

Concepts:

1. Understand how advertising can influence purchasing decisions
2. Learn to consider the "actual" cost of purchases.
3. Learn to consider all of the options prior to making a purchase.

Learning Standards:

- **Identity:** I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too. (ID.3-5.3)
- **Diversity:** I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. (DI.3-5.8)
- **Action:** I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior. (AC.3-5.18)

Considerations

- Relationships play an important role when making informed and culturally responsive instructional decisions. Be aware of the impact conversations around income and making purchases can have on your students based on their families' access to opportunities and resources. .
- Teachers should be sensitive to the differences of students' access to resources. Think about how questions about income and possessions will impact students such as discussing specific brands of clothes and shoes. It is helpful to use characters from books to have conversations around these topics to provide a level playing field of experience as well as being sensitive to the differences in economic circumstances of your students.
- Assumptions about groups of people can perpetuate stereotypes. Be curious about the stories of your students and create space for them to share their voice so that they can socially construct ideas with their classmates.
- Leverage the social capital of your students. Activate the various experiences of your students by including resources (books, posters, media etc.) that offer a range of advertisement examples knowing that some advertisements may not center your students and you will need to be intentional on finding representation. Every child in your class should receive an opportunity to feel like an expert.

Setting up Discussion Space-Community Agreements

Classroom discussions provide a great way for students to socially construct knowledge from a variety of experiences. It is important to set up discussions and the overall classroom climate with community agreements. Think about what "rules, norms, guidelines, agreements etc." will create a safe and brave space for conversation. Co-create this list of agreements with your students. Ideally you will already have community agreements in place and will just revisit them prior to discussions as a reminder of how we will care for each other. Some examples of agreements: "Listen when others are speaking." "Think about how your words will impact others." "Be present." "What is said in this space stays in this space."

Discussion Questions

As you have conversations with students about how advertising influences purchasing decisions, you can have a conversation with students about how they may connect with an advertisement, but none of them fully describes everything they'd ever want. This is true for other people too. We can be curious about the sorts of decisions others make when purchasing without judgement.

- What advertisements do you feel really connect with you? Where do you see them?
- What do you notice about the differences and similarities between what you and your classmates are interested in purchasing?
- Delayed gratification is a way to budget and wait to purchase something. Some people have more choice than others in how long they need to wait to buy something. Can you think of a time when you had to wait for a purchase but didn't really want to?

Extension Activity

Set up a pretend store in your classroom (grocery store, toy store, etc.). Have students create signage, price tags, etc. Use shared or interactive writing to create ads. Support ELL students by practicing relevant language (e.g., "How may I help you?" "How much does the _____ cost?")

Journal Prompt

Write about a time when you had to manage money. Describe the situation. Were you trying to buy something? Did you have to change your plans based on the amount of money you had? What's challenging about managing money?

Suggested Read Alouds

- [Sunday Shopping](#) by Sally Derby (Author), Shadra Strickland (Illustrator) [click here for read aloud](#)
 - Based on what Evie chooses to buy, what can you learn about her likes, interests, and what's important to her? How is that similar and different to you?
 - Do you think Evie and Grandma would actually want to buy everything they picked out if they had enough real money? Why or why not?
 - [Sunday Shopping Teacher's Guide](#)
- [Abuela's Weave](#) by Omar S. Castaneda (Author), Enrique O. Sanchez (Illustrator) [click here for read aloud](#)
 - Do you think Esperanza was right to worry about Abuela's birthmark frightening people?
 - What are some ways you can step up if someone is being hurtful or unfair?
 - [Abuela's Weave Teacher's Guide](#)

