



Teacher Resource

# Blind Boxes

## Focus Questions

Discuss the BTN High story as a class and record the main points of discussion. Students will then respond to the following:

1. Have you purchased a blind box before? If so, why did you buy it and how did you feel about unboxing it?
2. Why do you think blind boxes appeal to young people?
3. What are the social impacts of blind boxes?
4. What are the environmental impacts?
5. Are there any ethical concerns about blind boxes? Explain.
6. What does 'Manufactured Scarcity' mean?
7. Do you think the way we engage in blind box products will change in the future?

## Activities

- Design your own blind box and create an advertising campaign marketing your product to fellow students.
- Research the history of blind boxes and write a feature article about their popularity.
- Write a persuasive essay about the positive and negative impacts of blind boxes.

### EPISODE 29

4<sup>th</sup> June 2025

#### KEY LEARNING

Students will discuss the social, cultural and environmental impacts of viral collectibles such as 'blind boxes'.

#### CURRICULUM

[Health and PE – Years 7 and 8 \(v8.4\)](#)

[Health and PE – Years 7 and 8 \(v9.0\)](#)

[Economics and Business – Year 9 \(v8.4\)](#)

[Economics and Business – Year 9 \(v9.0\)](#)

[Economics and Business – Year 10 \(v8.4\)](#)

[Economics and Business – Year 10 \(v9.0\)](#)

[Media Arts – Years 9 and 10 \(v8.4\)](#)