

Community Participation
Lesson Plan—Developing
Financial Decisions

Instructional Area: Leisure Community Home Living / Daily Living
Ability Level: Emerging Developing Mastery

Topic / Skill Outcome:

- Learn to make financial decisions

Learning Area(s):

- Literacy
- Communication
- Math & Science

Purpose of Lesson / Objective:

- Become aware of relationships between sizes of items and costs
- Compare and contrast generic and brand names and their prices
- Become aware of sale items and their item location/placement within a store

Materials / Equipment / Environment:

- Weekend ads from discount stores such as Target, Wal-Mart or K-Mart
- Classroom pricing booklet with prices of general shopping items by size and brand
- Classroom activities as well as a community trip to a discount store such as Target, Wal-Mart, or K Mart and transportation to that store
- Calculator
- Writing pad
- Pens or pencils

Group Size: 4-5 **Time Required:** 50 minutes- 3 opportunities
(more sessions needed if you do supporting activities)

Lesson Procedure:

1. Week 1
 - a. Students write a list of 5-6 favorite personal items
 - b. They write down the sizes these products come in
 - c. They use the classroom-pricing booklet to determine the prices for different sizes of their items
2. Week 2
 - a. Students compare and contrast prices for generic and brand name items for the same size and product
3. Week 3
 - a. Students go on a community trip and write down the prices for the items on their list
 - b. They visit sale displays in the store
 - c. They note which items are sale items

Carry Over / Related Activities:

- Students can review ads and determine what sizes of goods area a better price
- They can also decide whether generic/store brand or the name brand is a better buy

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Supporting Activities / Possible Adaptations:

- Play a classroom game for picking the best buy
- Point to the size of product that costs the least from a selection of two items, one generic and one a name brand
- Identify sale items by tags and locations in stores. Point to a selection of up to three items to identify the sale item

Strategies for Participation:

- Encourage students to come up with as many brand names as and generics for the same product as possible
- Make a game of picking the size of product that is the best buy

Student Reaction / Evaluation:

- Students feel good about learning and using cost saving strategies when spending his or her money

Lesson Support:

- The lesson can be introduced as practice for determining what is a best buy
- Examples of ways to save money and what the saved money can be used for can be covered as an incentive to learn the skill in this lesson
- Students can be encouraged to show different ways to use cost saving techniques to save money
- This lesson aligns with the General Shopping part of the Community Participation Integrated Learning Continuum and Skills Inventory