

Lesson Overview

In this lesson students will be introduced to the three main types of commercial egg farm systems used throughout Australia. They will learn about the challenges surrounding supply and demand in the egg industry and the importance of understanding consumer choices. **Please note that as students will be handling eggs during this lesson we encourage students to wash their hands before and after handling eggs. In addition to that, we encourage you to refer to your school's health and safety policies, and follow any individual allergy action plans.**

Learning Intentions

- Identify and describe the three main production systems of egg farming
- Understand the concept of supply and demand with reference to limited resources
- Understand and describe the choices and decisions made by farmers and consumers around egg consumption

Teacher Notes

Resources and Materials

- Interactive Whiteboard (IWB)
- Supporting Interactive Lesson available at <https://www.australianeggs.org.au/education/primary/eggs-actly-where-do-the-eggs-we-eat-come-from/>
- Hula hoop
- Observational equipment (such as magnifying glasses, microscopes, torches, tweezers, spoons, plates and paper towels)
- Paper and pencils for recording observations

Activity 1

- Eggs and packaging from each of the three production systems (Cage, Barn-laid and Free Range)

Activity 2

- Three baskets
- Three different colours of marbles or counters
- Sticky notes

Activity 3

- A3 Paper (3 sheets)

Differentiation

Teachers are encouraged to modify the activities as required in order to cater to diverse student needs.

Assessments

There are a number of informal assessment opportunities throughout this lesson including:

- Group discussions
- Group work
- Peer assessment activities

Language/Vocabulary

advantages, agriculture, barn system, cage system, commercial, consumer, council, demand, development, disadvantages, economy, environment, free range system, impact, industry, livestock, location, populated, practices, produce, source, supply, sustainability

Year 5 Curriculum Links

Humanities and Social Sciences (HASS)

Strand: Inquiry and Skills

Sub-Strand: Researching

Locate and collect relevant information and data from primary sources and secondary sources ([ACHASSI095](#))

Strand: Inquiry and Skills

Sub-Strand: Evaluating and reflecting

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others ([ACHASSI103](#))

Strand: Knowledge and Understanding

Sub-Strand: Economics and Business

Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices ([ACHASSK121](#))

National Consumer and Financial Literacy Framework Links - Stage 3

Students can:

- Analyse the value of a range of goods and services in relation to an identified need
- Identify and discuss some rights and responsibilities of consumers and businesses
- Order and justify reasons for spending preferences
- Identify key features used in advertising, marketing and social media to influence consumer decision-making
- Examine and discuss the external factors that influence consumer choice
- Explain that there are ethical considerations to some consumer and financial decisions

Cross Curriculum Priorities

Sustainability

General Capabilities

- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding

Lesson Introduction

1. Gather the students as a group. Explain that this lesson will help us understand the advantages and disadvantages of the three main production systems in the Australian egg industry and what factors influence customer choices around purchasing eggs.
2. Conduct the **pre-lesson quiz** and discuss student responses to each question as a class. This is a good opportunity to assess students' prior knowledge about the needs and preferences of consumers of Australian eggs.
 - In Australia, there are different commercial egg farming systems that meet the needs of a range of consumers. **Three**
 - Prices of eggs are influenced by a range of factors including supply of eggs and demand for eggs. **True**
 - Consumers choose which eggs to purchase based on and the overall living conditions of the hens on that type of egg farm. **Price**
 - The more work goes into egg production, the more expensive the eggs will be. **True**
 - Free range egg farming is the most type of egg farming, which can result in higher prices for consumers. **Expensive**
3. As a class, watch the **Types of Egg Farms** video on the IWB.
4. Discuss the features of the three main production systems; Cage eggs, Barn-laid eggs and Free Range eggs. You can find more information about each of the production systems at the following link; <https://www.australianeggs.org.au/farming/>
5. In a large space, ask the students to join hands and form a circle. Insert a hula hoop into a circle so two students are holding hands through the hoop. Play some music to accompany the game to create a 'musical statues' style. Challenge the students to pass the hoop around the circle without breaking hands as the music plays. When the teacher pauses the music and names a production system, the student inside the hoop states an advantage or disadvantage of the identified system. Students ideas are collected on the whiteboard to refer to later in the lesson.



Eggsplore
and learn
more!

Lesson Activities

Teachers are encouraged to select from the below activities to best suit the needs of their students and modify as required. Please note that some of the following activities will need to be set up prior to the lesson.

Activity 1

1. Display egg boxes for the three different types of eggs; Cage, Barn-laid and Free Range, and the price point for each. This activity works best if the prices are significantly diverse. *Teachers should ensure that the same number of eggs for each system have been purchased so students are able to draw direct comparisons.*
2. Split the class into small groups of 3-4 students. Provide each group with one egg from each of the three production systems, plates and paper towels and a range of observational tools for them to use as they explore each egg. Ensure students have access to the packaging from each production system. Pose the question, *'Are the eggs from the three production systems different in any way that could influence their price point?'*
3. Encourage students to explore their eggs and the packaging with the equipment they have been given and record their observations as they respond to the question.
4. Invite each group to present their findings and any conclusions they can make from their observations as to why the price points of the eggs from the three systems differ.
5. As a class, reflect on the observations of the three different egg types and pose some potential answers to the questions.

Activity 2

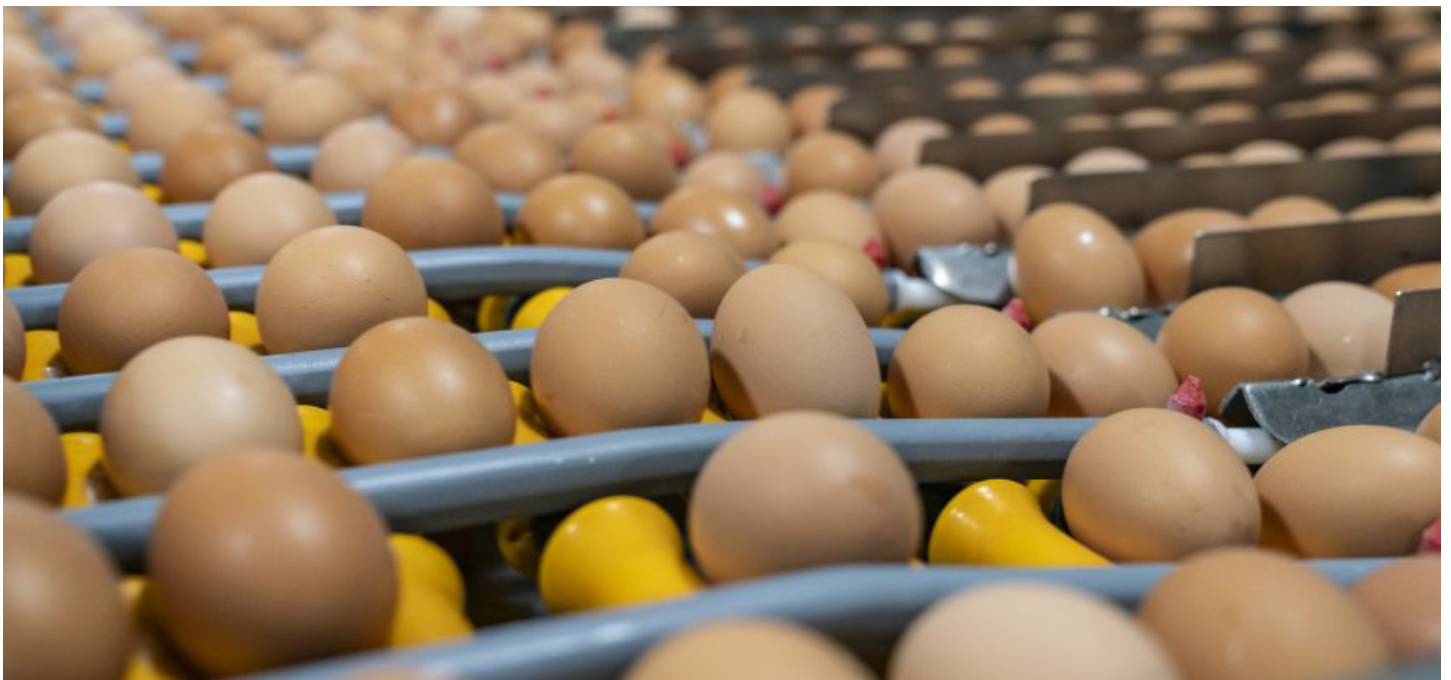
1. Introduce the concept of *supply and demand* and explain to students that a range of internal and external factors contribute to the buying decisions of consumers. Demonstrate this further by asking students to participate in the below activity:
 - Set up three baskets at the front of the class containing marbles or counters separated into three colours.
 - Stick a label on each basket pricing all colours the same.
 - Invite students to visit the stall and 'buy' a marble. Take note of the most and least popular colours.
 - Invite students to share what influenced their buying choice.
 - Draw students' attention to how increased demand of a product influences its supply; i.e. if the most popular colour of marble was red, there is now less red marbles available.
 - Stick a new label to each basket, pricing the most popular colour marble higher and the least popular colour lower.
 - Invite students to once again visit the stall and 'buy' another marble.
 - Invite students to share what influenced their choice this time.
 - Relate this activity to a real life situation, for example, *'Free Range eggs are suddenly very popular so the demand is more than the supply. The price point for Free Range eggs then increases.'* Ask students to share other examples of supply and demand which they have experienced in their everyday life.

Lesson Activities *(continued)*

2. Display the headline 'Barn-laid eggs found to contain happiness proteins!' on the IWB. Invite a discussion allowing students to analyse the headline and its potential impact on the supply and demand of Barn-laid eggs.
3. Encourage students to conduct further research on each of the three production systems on their own or school devices, considering both primary and secondary sources and viewpoints from both consumers and farmers. Use the slides entitled 'The 3 Production Systems' on the IWB as a starting point for research or to develop questions to precipitate further research.
4. Direct students to use their research to write a reflection stating their opinion on why the price points of eggs from each production system differ and the factors involved in the pricing decisions.

Activity 3

1. On three pieces of A3 paper, draw out a simple SWOT analysis, exploring strengths, weaknesses, opportunities, and threats, for each egg production system and display these around the classroom. Encourage students to move around the space contributing their own ideas to each SWOT analysis.



Lesson Closure

1. Direct students to write a short persuasive letter to a member of their family, convincing them to choose a particular type of egg. Students should include at least four different reasons for promoting their chosen egg production system.
2. Share and discuss as a class. If time permits, encourage students to edit their letter and publish for display around the classroom.
3. Conduct the **post-lesson quiz** and discuss answers as a class. This is a good opportunity to assess student learning from the lesson.
 - The factors of supply and demand can be influenced by consumer beliefs and understandings in relation to the different types of egg farms. **True**
 - There is a visible difference between Cage eggs and Free Range eggs, and this is why Free Range eggs are often more expensive. **False**
 - The price of eggs is determined by: **Size as well as supply and demand**
 - Each of the three types of egg farming have both and disadvantages.
Advantages
 - Australian consumers are able to which type of eggs they purchase based off price, method of collection, and other factors that are important to them. **Choose**

Going Further

1. Encourage students to develop a marketing campaign for a chosen egg type. Pose the question, *'how would you increase sales for eggs from a particular production system?'* and allow students to use their creativity and further research to design and create a campaign.
2. Collaborate with local council to provide students the opportunity to explore how supply and demand is affecting businesses and service providers in their local community.
3. Invite students to further explore egg farming practices in other countries and contrast these to egg farming practices in Australia. Encourage students to create a Venn diagram to scaffold their thinking and research for this task.