



TEACHING UNIT

General Topic:	Spending and Saving Money
Unit Title:	Spending, Advertising and Saving to Make a Difference
Grade Level:	Grade 8
Recommended Curriculum Area:	Language Arts
Other Relevant Curriculum Area(s):	Mathematics, Media Literacy



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Language Arts Curriculum Expectations

Listening

- 1.1 – identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks
- 1.4 – demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways
- 1.6 – extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights, to other texts, including print and visual texts, and, to the world around them

Speaking

- 2.1 – identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies

Reading

- 1.3 – identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading, to understand increasingly complex or difficult texts

Writing

- 1.5 – identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies

Relevant Mathematics Curriculum Expectations

- Construct a table of values from a relationship, graph the table of values, and analyze the graph to draw conclusions and solve problems.

Relevant Media Literacy Curriculum Expectations

- demonstrate an understanding of a variety of media texts

Relevant Economic Expectations

- Different ways to pay for things
- The advantages of comparing costs and benefits when making a consumer decision
- Some things we need and want may require saving – sometimes over a long period of time (examples)
- Why people have different amounts of money to spend and save
- People make different money decisions for different reasons
- Why things they need and want differ in cost
- Others often try and influence how you use your money
- Production of products and services has to abide by regulations and laws protecting consumers
- Both consumers and producers have rights and responsibilities

Background Information

The debt that students are accumulating today is becoming a real problem. Many teenagers have credit cards and are running up debts before they even graduate from high school. It is important, therefore, that students understand the difference between needs and wants and be able to set appropriate priorities. Teenagers tend to be big spenders and they need to find ways to save money. If they are planning on going to college or university, they will need to be able to manage their money in order to make that happen. Learning some key strategies for spending and saving will help them make wise money decisions.

Students also need to be aware of the influence advertising has on their money decisions. As consumers, they have rights and responsibilities. They should be aware that, as a consumer, they can expect a certain level of quality. If not, they have the right to complain if it is justified.

This unit, in addition to helping the students develop wise money management strategies, will also make them aware of their rights and responsibilities as consumers.

Overview of the Unit

This unit starts with a discussion about being a smart shopper. The class will read on the internet a series of articles written especially for teens about how to spend wisely and save money. The students will then write a reflective paragraph about what they learned by reading the text. They will share what they learned with the class. Next, all students will complete a Journal page reflecting on their own personal spending habits. To find out if they can make wise money decisions, the students will play an internet game called Mad Money. By playing this game they will see if they can save enough money to get all the things they need and want. Then they will have a chance to talk about the problems and challenges they had playing the game. After a brief discussion about the ways people pay for purchases, the students will examine several ads. An awareness of how ads influence buyers will develop during a class discussion. Each student will design a poster ad for a product and share their designs with the class. The last period teaches the class about Consumer Rights and Responsibilities.

Estimated Time Frame: 5 periods - 60 minutes each

Suggested Implementation Strategy

Period 1 - 60 minutes SMART SHOPPERS

- Begin the class by asking the students if they are smart shoppers. If yes, what makes them smart shoppers? If not, why not?
- Then tell the students that they will be using the internet to read about how to be a smarter shopper.
- Tell the class that, for homework, they will be writing a reflection paragraph about what they learned about spending and saving from this website.
- Using computers, direct the class to go to the following website:
<http://pbskids.org/itsmylife/money/spendingSMARTS/index.html>
- Assign the task of reading (there are 7 topics) all the spending smart sections as follows:
 1. What to Wear
 2. Toys and Gadgets
 3. Crazy for Collecting
 4. Food and Fun
 5. Books, Music and Movies
 6. Surfing the Sales
 7. Ten Super Shopping Tips

Period 2 - 60 minutes MAD MONEY GAME

- Discuss the reflection assignments and collect them.
- Begin the period by telling the class that they are now going to reflect on their own spending habits.
- Distribute the MY JOURNAL Page handout.
- Allow the class 10–15 minutes to complete it.
- Tell the class that they have a chance to get some tips about wise spending and a chance to reflect on their own spending habits, by playing a game called Mad Money. In this game they will see if they can save enough money to get all the things they need and want.
- Direct them to the following website. http://pbskids.org/itsmylife/games/mad_money_flash.html
Students spend the rest of the period playing the game.

Period 3 - 60 minutes ADVERTISING

- Ask the students if they were successful playing the game. Then ask how they paid for the items in the game. (cash)
- Ask the students what other ways there are to pay for things. The answers should include Cash, Credit Card, Debit Card, Cheque, or Gift Card.
- Show the class copies of the ads provided – three pages of handouts.
- Start a discussion about how companies offer store credit cards to allow the buyer to spend more.
- Ask the students to explain how companies catch the attention of the buyers and make them want to purchase their product. For example, ask them to explain what producers do to try to make a sale.
- Ask the students how they are affected by these ads.
- Tell the students that they are to design a poster advertising a product. They are to try to entice the buyer with their ads. They may include in the ad how much the product costs and how the buyer can pay for the item.
- The rest of the period will be for the students to start work on their posters.

Period 4 - 60 minutes WORK PERIOD and SHARING OF THE AD POSTERS

- Students finish their ads and share their posters.
- Ask the students what they did to try to influence the buyer.

Period 5 - 60 minutes CONSUMER and PRODUCER RIGHTS

- Using a computer show the *Seinfeld* Economic Episode titled “The Barber.”
<http://yadayadayadaecon.com/>
In this episode, Jerry gets a bad haircut but refuses to change barbers because he is loyal to his barber. Eventually, he is convinced to leave his barber of 12 years for the barber’s nephew. Bad quality doesn’t persist in the marketplace; it is competed away. Perhaps he should complain to the barber and ask him to fix it. Jerry feels guilty about going to another barber.
- After showing the TV clip, start a discussion with the following questions:
 1. Why was Jerry so loyal to the barber?
 2. Do you think Jerry should have gone back to the barber to complain about his haircut?
 3. Does the barber have any responsibilities to his customers?
 4. Was he justified going to another barber?
 5. What would you do if you bought a product or service and you were not satisfied with it?
 6. Are there any laws that protect the consumers and producers?
- Tell the students they are going to become informed buyers.
Ask the students to access Ontario Consumer Rights and Responsibilities at: <http://www.ontario.ca/consumers/your-rights-under-consumer-protection-act> and find four examples of consumer rights and four examples of consumer responsibilities. Lead a discussion about their findings.

Possible Evaluations

1. Mark the reflection assignments.
2. Assess the Journal Pages.
3. Mark the Ad Posters
4. Assess knowledge of consumer rights and responsibilities.

Follow-Up Activities

1. Visit another website and play a different spending game. <http://senseanddollars.thinkport.org/games/home.html>
This is a cool website game that teaches kids about earning, spending, budgeting and saving money. It is sponsored by Maryland Public Television.
2. Write a commercial for a product.
3. Write a dialogue that would occur between an unhappy customer and a storekeeper.

Modifications or Suggestions for Different Learners

1. Most children use the internet regularly and successfully. All students can participate in the computer activities. If need be, different learners can be paired up with others to play the game and to make their poster.

Handouts/Resources

1. Journal page worksheet
2. Four pages of poster advertisements.
3. Sample Ontario Oral Presentation Rubric

MY JOURNAL Page



- I spend money wisely. YES or NO
- My spending habits need improvement. YES or NO
- My spending is influenced by advertising. YES or NO
- My spending is influenced by peer pressure. YES or NO

Spending money makes me feel better when I am feeling down.

I am happy I spent money to buy _____ because _____

I wish I hadn't bought _____ because _____

I could save money by _____

My spending habits could improve if I _____

Next time I go shopping I will remember to _____







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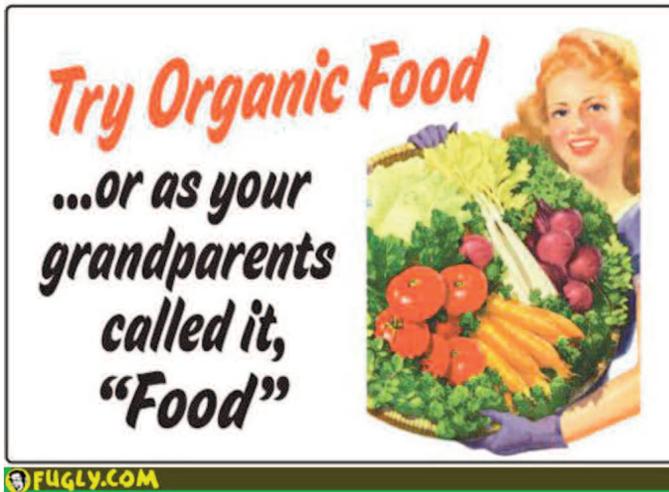
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Oral Presentation Evaluation

Name: _____

Criteria	1	2	3	4
Eye contact with audience				
Audible voice				
Clear expression				
Effective body language				
Appropriate speed and pacing				
Confident demeanor				
Posture (no fidgeting, leaning, etc)				
Holds interest of audience				
Evidence of preparation				
Detailed information				
Use of visual aids				
Appropriate length				
Clear explanation/summary				
Natural speaking; avoids reading from notes				
Considerable knowledge and understanding of topic				
Ability to answer questions from peers				

Overall Grade: _____