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We are working towards endorsement of this title for the Cambridge Pathway.

## Plenary idea

### 1 Tomatoes vs. video games (30 minutes)

**Learning outcome:** To discuss the meaning of merit and demerit goods.

**Resources:** Coursebook Chapter 13 Economics in action.

**Description and purpose:** The purpose of the role-play is to reinforce an understanding of merit goods / demerit goods. First, students read the Economics in action real-world study on tomatoes. Review what a merit good is, and ask pairs to discuss whether tomatoes should be regarded as a merit good and whether video games should be regarded as a demerit good. Then assign each student one of four roles. They should stand up and speak for no longer than 20 seconds on the benefits/costs of the good at hand. Encourage students to focus on the causes of market failure related to these classifications.

- **Tomato advocate.** Emphasise the nutritional benefits of tomatoes and highlight positive externalities, such as improved community health.
- **Tomato critic.** Question the nutritional value of tomatoes. Raise concerns about potential environmental or economic downsides.
- **Video game advocate.** Highlight the positive aspects of video games, such as cognitive benefits and entertainment value. Argue that responsible gaming can have positive effects on individuals.
- **Video game critic.** Point out potential negative effects of excessive video game consumption. Discuss concerns about impacts on mental health and productivity.

› **Assessment ideas:** Assess students based on their clarity of argument, use of evidence and understanding of the concepts of merit and demerit goods. Also, you could ask students to write a reflective journal entry summarising the discussion; reflective journal entries help students internalise key concepts.