



Choosing a purchase

Preparation checklist

Before you start Section 1 make sure you have:

- A range of advertising brochures (junk mail) that is aimed at the age group of your students (enough for one brochure between two).
- Adhesive notes (optional)
- Sets of the **Process of making a purchase decision** sheet to be cut up (one set between 4-6 students)
- A copy of the **Structural overview sheet the process of making a purchasing decision** for each member of the class.

Activity

- Bring to class a range of advertising brochures (junk mail) that include products, prices and pictures that students may be interested in. For example, provide advertising flyers from sports stores, book stores, department stores. Students could also bring along their own brochure of interest.
- Introduce the 'The \$100 decision' to your students.



The \$100 decision

An overseas uncle recently visited your family. When you took him to the airport to say goodbye, he gave you \$100 to spend in any way you want.

- Ask the students to look at the advertising brochures and make a decision about what they would like to buy. They cannot spend more than \$100 but they can consider buying something not included in the brochure, or buying more than one item. Write down the item(s) chosen.
- Ask students to form into pairs and discuss **the reasons why** that item(s) was/were chosen. Students could write the reasons on to an adhesive note or record in their books. The answers may include, for example, *'I need it'* or *'It looks cool'*.
- Collate these reasons onto a mind map and begin to develop **headings** for similar reasons. If adhesive notes are used, the ideas can be arranged and rearranged as the headings evolve. In the absence of adhesive notes, use a whiteboard and ask students to write up their answers. If an answer fits under more than one heading, write it out again. Be aware that you are exploring underlying **values** of students as you do this, and there is potential for differences in values to be expressed.





- f) During the construction of this mind map, encourage students to think more broadly about wider issues influencing their purchasing decisions. Use the following question prompts to help introduce more ideas.

Teacher question prompts

In this activity...

- *How was your decision in this activity influenced by the gift of \$100?*
- *How was your decision in this activity influenced by the choices of others near you?*
- *How was your decision in this activity influenced by the advertising in the brochures provided?*

In other decisions about buying things...

- *How are your decisions about what you buy influenced by advertising, store information, product information, or sales assistants?*
- *How are your decisions about what you buy influenced by what other people are wearing or doing?*
- *How are your decisions about what you buy influenced by value for money?*

What is value for money? *Value for money is an evaluation you make about whether you have spent your money well when you buy something. To assess value for money you usually shop around, compare products, prices, features and qualities, look for bargains and balance what products offer against your wants and needs.*

- *What are some things you might buy where value for money could be important and some things you might buy where value for money is not important (or less important)?*
- *What are your favourite shops and why?*
- *Are there any shops you don't shop at? If so, why? eg, influenced by previous experiences, refund policy?*

- g) Tally the number of reasons under each broad heading you have used and write these on the mind map.

- h) Hand out **The process of making a purchasing decision structured overview**. Ask students to complete the top half of the structural overview by using the headings and categories they used in the mind map. Four categories have already been provided. Match the headings from the class to these, or just place the headings in the space provided if they don't match.