

LESSON PLAN

Comparison Shopping

Recognize the need to conduct research before making a purchase decision.

Learning Objective(s):

- Understand how to carefully consider alternatives before making a purchase.

Target Group:

- Grade 3 – Grade 6

Lesson Excerpt:

This lesson introduces students to the concepts associated with comparison shopping and choosing the best option. The activities in this lesson will introduce students to the difference between needs versus wants. Students will also learn to scrutinize advertising to discover messages that may affect their decisions.

Armed with these skills, students will be better consumers. They will develop healthy spending habits and learn to avoid spending traps.

Students' Activities:

1-1 Needs and Wants

- Help students recognize the difference between needs and wants.

1-2 Comparison Buying

Related Worksheet: comparison shopping

- Apply math skills to compare possible alternatives for one purchase decision.
- Help students apply this knowledge to real purchase selections.

1-3 Advertisement Comparison

- Help students analyze newspaper advertisements.
- Ask students to list television advertisements.
- Discuss the pros and cons of each advertisement.

1-4 Lesson Quiz

1-1 Needs and Wants

This activity will help students learn the difference between essentials and items they desire.

- Ask students to list items they plan to buy during the next week or month.
- Put the list on the board.
- Ask students which items on the list are essential (needs) and which they desire but could live without (wants).
- Explain that this is the difference between needs and wants.
- Discuss that a need for one person may be only a want for another person. Lists will vary for everyone.
- Ask students to make their own lists of needs and wants. (Optional: Provide a ready-made list of items children in this age group buy. Have the students arrange the items into two lists: needs and wants.)

1-2 Comparison Buying

This activity encourages students to consider several alternatives before making a selection.

- Compare the costs of items students purchase on a regular basis.
- Create a chart to compare soft drinks.
- Have the students calculate the unit price for each alternative.
- Discuss the different choices.
- Ask them which selection they would make and why.
- Remind them that there are no right or wrong answers.
- Encourage them to think about the differences in relation to money expenditures.
- Repeat this activity using clothes (example: a pair of jeans or shoes).

1-3 Advertisement Analysis

Students are encouraged to think about advertisements and what they mean.

Option A: Bring several newspaper advertisements and advertisement supplements to class.

- Ask each student to find and analyze one ad.
- Have students with similar products compare their ads.
- Discuss how students can use advertisements to comparison-shop and find the best price for items they plan to purchase.

Option B: Ask students to watch television advertisements during their favorite evening programs.

- Have students report on the advertisements:
 - Length of the advertisement
 - Item promoted
 - Facts presented (price, color, size, etc.)
 - Other messages presented (opinions, something the product will do for you, etc.)

- Discuss the messages being conveyed with the television advertising.
- Help students sort truth from subtle messages.
- Discuss how advertisements affect the way students spend money.
- Consider whether the product will be worth the cost.

1-4 Lesson Quiz

This activity tests each child's ability to shop wisely.

- Generate a simple multiple choice quiz

LESSON MATERIAL

Multiple Choice Quiz

Circle the correct answer for each question.

1. Wise shoppers take time to compare two or three alternatives before spending money.

True *

False

2. Taking time to read newspaper ads can save money when shopping.

True *

False

3. We can look at advertisements and learn how they make us want an item.

True *

False

4. My needs should take priority over my wants when shopping.

True *

False

5. Television commercials for food products are always factual.

True

False *

6. Television ads influence spending decisions by:

- a. using special music
- b. using pretty pictures
- c. making me think I need the item
- d. all of the above *

7. A spending need is:

- a. something that looks good to me
- b. something that I need to exist *
- c. something my friend has
- d. the first thing I see in the store

8. The best spending choice is:

- a. always shop at brand-name stores
- b. buy the same thing my friends buy
- c. compare my choices before I buy *
- d. always borrow from friends