

Year 9–10 Economics Decision Making	Strand: Understand how economic decisions impact on people, communities and nations.
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Key Competencies	The Learning Context
<p>Relating to others.</p> <p>Participating and contributing.</p> <p>Thinking.</p>	<p>In groups:</p> <ul style="list-style-type: none"> Each group is to collectively list the major purchases made by them: <ul style="list-style-type: none"> while at primary school. while at secondary school. in ten years time. Each group is then to determine – <ul style="list-style-type: none"> How the purchase was made for each of the situations. The reasons for each purchase. The opportunity cost for each purchase. The groups are then charged with developing a process for making an effective purchase and present that process to the other groups for critique. The class critique is used to develop an economic decision making model that they all agree on. Ask the students to apply the model to a number of everyday purchases that they make and to ask their parents to apply the model to their day to day purchases and to a potential large household purchase. Back in the same groups, critique the agreed model against their personal experience and recommend any adjustments that may be required. Students are to record their purchases made over a two week period and reflect on them in relation to the agreed model. This could be a blog, a wiki or a diary. Students could approach the school management with the idea that the model could be used in some significant school purchase and be supervised by them.
Enterprising Attributes	
<p>Decision making.</p> <p>Problem solving.</p> <p>Managing risk.</p> <p>Negotiating.</p> <p>Learning from mistakes.</p>	
Content	
<p>Economic Decision making process.</p>	
	Assessment Ideas
	<ul style="list-style-type: none"> Self reflection. Student stories/blog.