

# Comparison Shopping Big-ticket Items

**SUBMITTED BY:** Brian Page

**SUBJECT(S):** Personal Finance

**GRADE LEVEL(S):** 9, 10, 11, 12

## ≡ NBEA STANDARD(S):

- Personal Finance, I. Personal Decision Making
- Personal Finance, III. Managing Finances and Budgeting
- Personal Finance, V. Buying Goods and Services

## ≡ RELATED ARTICLES:

- [“Why Forever 21 Filed for Bankruptcy”](#)
- [“The Power of ‘Pivot or Perish’ in Retail”](#)
- [“The Business of Bling: News from the Diamond Trade”](#)
- [“Retail Careers of All Shapes and Sizes”](#)
- [“March Toy Story: Bankruptcy, Barbies and Brand Narrative”](#)
- [“Educator Toolkit: Spending and Budgeting”](#)
- [“Beware of Scammers Lurking Online”](#)
- [“A Smart Virtual Cart: How to Be a Savvy Online Consumer”](#)
- [“A Look at Amazon, Walmart and How Your Shopping Experience Is Changing”](#)
- [“A ‘Sneakerhead’ Shares His Simple Strategy: Buy Low and Sell High”](#)
- [“6 Grim Realities Facing Today’s Retail Stores”](#)

JUMP\$TART NATIONAL STANDARD: Financial Decision Making, Standard 4

CEE NATIONAL STANDARD: Buying Goods and Services, Standard 5

COMMON CORE STATE STANDARD: CCSS.ELA-LITERACY.WHST.11-12.9

CONTENT STATEMENT: Students will experience strategies used in retail sales and learn consumer strategies that can be applied prior to making a purchasing decision.

ESTIMATED TIME: 50 minutes

MATERIALS NEEDED: [Participation Reflection Sheet](#) (included); [Comparison Shopping Evaluation Guide](#) (Included); Projector; Internet

KEY VOCABULARY/TERMS OR STRATEGIES: Rapport; Sense of urgency; Focus on features or benefits, not price; Odd-even pricing; In-store product placement; Packaging influences; Bundling; Loss Leader

WHY THIS MATTERS TO YOU NOW: As teenagers, you are likely consumers.

1. Show [this](#) Jimmy Kimmel iPhone scam as a hook.
2. Write the lesson objective on the board: You will learn behavior strategies to be a savvy consumer.
3. Distribute the Comparison Shopping Evaluation Guide
  1. Briefly review the strategies defined on the guide
  2. Review the guide instructions
4. Introduce students to the process of comparison shopping by showing a small portion of [this video link](#) of a salesperson sharing the features of sneakers with a consumer.
  1. Use the embedded questions and prompts with the Comparison Shopping Evaluation Guide to facilitate a classroom discussion that leads to thoughtful and disciplined consumer decisions.
  2. Eventually ask a student to step up and help lead the discussion.
5. Expose students to the following impartial resources and government entities they can turn to prior to making purchases for big ticket items:
  1. [Plan'it Prom on the App Store](#)
  2. [Consumer Action Handbook \(USA.gov\)](#)
6. Distribute the Reflection Guide. Students should reflect on past retail sales strategies they have experienced, and how they responded. Students must share the consumerism strategies and unbiased consumer resources they learned in the lesson and plan to use in the future. Use the reflection guide and rubric to assess students.

Research supporting using the teaching methodology:

Comparison shopping is a straight-forward concept, but the behavior challenges are not. Decisions must be planned, thoughtful, and not impulsive. Similar behavior challenges are faced when practicing safe sex. The following research cites evidence of how teachers can help students think about how practicing safe sex connects to self-reflection and self-assessment.

- Wight, D. “From Psycho-social Theory to Sustainable Classroom Practice: Developing a Research-based Teacher-delivered Sex Education Programme.” *Health Education Research* 15.1 (2000): 25-38. Web. 12 Apr. 2016.  
<<http://her.oxfordjournals.org/content/15/1/25.full.pdf.html>>. Pgs. 33 and 34 of full text
- Wargo, Eric. “Resisting Temptation.” *Association for Psychological Science* 22.1 (2009). Web. 20 Apr. 16.  
<<http://www.psychologicalscience.org/index.php/publications/observer/2009/january-09/resisting-temptation.html>>
- Yoder, Nicholas, Dr. Issue brief. *Teaching the Whole Child*. American Institute for Research, Jan. 2014. Web. 18 May 2016.  
<<http://www.gtlicenter.org/sites/default/files/TeachingtheWholeChild.pdf>> pg. 15