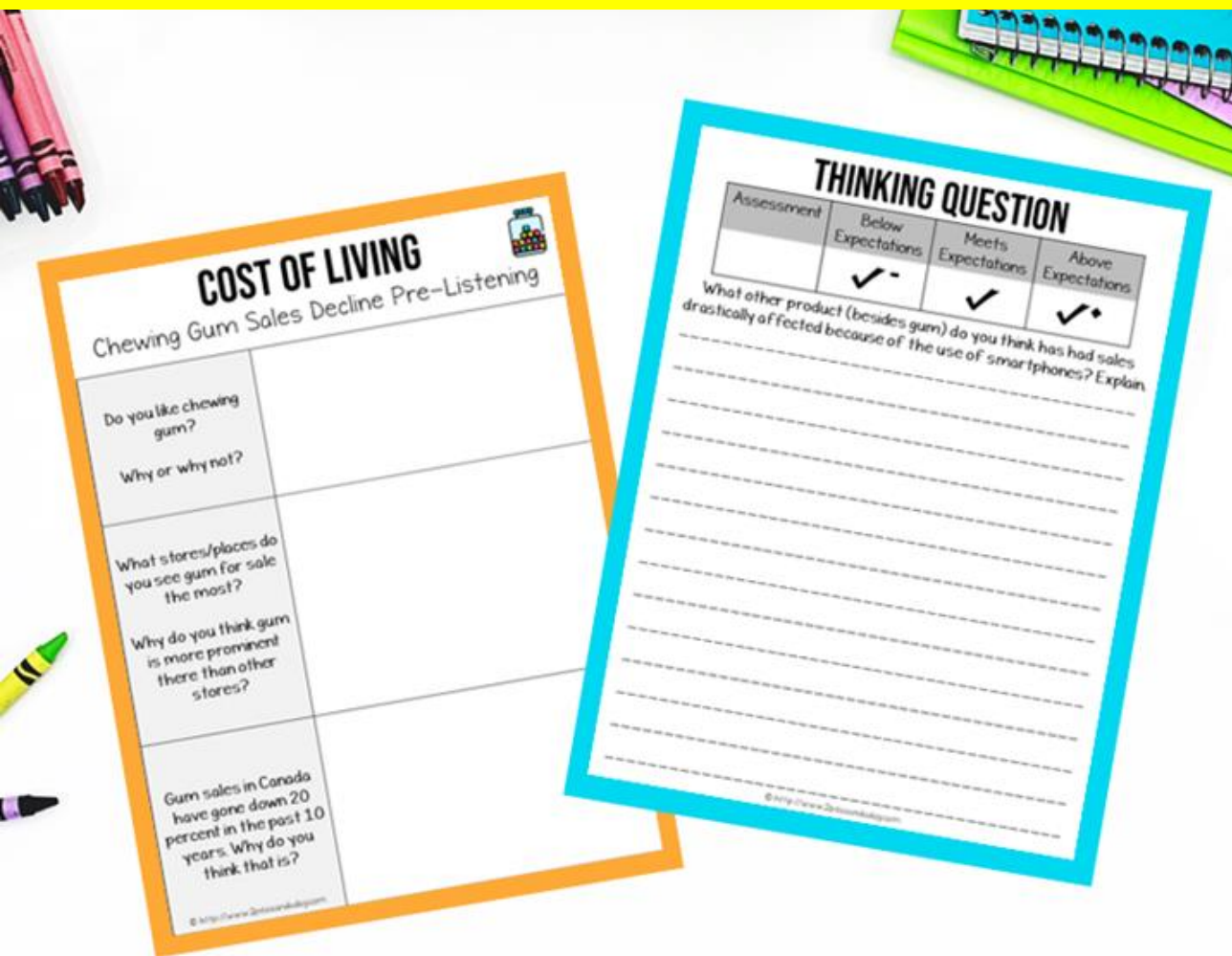


# Podcast Lesson

Chewing Gum Sales Decline

**PDF & DIGITAL FORMATS**



**2 Peas and a Dog**

Middle School Teaching Resources



## RESOURCE INCLUDES

- ✓ Detailed Lesson Plan
- ✓ 22 Pages
- ✓ Graphic Organizers
- ✓ Pre & Post Listening Activities
- ✓ Journal Entries
- ✓ Extend Your Thinking Choice Board
- ✓ Answer Keys
- ✓ Print & Digital Formats



# LESSON OVERVIEW



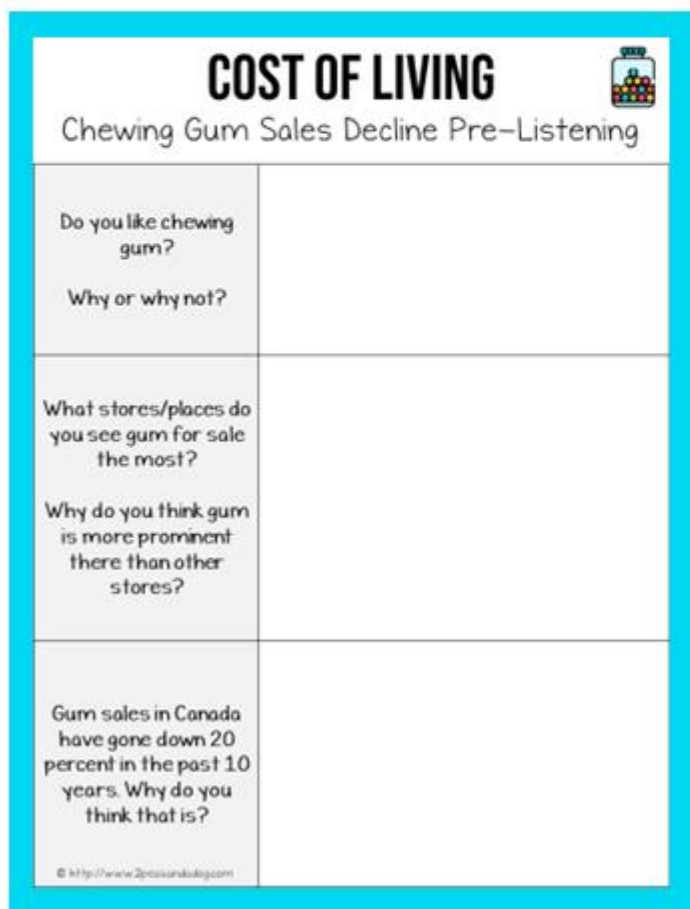
In This Lesson Students Will:

1. Complete a pre-listening graphic organizer.
2. Listen to a short podcast segment.
3. Complete a post-listening graphic organizer.
4. Work on a journal entry response.
5. Challenge themselves on an Extend Your Learning choice board.

**INDEPENDENT  
WORK**

**WHOLE  
CLASS  
LESSON**

**ENGAGING  
LESSON**

[illegible]

# PRE & POST LISTENING QUESTIONS & JOURNAL ENTRIES



# DETAILED TEACHER PAGES

## LESSON PLAN



### Cost of Living – How did gum's bubble burst?

**Lesson Overview:** Students will learn about a variety of economic topics after listening to a brief podcast segment.

**Materials Needed:**

- ❑ Access to reliable technology computer, data projector, Wi-Fi
- ❑ Cost of Living graphic organizers (class set)
- ❑ Cost of Living Podcast Episode: "[How did gum's bubble burst?](#)" – May 13, 2023.
- ❑ Select one of these videos depending on the interests of your class(es):
  - [iPhones Affected Gum Sales](#)
  - [How Costco Tricks You Into Spending – Money Moves](#)

**Teacher Instructions:**

1. Start the lesson by using the pre-listening questions to spark conversation about gum.
2. Next, ask students to fill out the Pre-Listening Cost of Living graphic organizer. Have a brief class discussion and write down some of the answers students share.
3. Then, have students watch one or both of the suggested videos. After watching, have a brief discussion on what they learned.
4. Have the class listen to the brief segment "[How did gum's bubble burst?](#)" from the Cost of Living Podcast.
5. After listening to the podcast, have the students complete the remaining sections of the Post-Listening graphic organizer.
6. If time permits, have students complete the journal entry. Assess the journal entry using [this method](#).

## SAMPLE ANSWERS

Note: These are just sample ideas; your students might come up with different information.

**Option 3:**

**What happens to gum when it is spit out on the ground?**

When gum is spit on the ground, it sticks to the ground and can be difficult to remove. It will also stick to your foot or shoe if you step on it. It can make public spaces look less clean and make them look less aesthetically pleasing. People might enjoy public spaces less because of gum being left on the ground.

Since gum is not biodegradable, it stays on the ground for a long time, usually years, and can contribute to pollution. Sometimes special equipment is needed to remove gum, which can be time-consuming and costly.

Gum on the ground can create an unsanitary environment, be a breeding ground for bacteria, and wildlife in the area might mistake the gum for food or become entangled in it, which can lead to health issues.

**Is gum compostable?**

Most gum contains synthetic materials which are not biodegradable or compostable. They don't break down naturally like organic matter and can stay in the environment for years. Some manufacturers might claim that their gum is biodegradable or compostable, so you need to verify the specific ingredients to put truth to their claims. Gum should not be disposed of in compost bins and should be placed in proper waste bins or designated trash cans.

## DIFFERENTIATED LESSON PLANS

- Podcast Link
- Step-By-Step Instructions
- Student Pages
- Answer Keys

# SAMPLE PAGES

## LESSON PLAN



### Cost of Living – How did gum’s bubble burst?

**Lesson Overview:** Students will learn about a variety of economic topics after listening to a brief podcast segment.

**Materials Needed:**

- Access to reliable technology computer, data projector, Wi-Fi
- Cost of Living graphic organizers (class set)
- Cost of Living Podcast Episode: [“How did gum’s bubble burst?”](#) – May 13, 2016

## FULL LESSON PLAN

- Next, ask students to fill out the Pre-Listening Cost of Living graphic organizer. Have a brief class discussion and write down some of the answers students share.
- Then, have students watch one or both of the suggested videos. After watching, have a brief discussion on what they learned.
- Have the class listen to the brief segment [“How did gum’s bubble burst?”](#) from the Cost of Living Podcast.
- After listening to the podcast, have the students complete the remaining sections of the Post-Listening graphic organizer.
- If time permits, have students complete the journal entry. Assess the journal entry using [this method](#).

## COST OF LIVING



### Chewing Gum Sales Decline Pre-Listening

Do you like chewing gum?	
Why or why not?	

## EXTEND YOUR LEARNING



One of the three research options to learn findings will be shared with the class.

### Option 1

Actual reasons why students should be in school. Remember to cite your sources. Create a video or speech to your

Do you like chewing gum?  
Use a diagram to explain

Answer the following questions:  
How is it made?  
What happens to gum when it is spit out on the ground?  
Is it compostable?  
Share your answers with the class.

## THINKING QUESTION

Assessment	Below Expectations	Meets Expectations	Above Expectations
	✓-	✓	✓+

What other product (besides gum) do you think has had sales drastically affected because of the use of smartphones? Explain.

## STUDENT PAGES

## SAMPLE ANSWERS

Do you like chewing gum? Why or why not?

- I like gum because when I am hungry, but it isn't lunchtime yet, it makes me feel less hungry.
- I like gum because I don't have to worry about having bad breath when I am out in public and can't brush my teeth.
- I do not like gum because it has no nutritional value.
- I do not like gum because there is nowhere to put it when I am done chewing it.

## SAMPLE ANSWERS

Note: These are just sample ideas; your students might come up with different information.

What happens to gum when it is spit out on the ground?

Gum has a percentage of us is

## ANSWER KEYS

Gum on the ground can create an unsanitary environment, be a breeding ground for bacteria, and wildlife in the area might mistake the gum for food or become entangled in it, which can lead to health issues.

### Is gum compostable?

Most gum contains synthetic materials which are not biodegradable or compostable. They don't break down naturally like organic matter and can stay in the environment for years. Some manufacturers might claim that their gum is biodegradable or compostable, so you need to verify the specific ingredients to put truth to their claims. Gum should not be disposed of in compost bins and should be placed in proper waste bins or designated trash cans.

# LESSON FORMATS



**PDF**

✓ Individual & Whole Unit



**DIGITAL**

✓ Google Slides

**RESOURCE CAN BE USED  
IN-PERSON OR ONLINE**