

CONSUMER POWER

Students will: Use graphs and percentages to display information, understand their power as consumers, be able to discuss the power behind their shopping choices

You will need:

Milk chocolate
Dark chocolate
White chocolate

} Enough for every student to taste a little bit of each

A penny (or token) for every child in the class

A print-out or drawing of the boxes below

Task:

- Divide the chocolate into small pieces and let everybody try some of each.
- They must now use their penny/token to show which one is their favourite by putting it in one of the boxes below. Which one would they spend their money on if they were to buy a whole bar?
- Count how many coins are in each box.
- Ask students to show this information in a bar chart.

Tell the class that you are now opening a (pretend) class shop together and you will be selling chocolate. You need to buy 200 bars to stock your shop but you are not sure which bars will sell best.

- Using the data they have collected ask students to recommend what *percentage* of the chocolate bars in the shop should be milk, dark and white chocolate. Ask them to show this on a pie chart.
- How many of each chocolate bar should you stock?

You could do the same task with a different class and combine the results. Ask students to calculate the new percentages of people who preferred milk, dark or white chocolate. How do these vary from their original results? Would this influence what they stocked in their shop?

How has **consumer power** affected which chocolate bars are stocked in the class shop?

How could **consumer power** be used to get a better deal for farmers?

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MILK CHOCOLATE	DARK CHOCOLATE	WHITE CHOCOLATE
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