



Activity Tips

Grades K-2

ACTIVITY

How Do You Spend Money Wisley?

OVERVIEW

In this activity, participants are faced with several decisions to buy or not to buy, and in the process, they learn to be smart shoppers when deciding to spend their money. They recognize that we all have lots of things that we want to buy, but that we don't always have enough money to buy everything. The participants experience several appealing advertising scenarios where they have to think carefully about how best to spend their money.

OBJECTIVES

Participants in this activity will:

- be aware of different advertising techniques.
- recognize the importance of questioning purchasing decisions.
- be aware of the opportunity costs involved in spending money.

BEFORE THE ACTIVITY

- If students are not aware of the concept of “stop – look – listen”, introduce the concept as a good rule of thumb when making decisions.
- Review the activity and collect samples of advertisement props that can be used when delivering the activity.
- Be sure the students understand the vocabulary terms: needs, wants, choice, decisions, buy, save, and opportunity choice.

DURING THE ACTIVITY

- This activity calls for participants to become aware of selected advertising appeals. Reinforce an understanding of these appeals. These appeals include:

Advertising Appeal	Explanation
(1) Testimonial Appeal	<ul style="list-style-type: none"> • A famous person says he or she uses the product; attempts to build consumer preference
(2) Bargain Appeal	<ul style="list-style-type: none"> • Stressing situations such as sales; two for the price of one, etc.
(3) Urgency Appeal	<ul style="list-style-type: none"> • The need to obtain an item immediately.
(4) Bandwagon Appeal	<ul style="list-style-type: none"> • An attempt to have people “Join the group;” “Be like me”.

- Don't hesitate to repeat the activity to allow for opportunity for comprehension.

AFTER THE ACTIVITY

- For a time period after the activity, allow daily time for participants to share advertising appeals they have experienced as a way of reinforcing the decision-making concepts stressed in the activity.

TIPS FOR SUCCESS

- The concepts and vocabulary terms used in this activity can be very abstract with this age group. It is important to identify opportunities to personalize the application of the concepts.
- Decision-making and choice-making techniques are challenging for this age group. Be alert to opportunities in a daily environment to reinforce the concept of “look” and “listen” when making decisions and choices.