

HOSA CONVENTION FUND RAISING

Performance Standard (15B/15C).J

Each student is in charge of a HOSA Convention fundraising project and must examine his or her interest in buying an item (demand) and his or her willingness to sell an item (supply) accordingly:

- *Knowledge:* identify the key concepts in supply and demand determinants.
- *Reasoning:* analyze the given determinants and make a logical recommendation for prices.
- *Communication:* write a well organized, well focused and well detailed recommendation; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand that scarcity necessitates choices by consumers (15B) and understand that scarcity necessitates choices by producers (15C)*, provide students with sufficient learning opportunities to develop the following skills:

- Identify the non-price determinants of demand and predict change in demand and market price for a product when any of those determinants change.
- Predict the change in supply of a product and the market price for the product when non-price determinants of supply change.

The health occupations worker must be aware of the effect of supply and demand on health-care services. Desirable services must be provided at a reasonable cost to the client. Alternative services may be substituted if safety factors are assured. Reimbursement from insurance companies and government agencies may also affect the type of procedure/treatment given. Therefore, health occupations students need to be taught or review the economic concepts of the law of supply and the law of demand. They also need to be taught or review the determinants of supply and demand and how price changes due to changes in those determinants then change supply or demand.

2. Have students review and discuss the following assessment task and how the rubric will be used to evaluate their work.
3. A copy of the supply and demand handout can be distributed to students to assist in the review of the concept or can be used in the review as mentioned in procedure #1 above.
4. Each student takes the role of class fundraiser who must make a written recommendation for an item the class will purchase for resale and try to convince the class that the choice is right.
5. Direct students to the web sites (those listed or the teacher's preference), handout or textbook on supply and demand.
6. Each student selects what he or she considers the item or service most community residents would buy from HOSA members to help support the trip to state convention (e.g., first aid kits, car wash, used books, stadium blankets).
7. Have students use four of the following list of non-price determinants of demand to provide reasons why more community residents will buy the selected item/service: income, availability of substitutes, availability of complementary goods, weather or season, styles, tastes, habits and expectations for future. The item/service and the reasons community residents will buy it make up the beginning part of the recommendation to the class. The reasons should be identified with the appropriate determinant.
8. The student will suggest an event that would change one of the determinants used. The student would then predict how demand for the product would change and how the price of the item/service may change if the change in demand is significant and widespread. The reason(s) for each prediction should be explained. This will make up the second part of the recommendation.
9. The student will then take a different look at the selected item/service. He or she will look at the item/service from the standpoint of selling it rather than buying it. The following are the non-price determinants of supply: cost of production, number of sellers or producers, expectations for the future. The student will suggest an event that would change one of these determinants. The student would then predict and explain how the willingness of the class to sell the item/service (supply) would change and how they should change the price of the item/service as a result. This will make up the third part of the recommendation.

10. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
- *Knowledge*: the identification of the key concepts and facts associated with the supply and demand determinants are accurate and complete.
 - *Reasoning*: the economic reasoning in the recommendation is appropriate and logical.
 - *Communication*: the writing of the recommendation is well organized, well detailed and well focused; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One, 50-minute period to write recommendation

Resources

- Supply and demand website, handout or economics textbook, e.g.:
<http://ingrimayne.saintjoe.edu/econ/demandSupply>
www.bized.ac.uk/stafsup/options/notes/econ207.htm
- HOSA Convention Fund Raising task sheet
- Supply and demand handout
- www.hosa.org
- Social Science Rubric

HOSA CONVENTION FUND RAISING

Student Task Sheet

Using the following directions, write a recommendation for an item the HOSA chapter will choose to sell as a fundraiser, and try to convince the class that the choice is right. Use a separate sheet of paper to write your recommendation.

1. Select one item you think most other students would buy from the following list of similarly priced items: first aid kits, car wash, used books and stadium blankets.
2. Use four of the following list of non-price determinants of demand to provide reasons why more students will buy the selected item: income, availability of substitutes, availability of complementary goods, weather or season, styles, tastes, habits and expectations for the future.

The item you choose and the reasons you think other students will buy this item will make up the beginning part of your recommendation to the class. The reasons should be identified with the appropriate determinant.

3. Next, suggest an event that would change one of the determinants used. Then predict how demand for the product would change. Predict how the price of the item may change if the change in demand is significant and widespread. Explain reasons for each of your predictions. This will make up the second part of the recommendation.
4. Consider your item from a different point of view. Look at your product from the standpoint of selling it rather than buying it. The following are the non-price determinants of supply: cost of production, number of sellers or producers, expectations for the future. Suggest an event that would change one of these determinants. Then predict and explain how the willingness of the class to sell the product (supply) would change and how you should change the price of the item as a result. This will make up the third part of the recommendation.

BASIC SUPPLY AND DEMAND

DEMAND

The amount of a product/service that people are willing and able to buy at a certain price is called demand. This is usually fueled by the desire, or willingness, to own/use a product/service.

Many factors determine whether a product/service is wanted or in demand. These include:

- Satisfaction people get from using the product or service.
- Whether they like the product or service.
- The price of the product or service.
- Whether cheaper substitutes can be successfully used.
- What other products or services are needed or wanted in this same time period.
- The current income of the consumer.

The consumer group to which the product is being marketed is also important. The above factors vary with different types of groups. What may be in demand for one group is not desired in another. Some influences that separate these consumers include:

- Age
- Geographic location and climate
- Culture and religion
- Economic status
- Education level

SUPPLY

The amount of the product/service available is called supply. The producers are willing to sell the product/service at a given price. People sell things often to use the profit to obtain other products/services that they desire.

Supply is determined by:

- The cost of producing the product or service.
- The price of the product or service.
- The availability of alternate or cheaper goods.
- Unexpected events that affect supply.
- Seasonal demands.

Producers want to sell their product at a profit. The supply available and demand for the product or service may help to determine which to offer or market to consumers.

Resources:

<http://ingrimayne.saintjoe.edu>

www.bized.ac.uk/stafsup/options/notes/econ207.htm

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- | | |
|---|--|
| <input type="checkbox"/> Exceeds standard (total points 11 - 12)
<input type="checkbox"/> Meets standard (total points 8 - 10) | <input type="checkbox"/> Approaches standard (total points 5 - 7)
<input type="checkbox"/> Begins standard or absent (total points 1 - 4) |
|---|--|

	Knowledge of evidence from the social sciences: facts/supporting details; themes/issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	<ul style="list-style-type: none"> • Key concepts/themes/issues/ideas are thoroughly identified, defined and described. • Significant facts/supporting details are included and accurately described. • Has little or no factual inaccuracies. 	<ul style="list-style-type: none"> • Identifies and logically organizes almost all relevant evidence. • Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation is well focused with a well-defined thesis. • Presentation shows substantial evidence of organization. • Presentation shows attention to the details of specific performance conventions.
3	<ul style="list-style-type: none"> • Key concepts/themes/issues/ideas are identified, defined and described. • Facts/supporting details are included. • May have a major factual inaccuracy, but most information is correct. 	<ul style="list-style-type: none"> • Identifies and organizes most of the relevant evidence. • Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates a focus and thesis with several narrative gaps. • Presentation demonstrates adequate evidence of organization. • Presentation has mistakes in attention to the details of specific performance conventions.
2	<ul style="list-style-type: none"> • Some key concepts/themes/issues/ideas are identified, defined and described. • Some facts/supporting details are included. • Has some correct and some incorrect information. 	<ul style="list-style-type: none"> • Identifies some relevant evidence and omits most of the other evidence. • Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches incomplete or inaccurate conclusions based on the evidence. 	<ul style="list-style-type: none"> • Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates an inadequate focus and thesis. • Presentation demonstrates inadequate evidence of organization. • Presentation has insufficient attention to the details of specific performance conventions.
1	<ul style="list-style-type: none"> • Few or no key concepts/themes/issues/ideas are identified, defined and described. • Few or no facts/supporting details are included. • Information is largely inaccurate, absent or irrelevant. 	<ul style="list-style-type: none"> • Important evidence relevant to the problem is not identified. • Critical thinking skills and habits of mind are absent. • Conclusions are lacking, absent or unclear. 	<ul style="list-style-type: none"> • Expression of almost all ideas in the presentation is unclear. • The presentation demonstrates little focus and lacks a thesis. • Presentation demonstrates little or no evidence of organization. • Presentation has multiple mistakes in attention to the details of specific performance conventions.
Score			