

Section 4—Consumer Issues and Education**Title of Lesson/Subject:** *Debit Card vs. Credit Card***Prepared by:** Anne Bower**Contact Information****E-mail address:** bowera@fargo.k12.nd.us **Phone:** 701-446-3300**Time Allotment:** Unit Lesson Plans—Five Days**Grade Level or Target Audience:** 9th – 12th Grades**ND Standards Competencies:**ND Standard 3--Economic Systems

12.3.1 Individual Roles as producers, consumers, workers, savers, investors

12.3.2 Understand credit, financial institutions

Consumer & Family Resources

2.5 Demonstrate management of financial resources to meet goals of individuals and families across the life span

Business Standards

Students make preparations for entering the work force

3.E.1 Recognize personal strengths and interests

3.E.2 Identify resources necessary to support a specific problem

4.E.1 Demonstrate responsibility through appropriate management of resources

4.E.4 Participate collaboratively as a member of a team

Key Economic Concepts:

1. A student will possess technical, leadership, communication, problem-solving skills
2. Students will demonstrate critical thinking skills needed to be successful at home, at work, and in an ever-changing society

Brief Description:

1. Students will learn about the debit and credit cards and how to read their reports
2. Students will research consumer protection information and laws protecting the consumer

Learner Objectives:

1. Student can identify the difference between a credit card and a debit card and be able to track their spending
2. Students will be able to locate organizations that will protect their consumer rights
3. Students will be able to use the “Big 6” decision making skills about savings and credit

Introduction:

Pre-assessment consists of taking a vocabulary builder to determine how much they know about consumer issues and credit terms. Students will go on-line to take credit quizzes and list the consumer agencies they are familiar with.

Materials Needed:

1. Construction paper to list consumer agencies and how to prevent identity theft
2. Computer lab with Internet access
3. Worksheets on identity theft

Audio/Visual Equipment Needed:

Projection unit with Internet Access

Lesson Outline:**Day 1**

1. Pre-assessment:

- Informal questions on what students feel their rights are as consumers—break students into groups—have each group summarize questions—compile a list on the board or on construction paper
- Informal question on some of the consumer protection information
 - * Government information—USDA, FTC (Federal Trade Commission), FDA (Food and Drug Administration), Consumer Product Safety Commission, EPA (Environmental Protection Agency), Department of Health and Human Resources
 - * Business information—advertising, word of mouth (can it help or hurt a product), product labels, customer service departments, Better Business Bureau, FM Chamber of Commerce
 - * Bring in a t-shirt or some clothing item and have students find the information, bring in a damaged item that was recently purchased on line—ask the students what they would do to get a replacement, give the students a phone book or have them search the web and find out what type of business information they have in their area—this can be done in groups and have each group report their findings
- Informal questioning on some “lemons”
 - * Brainstorm on what options they as consumers have if they purchase a “lemon”—usually a car or large item
 - * Homework—research on the “lemon law” in your state

2. Vocabulary terms: consumer, UL, AHAM, Good Housekeeping, Consumer Reports (web or magazine), USDA, FTC, FDA, EPA, advertising, label, customer service department, Better Business Bureau, comparison shopping, unit price, promotional sale, clearance sale, special purchase sale, brand names, department stores, discount stores, specialty stores, factory outlet stores, supermarkets, super-centers, warehouse market, convenience store, impulse buying, fraud, identity theft, monopoly, warranty

- Vocabulary—5 words will be given daily creating a word wall
- Vocabulary test will be given at the end of the week
- Book used for the vocabulary is:
Intro to Business 2000, South-Western Publishing

3. Comparison shopping and four segments to compare:

- Unit prices
- Quality
- Services
- Sales
- Internet sales and comparison shopping
- Unit prices—homework assignment—have students go to the local grocery store and find the unit prices for their favorite food
- Formula for calculating unit price is:
Total Price of Item divided by # of units in item = Unit Price

16 oz bag \$1.26 divided by 16 oz. = \$.079

8 oz bag \$.69 divided by 8 oz = \$.086

Best buy is 16 oz bag

- Ask how student goes shopping—does price count? Do they look for quality? Do they compare prices with other stores?
- Ask if the store they shop at has sales associates, free gift wrap, large dressing rooms
- Have students look at the newspaper ads for one week and bring in examples of promotional sales, clearance sales, special purchase sales—ask what they think is the difference
- Use the magazine Consumer Reports and make an overhead and show how the magazine compares features and how ratings can affect the sale of merchandise

Day 2

4. Big “6 decision making steps

- define the problem
- identify the choices
- evaluate the choices
- choose one
- act on your choice
- review your decisions

- * Informal poll of how the students used the decision process today
- * Ask when they might use the steps—going to a dance, going to the movies, purchasing a new item of clothing

5. How and where to find reliable information:

- Internet
- Yellow Pages
- Newspapers
- Ads in newspaper and TV
- Plan route of your shopping trip

- * Is the Internet a reliable source?
- * Do you have to read the fine print in the newspaper and TV ads?

6. Consumer Bill of Rights

- Right to be informed—given correct information to make informed choice
- Right to safety—to be protected from goods/services that are hazardous to health
- Right to choose—assured of availability of variety of goods/services at competitive prices
- Right to be heard—to be assured that consumer interests will be fully considered when laws are being written and enforced
- Right to a remedy—be assured of the right to legal correction of wrongs committed against consumers
- Right to consumer education—learn about consumer rights and responsibilities as economic citizens
- Right to service—entitled to convenience, courtesy, and responsiveness to problems and needs

- * List by groups what you think are your rights as consumers
- * Construction paper each group gives the right and gives pertinent information on the right—display in classroom

7. Consumer Responsibilities

- Consumer honesty—don't read a book and then return it for full refund
- Consumer reasonableness—explain your complaint calmly and reasonably, getting angry and hostile does not help the situation
- Consumer reporting—report unethical business practices to prevent other consumers from becoming victims
- Consumer knowledge—obtain list of right and procedures for handling complaints
- Consumer involvement—role as a citizen to vote and put people into office those people who are concerned with consumer rights

- * List as a group or small groups, the responsibilities YOU as a consumer have
- * Construct a final list of consumer rights

DAY 3

8. Introduce debit and credit cards

- Go to the Wells Fargo website
<https://www.wellsfargo.com/educate/handsonbanking>
- Have students fill in on worksheet the necessary information needed to open an account (savings, checking)
- Don't forget to stop at the ATM and learn how to get cash from the ATM!!!
- Go to the Visa website and play Road Trip To Savings
<http://www.practicalmoneyskills.com/english/index.php>
- Have the students log in how much money they earned and have saved
- Assessment—group discussion on the concepts of saving and what they learned that they did not know

Day 4

9. Access Visa website and play Financial Football

<http://www.practicalmoneyskills.com/english/index.php>

10. Have students write questions that they missed with correct answers or have students create a list of questions/answers for a news-bowl competition

Day 5

Assessment

1. Divide the students into teams and use the information gathered by the students on Financial Football (have students choose 5 questions and answers from each section of the Financial Football game—one member of the team needs to write the question and answer)
<http://www.practicalmoneyskills.com/english/index.php>
2. Compile a list of questions and answers
3. Divide the students into two (2) teams and have a knowledge bowl
4. Make sure you have prizes for the winners and losers