

New Zealand Commerce & Economics Teachers Association Inc

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Te Aka Pouhoko, Pouaha Tōpū o Aotearoa

Accounting  
Business Studies  
Digital Technologies  
Economics

# Economics Resource Catalogue

Educating young people who  
will be significantly different!

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## Economics Catalogue Term 4 2025

**Year 9 & 10 : Level 5**

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# Year 10 Economics Catalogue

**NB Resource Codes: ECO = Economics; IC = Integrated Curriculum/Cross Curricular**

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## All Levels

### Curriculum & School Programmes Economics Resources

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<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<b>Developing Language Skills in Economics</b>	EB5	\$50.00	This comprehensive booklet is to support the teaching of Economics and is useful for ESOL/NESB students and is a valuable resource for a wide range of students in their development of language skills. It is designed to help teachers integrate English language with concepts and skills used in an Economics context. The general aim is to compliment and reinforce students' knowledge, skills, and communicative competence, as well as providing activities designed to develop students' competence in handling text and enhance their own writing skills.
<b>Years 9/10 Venture into Enterprise</b>	EB6	\$75.00	<p>An interesting and extremely useful booklet to be used with a Year 9 or Year 10 Financial Literacy, Economics, Business Studies or Enterprise class. This comprehensive ready-to-go booklet can be printed and given to each student in your class or used as individual class activities. It includes at least one term's work and incorporates classroom and research activities as well as homework activities. This resource could be used as part of the effective integration of all key competencies into your students' course.</p> <p><i>Content: (a) information and activities on enterprise, entrepreneurs, innovation, patents, trademarks, intellectual property, profiles and case studies of entrepreneurs and entrepreneurial businesses, marketing and branding and (b) information required for students to set up and run their own enterprise/business, such as income and expenditure sheet, market research, descriptors, business card, income statement, balance sheet and evaluation. A resource to save teachers hours of work and provide them with a refreshing and exciting course for their students. The booklet has already been successfully trialled and improved over the last two years.</i></p>

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## Resources for All Levels

Title and Keywords	Code	Price	Description/Contents
<b>Learning Strategies for Economics</b>  NZC Levels 5, 6, 7, 8 NCEA Levels 1, 2, 3	ECO 05/3/10v2	\$55.00	<i>Revised 2011</i> A collection of over 60 teaching and learning techniques designed as a guide or stimulation for new ideas to capture the attention and minds of the students. The resource begins with the reasons why a variety of strategies should be used in every classroom. It contains an A-Z outline list of Teaching and Learning techniques including Acronyms, Association Maps, Celebrity Heads, Thinking Programme Debates, Interactive worksheets, Oxford Debate, Scavenger Hunt, Six Thinking Hats, Tree diagrams, Visualisation and Word Sleuths, to name but a few. Also included is an ideas list to address the learning styles – Concrete Sequential, Abstract Sequential, Abstract Random, Concrete Random. Some examples are provided. The resource is suitable at any level.  <i>Contents: Resource Descriptor, Introduction; A-Z Teaching &amp; Learning Techniques, Ideas List to Address Learning Styles</i>
<b>The Circular Flow of Income</b>  NZC Levels 5, 6, 7, 8 NCEA Levels 1, 2, 3  <i>Develop economic thinking</i>	ECO 05/3/28	\$25.00	<i>Revised 2011</i> An activity to develop economic thinking. The circular flow of income appears in most programmes and will generally be covered before the deeper intricacies of broader macro-economic policy are approached. The following lesson offers an opportunity for students to cease being just receivers of information and encourages them to become involved and to think. It is best undertaken before the class has had any teaching about national income and is an ideal and simple introductory lesson on the circular flow of income. Could be used for Years 11, 12 or 13.  <i>Contents: Resource Descriptor; Introduction; The Exercise; Terms; The Activity</i>  <i>Key Competency Focus: Thinking</i>
<b>Economics Mystery Tour</b>  NZC Levels 5, 6, 7, 8 NCEA Levels 1, 2, 3  <i>Uses Local Community</i>	ECO 05/3/31	\$35.00	<i>Revised 2011</i> A resource suitable for Years 9 – 12, depending on the school programme, which allows students to see the circular flow in action. Students individually or in groups use their local business district to investigate, observe, and interview, followed by the interpretation and analysis of the data collected. The three stages could be addressed either individually or together. The first observes a section of the business district, with a series of economic questions; the second includes exports, tourism and government involvement; while the third looks at imports and standard of living. The resource ends with the completion of a circular flow model relating to the tour. The resource could be adapted to suit the local environment.  <i>Contents: Resource Descriptor; How to Use; Three Stages of the Tour; Sector Circular Flow</i>  <i>Key Competency Focus: Participating &amp; Contributing</i>

<b>The Survival Game</b>  NZC Levels 5, 6, 7, 8 NCEA Levels 1, 2, 3	ECO 06/1/1	\$20.00	<i>Revised 2011</i>  The Survival Game can be played individually or in groups and is based on the scenario of being stranded at the South Pole and the need to survive by producing shelter, food and clothing, with instructions on how to help the individual or group survive their predicament. Suitable for any age group.  <i>Contents: Teacher Notes; Instructions for the Individual; Patterns; Instructions for Groups</i>
<b>Economics Graphs</b>  NZC Levels 5, 6, 7, 8 NCEA Levels 1, 2, 3  <i>Assist teachers &amp; students in processing &amp; presentation of graphs</i>	ECO 06/2/1	\$55.00	<i>Revised 2011</i>  This resource is intended to assist teachers by saving them time in processing graphs and ensuring that they have access to an accurate graph to suit a range of situations. It contains templates of 84 graphs relating to the topics listed above and is suitable for all levels of Economics. Teachers will be able to use the graphs as is or adjust them to suit specific teaching requirements.  <i>Contents: Teacher Notes; Circular Flow Models; Demand and Supply Models; Production Possibility Curves; Lorenz Curves; Aggregate Supply and Aggregate Demand Graphs; Firm Graphs; Social Marginal Benefit and Social Marginal Cost</i>
<b>Movements &amp; Shifts on Demand Curves</b>  NZC Levels 5, 6, 7, 8 NCEA Levels 1, 2, 3  <i>Demand Curve Factors causing movement and shift</i>	ECO 10/2/1	\$48.00	This resource covers revision of the demand curve, factors which cause a movement along the curve and factors which cause a shift of the curve. It contains three interactive activities in a colourful spread sheet format which prompt students to select the correct graph for each given scenario. Instant feedback is given on the completion of each task. Each of the three spreadsheets is for a different situation and each contains twelve tasks. The resource is ideal as either a lesson starter or finisher and is also useful for reinforcing the key differences between the causes of a movement along the demand curve and a shift of the demand curve.  <i>Contents: Teacher Notes; Teacher Guidelines; Key Competencies; Content Development; Assessment; Activities</i>

## General Resources

<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<b>Consumer Rights and Responsibilities</b>	ECO 08/2/2	\$40.00	<p>The activity has been developed for the Economic World strand of the Social Sciences learning area of The New Zealand Curriculum. It is relevant to the Level 4 achievement objective - <i>understand how producers and consumers exercise their rights and meet their responsibilities</i>. This activity would be a part of a unit of work and some prior teaching would probably be necessary. The activity has been presented on a template that could be part of a department unit plan/scheme of work. Values and key competencies grids have also been included. It would be beneficial to fill these in with a written description of what, where and how values and key competencies are being delivered rather than just a tick to say they are being covered. If students are to improve and progress in the key competencies and values, then there must be some focus in the activity on how to improve these. For example, to improve students' ability to work in groups there could be a class discussion on what being a good group member means.</p> <p><i>Contents: Teacher Notes; Consumer rights activity presented as pages from a department unit plan/scheme; Being ripped off scenario template card; Example of an Exit card; Web addresses for information about Consumers Guarantees Act and Fair-Trading Act.</i></p>
<b>Budgeting Using Spreadsheets</b>	ECO 05/3/7	\$15.00	<p><i>Revised 2011</i></p> <p>This resource has four straightforward budgeting activities, using spreadsheets. An extension activity is also included.</p> <p><i>Contents: Resource Descriptor; Activities</i></p>
<b>Economics Bingo</b>  <i>Learning Economic Terms</i>	ECO 05/3/8	\$20.00	<p><i>Revised 2011</i></p> <p>Economics Bingo is a useful game to help students learn economic terms, and to illustrate money supply, demand and inflation. Teacher instructions on how to play the game are included, and it is suggested that token money be used to give the game added interest. Two different sets of bingo questions and cards are included in the pack.</p> <p><i>Contents: Resource Descriptor; Instructions; Question Sheets; Bingo Cards</i></p> <p><i>Key Competency Focus – Using symbols, language and text</i></p>
<b>A Study of Economics</b>  <i>Introduction to Economics</i>	ECO 05/3/24	\$20.00	<p><i>Revised 2011</i></p> <p>A resource suitable for an introduction to Economics or as a revision activity for Years 9 or 10. This resource would also be suitable for individual student work or a relief teacher lesson. It addresses the question "What is Economics?" by looking at wants, resources, earning and spending income, individual wants, unlimited wants and scarce resources, ending with the students writing their own definition of Economics. A number of activities are included.</p> <p><i>Contents: Resource Descriptor; Introduction; What is Economics; Activities</i></p>
<b>Managing Money</b>	ECO 05/3/29	\$25.00	<p><i>Revised 2011</i></p> <p>A year 9 or 10 resource that will enable students to: identify</p>



Identify and evaluate services provided by financial institutions

and evaluate a range of services provided by financial institutions; investigate the use of credit and the role credit plays in people's lives; identify attributes of wise buying; and study people's needs and wants, addressing earning money, race, gender and culture issues. An assessment activity is included.

*Contents: Resource Descriptor, Discussion Topic, Budgets, Financial Institutions, Credit, Wise Buying, Assessment*

*Key Competency Focus: Relating to others*

<b>Budgeting Skills</b>	ECO 09/2/1	\$40.00	<p>This resource is a general budgeting exercise where the students are given a basic overview of income for a household and expenses. Various scenarios are given where the budget will need to be altered, with related questions. A specific budgeting exercise of planning a week's worth of dinners within a set budget, which involves the students having to investigate the cost of goods and evaluating the most cost-effective methods of falling within budget. i.e.: bulk buying, coupon shopping etc. It is suggested that the students take part in some field research at the supermarket as well as some investigation into whether shopping at alternative places such as fruit and vege markets are more cost effective.</p> <p><i>Contents: Resource Descriptor; Teacher Information; Grocery shopping within a family budget task; Extension activities; Resource Material; Student Templates; Student Self-Assessment</i></p>
<i>Household Expenses, altering a budget</i>			
<b>Great Economic Mysteries</b>	ECO 05/3/15	\$18.00	<p><i>Revised 2011</i></p> <p>A resource to develop students' economic thinking. It requires them to think laterally and apply knowledge. A student guide to economic thinking is given, which is used to analyse a series of questions. Students then use the model to design their own economic mystery.</p> <p><i>Contents: Resource Descriptor; True/False Questions; Guide to Economic Thinking; 7 True/False Questions with Clues; Instructions for Designing Student Economic Mystery Game</i></p> <p><i>Key Competency Focus: Thinking</i></p>
<i>Develop Economic thinking</i>			
<b>Genie Economics</b>	ECO 05/3/14	\$18.00	<p><i>Revised 2011</i></p> <p>A junior activity where students are granted one wish - that is, to choose 40 items students would like. The wish list is firstly divided into goods and services, then into primary, secondary and tertiary products. Students prepare a list of items consumed or purchased the previous day, dividing them into needs and wants, making comparisons with explanations of why the wish list and the consumed/bought list are different.</p> <p><i>Contents: Resource Descriptor; Instructions; 4 Activity Templates</i></p>
<i>Considering wants and needs</i>			
<b>Taking the Sweat out of the Swoosh – the Nike Story</b>	ECO 05/3/26	\$30.00	<p><i>Revised 2011</i></p> <p>An interesting activity for students with high literacy levels, addressing the history of Nike, including issues such as sweatshops, sponsorship and product endorsement. A number of questions are included, which can easily be adjusted to suit the school's programme and students' ability.</p> <p><i>Contents: Resource Descriptor; the History of Nike; Questions; Letter Writing Activity</i></p> <p><i>Key Competency Focus: Thinking</i></p>



<b>Economic Decision Making as an Inquiry Process</b>  Understanding decisions affect people, communities and nations	ECO 08/2/1	\$40.00	<p>This activity has been developed to demonstrate how a unit of work could be prepared to meet the requirements of the recently released The New Zealand Curriculum (NZC). A differentiating feature of the new curriculum is its emphasis on values and key competencies. If students are to improve and progress in the key competencies and values, then units of work must include specific activities designed to improve students' skills with these. In addition, as recommended in the NZC method of learning is through the inquiry model. The activity thus includes opportunities for students to improve their key competencies while acquiring knowledge in the Social Sciences learning area.</p> <p><i>Achievement objective: understanding how economic decisions impact on people, communities and nations.</i></p> <p>The key competencies being focused on are: Thinking and Relating to Others</p> <p>The activity has been presented on a template that could be a part of a department scheme of work.</p> <p>Values and key competencies grids have also been included. It would be beneficial to fill these in with a written description that show what, where and how values and key competences are being delivered rather than just a tick to say they are being covered.</p> <p><i>Contents: Teacher Notes; Economic decision-making activity presented as pages from a department scheme; A cost benefit graphic organiser; An economic decision-making grid; A PMI chart for students to comment on the EDM process (i.e. an exit card for this activity); Sharing information strategies; Global Café; Placemat; Graffiti Walls; A Y Chart for identifying the impact of decisions on others.</i></p>
<b>The Gods Must be Crazy</b>	ECO 13/3/1	\$30.00	<p><i>2013 version</i></p> <p>This resource is designed for use at year 9 or 10 level. It uses the context of the film "The Gods Must Be Crazy" to illustrate a traditional economy. It engages students in economic research to allow them to directly compare between the film setting and NZ. The activities encourage students to use economic ideas in explaining and illustrating the differences in economies. It challenges students to apply their knowledge from the film and research in their presentations. To illustrate the concept of barter a fun class bartering activity is included. This package is excellent at extending literacy skills in your junior economics programme.</p> <p><i>Contents: Resource Descriptor; Teachers Guide; Student Activities; Barter Card Templates</i></p>

## Year 9 and 10 – Curriculum Level 5

### Teaching & Learning Resources

<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<b>Economics: Introduction</b>	ECO 19/1/1	\$40.00	<p><b>Achievement Objectives:</b> Understand how economic decisions impact on people, communities, and nations. Understand how people's management of resources impacts on environmental and social sustainability. NZCETA has developed a set of Year 9 and 10 (Level 4 and 5) Economics resources to support teachers with their programme. These resources provide an introduction for students to basic economics concepts.</p> <p><b>Introduction to Economics</b> – a focus on how limited resources are used to satisfy unlimited needs and wants. This is a 'pick-up-and-go' resource and includes a student workbook and suggested answers. In particular it focuses on the basic economic issues of satisfying unlimited needs and wants with limited resources. The workbook is produced as a Word doc so that teachers can choose to either use the whole workbook or pick and choose the areas, they would like to cover with their students</p> <p>The workbook includes a range of tasks and activities for students to complete, as well as an end-of-topic project. These projects can be used as assessments if required.</p> <p><b>Project:</b> interviewing an older person about how their needs and wants, have changed throughout their life and how these changes have impacted their lives</p> <p><b>Specific Content:</b></p> <ul style="list-style-type: none"> <li>• Define Economics</li> <li>• Understand the economic problem</li> </ul>
<b>Economics: Values</b>	ECO 19/1/2	\$40.00	<p><b>Achievement Objective:</b> Understand how economic decisions impact on people, communities, and nations. Understand how people's management of resources impacts on environmental and social sustainability. Understand how producers and consumers exercise their rights and meet their responsibilities</p> <p>NZCETA has developed a set of Year 9 and 10 (Level 4 and 5) Economics resources to support teachers with their programme. These resources provide an introduction for students to basic economics concepts.</p> <p><b>Economics-Values</b> – the influence of values on decision making and the use of scarce resources. This is a 'pick-up-and-go' resource and includes a student workbook and suggested answers. In particular, it focuses on the relationship between economic decisions and values. The workbook is produced as a Word doc so that teachers can choose to either use the whole workbook or pick and choose the areas they would like to cover with their students.</p> <p>The workbook includes a range of tasks and activities for students to complete, as well as an end-of-topic project. These projects can be used as assessments if required.</p> <p><b>Project</b></p> <ul style="list-style-type: none"> <li>✍ researching and analysing different school values</li> <li>✍ creating a values jandal shield</li> </ul> <p><b>Specific Content:</b></p> <ul style="list-style-type: none"> <li>• Understand the role of values in economic decision making</li> </ul>

<b>Economics: Goods &amp; Services</b>	ECO 19/1/3	\$40.00	<p><b>Achievement Objectives:</b> Understand how economic decisions impact on people, communities, and nations. Understand how people's management of resources impacts on environmental and social sustainability. Understand how producers and consumers exercise their rights and meet their responsibilities</p> <p>NZCETA has developed a set of Year 9 and 10 (Level 4 and 5) Economics resources to support teachers with their programme. These resources provide an introduction for students to basic economics concepts.</p> <p><b>Goods and services</b> – the use of goods and services within different areas of society; whānau/families, school, councils and the government. This is a 'pick-up-and-go' resource and includes a student workbook and suggested answers. In, particular it focuses on the role of goods and services in the basic economic issue of satisfying unlimited needs and wants with limited resources. The workbook is produced as a Word doc so that teachers can choose to either use the whole workbook or pick and choose the areas they would like to cover with their students. The workbook includes a range of tasks and activities for students to complete, as well as an end-of-topic project. These projects can be used as assessments if required.</p> <p><b>Project:</b> developing a goods and services collage using students own photo diary</p> <p><b>Specific Content:</b></p> <ul style="list-style-type: none"> <li>• Define different goods and services</li> <li>• Understand the role of goods and services in solving the basic economic problem</li> </ul>
<b>Economics: Demand</b>	ECO 19/1/4	\$40.00	<p><b>Achievement Objective:</b> Understand how economic decisions impact on people, communities, and nations</p> <p>NZCETA has developed a set of Year 9 and 10 (Level 4 and 5) Economics resources to support teachers with their programme. These resources provide an introduction for students to basic economics concepts.</p> <p><b>Demand</b> – an introduction to demand concepts. This is a 'pick-up-and-go' resource and includes a student workbook and suggested answers. In particular, it focuses on demand for goods and services and the impact of price and non-price changes on demand.</p> <p>The workbook is produced as a Word doc so that teachers can choose to either use the whole workbook or pick and choose the areas they would like to cover with their students. The workbook includes a range of tasks and activities for students to complete, as well as an end-of-topic project. These projects can be used as assessments if required.</p> <p><b>Project:</b> completing a group demand project</p> <p><b>Specific Contents:</b></p> <ul style="list-style-type: none"> <li>• Define Demand</li> <li>• Understand the impact of price and non-prices changes on demand</li> <li>• Graph a range of demand outcomes</li> <li>• understand the difference between individual and market demand</li> </ul>

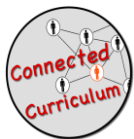
## Year 9 and 10 – Curriculum Level 5

### Economics Resources also suitable for Integrated/Connected Curriculum Use

<i>Title and Keywords</i>	<i>Code</i>	<i>Price</i>	<i>Description/Contents</i>
<b>Economic Development Around the World</b>  NZC Level 5  <i>Suitable for Economics as well as Integrated Connected Curriculum such as Social Sciences</i>	ECO 18/2/3	\$50.00	<p>This resource contains a variety of activities to assist in teaching the topics linked to Economic and Social Development at Years 9 &amp; 10. Some of the activities may also be suitable as a starter at Year 12 with regards to measurements of economic growth.</p> <p>Students will begin by looking at the series of images from the 'Hungry Planet' book and then explore topics of economic development and equality.</p> <p>The resource is designed to be used to teach NZC Level 5, as part of a junior economics or junior social studies topic. In particular it focuses on the Human Development Index and other related measures of economic development and equality. The activities are designed to be between 5-50minutes each and can be used together or as one-off activities to complement other units of work. The activities can be completed with or without devices.</p> <p>The resource links with the New Zealand Curriculum and, in particular embodies the Principles of Cultural Diversity, Learning to Learn, Coherence and Future Focus. It meets Achievement Objective: Level 5 – Understand how economic decisions impact on people, communities and nations.</p> <p>This resource also links to Designing and Developing Digital Outcomes – Progress Outcome 3 – In authentic contexts, students follow a defined process to design, develop, store, test and evaluate digital content to address given contexts or issues, taking into account immediate social, ethical and end-user considerations. They identify the key features of selected software and choose the most appropriate software and file types to develop and combine digital content.</p> <p><b>Specific Content</b></p> <ul style="list-style-type: none"> <li>• Identify differences between different countries economic and/or social development.</li> <li>• Present data in a variety of formats</li> <li>• Analyse images and information to make informed conclusions.</li> <li>• Evaluate and/or justify sources of information from the internet.</li> </ul> <p>(see <a href="https://www.netsafe.org.nz/the-kit/steps/step-5-focus-on-classroom-programmes">https://www.netsafe.org.nz/the-kit/steps/step-5-focus-on-classroom-programmes</a> for more information about integrating digital citizenship into lessons, including digital literacy)</p>
<b>What's an Entrepreneur?</b>  NZC Level 5  <i>Suitable for Economics and Business Studies as well as Integrated Connected Curriculum</i>	CC 19/3/3	\$50.00	<p>This consolidation pack provides teachers with practical student-centred activities for the classroom. The aim of this pack is to provide teachers with activities to use to consolidate the skills and knowledge students have gained through learning about entrepreneurship.</p> <p>Each activity provides students with the opportunity to reinforce the content learnt and gives them the opportunity to work independently or collaborate with others. Included is a variety of activities aimed at providing students with an interesting, challenging and interactive approach to learning, while incorporating the key competencies.</p> <p>Students will enjoy a variety of learning opportunities provided</p>



such as Social Sciences



for in this pack which includes a PowerPoint summary of entrepreneurship, with activities scattered throughout to consolidate their learning. These activities range from Looking Back at the History of Entrepreneurship in New Zealand, solving the economic problem through entrepreneurship, starting a small business (what are the requirements), looking at who is an entrepreneur (researching famous entrepreneurs), and thinking about entrepreneurship from a people, planet and profit approach. These activities have been designed to help students engage with the content that has been taught and to connect entrepreneurship outside the classroom. Resources are practical and most require some preparation before using in the classroom.

A PowerPoint covers, a number of concepts relating to Entrepreneurship in a New Zealand context. The PowerPoint starts by getting learners to look at the history of Entrepreneurship in New Zealand, encouraging learners to look in the past and research the significance of entrepreneurship from both a Maori and Pakeha perspective. By doing this the students are able to connect to other curriculum areas such as History and Te Reo Maori. The next topic gets the learners to look at entrepreneurship from an economy point of view. Why is entrepreneurship so important to the economy that the learners live in? What is the significance of entrepreneurship to the New Zealand economy? Following this topic, the learners are then to look at the difference between an entrepreneur and an employee, compare and contrast the two, this is important as it likely that the learners will experience both of these roles within their working life. The next topic looks at who is an entrepreneur, this topic enables the learners to study entrepreneurs, looking carefully at the characteristics and skills that entrepreneurs commonly have. The last topic informs the learners that in today's modern world with increasingly scarce resources entrepreneurship is just not all about the profit, it is also about the planet and the people. Learners are asked to explore social entrepreneurship and given the chance to become a social entrepreneur by solving a problem within their community. Throughout the PowerPoint and activities learners are asked to think critically, brainstorm, work collaboratively, story tell, connect to other curriculum areas and participate and contribute.

## The Project

CC 19/3/4

\$60.00

"The Project" aims to connect the curriculum through project-based learning. This connected curriculum pack contains activities that directly connect Economics, Business Studies and Accounting together, however there is the opportunity to use other learning areas to help students connect the knowledge that they already have. "The Project" is based on a Market Day activity where students will learn about different aspects of a business, apply that knowledge to carry out their business and then reflect on what they have learnt.

### NZC Level 5

*There are other learning areas (Level 5) that can be incorporated into this resource, and these can, but are not limited to, include:*

**English** (Speaking, Writing, and Presenting - Select and use a range of language features appropriately, showing an understanding of their effects).

This pack includes PowerPoints, student activities, suggested solutions, and "The Project" activity. It is designed for you to work through the teaching and learning material which will assist students in completing the overall activity. You may also decide to run a theoretical business, where students design the product and create a business plan, or you may choose to complete individual sections for consolidation.

This resource is aimed at Level Five of the curriculum and can be used as a starting point for Level Six.

**The Arts** (Developing ideas, communicating and interpreting)  
**Health and Physical Education** (People and the environment)  
**Mathematics and Statistics** (Statistical investigation)  
**Science** (Chemistry and Society)  
**Social Science**  
**Technology** (Technological products)



The resource is designed to be used to teach NZC Level 5, Year 10 Economics, Business Studies, and Accounting, as part of a Junior Business Studies programme. In particular it focuses on the functions of a business.

It is suggested that the theory and activities would take approximately one term of teaching and learning time. However, this is dependent on how you chose to use the resource.

There are nine PowerPoints:

- Roles within businesses
- Product Ideation
- Your Business
- Market Research
- Demand
- Costing
- Marketing
- Preparing for Market Day
- Income Statement

There are also a variety of student activities:

- Identify your skillset
- Role cards and Reflection
- Coming up with an idea
- Your business
- Consumer Demand (with Suggested Solutions)
- Breakeven Calculations (with Suggested Solutions)
- Packaging
- Pricing Strategies (with Suggested Solutions)
- Promotion
- Income Statement (with Suggested Solutions)
- "The Project"

Specific Content

- Choose groups based on the skills they have to offer
- Develop a product
- Conduct and interpret Market Research
- Prepare a Demand Schedule and a Demand Curve
- Explain a Demand Curve
- Calculate Breakeven per unit
- Identify a Target Market
- Discuss Product, Price, Place, and Promotion
- Carry out a Business
- Prepare an Income Statement
- Create a Business Plan
- Reflect on how they worked in a group and on running a business