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Name of the project: “Development of the Key Competencies of Adults by Innovation Program of Consumer Education”

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LESSON PLAN

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Theme	To Buy or not to Buy? Or Maybe Save a Little and then Buy?
Identifying of educational needs	Research into the needs of the target group of unemployed adults under 29 years old with low skills or low qualifications confirmed their interest to voluntarily participate in consumer education programs. The participants selected the most important consumer themes Consumer Behaviour and Consuming Society with which they already have some experience, and are motivating to continue in their education.
Educational objectives	Ability to change consumer behavior into a less consuming way (Social and Civic competences) Ability to express and interpret ideas in written and oral form (Communication in the Mother Tongue)
Materials	Case Study: To Buy or not to Buy? Or Maybe Save a Little and then Buy?
Duration	90 minuts
Link to useful resurces	https://www.dtest.cz/clanek-7698/vanoce-bez-odpadu http://jogsc.com/pdf/2017/4/factory_ovplyvnujuce_spotrebiteľske.pdf https://www.feedough.com/what-is-consumer-behaviour-ultimate-guide/ https://conversionxl.com/blog/9-things-to-know-about-influencing-purchasing-decisions/ https://zenuskaren.sk/aj-ekologicky-nakup-pomoze-nasej-planete-osvoj-si-tieto-skvele-zvyky/
Content of the Case Study	Linda and Lolita come from middle-class families, but with different lifestyles. In the Linda family, travel, shopping and savings are not a supported policy. On the other hand, the Lolita family lives modestly, things are bought only for quality and when they need them. Lolita, on the other hand, always dreamed of impulsive purchases, but always had to plan her expenses. Therefore, they decided to enroll in consumer behavior classes.

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Questions of the Case studies	<ol style="list-style-type: none"> 1. Could you tell the class about money saving and purchase planning in your family? 2. What are the advantages and disadvantages of both of those modes of spending? 3. Which way do you think is better for the environment and for the economy? 4. Which way is more wasteful? 5. What is consumer behavior? 6. What influences consumers 'decision to buy? 7. Do you know about branding? 8. What is impulse buying?
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INSTRUCTIONS FOR CLASSROOM ACTIVITIES

1. Presentation of educational objectives (5')

The aim of education is to motivate students to more prudent consumer behavior, to be able to assess their options, to realize their limitations, to change mindless consumption into conscious decision-making. The teacher leads conversation to a consumer society, where a large part of the population has become accustomed to prosperity and luxury, and climate change and environmental problems are the result of mass consumption.

2. Presentation and familiarization with the case study (5')

Introducing the case study: To Buy or not to Buy? Or Maybe Save a Little and then Buy?

3. Cooperative learning (25')

We divide the students into 4-5 groups and give them the assignments:

1. Which of the girls' behavior shopping is closer to you?
2. What are the advantages and disadvantages of both methods of shopping?
3. What do you mean by consumer behavior?
4. What influences consumers' shopping decisions?
5. Describe impulsive shopping.
6. Describe the planned purchase.
7. Which shopping do you consider unnecessary?

After finishing the work, the representatives of individual groups present the results of the group work to other students.

4. Individual work (10')

Students independently write the essays on the proverb: „A rich person is not only one who owns a lot but also one who needs little." We will enable the reading of the essays to those students who express their interest to present the essays to other students.

5. Discussion (20')

The German sociologist ERICH FROMM wrote the book “To Have or to Be? This title of the book will be basis for the discussion of students sitting in a circle.

- What is a person's happiness?
- What do you think is the criterion for human wealth?
- What does it mean „to have“?
- What does it mean „to be“ ?
- What is your attitude to money?

6. Brainwriting (15')

Theme : What would you be able to give up so that your consumption does not burden the environment?

Students present their proposals, which are written on a flipchart.

We will then encourage students to try to create subgroups of related proposals that have something in common.

Finally, we encourage students to think together about what positive changes in consumer behavior they would bring to the environment.

7. Assessment of the development of key competencies (10')