

GRADE LEVEL 3-5

IS IT REALLY WORTH IT?



TOPIC

Responsible Spending

SUBJECT AREA

Math

RELATED SUBJECT AREAS

Social Studies, Economics

LESSON OBJECTIVES

Students will:

- Discuss media promotions, such as billboards, newspapers, TV, radio, magazines, labels on clothes, and so on
- Identify where media promotions are and to whom they are aimed
- Read and evaluate advertisements, premiums, and promotions
- Experiment with comparison shopping within a budget
- Learn how to be a smart consumer

IMPORTANT TERMS

advertisement, budget, brand name, generic brand

LITERATURE CONNECTION

Gill, Shelley and Deborah Tobola. *The Big Buck Adventure*. Talewinds, 2000.

INTERACTIVE EXTENSION

Students learn smart shopping tips and then practice buying needed items while staying within a set budget. The following is the Web address for the interactive activity that complements this lesson:

<http://www.citigroup.com/citigroup/financialeducation/curriculum/kids.htm> and click on "Is It Really Worth It?"

Teaching Notes

Estimated Time Requirement

40 - 80 minutes

You may wish to teach this lesson over the course of two class periods:

Part One:

Introduce lesson, work with ads, and calculate their items.

Part Two:

Share results, discuss budgets, design ad, and conduct evaluation.

Materials Needed

- Chart paper and marking pen or chalkboard and chalk
- Several newspaper advertisements pertaining to a shopping theme of your choice, such as school supplies or holiday party supplies, from comparable competitors, such as KMart and Target
- Paper, one sheet per student
- Calculators, one per pair
- Poster boards, one per pair

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Teaching Notes

Introduction

Students are impressionable and need guidance to understand advertisers and their motives. In this lesson, students will develop a critical analysis for advertisements and practice shopping within a budget.

Teaching Strategies and Learning Activities

- Throughout the lesson, emphasize the Important Terms.
- Ask, "Where do you see **advertisements** and to whom do you think they are aimed?" Start a class discussion on the differences in **brand name** and **generic brand** items in terms of advertising, costs of products, popularity, value, and so on.
- Encourage students to share their opinion on the pros and cons of purchasing brand name and generic brand products.
- Present students with the following challenge. Say, "You will be given a certain amount of money to purchase the items on a shopping list. Your challenge is to purchase all the items on the list and stay within the **budget**, which is the amount of money given to you."
- Write the budget amount and the shopping list on chart paper or the chalkboard. See sample below.

Sample Theme, Budget, and List:

Given \$20 for School Supplies for the month of September

- 1 binder
 - 1 pkg. dividers
 - 1 pkg. notebook paper
 - 2 pencils with eraser
 - 1 black pen
 - 1 red pen
 - 1 bottle of school glue
 - 1 ruler
 - 1 pair of sharp scissors
 - 1 box of 16 crayons
- Divide class into pairs. Distribute newspaper advertisements, sheets of paper, and calculators to each student pair. Have students use newspaper advertisements to shop economically and make choices to purchase items on the list while staying within the budget.
 - Tell students to record their purchases and amounts on paper. Then have students total the figures to determine whether they stayed within the budget.

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- Distribute poster boards to student pairs. Have them create posters on smart shopping tips. Hang the posters in the classroom.
- As a class, have students share the results of their shopping, determining who was able to stay within the budget, how, and why.
- Review the Important Terms.

Evaluation

Have students design an advertisement for a desired item that is reasonable, fair, and shows consumer savvy but is still persuasive for consumers.