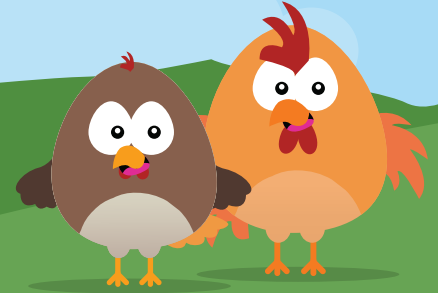




# CUSTOMER CHOICES

## A FIT FOR EVERYONE

**Subject Area:**  
Economics & Business



### Teacher Notes

#### Resources and Materials:

- Interactive whiteboard
- [www.allabouteggs.com.au](http://www.allabouteggs.com.au)
- 3 egg cartons (provide 1 of cage, barn and free range with prices attached)
- '30 Hands Learning' or similar app for presenting with images, photos or slides

#### Extension/Open-Ended Questions:

- Investigate the farming systems of other egg producing countries (e.g. China, US, India) and compare and contrast to Australia's egg farming practices.

### 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.

### Aims & Objectives

Upon completion of this lesson students will demonstrate a basic understanding of:

- The nature of limited resources versus unlimited needs and wants
- Choices and decisions that need to be made regarding consumer demand
- The different methods of egg farming and why there is consumer choice in Australia

#### Higher Order Thinking Skills (Bloom's Taxonomy):

- Knowledge
- Comprehension
- Analysis
- Synthesis

#### Language/Vocabulary:

- Source, consumer, producer, produce, product, stored, location, sustainable, impact, rural, urban, development, biosecurity, conflict, populated, residents, council, vaccination, environment, economy, practices, fertiliser, livestock, and industry.

### Australian Curriculum

#### Key Learning Area:

Humanities and Social Sciences (HASS)

- Economics and business  
The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)

English

- Literacy  
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

Cross-Curriculum Priorities:

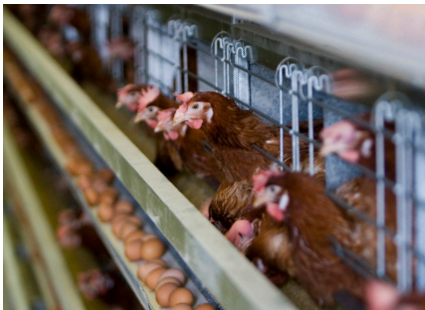
- Sustainability

General Capabilities:

- Critical and Creative Thinking
- Literacy
- Information and Communication Technology Capability

## Lesson Introduction

1. Conduct the pre-test [Pop Quiz](#).
2. Use the interactive activity [Which Farm Is Which?](#) Show students photographs of the three different types of egg farming practices that exist in Australia.
3. Ask the students to look closely at each photograph. Read through the series of statements listed in random order, students need to match each statement to its' correct picture.
4. Explain that Australia has three different systems of commercial egg farming practices namely, cage, barn and free range. Students correctly label each photograph with the egg farming system it belongs to.
5. Pose the question 'Why do you think there are three different types of commercial egg farming, if all eggs come from a hen?' Discuss. Explain that consumers have different needs and make decisions based on the price and the way hens are housed. Some people choose to buy their eggs based on price alone, the most affordable being caged eggs, whilst others like their eggs to come from hens that have been housed in more traditional ways, pre-World War II over 50 years ago. These are free range eggs. Some people like an in-between option and choose barn laid eggs.
6. Students view video of the three types of farming systems, [Types of Egg Farms](#).



## Pre-Lesson Q&A

1. In Australia, there are \_\_\_\_\_ different commercial egg farming systems.
2. Having these different systems means \_\_\_\_\_ can make a choice about where their eggs come from.
3. \_\_\_\_\_ egg farming is the main system used, accounting for about 51% of commercially produced eggs in Australia.
4. Free range farming is more \_\_\_\_\_ to operate than cage systems because of the land required to build housing sheds and pastures.
5. Consumers choose to buy eggs based on \_\_\_\_\_ and how the hens are kept on a farm

**Two, three, five**

**Consumers, hens, farmers**

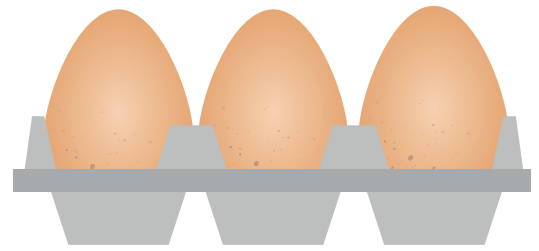
**Cage, barn, free range**

**Time consuming, difficult, expensive**

**Feather colour, hen age, price**

## Main Body of Teaching

1. Hands on experience: Provide the class with examples of a cage, barn and free-range egg carton. The cartons should include the price, as well as an egg from each system (ensure you have no students with egg allergies in your class before undertaking this activity). Students spend ten minutes in small groups identifying which type of egg farming system was used to produce the eggs, the cost, the nutritional information panel, the size of each egg etc. Using the Compare and Contrast Table, provided in the interactive lesson students compare and contrast their findings on the interactive whiteboard.
2. Divide the class into three equal groups and assign each one of the three egg farming systems. Students read through the information provided on their particular system and identify the advantages and disadvantages in terms of cost, efficiency, animal welfare, food safety and environmental impact. Define the terms efficiency, animal welfare and environmental impact. Students may need several lessons to complete this task.
3. Each group creates a visual presentation of the advantages and disadvantages of their system using a presentation app such as [Prezi](#) or a similar app. Students create presentations based on the information they have researched and present their findings to the class via the interactive whiteboard.
4. Extension idea: As a class, revise the structure and language of the discussion writing genre. Using the interactive whiteboard, jointly construct a discussion arguing the points for and against each egg farming system.



## Conclusion

1. Conduct a [mini class debate](#) on the topic 'What egg farming system in Australia has the most benefits to the consumer?' Students argue their viewpoint from the perspective of the hen, the consumer and the farmer. As the teacher, adjudicate the debate and provide feedback to your students.
2. Conduct the post-test [Pop Quiz](#).

## Homework

1. Interview your parents/caregivers on the type of eggs they purchase for consumption in the home. Design a list of 5 questions to ask. For example:
  - a. What type of eggs do you buy for our family?
  - b. Do you buy eggs based on price?
  - c. Do you ever think about where the eggs you buy come from?
  - d. If the price of the eggs you buy were to increase, would you consider buying a different type? Why or why not?
  - e. Why do you choose to buy \_\_\_\_\_ and not the other types of eggs?
2. In class follow-up: Use a graph making app to collate the results and find out which system of egg farming is the most popular choice of consumers in the class. Provide reasons for your choice?



## Post-Lesson Q&A

1. Australia consumers are free to \_\_\_\_\_ eggs farmed by the method they prefer whether it were cage, barn or free range.
2. Each system of egg farming has \_\_\_\_\_ and disadvantages.
3. Cage farming was first developed after \_\_\_\_\_ to allow egg farmers to supply high numbers of eggs to consumers. It also decreased mortality and allowed better disease control.
4. On cage farms approximately \_\_\_\_\_ hens are kept in each cage which is big enough for them to stand and move around.
5. Caged egg farming provides hens with \_\_\_\_\_ from weather, predators, disease and parasites.
6. Barn hens are housed in large sheds and usually have access to litter in which they can \_\_\_\_\_, sleep (roost) and lay eggs in nesting boxes.
7. The sheds in barn systems can be bird-proofed which reduces the risk of \_\_\_\_\_ spread by wild birds.
8. Free range hens have large areas of open ground to roam and \_\_\_\_\_, addressing concerns about animal welfare raised by some consumers.
9. Free range hens can also return to weather-proof sheds for \_\_\_\_\_ (sleeping), laying (nesting) feeding, drinking and protection.
10. Some free-range egg farmers keep trained dogs with their hens when they are outside, to protect them from \_\_\_\_\_.

**Buy, collect, sell**

**Pests, benefits, farmers**

**Vietnam War, World War II, Gulf War**

**7-10, 20-23, 4 to 5**

**Protection, vaccination, biosecurity**

**dust bathe, socialise, dance**

**Manure, noise, disease**

**Forage, mate, escape**

**Kipping, roosting, napping**

**Poachers, predators, bad weather**

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*Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials downloaded from the Australian Curriculum website on March 2018. ACARA does not endorse any changes that have been made to the Australian Curriculum.*

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