

Consumerism

Summary

Students will identify and utilize basic consumer, money management, and financial strategies, including marriage and family financial goals and budget strategies.

Main Core Tie

Adult Roles And Responsibilities

[Strand 4 Standard 5](#)

Materials

- [Vocabulary worksheet](#)
- [Being a Wise Consumer teacher information](#)
- [Right and Responsibilities PowerPoint presentation](#)
- [Being a Wise Consumer PowerPoint presentation](#)
- [Rights/Responsibilities teacher information/transparency](#)
- [Rights and Responsibilities student handout](#)
- [Guidelines for Consumer information and transparency](#)
- [Guidelines for Consumer PowerPoint presentation](#)
- [Consumer Case Studies and teacher key](#)
- [Personal consumer rating handout](#)
- [Consumer lab teacher instructions](#)
- [Consumer Purchasing assignment](#)

Instructional Procedures

Vocabulary

Use the [vocabulary worksheet](#) (pdf) with students.

Primary Vocabulary

Consumer Product Safety Commission (CPSC)
Better Business Bureau (BBB)
Food And Drug Administration (FDA)
Federal Trade Commission (FTC)
Bureau Of Consumer Protection
Unfair Trade Practice
Implied Warranty Of Fitness
Supply
Consumer
Second
Warranty
Service
Producers
Monopoly
Needs
Impulse Buying
Name Brand
Store Brand
Generic Brand

Full Warranty
Limited Warranty
Implied Warranty Of Merchantability
Comparison Shopping

FCCLA Activity Option

STAR Event : Financial Planning, STAR Event Manual, page 134.

National Program information at <http://www.fcclainc.org/content/financial-fitness/>

Financial Fitness

Banking Basics - Conquer bank accounts, credit, and investments
Cash Control - Track and plan personal spending
Making Money - Sharpen on-the-job financial fitness
Consumer Clout - Become a savvy spender
Financing Your Future - Apply financial skills to real life.

Introduction/Motivator/Pre-Assessment

Give each student the [PERSONAL CONSUMER RATING sheet](#) (pdf) and have them complete the questions; then compute their rating using the transparency.

Content Outline, Activities and Teaching Strategies

(All options do not necessarily need to be taught. Select ones to cover standards and objectives and according to your district policies.)

Option 1: Consumer Vocabulary

Have students complete the vocabulary words. Give each student a [handout](#) (pdf) of the consumer terms and have them complete the definitions as the information is presented in class.

Option 2: Be a Wise Consumer

Discuss the Information About [Being A Wise Consumer](#) (pdf) from the teacher information. Follow the [Being a Wise Consumer PowerPoint](#) with this discussion.

Option 3: Rights and Responsibilities of a Consumer

Using the transparency and information, [Consumer Rights and Responsibilities](#) (pdf), present and discuss each right and responsibility. Give personal examples or examples included with this lesson. [Discuss Rights and Responsibilities of a Consumer Student handout 6.1.](#)

Option 4: Guidelines for Consumers

Discuss Guidelines for Consumers by using the [PowerPoint presentation](#). Using the transparency and information [Guidelines for Consumers](#) (pdf) present the information to the class.

Option 5: Consumer Case Studies

In groups have the students evaluate and complete the [Consumer Case Studies](#) (pdf).

Option 6: Guest Speaker

Ask a speaker from the Better Business Bureau or the Utah State Consumer Protection Office (801-530-6601) to speak to the class about consumer rights, responsibilities, and fraud.

Agencies to contact:

Utah State Consumer Protection Office (801-530-6601) (NOTE: Request must be submitted in writing, allowing ample time to schedule a speaker.)

Division of Consumer Protection, 160 East 300 South, SLC, 530-6601.

Department of Financial Institutions, Box 89, SLC, 84111, 801-538-8849

Option 7: Consumer Lab

Have students compare various brands of several items. See [Consumer Lab Teacher Information](#) (pdf) for instructions on how to set up the lab. (Be careful not to overlap with products other teachers may be using--such as household products rather than foods.)

Option 8: Consumer Purchasing Assignment

Have students select a product they would like to purchase. Their [Consumer Purchasing assignment](#) (pdf) for homework is to compare three different brands of the same item and then decide which

product they would buy (they do not purchase the item.)

Summary/Evaluation

A good consumer is a good influence on society. He/she can affect appropriate changes in business and manufacturing policies and procedures that can benefit many people.

Authors

[CTE LESSON PLANS](#)