|  |
| --- |
| About this Lesson |
| In this lesson, students will analyze factors that influence their product choices. Students are encouraged to discern messages used in various media texts by marketers to grab their attention. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested**  **Timing** |
| 6 | Language, grades 1–8 (2006)  Mathematics, grades 1–8 (2005) | At the end of this lesson, students will:   * analyze factors that influence spending | 40–50 minutes |

|  |
| --- |
| Curriculum Links |
| Language, grades 1–8 (2006)  Language  **Media Literacy**  1.1 Explain how a variety of media texts address their intended purpose and audience.  1.4 Explain why different audiences might have different responses to media texts.  Mathematics, grades 1–8 (2005)  Mathematics  **Data Management**   * Collect and organize categorical, discrete or continuous primary data and secondary data and display the data using charts and graphs. * Determine, through investigation, how well a set of data represents a population, on the basis of the method that was used to collect the data. |

|  |
| --- |
| Inquiry Questions |
| How do companies market to consumers to influence spending, and how can we increase our awareness of these influences? |

|  |
| --- |
| Materials List |
| * Student copies of What Influences Our Spending? (Appendix A) * Chart paper * Grid Paper Template (Appendix B) * Large sticky notes * Mini sticky notes |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
| --- | --- | --- |
| MINDS ON | | |
| 5–10 minutes | WHOLE CLASS  Activity: Sticky Brands  Post a sheet of chart paper at the front of the room. Divide the paper into two halves and write the heading “Brands we like” on the left side and “Competing brands” on the right side.  Distribute two large sticky notes to each student. Ask students to share a brand of an everyday item (e.g., clothing, food items, backpacks, electronics, etc.) that they like by writing it on one of their sticky notes (you may need to give different examples to clarify what is meant by “brand”).  Invite students to come up to the chart paper and place their sticky note under the heading “Brands we like.”  Once the class has finished this task, ask: “What do you like about these brands?” After they have shared their preferences, ask students to write a brand that competes with the one they shared in the previous exercise on their second sticky note (encourage students to work together to brainstorm if they are having trouble thinking of a competing brand on their own). Instruct students to place the second note under the heading “Competing brands” directly across from their original sticky note. | Observations/Notes |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
| --- | --- | --- | --- | --- |
| MINDS ON | | | | |
|  | | Context for Learning   * basic knowledge of bar graph construction * discussion of audience (who composes an audience) * a knowledge of “brand” (what do we mean when we say brand. Be sure to give multiple examples from different companies.) | |  |
| ACTION | | | | | |
| 20–30 minutes | | WHOLE CLASS  Generate a brief class discussion by asking students why they chose one brand over the other. As students share their ideas, write them on the board under the title, “Why do we buy?” | |  | |
|  | | Activity: Lead-In  Distribute copies of What Influences Our Spending? (Appendix A). Explain that the chart in the handout contains some of the common factors that influence our spending habits. Encourage students to volunteer to read the factors aloud to the class. Take time to clarify each factor. Ask the class to compare the factors on the handout to the list the class compiled on the board. What are the similarities? What are the differences? | | Collect: What Influences Our Spending? (Appendix A) | |
|  | | WHOLE CLASS  Activity: Post-It Polling  Next, invite students to independently fill out the chart in Appendix A by checking the appropriate column to show whether they consider each factor to be a major influence, a minor influence, or no influence at all on their spending patterns. | | Bar Graph (Appendix B) | |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
| --- | --- | --- | --- | --- |
| ACTION (cont’d.) | | | | |
|  | Draw a positive x-y axis on a piece of chart paper. Label the x-axis “Factors that influence spending patterns” and label the y-axis “Number of students” (see Appendix B for clarification). Write the title for the bar graph “Spending Influences on Students.” Add the values 1–10 on the x-axis (one for each factor). Ensure that there is as much space as possible between each value and they are evenly spaced. Post the chart paper at the front of the room. Distribute mini sticky notes to each student. Tell students that we will be creating a bar graph to represent our class responses using the sticky notes. Instruct students to come up to the chart paper one-by-one and place their sticky notes vertically above one another according to their responses to make a bar graph. Students should place a sticky note for each factor that influences their spending (whether major or minor).  For example, if the first student called up to the chart paper indicated that factors 1, 3, 4 and 8 were major or minor influences on their spending in Appendix A, they will place a mini sticky note just above the x-axis at those numbers. The next student will do the same, either adding one of their sticky notes vertically above (and touching) a sticky note placed by the previous student or starting a new bar in the graph for one of the factors that haven’t been chosen yet.  After each student has indicated their responses on the chart paper, the result will be a bar graph.  Have student complete their own bar graphs (Appendix B) using their information. | |  | |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
| --- | --- | --- | --- | --- |
| CONSOLIDATION/DEBRIEF | | | | |
| 5–10 minutes | **Note:** Remind students that the bars of bar graphs should not touch each other (there should be a space between each bar).  WHOLE CLASS  Using the bar graph, lead a short discussion about which factors are most influential in the class. Why do students think that these factors are the most influential?  Whole Class Discussion  Discuss the following questions with the class:   1. Which factors listed both on the board and on the handout are communicated to us through media texts (e.g., advertising, cost of the item, bargain/discount sales, brand/designer/company name, current fashions/fads)? 2. Through which media texts do we receive this information? (List all forms of media texts generated by the class on the board.) Explain that students like the brands listed under “Brands we like” because they are the intended audience of these media texts. 3. What do marketers and advertisers of these brands do to get your attention through these media texts? 4. What would marketers and advertisers do differently to get the attention of your parents or guardians? | |  | |
|  | **Exit Card**  Have students complete questions 2 and 3 on the handout What Influences Our Spending? (Appendix A) as a ticket out the door. Collect and assess. | | Exit Card (Appendix A) | |

|  |
| --- |
| Factors That Influence Spending |
| 1. **Check the appropriate column** to show whether you consider each of these factors to be a major influence, a minor influence, or no influence at all on what you want to spend your money.  |  |  |  |  | | --- | --- | --- | --- | | Factors That Influence Spending Patterns | Influence | | | | Major | Minor | No | | 1. Cost of the item under construction. |  |  |  | | 1. Media advertising (e.g., TV, Internet, magazines, etc.) |  |  |  | | 1. Approval of parents/guardians |  |  |  | | 1. Bargain discount sales |  |  |  | | 1. Quality of item (e.g., durability, workmanship) |  |  |  | | 1. Brand, designer or company name |  |  |  | | 1. Approval of friends or peers |  |  |  | | 1. In-store promotion, demonstrations, samples or incentives |  |  |  | | 1. Consumer reports, performance tests |  |  |  | | 1. Current fashion or fad |  |  |  |  1. **Name three things** marketers and advertisers do to get YOU interested in their product. 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. What are **two things** that you learned today that might affect how you spend your money in the future, and how will this awareness help you to spend more wisely?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**APPENDIX A**

|  |
| --- |
| Chart Paper Template: Teacher Resource |
| C:\Users\Kris\AppData\Local\Microsoft\Windows\INetCache\Content.Word\graph-paper-template-pdl6yytu.png  Spending Influences on Students  Number of students  Factors that influence spending patterns in the class |

**APPENDIX B**