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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Dollars and Sense |
| **Lesson/Unit Title** | How the Media Influences Consumers |
| **TEKS Student Expectations** | **130.273. (c) Knowledge and Skills**  (2) The student demonstrates management of individual and family resources such as finances, food, clothing, shelter, health care, recreation, transportation, time, and human capital. The student is expected to:  (C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Analyze strategies to make good choices as a consumer * Determine the impact of media on family and consumer decisions |
| **Rationale** | People engage in multiple roles throughout their lives. Some of these roles include spouse, sibling, parent, or friend. The economic role a person plays has a large impact on his or her other roles. Being a wise consumer is a good trait for an individual to possess. A person needs to utilize the decision-making process in making consumer choices and understand how the media affects these decisions. It is important for individuals and families to recognize and protect themselves against scams and fraudulent and deceptive practices. Do you have the critical thinking skills to understand ads, what they’re saying, and what they want you to do? |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Advergaming:** A commercial in the form of a game  **Consumer:** One who utilizes economic goods and services to satisfy wants and needs  **Consumer advocates:** Individuals or groups who promote consumer interests in areas such as health and safety, education, redress, truthful advertising, fairness in the marketplace and environmental protection  **Deception:** Misleading or giving a false impression, with detrimental results to the consumer  **Fraud:** The deliberate deception of another that intentionally misleads or gains an unfair advantage and results in loss to the consumer  **Marketing:** Promotion, sales and distribution of products or services  **Quackery:** The promotion of unproven or fraudulent practices |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Advertisements from magazines or the Internet * Items typically purchased by consumers such as:   + Cosmetics   + Food   + Grooming products   + Clothing   + Purses   + Shoes   + Vehicles * Newspaper advertisements * Play money   **Supplies:**   * Glue * Magazines (to cut pictures from) * Poster board * Scissors * Copies of handouts   **PowerPoint:**   * How the Media Influences Consumers   **Technology:**   * Free iPad App:   + Shopular Coupons, Weekly Ads & Mall Deals<https://itunes.apple.com/us/app/shopular-coupons-weekly-ads/id544118997?mt=8> * Infographic:   + A Few Reasons Social Media and Content Matter for Marketing (Infographic) Are you still wondering why Social Media is important to a Marketing Strategy? Are you thinking Content Marketing is just the latest buzzword? Well, here are a few statistics that will outline how important Social Media and Content are to business and a marketing plan.<http://www.business2community.com/infographics/reasons-social-media-content-matter-marketing-infographic-0609357> * TED Talk:   + Paul Piff: Does money make you mean? It’s amazing what a rigged game of Monopoly can reveal. In this entertaining but sobering talk, social psychologist Paul Piff shares his research into how people behave when they feel wealthy. (Hint: badly.) But while the problem of inequality is a complex and daunting challenge, there’s good news too.<http://www.ted.com/talks/paul_piff_does_money_make_you_mean>   **YouTube:**  How Does Social Media Influence Buying Decision-making? Element 212 is out on the street interviewing everyday consumers on how social media influences their buying decision-making.<http://youtu.be/pK5KpYv50wg>  **Graphic Organizers:**   * Slide Presentation Notes   **Handouts:**   * Advertising Techniques * Can You Spot the Online Ads? * Detecting Fraud * Lesson Closure   2014 Consumer Action Handbook |
| **Anticipatory set**  (may include pre-assessment for prior knowledge) | **Prior to class:**  Note to teacher: more information on finances can be found in these courses:   * Personal money management * Managing your finances * The impact of technology on the family life cycle   Refer to practical money skills for grades 9-12 for additional lesson plans, resources, and activities. Educators can use the 22 free, standards-aligned lessons in sequence or on an individual basis. [Https://www.practicalmoneyskills.com/foreducators/lesson\_plans/highschool.php](https://www.practicalmoneyskills.com/foreducators/lesson_plans/highschool.php)  Become familiar with the 2014 consumer action handbook. You may consider ordering free copies of the new 2014 consumer action handbook. Use the handbook to get help with consumer purchases, problems, and complaints. Find consumer contacts for hundreds of companies and trade associations, local, state, and federal government agencies, national consumer organizations and more.  [Http://publications.usa.gov/usapubs.php?pubid=5131](http://publications.usa.gov/USAPubs.php?PubID=5131)  Become familiar with PowerPoint, handouts, and activities.  Display as many of the lesson-related supplies (see materials or specialized equipment needed) as you have available on a table in front of the room.  **Before class begins:**  Write the terms “marketing strategies,” “consumer” and “media” on the board or overhead. Discuss the meaning and definition of each word as it relates to individuals and families.  Begin class with the following questions, and have students share their responses.  On the board, write the following questions for students to answer in their daily journals or on a separate sheet of paper. Ask students to think about their families and their consumer needs.   * How do marketing strategies affect a consumer? * Are you a good consumer? Explain. * Where do you find advertisements? * How does social media influence you as a consumer? * What are some examples of marketing strategies to which you or your family have been exposed this week? * What are some of your favorite internet sites that utilize new marketing techniques? * How do technological advances in marketing strategies benefit consumers? * What are examples of fraudulent strategies to which consumers might be exposed  as the result of new marketing technology?   Lead students to share and discuss their responses. |
| **Direct Instruction \*** | Introduce lessons, objectives, terms, and definitions.  Distribute graphic organizer Slide Presentation Notes so that students may take notes during the slide presentation.  Introduce PowerPoint How the Media Influences Consumers. Allow time for questions and class discussion.  Videos included in the PowerPoint presentation:  How Does Social Media Influence Buying Decision-making? Element212 is out on the street interviewing everyday consumers on how social media influences their buying decision-making.<http://youtu.be/pK5KpYv50wg>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing students with a copy of the notes or a fill-in-the-blank note sheet to follow along with instruction * pairing up students with elbow partners who can assist them with verbal and written responses to the lesson |
| **Guided Practice \*** | With a partner, students will complete Can You Spot the Online Ads? and Detecting Fraud.  Allow for questions and discussion.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * working with a peer tutor * participating in a small group/classroom |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute Advertising Techniques handout. Individually, students will research the most common techniques advertisers use to convince an individual to buy or do something. Students will write a definition or explanation for each type of technique and identify strategies to make good consumer choices to satisfy needs and wants.  Check for understanding.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing specific websites or articles from which students can obtain their research information * providing students with a checklist or rubric to help them organize and complete all steps of the process |
| **Lesson Closure** | Review lesson plan objectives, terms, and definitions.  Students will complete Lesson Closure handout. This will be their exit pass. Student must answer the questions about what they learned before being allowed to leave the room. |
| **Summative/End of Lesson Assessment \*** | Assessments during lesson:   * Can you spot the online ads? * Detecting fraud * Advertising techniques   Students will write a one-page reflection of what they have learned from this lesson and how they will apply it to their lives, now and in the future. Content of reflection may include how being a consumer is a journey and requires continual evaluation and readjustment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * assisting students with research for assignments * modifying assignments if IEP calls for modification * giving students copies of slide presentations for study |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft.   **Textbooks:**   * Campbell, S. R. (2010). *Foundations of personal finance*. Tinley Park, IL: Goodheart-Willcox. * Ross Lowe, 2006. *Consumer education & economics, student edition*. 6 Edition. Glencoe/McGraw-Hill.   **Websites:**   * All Twitter How the Social Media Influences Purchase Decisions<http://www.mediabistro.com/alltwitter/social-media-purchase-decisions_b54296> * USA.gov Consumer Guides and Protection <http://www.usa.gov/Citizen/Topics/Consumer-Safety.shtml>   **YouTube:**   * How Does Social Media Influence Buying Decision-making? Element212 is out on the street interviewing everyday consumers on how social media influences their buying decision-making.<http://youtu.be/pK5KpYv50wg> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Ask students to repeat your instructions back to you to be sure they know what is expected of them before each new phase of the lesson * Discuss vocabulary in detail and make sure everyone has a firm grasp on it before moving forward with the lesson * Use graphic organizers and visuals to explain the lesson in detail * Print fill-in-the-blank handouts of the PowerPoint notes for students to follow along with the lesson * Provide note-taking assistance using article stop and jot |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about the impact of media and technological advances on family and consumer decisions. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Federal Trade Commission (FTC) FTC Obtains $2.2 Million Judgment against Supplement Marketer that Made Phony Claims for Treating and Preventing Diabetes<http://www.ftc.gov/news-events/press-releases/2014/03/ftc-obtains-22-million-judgment-against-supplement-marketer-made> * Federal Trade Commission (FTC) Avoiding Scams 101<http://www.consumer.ftc.gov/articles/0120-avoiding-scams-101> * Federal Trade Commission (FTC) 10 Ways to Avoid Fraud<http://www.consumer.ftc.gov/articles/0060-10-ways-avoid-fraud> * Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Every man is a consumer, and ought to be a producer. He is by constitution expensive, and needs to be rich. **-Ralph Waldo Emerson**  What I’m always trying to say to the consumer is: buy less, choose well, make it last. **-Vivienne Westwood**  As a consumer, you want to associate with brands whose powerful presence creates a halo effect that rubs off on you. **-Tom Peters**  In e-commerce, your prices have to be better because the consumer has to take a leap of faith in your product. **-Ashton Kutcher**  We are witnessing a seismic change in consumer behavior. That change is being brought about by technology and the access people have to information. **-Howard Schultz** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal entries:**   * Social media influences my purchasing decisions by \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * It is important for individuals and families to recognize factors that impact their consumer-making decisions because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Technology has increased ways products and services are marketed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Some examples of fraudulent strategies to which consumers might be exposed as the result of new marketing technology are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing strategy:**   * RAFT Writing Strategy * Role – Federal Trade Commission officer * Audience – High school students * Format – Newsletter * Topic – How to protect yourself against scams and fraud |
| **Communication**  **90 Second Speech Topics** | * Technological advances in marketing strategies benefit consumers by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The last purchase I made online was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I can protect myself against scams and fraudulent practices by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Research the latest statistics on effects of societal, demographic, and economic trends on individuals and the family. * Have students contrast planned versus unplanned purchases and cite examples of impulse purchases they have made. * Have students interview individuals to determine factors that contribute to unplanned or impulse purchases, examples of unplanned purchases individuals later regretted and suggestions for avoiding impulse purchases. * Review the importance of analyzing needs and wants in light of goals and priorities. * Have students differentiate between needs and wants by citing examples of each. * Create a visual display of marketing strategies that utilize technology.   TED Talk: TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  Paul Piff: Does money make you mean? It’s amazing what a rigged game of Monopoly can reveal. In this entertaining but sobering talk, social psychologist Paul Piff shares his research into how people behave when they feel wealthy. (Hint: badly.) But while the problem of inequality is a complex and daunting challenge, there’s good news too.<http://www.ted.com/talks/paul_piff_does_money_make_you_mean>  **Dollars and Sense Math Assessment Problems**  Question 4. Analyze the chart below.  If the chart encompasses all of the family expenses, how much does the family need to earn to be able to put 10% into savings and still pay all bills?  A. $2,028  b. $2,254  c. $2,502  d. $3,006  Answer: B |
| **Family/Community Connection** | Guest Speakers options include:   * Better Business Bureaus in Texas * Identity Theft Resource Center * Consumer Protection Agencies * Customer Service manager * Financial advisers and planners   Have students conduct research on deceptive or fraudulent practices that especially target older adults. Lead students to prepare and present a program for older adults to provide information to protect them against such practices. Examples of program topics include examples of deceptive and fraudulent practices (including recent newspaper or Internet articles on specific practices), special precautions related to the impact of technology on marketing strategies and consumer fraud, and sources of protection and services to which individuals can turn with questions and complaints. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  **National Program**  Financial Fitness The FCCLA Financial Fitness national peer education program involves youth teaching one another how to make, save and spend money wisely. Through FCCLA’s Financial Fitness program, youth plan and carry out projects that help them and their peers learn to become wise financial managers and smart consumers. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see <http://www.ysa.org/>  Have students develop and disseminate a brochure summarizing how to be a savvy consumer to help families learn money management skills, deal with media scams, or seek professional resources at appropriate times. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)