



Bluey! Markets, Money and Measurement

Since its 2018 debut, *Bluey* has become the world's most streamed show and a Gen-Z phenomenon driven by viral clips. Its broad appeal and short episodes make it a valuable teaching tool for economics, as characters frequently make relatable choices under constraints. Building on Quinn, Day, and Shifflett (2025), we adapt *Bluey* for university instruction. We present three lessons using specific episodes to explain market efficiency and welfare ("Granny Mobile"), the circular flow of income ("Markets"), and GDP measurement ("Calypso").

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1. Introduction

Bluey is an Australian animated cartoon series about a family of dogs whose everyday adventures have captivated audiences worldwide. In 2025, it became the most-streamed television show globally with over 45 billion viewing minutes (Nielsen, 2026), a remarkable achievement for a program originally released in 2018 by the Australian Broadcasting Corporation, a public broadcaster. Its subsequent distribution through the BBC and Disney has expanded its reach even further, and a feature film is scheduled for release in August 2027. Its narratives offer a timely opportunity to rethink how introductory economics can be taught.

Economics education has long benefited from the use of popular media to illustrate abstract concepts, increase student engagement, and support active learning (Becker, 2001; Geerling, 2012; Geerling et al. 2021). *Bluey* is particularly well suited for this purpose because its episodes frequently revolve around decision making, resource allocation, cooperation, conflict, and imaginative simulations of real-world scenarios. The show's sincerity creates an accessible environment in which students can explore foundation-level economic ideas without the intimidation that sometimes accompanies formal models.

When *Bluey* debuted in 2018, it was primarily familiar to parents, young children, and those who worked with kids. Its explosion in popularity, however, was fueled by parenting social media networks (Graterol, 2023). From there, a surge of *Bluey*-related TikTok trends pushed the series far beyond its original preschool audience. Viral hashtags like #bluey and the sub-community #blueytok have amassed billions of views, propelling clips across TikTok's algorithm-driven feeds. This surge in visibility has drawn in teens and young adults, many of whom share edits, memes, and scene breakdowns that reframe the show as universally relatable. The official *Bluey* TikTok account, with over 5.3 million followers as of February 2026 amplifies engagement by posting a mix of short-form entertainment, including curated funny clips called "minisodes," and behind-the-scenes exclusives. These dynamics have transformed *Bluey* from a kid's program into a cross-generational cultural phenomenon.

Building on the work of Quinn, Day, & Shifflett (2025), who demonstrated *Bluey's* value for introducing economic ideas to younger learners, this article adapts the show for a university audience. We present three lessons that use specific episodes to illustrate economic concepts: market efficiency and welfare in "Granny Mobile" (season 3, 2022), the circular flow of income in "Markets" (season 1, 2018), and GDP measurement in "Calypso" (season 1, 2018). Across these three lessons, *Bluey* does more than provide colorful examples. Its characters and narratives create space for pedagogical innovation, allowing students to see economic principles through the lens of relatable, playful scenarios. The result is a fresh, engaging approach to introductory economics — one that meets students where they are and invites them to think critically about the economic forces shaping everyday life.

Each lesson plan includes a concise summary of the episode's central themes, embedded links to relevant video clips, step-by-step instructions, and assessment questions. The lesson plans are designed for in-person instruction; future work may explore adaptations for online or hybrid teaching environments.

2. Literature Review

The use of cartoons and animated media as pedagogical tools in economics dates to the 1950s (Jack, 2015). Cartoons are highly effective visual tools to enhance student learning because humor can lighten the classroom atmosphere. Benefits of using cartoons to explain abstract topics range from an improved retention and deeper understanding of complex concepts through student engagement, to increased creativity and more divergent thinking

(van Wyk, 2011).

Much of the academic literature focuses on concept cartoons, which present economic scenarios through illustrated dialogues that expose competing viewpoints. Empirical studies suggest that concept cartoons improve critical thinking, academic performance, engagement, and retention in high school economics by encouraging learners to articulate reasoning and confront misconceptions (Khoo & Fitzgerald, 2017). Even though animated and cartoon-based instructional materials teach concepts less directly, they have been shown to enhance motivation and long-term memory in economics courses for first-year and international students. Additionally, these mediums can feel more approachable for students who struggle with abstract economic concepts (Zhang, 2012).

In “Oh, the Economics You’ll Find in Dr. Seuss!”, Miller & Watts (2011) explore various economic concepts, such as scarcity, choice, incentives, and market structure, illustrated throughout the children’s books of Theodore Geisel (Dr Seuss). Using books that many students read as children, or that their parents read to them, makes economics more memorable and accessible for both pre-college and undergraduate economics students. Jenyk & Wakefield (2018) demonstrate how political cartoons, including those by Dr. Seuss, can be used to teach the production possibilities curve and opportunity cost, showing that non-economic cartoons can still convey core analytical ideas.

More broadly, popular animated television series have been used to teach economics concepts to students ranging from K-12 to university levels. Most notable in this category is *The Simpsons*, which has been widely cited in the literature as an effective medium for illustrating concepts as diverse as incentives, opportunity cost, comparative advantage, marginal thinking, elasticity, externalities, free-riding, and game theory (Hall, 2005; Luccasen & Thomas, 2010), and public policy (Gillis & Hall, 2010). Dilorio & Block (2012) analyze the episode “Margaritaville” from *South Park* to explain the 2008 global financial crisis, the housing bubble, and the role of the Federal Reserve. Milovanska-Farrington & Lynch (2026) use scenes from the sitcom *Bob’s Burgers* to illustrate fundamental economic concepts such as production, product differentiation, market structures, profit, dominant strategy, and Nash equilibrium. This literature supports the argument that narrative cartoons can serve as bridges between everyday experience and formal economic reasoning.

Recent scholarship has expanded this approach by exploring how children’s media can be used as a pedagogical device for a university audience. Although much of the existing scholarship examines *Bluey* through child development (Bohl, Smith, & Bolling 2025) and cultural studies (Gerzabek, 2024), the program’s relevance for economics lies in its portrayal of basic economic problems. Episodes frequently center on choice under scarcity, tradeoffs, informal exchange, and simple forms of measurement, all embedded in familiar household and play-based contexts. This closely aligns with the aims of foundation-level economics, which prioritizes intuitive understanding of economic reasoning over formal modelling and rote learning.

Quinn, Day, and Shifflett’s “‘Bluey’-Conomics: It’s ‘Not’ All About the Money” represents the first explicit attempt to connect *Bluey* to economics education. The authors present *Bluey* as a rich platform for teaching both market and non-market decision-making, emphasizing relational and social dimensions of economic life (Quinn, Day, & Shifflett, 2025). More broadly, this approach aligns with the literature on classroom experiments and active-learning pedagogy in economics, which emphasizes interactive demonstrations and simulations as effective tools for promoting engagement and conceptual understanding (Emerson & Taylor, 2004; Allgood, Walstad, & Siegfried, 2015). Like classroom experiments, *Bluey*-based activities make abstract concepts tangible through participation, discussion, and immediate feedback.

Bluey also offers key pedagogical advantages identified in the cartoon-based literature: short, narrative-driven episodes reduce cognitive load; familiar characters support engagement, and everyday scenarios allow students to apply concepts such as budgeting, comparative value, and measurement without prior technical expertise. In this way, *Bluey* extends established cartoon-based approaches by providing a contemporary and conceptually rich medium for foundation-level teaching. Whereas the target audience for Quinn, Day, and Shifflett. (2025) is K-2 through K-5 (kindergarten to first year of elementary school), we adapt the show for a university audience. Our paper fills an existing void in the literature by presenting a series of lesson plans, which can be used to teach foundation-level Macroeconomics concepts.

3. Lesson Plans

A. Lesson Plan 1: Willingness to pay and consumer/producer surplus in Granny Mobile¹

Synopsis: In “Granny Mobile,” a kind-hearted neighbor, Doreen, holds a garage sale to sell a scooter in order to raise money for a vacation. However, Doreen is too shy to demand high prices for her goods, so she isn’t making much money. A mean neighbor named Old Pug gives her the worst offer of all – \$100 for a mobility scooter. Doreen almost accepts, but Muffin, a young neighbor and *Bluey*’s younger cousin, steps in and aggressively demands a higher selling price on her behalf. Eventually, Old Pug pays a price of \$1,200. The episode depicts bargaining for the scooter, with both parties eventually getting what they want.

In this lesson, student volunteers negotiate the real-money price for a token representing a mobility scooter. A buyer and a seller are assigned values for the good: \$12 for the buyer and \$3 for the seller. These values are kept secret from the rest of the class. The buyer and the seller then negotiate over the price aloud in front of the class, after which the instructor pays each participant the difference between their assigned value and the negotiated price in real money (with a total payout of \$9). This demonstration will highlight the roles of utility and negotiation in price discovery, i.e. the negotiated price matters for the amount of consumer surplus and producer surplus, but the price will never be more than the consumer is willing to pay, nor less than the producer is willing to sell for. Additionally, this lesson highlights how negotiation and price discovery decrease deadweight loss and increase market exchange.

Time required: 45 minutes

Class size recommendations: any

Number of volunteers: 2

Clip: <https://criticalcommons.org/view?m=fJofO2T7L>

Clip Length: 2 minutes, 34 seconds

Key Concepts: consumer surplus, producer surplus, deadweight loss, efficiency of markets, welfare economics

Objectives:

1. Determine whether the final allocation of goods is efficient.

¹ Although this lesson plan was written for a macroeconomics course, the activity is equally well suited for use in an introductory microeconomics course.

2. Explain the concept of “willingness to pay” using examples from this scene.
3. Measure consumer surplus and producer surplus.

Materials:

- Ability to show the video.
- Whiteboard and markers.
- Visual 1: Mobility Scooter Token (see Appendix).
- Induced value cards for the mobility scooter (see Appendix).
- Twelve U.S. Dollars (\$12) in \$1 denominations. The instructor will probably only need to pay out \$9, however.

Procedure

1. Ask students if they have ever bought something but then been disappointed by the price they paid and left feeling sad.
 - a. Ask: “If you were sad at the price, why did you pay it?” (Possible answers may include: I really had to pay a higher price than I usually do; I wasn’t able to buy something else that I wanted.)
 - b. Remind students that voluntary trade benefits both buyers and sellers. We know this because if it didn’t, the trade wouldn’t occur because either trader would refuse to participate. But that doesn’t mean that everyone is equally happy with the outcome of the trade. Sometimes one trader feels they got a good deal and would have paid more. At other times they paid a price equal to their maximum willingness to pay (or accepted a price equal to their minimum willingness to sell). In this lesson we’re going to study how much people benefit from voluntary trade.
 - c. Tell students to look for two things when we watch the clip:
 - i. The price you think both buyer and seller would like to have
 - ii. The price that both buyer and seller agreed on
2. Watch “Granny Mobile,” then debrief with the students:
 - a. Ask: “The mobility scooter was listed at \$300, yet Doreen had only attracted one ‘lowball’ bid of \$100 from Old Pug before Muffin intervened on her behalf to negotiate the price up. Why was Doreen getting low offers for the scooter at her garage sale?” (Possible answers include: she was too shy or timid, or valued her neighbor’s opinion.)
 - b. Ask: “Isn’t it a good thing that the prices she was offering were so low? Aren’t low prices good?” (Possible answers include: low prices are good for buyers but bad for sellers; all producers are also consumers – Doreen was selling at a garage sale, but trying to save for a vacation; a low price isn’t good if it means producers can’t meet their goals or sustain production).
 - c. Did both Doreen and Old Pug end up getting what they wanted out of the deal?

(Possible answers include: no, because Old Pug was angry after the deal and stuck out her tongue; yes, Old Pug and Doreen both got what they wanted, even if Old Pug was mad about the price – if the price was truly so bad she could have bought a new scooter.)

3. Introduce concept; show basic graph (How to start? Use this single-buyer/single-seller graph, then add more buyers and sellers to get a proper market graph.
4. Do this student demonstration. Instructions:
 - a. Recruit one student to serve as the “seller” and one student to serve as the “buyer.” Introduce a good that will be donated to the seller and display Visual 1: The Mobility Scooter. (If desired, instructors may substitute a different good.) The buyer’s task is to attempt to purchase the scooter from the seller.
 - b. Distribute the buyer card to the buyer and the seller card to the seller, reminding both students to keep the values on their cards private. Explain to the class that for each dollar the negotiated price falls below the buyer’s assigned value (\$12), the buyer earns \$1, and for each dollar the negotiated price exceeds the seller’s assigned reservation value (\$3), the seller earns \$1. The total payout is \$9.
 - c. The buyer and seller negotiate the price aloud in front of the class. If no agreement is reached, the seller keeps the printout of Visual 1 (mobility scooter), and the seller is paid \$3, which is the reservation value on the seller’s card.
 - d. Begin the negotiation.
 - e. After negotiations conclude, reveal the assigned values from the cards. Calculate buyer and seller surplus and illustrate the outcome using a single-buyer/single-seller graph (see the example in Step 3).
 - f. Note: There are situations in which the process of bargaining itself can derail a transaction, especially if one side doesn’t trust the other. For example, if both sides think the other might be willing to offer more and refuse to budge, the deal can fail and gains from trade are left unrealized.² If the two sides get stuck, pay the seller \$3 and get two new volunteers and run another auction. In this case you would need an additional \$9 to pay out.
5. Explain that most negotiations take place in markets, where there are substitute products available and many potential buyers or sellers.
 - a. Draw the graph for a market with several buyers / sellers, thus extending the students’ learning to a supply and demand market model.
 - b. Show how if there is an equilibrium price (as they have already studied in a previous class), then we can calculate the surplus for each person in the market.
6. Closure: Tell the students: “In ‘Granny Mobile,’ we saw that Doreen wasn’t going to stand up for herself, but Muffin did. It’s important to advocate for yourself but also to be ready to compromise. Bargaining ensures that both sides reach an outcome they are willing to accept and that best serves their own interests.”

² See the Myerson-Satterthwaite Theorem for a proof of this (Myerson & Satterthwaite, 1983).

7. Assessment:

- a. Evaluate student understanding of the concepts of consumer surplus, producer surplus, and efficiency of markets.
- b. Ask students to complete the additional problems below related to the concepts of the lesson and evaluate their work.

1. How does the negotiating scene establish the market price?

Answer: Doreen lists the scooter for \$300. Grouchy Granny (Old Pug) tries to lowball her with an offer of \$100. Muffin intervenes on Doreen's behalf to raise the price. After some tough negotiating, Muffin agrees to sell the scooter for \$1,200 plus some lollies (candy).

2. If Doreen had accepted Old Pug's low offer of \$100, how much consumer surplus would Old Pug have received?

- a. -\$1,100
- b. \$0
- c. \$1,100***
- d. \$1,200

Answer: \$1,100. Consumer surplus measures the net gain that accrues to the buyer. Willingness to pay (\$1,200) – price paid (\$100) = \$1,100

3. Doreen was willing to accept Old Pug's lowball offer of \$100 but ended up receiving \$1,200. How much producer surplus did Doreen receive?

- a. -\$1,100
- b. \$0
- c. \$1,100***
- d. \$1,200

Answer: \$1,100. Producer surplus measures the net gain that accrues to the seller. Price (\$1,200) - willingness to sell (\$100) = \$1,100.

4. If Old Pug was angry with the price she paid for the scooter, how is it possible that the transaction was "efficient?"

Answer: If Old Pug truly thought the transaction was not worth it, she would not have accepted the deal. A lower price would have made it better for her, but worse for the seller.

B. Lesson Plan 2: Markets

Synopsis: In the *Bluey* episode "Markets," *Bluey* goes to the farmer's market with her dad and sister. Bluey has \$5 that she got from the tooth fairy, and she has to decide how to spend it. She faces difficult choices and ultimately spends the money on something she regrets (a toffee apple). However, fortunately for *Bluey* she is in a real market economy! Her \$5 makes its way through the market, facilitating transactions as it goes around and around to various businesses

and consumers. Eventually *Bluey* gets her \$5 back. This teaches that “what goes around comes around” in a market economy.

Time required: 45 minutes

Class size recommendations: at least 8 students

Number of volunteers: 2

Clip: <https://criticalcommons.org/view?m=THbgfXaHS>

Clip Length: 3 minutes, 37 seconds

Key Concepts: productive resources, markets, circular flow, interdependence, medium of exchange, scarcity, tradeoffs.

Objectives:

1. Distinguish between capital, natural, and human resources.
2. Analyze how voluntary exchange, specialization, and interdependence operate in markets.
3. Understand why tradeoffs occur.
4. Explain the role of money as a medium of exchange.
5. Analyze how market exchanges make people interdependent.

Materials:

- Ability to show the video.
- Whiteboard and markers.
- A ball.
- Market Stand Cards (10 markets, 5 whole sheets). Cut apart on paper (see Appendix)
- Productive Resource Cards (30 Cards). Cut apart on paper (see Appendix).
- Money Template (One \$5 bill per market). Cut apart on paper (see Appendix).

Procedure

1. Begin by introducing or reviewing the concept of a market. Explain that a market is a place where buyers and sellers purchase goods and services. Ask the students to share examples of markets they have seen (Possible answers include local farmers market, craft fair, stock market, grocery store, etc.)
2. Introduction: Show students the *Bluey* episode “Markets.” Set a purpose for watching by asking the students to pay attention to:
 - a. The different goods and services at the market.
 - b. How *Bluey* makes the decision about how to spend her \$5.

- c. The path that *Bluey's* \$5 takes through the market.
3. After watching, return to the guiding questions in a group discussion:
 - a. What kinds of goods and services were sold at the market? (Goods were physical items like food and jewelry, while services were activities like music, pony rides, and massages.)
 - b. How did *Bluey* decide how to spend her \$5? (She thought about what she wanted and what her friend could have, and made decisions quickly with limited money.)
 - c. What happened to *Bluey's* \$5 after she spent it? (The money moved from one seller to another as people used it to buy goods and inputs, eventually circulating back through the market.)
 - d. Why did the \$5 move through so many people? (Because money is used to trade for goods and services, and each person spent it on something they wanted or needed.)
 - e. Explain that students will now have a chance to take on the role of a buyer or seller in a market simulation.
4. Activity set up (the materials are in the Appendix):
 - a. Students are divided into 10 market stands, each representing a producer that requires one capital resource, one natural resource, and one human resource to operate.
 - b. Each market stand begins with three randomly assigned productive resource cards that do not match the resources they need for production.
 - c. Each stand also receives one \$5 market bill, and students write their names on the back to track how money moves through the market.
5. Simulation:
 - a. Students may freely move around the classroom to engage in voluntary exchange with other market stands.
 - b. There are no fixed rounds; the market operates as an open exchange system where trades occur continuously.
 - c. Students negotiate trades using money, reinforcing its role in facilitating trade.
 - d. The goal of each market stand is to acquire all three types of productive resources in order to become productive.
 - e. As trading occurs, students experience scarcity, opportunity cost, and interdependence.
6. Debriefing the simulation:
 - a. By the end of the simulation, students observe how individual decision-making and specialization coordinate economic activity without central planning.
 - b. Students conclude the activity by analyzing how money circulated, how resources

were allocated, and how market outcomes emerged from decentralized choices.

7. Money flow analysis:

- a. Have the students flip over their \$5 market bill. They will notice that in most cases they have someone else's market bill.
- b. Pick a team and ask them whose \$5 bill they have. Ask them where they got their \$5. Give the team the ball and have them throw it to the team that gave them the \$5. Then ask that team where they got the \$5 bill and have them throw the ball to that team. Repeat this until the ball has returned back to the original owner of the bill.
- c. Ask: "How does this relate to Bluey's tooth fairy money?" (Possible answer: *Bluey's* "tooth fairy" money traveled around the market from stand to stand.)
- d. Ask: "Money is just made of cloth and linen, or if it's digital, it's made of nothing but electrical signals. Why would anyone trade valuable goods and services for something so worthless?" (Possible answer: We trust that money will get us the goods and services that we want in turn.)
- e. Ask: "In the clip we watched, imagine if the German Sausage Salesman's child had lost the \$5 and didn't have a chance to spend it. Would that cancel all the rest of the transactions we saw in the episode? Is everything dependent on that \$5?" Also say: "Hint: imagine if someone lost their money here in the classroom simulation." (Answer: Not quite. The sellers at the booths could sell to other buyers and thus continue with their transactions. However, it would interrupt the transactions, slow the pace of buying and selling, reduce the wealth of everyone in the market, and perhaps cause prices to go down slightly. If a booth lost a sale, it would give up its lowest priority choice and use some other sale to pursue its number one choice.)
- f. Say: "When everyone is connected in the way we saw here, that is called "interdependence." In a market, everyone is interconnected. It means everything we do affects everyone else. We see this in the way that our \$5 bill found its way to a person that we never traded with — it got to that person because of our interdependent market. *Bluey* and *Indy* find this out when they get their original \$5 bill back! The market makes it so that everyone in the market — both consumers and producers — are working together to get the things they want."

8. Assessment:

- a. Ask students to complete the additional problems below related to the concepts of the lesson and evaluate their work.

1. How does the setup of market stalls reflect specialization?

- a. Each stand produced all goods and services in the market.
- b. Instead of one stand selling everything, the market is divided into specialized vendors producing one specific good or service.***
- c. Each stand sets identical prices for all goods and services produced.
- d. Each stand could have gotten what they wanted more effectively using barter.

Answer: By specializing, they get better at that one thing, produce it more efficiently, and can trade with others who specialize in different things.

2. Bluey only has \$5 to spend but the market offers endless options, including pony rides, pancakes, German sausages, toffee apples, and music. When she chooses to buy a toffee apple, she misses out on the other goods and services. Which economic concept does this reflect?

- a. **Tradeoff***
- b. Specialization
- c. Interdependence
- d. Circular flow

Answer: A tradeoff is the compromise made when you choose one option over another.

3. Indy tells Bluey: “Don’t worry. It’s like my mum always says: what goes around comes around.” When Indy and Bluey participate in the market, they end up getting their \$5 back. What economic principle does this reflect?

- a. Opportunity cost
- b. Specialization
- c. **Interdependence***
- d. Scarcity

Answer: When the same \$5 moves from person to person as they buy and sell things, it highlights interdependence — the idea that people in an economy rely on one another to meet their needs and wants.

4. In our class simulation, there were 10 market stalls, each of which received one \$5 bill. If one market booth lost its \$5 bill...

- a. Economic activity would stop, since the chain reaction would cause the other teams to stop trading also.
- b. Specialization would no longer be possible.
- c. The lost money would have no effect on anyone else.
- d. **The money supply would decline by \$5 and, through the circular flow of income and expenditure, overall trade would decline.***

Answer: Money moves from one person to another as they buy and sell goods. If a \$5 bill were lost, there would be less income and hence less expenditure and trade would decline slightly.

C. Lesson Plan 3: GDP calculation in Calypso

Synopsis: The episode entitled “Calypso” (Season 1, Episode 17) shows how children’s play simulates what they see in the “grown-up” world. The kids play by imitating grown-up work, and in doing so they create a simulated economy. The economy includes both consumption

and production. For example, one child opens a fish 'n chips shop, gathers resources for it (workers and fish), and sells food to the other children. The episode provides an opportunity for an economics instructor to teach that, like kids, economists model the economy.

In the lesson, students use the examples from "Calypso" to calculate GDP, paying attention to the distinction between goods and services, different components of GDP, and what is included and excluded from the GDP calculation. The model economy depicted in the lesson emphasizes that the GDP calculation is a model of the real economy.

Time required: 45 minutes

Class size recommendations: any

Number of volunteers: 0

Clip: <https://criticalcommons.org/view?m=VEtComwbh>

Clip Length: 4 minutes, 17 seconds

Key Concepts: calculating GDP, goods and services, circular flow

Objectives:

1. Learn how to calculate GDP.
2. Differentiate between the various components of GDP.
3. Understand which transactions are excluded from GDP.

Materials:

- Ability to show the video.
- Whiteboard and markers.

Procedure

1. Warm-up: Review GDP:
 - a. What is GDP? Why do we use it?
 - b. How is GDP calculated? What are some different ways to calculate GDP?
 - c. What is the circular flow model? How does the model reflect the different ways to calculate GDP?
 - d. How did we see the circular flow of the economy in the *Bluey* "Markets" episode?
 - e. What are some of the things of value that were created in the "Markets" episode?
2. Teacher input: Teach the students about what gets added into GDP and what does not.
3. Guided practice: Tell the students that they will practice calculating GDP by viewing an example from *Bluey*. Show the clips from the episode "Calypso," in which the kids make a pretend economy. Tell the students to fill out the chart below to help them calculate the

GDP of the classroom using the expenditure approach. In the chart, they must identify the following items for each good or service they see:

- a. What is the product?
 - b. Is it a good or service?
 - c. Will it be counted in GDP?
 - d. Is it consumption, government spending, or investment? (There are no net exports in the *Bluey* clip.)
 - e. Tell them not to include the Gnome Village in GDP – that’s just in the clip to emphasize that it is possible to make a model economy, just like we’re doing with GDP and circular flow.
4. Go over the chart with the class, getting answers from them. Then fill in what the class GDP will be, assuming “10 Dollarbucks” per transaction in the formal economy.

Activity	Good or service?	Is this bartered, consumed at home, or sold? (Assume "sold" if you don't see barter or home production).	Consumption, government spending, or investment?	Will it be counted in GDP?
Bluey hires Indy to be a server at her fish and chips shop.				
Rusty builds himself a house.				
The terriers form an army and protect the kingdom. They are paid for this.				
The "mums" look out after their own children.				
Rusty babysits Indy's baby so she can go to work.				
Indy rents a room from Rusty for 10 Dollar-bucks.				
The "mums" buy fish and chips from Bluey's restaurant.				

Answer:

Activity	Good or service?	Is this bartered, consumed at home, or sold? (Assume "sold" if you don't see barter or home production).	Consumption, government spending, or investment?	Will it be counted in GDP?
Bluey hires Indy to be a server at her fish and chips shop.	Service	Sold	Consumption	Yes
Rusty builds himself a house.	Good	Home	Investment	No
The terriers form an army and protect the kingdom. They are paid for this.	Service	Sold	Government	Yes
The "mums" look out after their own children.	Service	Home	Consumption	No
Rusty babysits Indy's baby so she can go to work.	Service	Barter	Consumption	No
Indy rents a room from Rusty for 10 Dollarbucks.	Good	Sold	Consumption	Yes
The "mums" buy fish and chips from Bluey's restaurant.	Good	Sold	Consumption	Yes

5. Note that there are four goods and services in this clip that would be included in GDP. If each one was worth 10 Dollarbucks, then the GDP of the class for this period would be 40 Dollarbucks.

6. Ask: "Does GDP capture all the value created in an economy? Why or why not? (No, because home production, barter, and other black-market activities aren't counted. Therefore, total economic activity is probably higher than GDP estimates, especially in economies that rely a lot on home production, informal trade, and black markets.)

4. Conclusion

Since its release in 2018, *Bluey* has taken the world by storm. Now, thanks to the power of social media, *Bluey* has found a new and unexpected audience: Gen-Z (Graterol, 2023). Tik Tok has transformed *Bluey* from a preschool favorite into a global pop-culture phenomenon by reaching demographics far beyond its original target audience. This provides economics educators with a unique opportunity to adapt the show for a university audience. *Bluey* offers countless moments in which characters make choices under constraints, giving economics instructors rich material for illustrating core concepts. The three lessons draw on specific episodes to illustrate market efficiency ("Granny Mobile"), the circular flow of income ("Markets") and GDP measurement ("Calypso"). Because these situations feel authentic to both children and adults, the show has become widely watched — and widely known among today's high school and college students. Connecting economic analysis to the lived experiences of students is often difficult. *Bluey* helps bridge that gap. Our active-learning lessons draw on the show's tone, relatability, and popularity to teach introductory economics in a way that feels intuitive, memorable, and genuinely engaging.

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Appendix

Visual 1



Handout 1: Induced value cards for the mobility scooter

You want to sell a mobility scooter. Sell it for as much as you can get. You value the scooter at \$3, so if you sell for less than \$3, then the deal is not worth it. This value is your secret!

You want to buy a mobility scooter. Buy it for as little as you can. You value the scooter at \$12, so if you buy for more than \$12, then the deal is not worth it. This value is your secret!

Vegetable Stand



Created by Mira iconic
from Noun Project

rake



Created by Diana Fomina
from Noun Project

vegetable



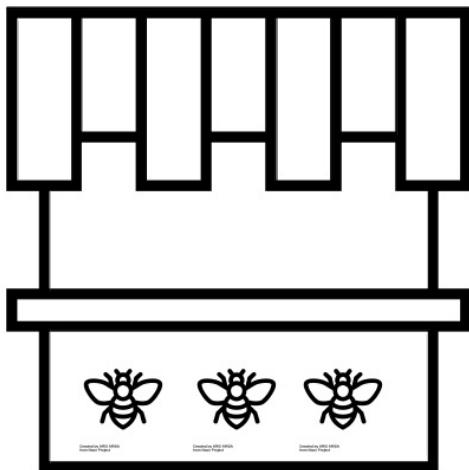
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bee



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Flower Stand



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shovel



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egg



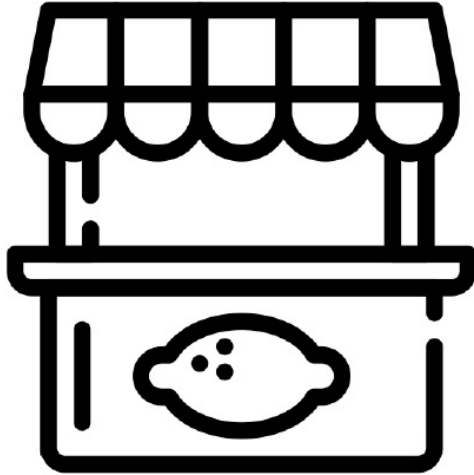
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baker



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Lemonade



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spoon



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lemon



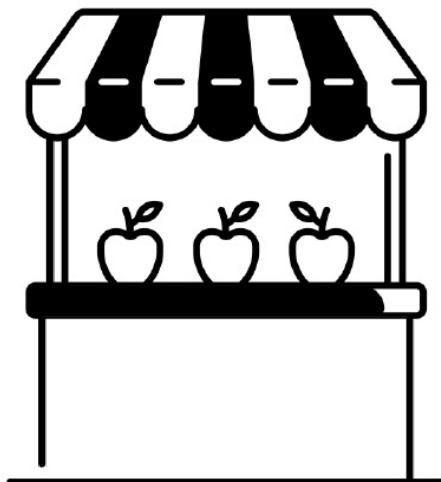
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lemonade maker



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Apple Stand



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crate



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apple



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apple farmer



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Cafe



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cup



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water



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barista



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Fruit Jam Stand



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jar



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strawberries



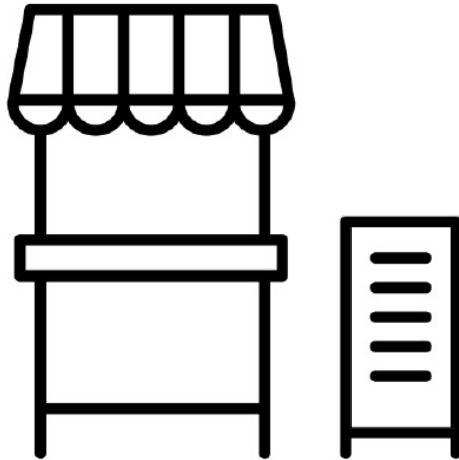
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farmer



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Yarn Shop



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scissors



Created by Creative Maria
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wool



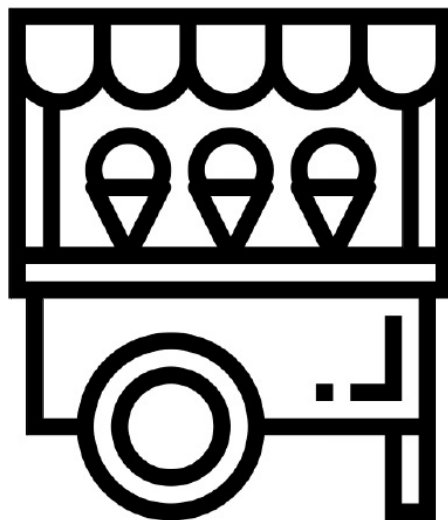
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Ice Cream



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bucket



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ice

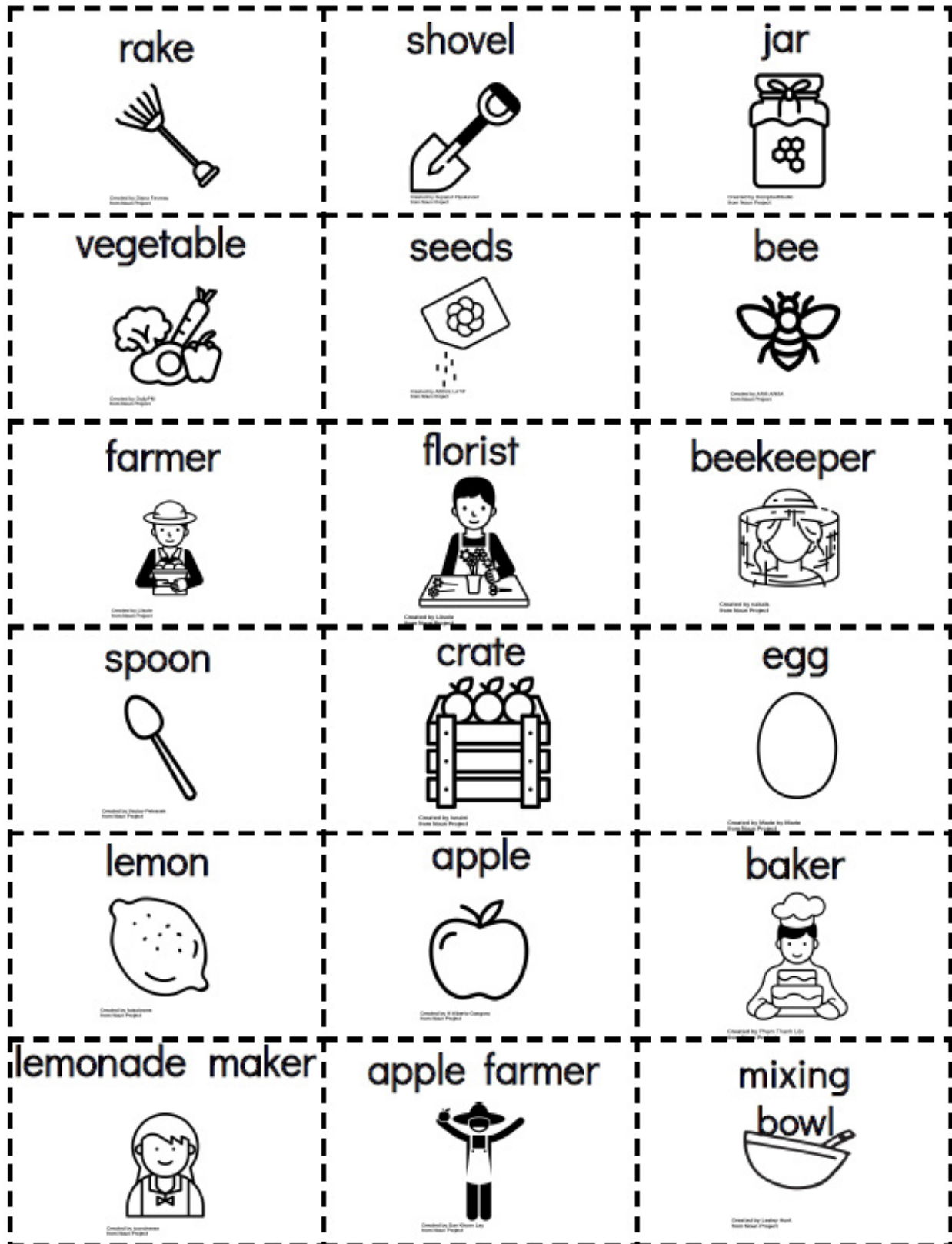


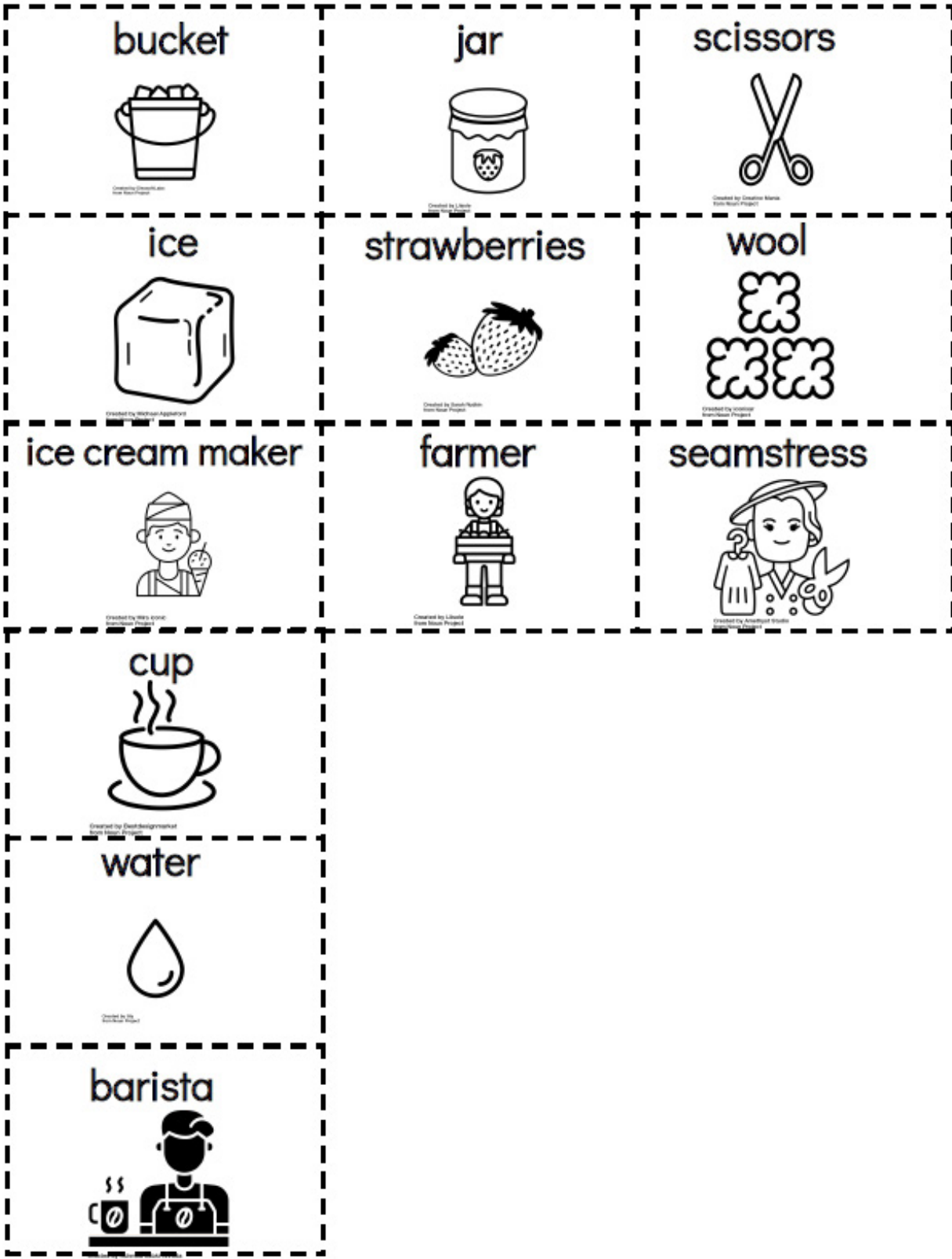
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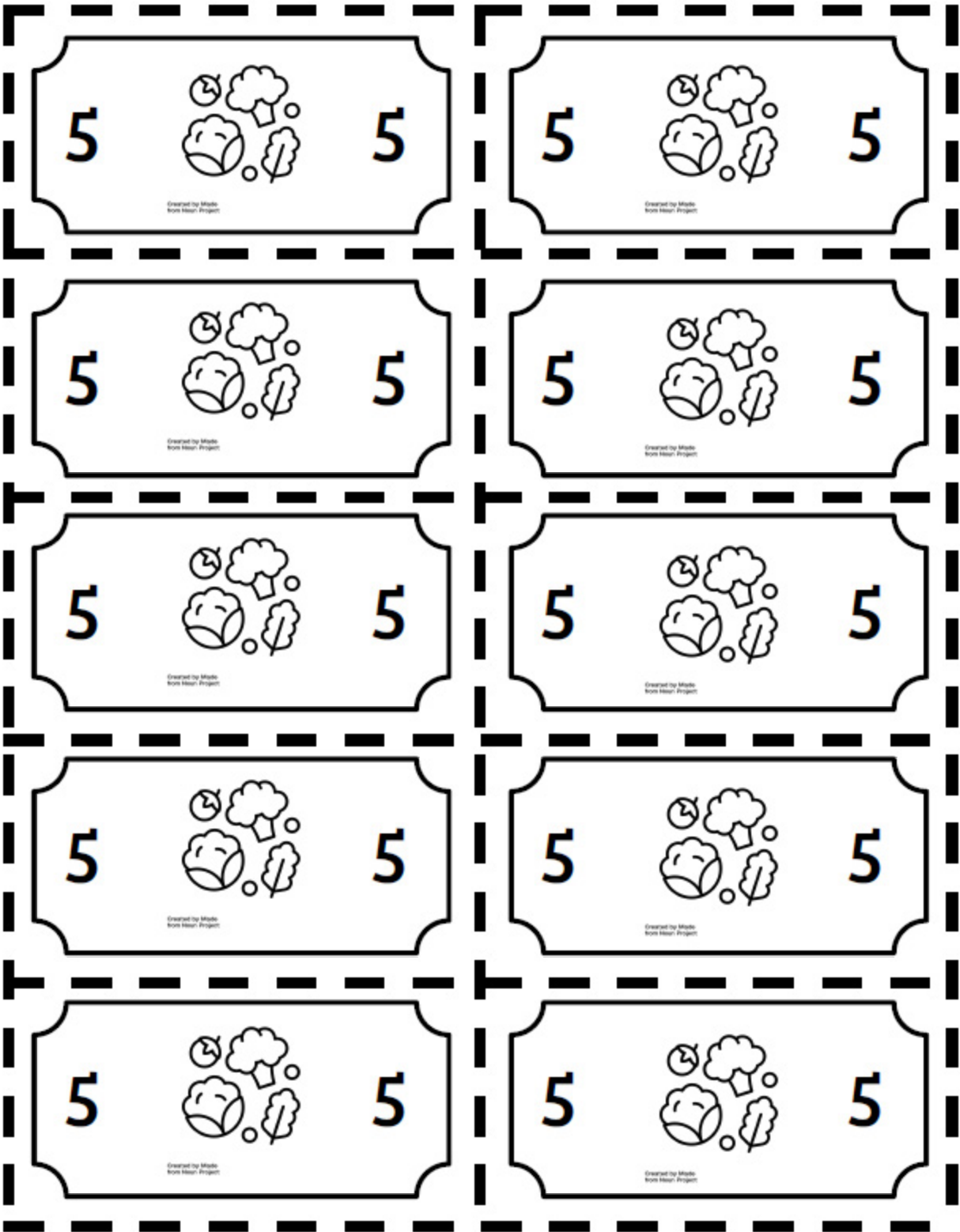
ice cream maker



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L. Shifflett