**Exploring the South East Asia marketplace**

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| **OBJECTIVES** | | | |
| **Achievement Objective:**  Understand how people seek and have sought economic growth through business, enterprise, and innovation. (level 5) | | **Year Level: 9 & 10**  **Curriculum level: 5**  **Unit Duration**: 4 weeks | |
| **Values:**  Excellence  Innovation, inquiry and curiosity,  Integrity  Respect | **Key Competencies:**   * Thinking * Relating to others * Using language, symbols, and texts * Managing self * Participating and contributing | | **Principles:**  High Expectations  Cultural diversity  Learning to Learn  Treaty of Waitangi  Future Focus |
| **Social Inquiry questions** | | **Business and entrepreneur case studies** | |
| How are New Zealand producers using digital media to market products in South East Asia? | | CHIA + AWAKA  PIC’S | |
| **Conceptual Understandings** | | **Concept bundle** | |
| * Producers make decisions that align with their values. * ASEAN nations are influential in the success of New Zealand producers. * Digital media reduces distance and increases connection between consumers and producers. | | Key concepts: decision making, trade, regionalism, producers, values, market, South East Asian market  Secondary concepts: product, producer, vision, mission, brand, consumer. | |

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| Introduction | |
| 1. What countries are in South East Asia? 2. What is ASEAN? 3. What is NZ’s current trading relationship with ASEAN? 4. What are features of the ASEAN market? | |
| Concepts: trade, market, regionalism, South East Asian market | |
| Suggested activities | Resources |
| Producers are businesses and entrepreneurs. Two Nelson based producers will feature in this unit, CHIA + AWAKA and PIC’S.  In preparation for learning activities to follow have students work in teams to track the social media use of PIC’S or CHIA + AWAKA. Each PIC’S team will be made up of three students and CHIA + AWAKA teams will work in pairs. This is because PIC’S use three forms of social media whereas CHIA + AWAKA use two.  Over a seven day period students will track how each brand uses social media and analyse this in the third stage of the unit. | Resource 1 |
| This unit focuses on countries that are part of ASEAN (Association of South East Asian Nations).  To begin, tap into students prior knowledge of the region asking:   * What countries do they think are part of South East Asia? * What do they know about this region? * What do you think NZ exports to South East Asia? * What do you think NZ imports from South East Asia?   Introduce students to this region with the ASEAN power point (resource 2). As you work through the power point with students   * discuss the importance of trade between NZ-ASEAN (slides 3-4) * look back at their discussion – did they get all the countries? Which ones did they miss? Did they predict our exports and imports? What was unexpected?   To develop an understanding of the countries that make up this regional grouping have students work in teams of 4 to investigate each country. Allocate each team a country within ASEAN. Priority should be given to the following countries as they either have a stronger trade relationship or a developing a trade relationship with New Zealand: Singapore, Malaysia, Thailand, Indonesia, Philippines, Vietnam, Cambodia, Laos and Myanmar.  Instructions for this task are on the power point. Emphasise that the presentation should focus on information that a producer who is looking to sell their product in the region would benefit from knowing. Encourage students to use technology to present their findings to the class and emphasise the need for visuals rather than large amounts of text.  As each team shares their findings students can record 2-3 features of each country on their retrieval chart.  Two websites useful for statistics include:  <http://www.worldometers.info/world-population/south-eastern-asia-population/>  <http://www.tradingeconomics.com>  Once all the presentations have taken place have students reflect on the following questions:   1. What is similar and different between ASEAN countries? 2. What should a NZ producer know about ASEAN before they consider selling their product there?   Students could do this as a think, pair, and share. | Internet access required  Resource 2  Resource 3 |
| Provide students with a copy of the concept and terminology list. In groups have students pick out and discuss the concepts and/or terms that have been used and how they have been used. Together they can come up with a sentence or image to add to the third column. Students will come back to the concept and terminology sheet as the unit progresses and they engage with more concepts. It may be helpful for them to use pencil so that they can make changes in the future if necessary. | Resource 4 |

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| New Zealand Producers in South East Asia | |
| 1. How are NZ producers doing in the ASEAN market? 2. What has been important to their success? | |
| Concepts: Producers, product, brand, vision, mission, South East Asian Market, trade, decision making | |
| Suggested activities | Resources |
| In these activities students will develop an understanding of how New Zealand producers are working in the South East Asian market.  Put students in pairs to analyse the interview with Adam McConnochie. Have students take the role of the interviewer or Adam and read the interview together. Ask them to pick out unfamiliar words or phrases, ones that they are not sure about so that you can clarify these for them.  Students can then work through the three level guide together.  Still in their pairs, have students come up with Adam’s top 5 tips for New Zealand entrepreneurs wanting to enter the South East Asian market and record these in their books. They need to be able to describe why they have chosen the 5 tips.  Have students join with another pair to share their top 5. They need to look at what is similar or different and justify their top 5. | Resource 5 |
| Adam McConnochie talks about CHIA and PIC’S in his interview. In these activities students will investigate these producers further to develop their understanding of brand.  Students can work together using the company websites to complete the table identifying features of the brand. Have students discuss what features make the brand unique.  Packaging is an important part of Brand, especially in a competitive market. Students will investigate the packaging of CHIA and PIC’s. Students could do this as a homework task by going to local supermarkets or do an online search. Once the task has been completed have students discuss the packaging and make comparisons between the products and also to the features of each product identified in the previous task ie. does the packaging match up with the features such as the vision and/or values?  Students continue their investigation by selecting CHIA or PIC’s and looking into competing products. Students can discuss what sets CHIA and PICS’s apart from their competitors. | Resource 6  Resource 7  Resource 8 |
| Students return to their concept and terminology list. In groups have students pick out and discuss the concepts and/or terms that have been used and how they have been used. Together they can come up with a sentence or image for the third column. They may want to change what they put earlier given they have new learning. | Resource 4 |
| Check for student’s understanding of concepts by having them make connections between the concepts and terms. Students can spread the concepts and terms out on their tables and work individually or in pairs to make the connections.  This can be repeated at any stage in the next section as well as prior to starting assessment. | Resource 9 |

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| Online presence and marketing | |
| What decisions do producers make about social media use?  How do producers use social media?  What are the positives and negatives of social media use? | |
| Concepts: Trade, regionalism, decision making, values, South East Asian market, brand | |
| Suggested activities | Resources |
| Social Media is an element of digital media. In the following learning activities students will develop their understanding of social media and how small producers are able to use social media to their advantage.  Have students discuss in group the questions below. They will need to have in mind a person (other than a friend) or brand they follow on face book, twitter or Instagram.   * Why do you follow them? * What is type of posts do they make? * What is good about their posts? * What could they improve on? * Why do you think they use social media?   Have students record their discussion points and ideas on a large sheet of paper or shared space if you are a BYOD school.  Share with students the document called Top 3 reasons. Have students look back at their discussion ideas and decide how close were they? What did they miss or not consider?  Students will need to have their social media tracking sheet they completed at the start of this unit. Have students analyse their tracking sheet individually first by answering these questions to identify trends.   * Did they post more on any particular day? * What was the most common length of a post? * Is there a difference between weekday posts compared to weekend posts? * What did each post tend to be about? * Did they create their own images or video?   Once they have done this students join back with their team of 3 or 2 and discuss these questions.   * Which social media tool did they use most often? * Did one get a better response from people? * Did they use the different tools to share different content or was it the same?   Once students have analysed their social media tracking share with them the document Evaluating social media use. Have students each write a paragraph in which they decide how well PIC’S or CHIA use social media. They should provide examples from their tracking to support their decision. | Resource 10  Resource 11  Resource 1 |

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| **Assessment** |
| Develop a social media marketing campaign for a new or existing food or beverage product targeting the South East Asian market  This assessment has two purposes.   1. To demonstrate understanding that a producers decisions are influenced by their brand (mission, vision and values) 2. To demonstrate ability to make decisions about developing a social media campaign for your product.   Students will work in groups to complete the assessment. Part one focuses more on conceptual understanding by developing brand and product. Part two has a focus on decision making regarding the development of the social media campaign.  Marking of the assessment can be done through self-assessment and self-reflection and/or the marketing schedule.  Resource 12 |

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| Additional resources |
| Map of South East Asia sourced from <https://aseanup.com> |