



Making a purchasing decision

Activity

- Put the students into groups of 4-6. Give each group a cut-up copy of **The process of making a purchasing decision** structural overview. Ask the students to put the process into the correct order. Match the key question to consider at each step below the process. (*Note: these are not in the correct order – see structured overview for correct version of process steps*).
- Ask the students to work in groups and consider the purchase decisions they made in Activity 1 of this section. Did they go through this process? Yes/No? Why/Why not?
- Ask the students to explore the meaning of the term ‘impulse buying’. Ask the students to show a two-step or three-step version of what an impulse buy could look like.

For example

- I was out shopping and I saw it.*
- I liked it.*
- I bought it.*

- Ask each member of the group to share how they made their choice about how to spend their \$100 and link it to the decision-making process.
 - For example, one student may describe that they needed a new hockey stick for their sport this winter and so the decision was made after checking out a number of brochures to find the best value for money.*
 - Another student may describe making a choice for an item of clothing based on advertising.*
- Ask the group to discuss why people decided on different items and why they used different processes to make their purchasing decision. Discuss whether we use different processes to purchase different items, like expensive and inexpensive items, food, clothing and entertainment items like CDs or DVDs.
- Ask the students to individually complete the lower half of the overview with their own experience of making a purchasing decision (based on Activity 1 or otherwise). If they didn't do one step of the process, put a line through it. Ask the student to share their purchase story with the group.

