



*18 U.S.C. 707

Consumer Supply and Demand

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Amount of Time for Lesson: 45 minutes

Standards of Learning:

Grade 2:

Economics

- 2.6 The student will explain the interdependence of producers and consumers in a market economy by describing factors that have influenced consumer demand and describing how producers have used natural resources, human resources, and capital resources to produce goods and services in the past and the present.

Mathematics

- 2.6 The student will recall basic addition facts, sums to 18 or less, and the corresponding subtraction facts.

Oral Language

- 2.3 The student will use oral communication skills; use oral language for different purposes, participate as a contributor and leader in a group.
- 2.5 The student will use meaning clues when reading; use pictures and diagrams.

Grade 3:

Economics

- 3.8 The student will explain in simple terms how opportunity, cost, scarcity, and price influence economic decision making.

Mathematics

- 3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete materials.
- 3.11 The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials.

Oral Language

- 3.1 The student will use effective communication skills in group activities; listen attentively by making eye contact, facing the speaker, asking questions, and paraphrasing



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what is said; ask and respond to questions from teachers and other group members; explain what has been learned.

■ Goal of Lesson:

The students will learn about the factors that influence consumer supply and demand of food and economic decision-making process related to food.

■ Learning Objectives:

1. The student will explain in simple terms how opportunity, cost, scarcity, and price influence economic decision-making.
2. The student will explain the interdependence of producers and consumers in a market economy by describing factors that have influenced consumer demand and describing how producers have used natural resources, human resources, and capital resources to produce goods and services in the past and the present.

■ Supplies:

- Food Guide Pyramid poster and/or plastic pyramid with food models
- Pictures of weather, seasons, producers, transportation, food sources, family factors, advertising and packaging of food
- Overheads of VA produce maps and imports from South America
- Paper, plastic, or real food items for breakfast and fruit snacks
- Imported fruit or vegetable to taste, i.e. kiwi, mango, guava juice, etc.

■ Introduction to the Nutrition and Health Educational Series:

Today we will start a series of ten nutrition and health lessons. We will cover many different topics related to buying, selecting and eating food from the Food Guide Pyramid to improve your health. But first I have two friends that will help us in learning our lessons. How many of you have a pet? I brought my two pet friends-Pyramid Pup and Rainbow Parrot—who will be helping us to teach this lesson and other nutrition and health lessons for the next few weeks.



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Let's start our first lesson!

Rules of Conduct:

1. To participate is a privilege with privileges come responsibilities. If you are unable to cooperate you cannot participate.
2. Please raise your hand if you have questions or comments. Please hold questions and comments until after I have finished speaking.
3. When I'm speaking I expect the respect of others to be quiet and listen and I will insist that your classmates show you the same respect when you speak.
4. No negative comments about food are allowed.
5. We will be open-minded and be willing to try new foods since variety is important for good health. If we try a new food we don't like we are allowed to say, "I haven't learned to like it yet."
6. If I need to speak to you once, you have had a warning. If there is a second time you will need to relocate.

Teacher's Guide

Student Activities

Main Lesson and Activities

1. **Students will explain in simple terms how opportunity, cost, scarcity, and price influence economic decision-making.**

Who ate breakfast this morning?

What did you eat?

Who made your breakfast choices?

There are many factors that affect what foods are on your plate. Today we will talk about factors that influence the economic decisions.

First, let's look at the variety of foods found in the Food Guide Pyramid. The parts or food groups in the Food Guide Pyramid are as follows:

- Bread or Grains Group
- Vegetable Group
- Fruit Group

Students answer questions.

Food Guide Pyramid Poster or model



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Teacher's Guide

Student Activities

- Milk Group
- Meat Group
- Tip of the Pyramid —Fats, Oils, and Sweets

Today we will talk about factors that influence the economic decision-making process relative to buying and choosing food.

Let's use fruits and vegetables as an example. We need to eat 5 fruits and vegetables a day. Let's think about what factors affect how much fruit and vegetables cost, or the amount or supply available during different times of the year.

Show pictures of these factors and discuss with students

- Weather
- Seasons
- Producers around the world, USA, and VA
 - Imported foods
- Transportation Costs
 - Train
 - Truck
 - Ship
 - Airplane
- Local Food Sources (Rural/Urban)
 - Farmer's Markets
 - Gardens
 - Supermarkets/stores
 - Convenience stores
- Family Factors
 - Likes and Dislikes of food
 - Culture/Ethnic Heritage
 - Religion
- Advertising
- Packaging
 - Large amounts are cheaper than small amounts of prepackaged foods.

Students discussion of pictures



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Teacher's Guide

Student Activities

Breakfast Activity:

What does Pyramid Pup and Rainbow parrot eat for breakfast?

- Meat
- Cereals

These foods are grown in VA.

Where they are grown in VA depends on natural resources, human resources, and capital resources to produce food products.

Let's name some factors that influence the cost of these foods in this area of Virginia.

- Where are they grown?
- Cost of shipping?
- Cost of packaging?
- Popular food?

Compare the cost of these two breakfasts?

Here is an example of a breakfast that many people eat in the morning.

Breakfast #1

- Oatmeal
- Glass of Milk
- Canned pineapple

Breakfast #2

- Individual packaged small box of cereal
- Small box of milk
- Fresh pineapple

Breakfast #2 is more expensive because of the smaller packages, fresh pineapple, shipping expenses, etc.

Try a new food activity:

Transportation, seasons and foods grown around the world provide us with a variety of foods. Many we have not tasted.

Students observe Wheat and Beef maps of Virginia. Students decide of beef and/or wheat are produced in their county.

Maps of Virginia

Plastic or real food examples to compare.



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Teacher's Guide

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Experiment with tasting a new food at least once a month. Today we are going to taste a kiwi (or use another fruit or vegetable). Everyone needs to take a taste. Some foods take time to like the flavor or texture. Studies have shown that many students need to try a new food six or seven times before they develop a taste for it. Be open minded when trying new foods and you will probably be surprised at the new foods you like!

Explain Handout Sheet.

Review of the Lesson:

Use a fruit or vegetable example to ask students to name the different factors that influence the cost and buying decisions.

Handout:

What's on Your Breakfast Plate? (VCE 348-059)

Students answer questions.

Student taste washed and sliced pieces of kiwi, or another fruit or vegetable.

What's on your Plate and Why?

Students paraphrase what they have learned and share it with the class.

Support Materials for Teachers:

Eating 5 Fruits and Vegetables A Day (VCE 348-022)

Children's Books:

What to eat? And other questions kids ask about food. USDA

Prices go up, prices go down: the laws of supply and demand. David A. Adler

Next Lesson: Food Guide Pyramid

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