

Bluey Economics:

Using a TV Show to Teach What Matters

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What is Bluey?



Bluey itself is a leading player in the current media landscape, topping U.S. streaming charts in 2023 (Nielsen, 2024)



Bluey follows the adventures of a Blue Heeler puppy named Bluey, who lives with her family in Brisbane, Australia.



Bluey has gained popularity not only among its target audience but also among older viewers for its humor and authenticity in portraying family life.



Characters

Bluey



Bingo



Dad



Mum





Why Use Bluey?



Educational resources like television shows that students view outside of school can be effectively utilized with guidance from a teacher.



Enhancing engagement with multimodal content, such as television shows, provides avenues to tap into students' interests and existing knowledge bases.



Bluey can involve watching and discussing episodes as well as creating media in response



Economics

Economics is the study of how people make choices when they encounter limited options. A good definition for young children is "thinking about how we make choices when we can't get everything we want."





Market vs. Non-Market Decisions



- Market choices have to do with buying and selling goods and services using money, and guided by prices.



● Non-market choices include pretty much everything else – the vast majority of choices! In non-market choices, people act “economically” in that they face trade-offs, weigh costs and benefits, and respond to incentives.



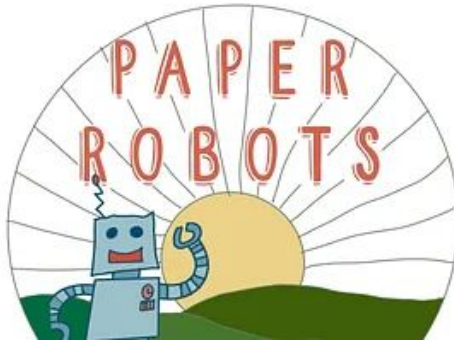
● But the choices they face and the incentives they follow do not necessarily have to do with money, trade, production, or consumption. Their choices are often more subtle and are governed by cultural and societal norms.



Paper Robots

Family Economics in "Bluey"

A deeper look into our buying impulses



<https://www.drstephenday.com/p/family-economics-in-bluey>



Markets

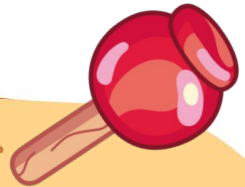


Episode Synopsis: When Bluey visits the markets with five dollars from the tooth fairy, the options for her are endless. But as she and Indy scour the market stalls for the perfect purchase, spending it proves hard.

Economic Concepts Addressed:



- A **market** is where people buy and sell **goods** and **services**
- In a market, **consumers** and **producers** (aka buyers and sellers) decide on what the prices of things will be.
- A market has a circular flow. The money goes around and around as people continue to trade.







Markets

Your Economic Success | Economic Lesson Plan

Bluey Economics: Markets

Key Ideas:

- A market is where people buy and sell goods and services
- In a market, consumers and producers (aka buyers and sellers) decide on what the prices of things will be.
- A market has a circular flow. The money goes around and around as people continue to trade.

Materials:

- Bluey episode "Markets" Season 1, Episode 20 (7 minutes)
- Market Stand Cards (10 markets, 5 whole sheets) Copy on cardstock- cut apart
- Productive Resource Cards (30 Cards) Copy on cardstock- cut apart
- Money Template: Cut apart on paper (One \$5 bill per market)
- Ball of yarn for extension activity



Introduction:

Begin by introducing 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: local farmers market, craft fair, themed festiva, or even their very own classroom markets)

Episode Discussion:

Show the students the Bluey episode "Markets" (S1, E20) (7 minutes). If the teacher can't access the full episode, key clips are available online.

Set a purpose for watching by asking the students to pay attention to:

- The different goods and services at the market
- How Bluey makes the decision about how to spend her \$5
- The path that Bluey's \$5 takes through the market

After watching, return to the guiding questions in a group discussion:

1. What are different goods and services at the market? (Possible goods: honey, bubbles, cake, jewelry, toffee apples, German sausages, carrots, juice; Possible services: massage, pony riding, music)
2. How did Bluey make decisions about how to spend her \$5? (Possible answers: she thought about what she wanted; she thought about what Indy could have; she makes a snap decision under pressure)
3. What path did Bluey's \$5 take through the market? (The five dollars goes from Bluey to the toffee apple man, to the German sausage seller, to the juice seller, to the carrot seller (since the juice seller needed carrots to make carrot juice), then as change to a shopper, who spends it on cake at Indy's mom's shop. Indy's mom then gives it to Bluey and Indy to put in the guitar case for the busker! What goes around, comes around.)
4. Why did the money move around so much? (Possible answer: Because many people at the market exchanged the money for things they wanted.)

Explain that students will now have a chance to take on the role as a buyer or seller in a market simulation.

Bluey Economics: Markets

Activity Set Up:

This lesson activity has three rounds. Divide the students among the 10 market stands. Shuffle the productive resource cards (30 cards) and distribute three random cards to each market. These cards should be random and not matching any of the needed cards for that specific market. For example, the Vegetable Stand should not have the rake, vegetable, or farmer resource cards prior to round 1. Each market should have a \$5 market bill. Have the students at that market write their names on the back of the bill. The students will need to use the \$5 market bill in order to purchase resources for their stand. Tell the students that the bill has their name on it so that they can track where it goes once they spend it.

Activity

Round 1	<ol style="list-style-type: none"> 1. Students look for the first card on their market stand sheet. Explain to the students that this is their capital resource. A capital resource is a good that is made by someone and used to produce other goods and services. Examples of capital resources are tools, buildings, and machines. 2. Have the students choose who will be the buyer and who will be the seller at their stand. The buyer will be going to purchase the resources, the seller will sell the cards each round at their stand. 3. Have the buyers (consumers) go purchase their first card. Students will need to exchange the money for the card. Some students might not want to exchange the bill. In this instance, the teacher might need to explain why money needs to be used to purchase goods. 4. The sellers will stay at their assigned market stand and "sell" the capital resource to the sellers who are in need of that resource. 5. The student will purchase their capital resource with their \$5 market bill. 6. Round 1 should result with each market stand pair having their capital resource, someone else's \$5 market bill, and two of their original resource cards: natural and human.
Round 2	<ol style="list-style-type: none"> 1. In the second round, students look for the second card on their market stand sheet. Explain to the students this is their natural resource. A natural resource is a material that comes from nature used for goods and services. Examples of natural resources are water, minerals, and soil. 2. Repeat steps 2-5 from round 1. Make sure to elaborate to the students they are looking for their natural resource related to their market.. 3. Round 2 should result with each market stand pair having their capital and natural resources and a \$5 market bill. There should only be one resource card left for round 3.
Round 3	<ol style="list-style-type: none"> 1. In the third and final round, students look for the third card on their market stand sheet. Explain to the students this is their human resources. A human resource is a person who does work to produce a good or service. Examples of human resources are farmers, teachers, and bakers. 2. Repeat steps 2-5 from the previous rounds. Explain to the students they are looking for the human resource related to their market. 3. Round 3 should result with each market stand having their capital, natural and human resource cards and a \$5 market bill.





Markets



Vegetable Stand



Created by Mira iconic
from Noun Project

rake



vegetable



farmer



Flower Stand



Created by nuengrutai
from Noun Project

shovel



seeds



florist



5



5

rake



vegetable



farmer





Markets

Bluey Economics: Markets

Simulation Debrief:

Have the students join you in a meeting place. Have the students sit in a circle with their market stand pairs. Have them bring the \$5 market bill with them.

Recap the simulation:

Today, you were all part of a market, and you traded money for resources that you needed.

Ask the students:

- What decisions did you have to make today? (Students may answer that they had a difficult time deciding to give away the \$5 that had their name on it. They also might mention that it was hard to buy what they needed and not buy from a friend just to have a card at their station.)
- Bluey made several decisions at the market based on her friend Indy. What are some of the decisions Bluey made when deciding how to spend her money? (Bluey chose to not ride the pony because Indie could not. She thought about Indy's feelings. Bluey did not purchase certain food items because of diet restrictions for Indy.)
- People make lots of decisions, and markets are dependent on the decisions of the buyers and sellers.

If time allows, have the students sit in a circle and flip over their \$5 market bill. They will notice that they have someone else's market bill. Give the child sitting to your right the end of the yarn ball. Have that student read the names on their market bill (kindergartners might need help with reading the names) and have the student roll the yarn to the names on their market bill. Then the students who received the yarn ball will repeat the previous step until the yarn is intertwined amongst the circle and each pair has a part of the yarn.

Ask the students if they notice anything about the yarn. (Possible answer: It looks like a web.)

How does this relate to Bluey's tooth fairy money? Bluey's "tooth fairy" money traveled around the market from stand to stand.

Explain that when everyone is connected in a big web like the one here, that is called "interconnected."

Closure:

In a market, everyone is interconnected. It means everything we do affects everyone else. We see this in the way that our \$5 bills found their way to a person that we never traded with — they got to that person because of our interconnected 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.



<https://www.disneyclips.com/images3/bluey.html>




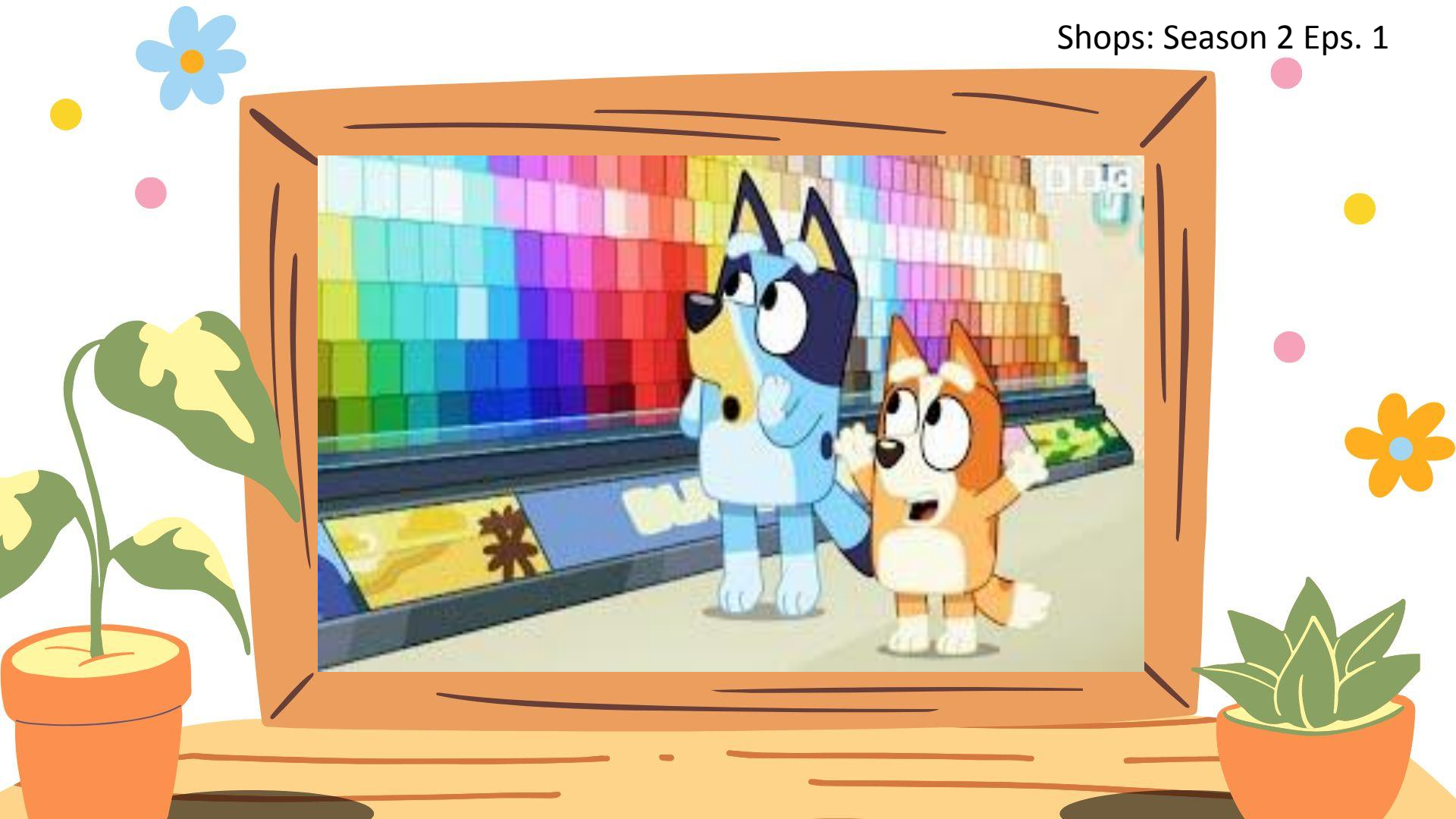


Hammerbarn



Episode Synopsis: *On a trip to Hammerbarn, Bluey and Bingo create their own mini-homes side-by-side in the trolley. But Bluey quickly gets jealous of her neighbour Bingo.*





Hammerbarn

In 'Hammerbarn,' the family becomes sadder even though they go shopping.

Ask: Why can shopping sometimes make us grumpy?



Shops

Episode Synopsis: Playing Shops is the best game ever for Bluey and her friends – if they can ever get started! With Bluey questioning the rules and changing who's who, they might be here all day!

Economic Concepts Addressed:

- D2.Eco.1.K-2. Explain how **scarcity** necessitates decision making.
- D2.Eco.1.K3-5 Compare the benefits and costs of individual choices.

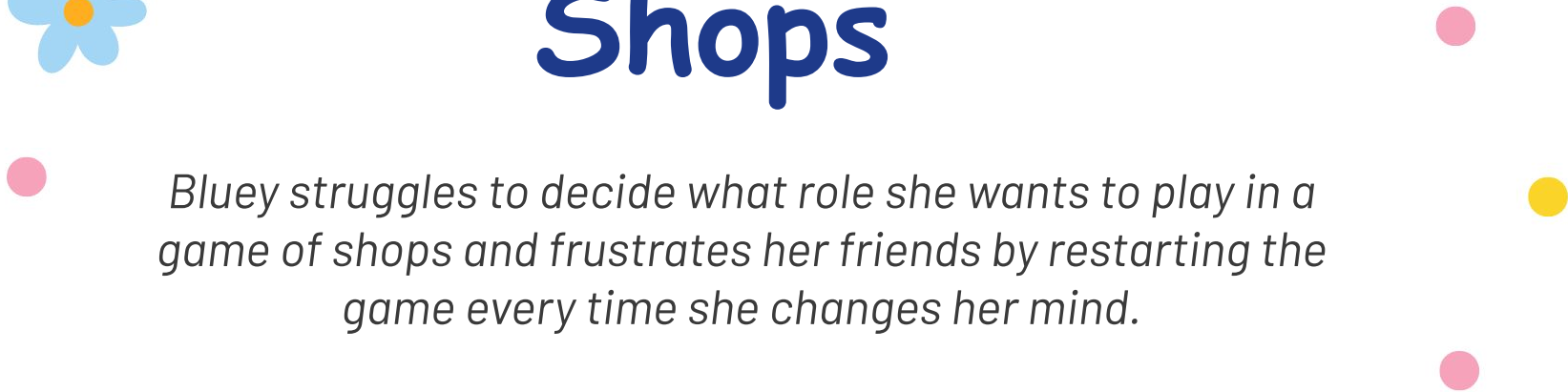







Shops

Bluey struggles to decide what role she wants to play in a game of shops and frustrates her friends by restarting the game every time she changes her mind.



Ask:

- Why does Bluey have a hard time choosing one role in the game of shops?
 - What would be a good tool for Bluey to use when making a decision on what shop to have?
- 



Shops

PACED Decision Making Model

P- State the Problem.

A- List the Alternatives

C- Identify the Criteria

E- Evaluate Alternatives based on Criteria

D- Make a Decision

Scoring Criteria:

1= Worst

2= Middle

3= Best

Problem Statement:

Criteria (What's Important?)					
Alternatives (Choices)					Total:

Decision:

Opportunity Cost:





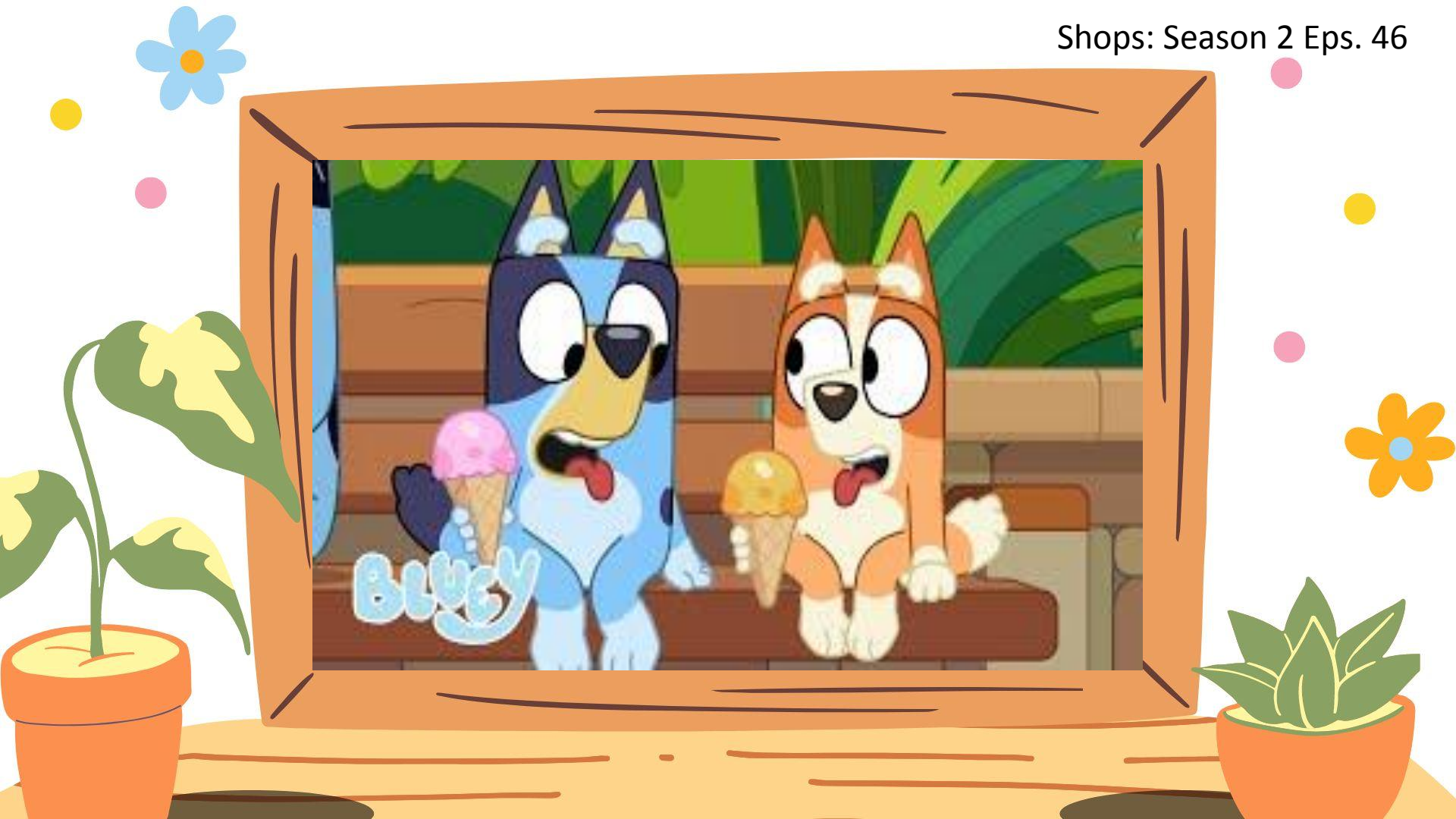
Ice Cream

Episode Synopsis: Bluey and Bingo want a lick of each other's ice cream. But they are so focused on making sure each lick is fair, they don't notice their ice creams are melting.

Economic Concepts Addressed:


- D2.Eco.2.K-2. Identify the **benefits and costs** of making various personal decisions
- D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.








Ice Cream



Bluey and Bingo convince Bandit to buy them ice cream, but their treats melt while they try to decide on a fair way to trade licks.



Ask: What are the benefits and costs of Bandit's decision to give the kids his ice cream at the end?



Ice Cream

Name: _____

Decision Making Model

Directions: Write or draw three benefits and three costs of the decision below.

Costs What you give up when you decide to do something	Benefits A benefit is what satisfies your wants.
1.	1.
2.	2.
3.	3.

Should you make this decision? Explain.

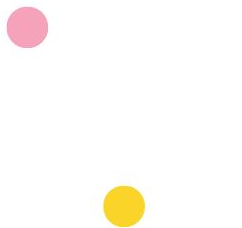




Ragdoll

Episode Synopsis: Dad agrees to take Bluey and Bingo to the shops to buy an ice-cream if they can get him into the car. Only problem is... he's just entered 'Ragdoll' mode!

Economic Concepts Addressed:


- D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain **goods and services**.
 - D2.Eco.3.3-5. Identify examples of the variety of resources (**human capital, physical capital, and natural resources**) that are used to produce goods and services.
- 









Ragdoll



Bluey finds money on the ground and the kids ask Bandit to drive them to the corner store to buy ice cream. He insists that they'll enjoy it more if they work for it and goes "ragdoll"; the girls have to use various resources to get him into the car.



Ask: What natural, human, and capital resources do the kids use to get their dad to the car?



Productive Resources

List the different resources observed.

Capital

Goods that are made by people and used to produce other goods and services. Examples of capital goods are tools, machines, and buildings.

Natural

Things that occur naturally in and on the earth that are used to produce goods and services.

Human

People who do mental and/or physical work to produce goods and services.

Resources

Bluey Website

<https://www.bluey.tv/>



Virginia Council on
Economic Education

<https://vcee.org/>



Your Economic Success

<https://youreconomicsuccess.org/>



Thank You



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