</p> <p>LA 9 Students read the following <i>Choice</i> article about ethical shopping: 'Shopping ethically for sustainability and the environment' https://www.choice.com.au/home-and-living/household/everyday-items/articles/shopping-ethically-for-sustainability-and-the-environment</p> <p>LA 10 Students use the Water Footprint Network's data to explore the 'water footprint' of selected food products http://waterfootprint.org/en/water-footprint/product-water-footprint/water-footprint-crop-and-animal-products/</p> <p>LA 11 Use the table from the Science Alert website to compare the environmental impact of consumers in selected countries 'Consumers have a bigger impact...' http://www.sciencealert.com/consumers-have-a-bigger-impact-on-the-environment-than-anything-else-study-finds</p> <p>LA 12 Identify the rate of uptake of electric cars in Australia and evaluate the advantage for the environment.</p>

Trade-offs and Impacts of Economic Decisions

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
				<p>LA 13 Research how the Environmental Performance Index is calculated and evaluate Australia’s current ranking.</p> <p>Suggested assessment > Draw and justify conclusions, and give explanations based on the data and graph concerning the impact consumer purchasing decisions can have on the environment</p>
8	<p>Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle)</p> <p>Key concept: Making choices</p>	<p>How are resources allocated to the production of particular products?</p>	<p>Q&R > developing questions to guide an investigation/use a method to record (notetaking framework)</p> <p>A > interpret information/and/or data/identify different points of view/translate collected information and/or data in to different formats</p> <p>E > draw and justify conclusions, and give explanations, based on information and/or data</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ revise the idea that resources have alternative uses (Year 5) ○ the idea of a ‘trade-off’ <p>LA 14 Discuss with the class the changes that could influence a farmer’s choice about what to use their resources to produce.</p> <p>Reflection > Use a revision activity to allow students to reflect on their learning about resource use decisions and trade-offs.</p> <p>Suggested assessment > Investigate a land use decision e.g. not continuing Roe Highway through the Beelihar wetlands, allowing fracking for coal seam gas on farmland</p> <p>The emphasis is on the choice made about the use of land, why it was made and the trade-offs resulting from that decision.</p>

Trade-offs and Impacts of Economic Decisions

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
			C&R > present findings, conclusions and/or arguments/using subject-specific terminology/reflect on learning, identify new understandings	
9-10	<p>Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity)</p> <p>Key concept: Making choices</p>	How can natural resources that are in abundant supply such as water, forests and minerals be regarded as scarce?	<p>Q&R > identify current understandings on a topic/collect information (asking others)/use a method to record (table)</p> <p>C&R > present findings in a visual presentation/reflect on learning</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ the ideas of ‘limited resources’ and ‘unlimited wants’ (use examples) ○ the idea of ‘relative scarcity’ <p>LA 15 Have the students take photos (or collect pictures) of a range of different resources from school and businesses/workplaces in the local community. Have the students make a visual presentation of the resources (PowerPoint or Prezi)</p> <p>Reflection > Use a revision activity to allow students to reflect on their learning from this unit (e.g. make up a board game or write a set of quiz questions)</p>

Teaching and learning resources

Trade-offs and Impacts of Economic Decisions-Chris Stone (EandB Education, 2017)

Year 6: Economics and Business-Tamara Boyer (Ready-Ed Publications, 2015)

MoneySmart (ASIC)

https://www.moneySMART.gov.au/media/559071/mst_primary_integrated5.pdf