ECOLES

Economic and Consumer Literacy in European Schools

IO2 – Economic and Consumer literacy
education material and guidelines

Module: Consumer power and the web

Nowadays consumer education has entered a new stage, characterized by new attitudes and expectancies of consumers, either caused by the global economic crisis or by new consumer education approaches.

"The internet means that the consumer really is king (and queen)"

Today any consumer would be able to access a global marketplace, where he or she would select the most convenient opportunities.
The market would discipline the behaviour of traders;
consumers would obtain information on products and prices through search tools, and this information would be extended and validated through collaborative tools, such as consumers' ratings on their purchasing experience.

"Today's consumers are spoiled."
- They have everything at their fingertips.
- With a single click or tap of a button or one voice command, they can get anything they want in seconds. A chauffeur, dinner, clothes, books, mattresses, all delivered straight to their doorstep, or wherever they want for that matter.
- Smartphones are now the remote control of our digital lives.
- they have tipped the scales of power in favour of the consumer forever.

he predictions of growing consumer power in the digital age that predated the turn of the century were fueled by the rise of the Internet, then reignited by social media. This article explores the intersection of consumer

behavior and digital media by clearly defining consumer power and empowerment in Internet and social media contexts and by presenting a theoretical framework of four distinct consumer power sources: demand-, information-, network-, and crowd-based power. Furthermore, we highlight technology's evolutionary role in the development of these power

sources and discuss the nature of shifts in power from marketers to consumers in terms of each source. The framework organizes prior marketing

literature on Internet-enabled consumer empowerment and highlights gaps in current research.

Specific research questions are elaborated for each
source of power outlining the agenda for future research areas.

The predictions of growing consumer power in the digital age that predated the turn of the century were fueled by the rise of the internet, then reignited by *social media*. The module aims to underline the intersection of consumer behaviour and digital media by clearly defining consumer power and empowerment in internet and social media contexts.

The advantage and influence of social media, are rapidly spreading into the business world. Concerned consumers are realising that they can use social media to organise themselves around shared values to start effective movements. Social media gives them a sounding board to share ideas, as well as a means to punish irresponsible corporate behaviours. The consumers have great access to any product, at any time through many widely used social media platforms.

Social media creates not just a new marketing dialogue between brands and consumers but a powerful rationale for why corporations must begin partnering with the rising tide of customers who can now demand new standards for corporate behaviour and a higher commitment to purpose, not just profit (Herrman, 2019; Bradey, 2019).

New technologies such as the internet provide easy access to tremendous amounts of information, and people have been taking advantage of that to become *smarter shoppers*. They are using digital technologies to gather information, to find competing products, and to talk to other customers. Increasingly, they are using the internet to avoid pushy marketers and to help them make their own purchasing decisions. The internet is a great enabler of customer power. What many hoped would happen with the internet is actually occurring, and it will change how you do business.

The five proven sources of increased customer power are:

1. *Increasing access to information*: Customers now have access to information about a company and its products from a multitude of sources. Consumers are provided with much greater access to independent information about a company's products and services, which allows them to make informed decisions about whether or not to buy something based on customer reviews and seller ratings. For example, car buyers now use the internet to research car models, features, and prices. The implication: old-style marketing is less effective when customers have independent means to research a company's claims and obtain cost information.

2. *Access to more alternatives*: Customers can find competing products more easily. Search engines, comparison sites, and online reviews all enable customers to find the best products at the lowest price. For example, travellers now enjoy a range of websites (e.g., booking.com, trip advisor) that help them find the lowest fares on flights or hotels or food.

3. ***More simplified direct transactions***: Customers can shop from anywhere, regardless of physical location. The internet simplifies transactions for both consumers and industrial customers. Customers can connect directly with providers to buy goods and services. For example, online ordering and direct shipment make buying books and electronics possible at any time without leaving the house. Even more traditional companies have been forced to adapt to providing online shopping options for their customers because of the restrictions of the COVID-19 pandemic.

5. ***Increasing control over contacts***: Customers can avoid a company's marketing efforts. Consumers have more control over the flow of marketing messages into their homes and lives. Consumers' distaste for junk mail, telemarketing calls, spam, and pop-up ads means that these pushy messages are more likely to earn fury than profits. Technology empowers consumers by letting them mute or zap TV commercials, screen telephone calls, block pop-up ads, stop telemarketing, or send spam straight to the trashcan.

Learning Outcomes

This module is addressed to two different student age groups – 7-12; 12-18 years old – and contains 9 specialised activities. Upon the completion of this module, students will possess the skills and competencies to:

- Identify and describe the effects of being a consumer
- Acquire knowledge on how producers may be influenced to change their processes as a result of consumer pressure.
- Demonstrate a systematic understanding of the impact of the digital marketplace on consumers and consumer behaviour, from both theoretical and practical perspectives;
- Understand the role of consumer insight in marketing practices and building of strategic consumer relationships;
- Describe the underlying theories and concepts explaining consumer behaviour and their application across cultures;
- Critically evaluate the use of digital marketing communication tools for acquiring, converting and retaining customers.

Part B: Activities

Activities are created taking into account two student groups:

A) Students 7-12 years – more playful and including a variety of different activities;
B) Students 12-18 – more advanced vocabulary and terms

Activity one

Activity Title	Consumer Power
Activity target group	Primary School Students (7-12 years old)
Introduction	face-to-face activity Students will use graphs and percentages to display information, understand their power as consumers, be able to discuss the power behind their shopping choices.

Aim of the activity	This activity has the aim to explain the following: o How the consumers' power is affected by different types of products o How consumers' power could be used to get a better deal o How the consumers' behaviour is affected by their choices o How to make charts based on the preferences o How to choose a product to sell based on consumers' preferences
Activity preparation	The teacher should talk to students about the consumers' power. Then the students should watch a YouTube video: https://www.youtube.com/watch?v=PAbBd0UjPzE Students will be asked to bring with them the following: Three types of chocolate (milk, white, dark) coins
Materials & hand-outs	▪ Milk chocolate - Dark chocolate - White chocolate - Enough for every student to taste a little bit of each ▪ A coin for every child in the class ▪ print-out or drawing of the boxes below <table><tr><td>Milk chocolate</td><td>dark chocolate</td><td>white chocolate</td></tr></table>
Duration of the activity	40 minutes
Group size(s)	10 or more students
Activity instructions	Divide the chocolate bars into small pieces and let everybody try some of each. · They must now use their coin to show which one is their favourite by putting it in one of the boxes below. Which one would they spend their money on if they were to buy a whole bar? · Count how many coins are in each box. · Ask students to show this information in a bar chart. Tell the class that you are now opening a (pretend) class shop together and you will be selling chocolate. You need to buy 200 bars to stock your shop but you are not sure which bars will sell best. · Using the data they have collected, ask students to recommend what percentage of the chocolate bars in the shop

	should be milk, dark and white chocolate. Ask them to show this on a pie chart. · How much of each chocolate bar should you stock?
Tips for performing the activity	Students should understand the reasons that make them buy several products. How their behaviour as consumers is affected and what is their consumers' power. The teacher will discuss with the students the different choices they have as consumers. Then they will perform the activity.
How to evaluate the activity?	Students will present their findings in the classroom and discuss them. The teacher will evaluate if they understand the term of consumers' power. The charts will be presented in the classroom and the conclusions will be discussed.

Activity two

Activity Title	Video advertising
Activity target group	Primary School Students (7-12 years old)
Introduction	Online video applications present the user with a plethora of short videos based on their interactions and likes, rather than showing content created by friends or followers. As a result, the consumer experience is characterised by an overwhelming density of information at an incredibly fast pace Social media applications becomes an interesting channel for marketers. Unlike traditional media, the app provides an engaging platform for companies to raise their brand awareness via so-called soft content
Aim of the activity	By doing this activity the students should: o Critically evaluate the use of digital marketing communication tools for acquiring, converting and retaining customers. o Learn about new technology methods that are used for attracting new consumers.
Activity preparation	The teacher starts a conversation with the students in the classroom about social media and its power on advertisements. For this activity, they are going to talk about short-form videos. That is, videos that are less than 60 seconds and used on a variety of mediums. There are all sorts of ways that short-form

	videos can be implemented in social media. The teacher is going to focus on how to use short-form videos.
	The following questions should be asked:
	Can you name some social media applications? Do you have an account on any social media? Can you suggest any ideas for persuading consumers to buy a product through a social media video?
Materials & hand-outs	Tablets or laptops
Duration of the activity	40 minutes
Group size(s)	Students will be divided into two groups
Activity instructions	Please see below the hand-out
Tips for performing the activity	Students can watch the following video on YouTube and discuss with their teacher
	https://www.youtube.com/watch?v=jQ8J3IHhn8A&ab_channel=RapidLearningLife
	Move into what it takes to make a video for social media. For most of these videos, it's just one tool being used: a smartphone. If you have the app and a smartphone, you have the most important tool for making a video.
How to evaluate the activity?	A number of videos will be presented in the classroom and the students will select the 2 best videos, which were the most persuasive in making them buy the advertised product.
	The creators of these videos have to be concise and creative
Further information	https://www.techlearning.com/how-to/how-can-tiktok-be-used-in-the-classroom
	https://www.stukent.com/incorporating-tiktok-into-your-class-3-assignments-to-consider/

Video advertising
Steps to follow:

- Use MovieMaker on a computer or a camera on a tablet or smartphone.
- Discuss with your group and find a product that you want to advertise in order to persuade your customers (other students) to buy it.
- Be creative and use techniques in order to make a successful video (choose a product which will be attractive, it could be a PlayStation game, a tablet, a bicycle, new clothes etc.).
- For this assignment, you can choose to make this as simple or as difficult as you want in terms of the video editing you require.
- Then present the video to the other groups and watch their reactions.

Activity three

Activity Title	Stay Connected
Activity target group	Primary School Students (7-12 years old)
Introduction	This activity is designed to work on focusing on relationships between the students. It will create a living, visual representation of the networks of relationships that exist between people. In this section, students are guided through several activities to help them see that they are not alone, and that in some cases they themselves may be a source of help for another class member or neighbour. The focus is on being part of a community. Extensions of this activity might be to choose one of the problems or issues identified in the **Supporting a friend** task and develop it into a role-play, radio script or digital story.
Aim of the activity	o Students can identify sources of support o Students can tune in to the feelings of others o Students learn the importance of asking for help
Activity preparation	A few balls of coloured string, twine or wool Copy the **Networks of support (please see below annex 1)** diagram for classroom display
Materials & hand-outs	Hand-out with instructions Strings Balls
Duration of the activity	40 minutes
Group size(s)	Students are divided into 4 groups.
Activity instructions	The group sits in a circle. One person makes a positive statement about the relationship they have with someone else in the group, and passes a string to them across the circle. For example, "I know George because he shops at the same supermarket I do."

	The first student and George must keep hold of the string while the game progresses. George now holds the ball and makes a statement about someone else in the group.
	Each person in the group must have a turn and the process repeated at least three times. New balls of string can be introduced at the beginning of each round. At the end, there will be quite a tangle, network and criss cross of string.
	Students should share what they notice about the patterns they have created while they are still holding the strings.
Tips for performing the activity	This activity is based on focusing on relationships that may be known but unstated. It will create a living, visual representation of the networks of relationships that exist between people.
	The teacher should talk and present some examples of connections or relationships and then ask students to state their experiences. So, the teacher will be able to evaluate if students can identify sources of support.
How to evaluate the activity?	Upon the end of the activity, there will be a discussion in the classroom exchanging ideas and experiences about their connections.
Further information	Students can also complete the **Network of support** that is given as extra material (See annex 1)

Activity four

Activity Title	Is advertising consuming me?
Activity target group	Primary School Students (7-12 years old)
Introduction	Advertising is very persuasive and occurs almost everywhere. Children are increasingly targeted by advertisers yet are often unaware of the subtle, manipulative pressures and controls exerted on them through the marketplace. This inquiry unit investigates how advertising aims to influence their consumer behaviour.
Aim of the activity	Students should understand the following through this activity: o There are different forms of advertising o The purpose of advertising o That persuasive advertising techniques aim to influence consumer behaviour

	o That consumers can protect themselves from the advertising
Activity preparation	The teacher asks students to bring some magazines and newspapers that use at home. Then, the teacher will have a conversation with the students, asking them to describe the best advertisement they remember. The teacher will ask "what was their feeling? Why did they buy a product they have seen though tv or social media?"
Materials & hand-outs	A hand-out with the instructions of the activity A3 size papers Magazines and newspaper (to use some images) Colour pencils
Duration of the activity	40 minutes
Group size(s)	The students are divided into two groups. One group will create an advertisement that persuades and the other anadvertisement that informs.
Activity instructions	Students will be asked the following guiding questions: ✔ What is advertising and where do we find it? ✔ How do advertisers influence consumers? ✔ How do smart consumers use advertising? The teacher will then ask them to create two advertisements: one that persuades and one that informs
Tips for performing the activity	Students should watch the videos before performing the activity: https://www.youtube.com/watch?v=S_Lep1VBqeg https://www.youtube.com/watch?v=z5yq_el23EA https://www.youtube.com/watch?v=B4sT6I1deIc
How to evaluate the activity?	Discussion with students about their advertisements. The teacher should ask the other students about their feelings. Have they been persuaded? Have they been informed successfully about the product? Discussion with students on whether they have ever been affected by false advertising.
Further information	https://www.youtube.com/watch?v=8thrJwnKft0 https://www.literacyideas.com/how-to-write-advertisements/

Activity Title	Sales Promotion Campaign/ Pringles Chips
Activity target group	Secondary school students (12-18 years old)
Introduction	This activity is built around a new flavour campaign for the well-known snack brand Pringles. This campaign is a mix of a sales promotion and a product line extension. The WTF in the campaign's tagline is designed to generate awareness, and in this campaign WTF refers to "what's the flavour?" of the mystery new taste of Pringles.
Aim of the activity	The purpose of this exercise is to explore the short and long-term impact of sales promotion on a well-known Fast moving consumer goods brand. In fast moving consumer goods markets, it is becoming common for brands to use these forms of sales promotions to encourage brand switching and increased customer loyalty.
Activity preparation	Ask students to bring their own favourite flavour of pringles and let them advertise it.
Materials & hand-outs	Hand-out with the instructions of the activity Pictures of the advertisements
Duration of the activity	45 minutes
Group size(s)	This task is designed for small discussion groups, as the sum of the responses need to be considered.
Activity instructions	In this exercise, they will explore a combined sales promotion and product line extension campaign for Pringles. Pringles is a snack brand owned by Kellogg's, and is sold in over 140 countries. Students should be familiar with this snack brand as it comes in a can and the chips are stacked. As a reminder, here are some of their flavours:

	The WTF Campaign In the Australian market in 2020, Pringles ran a sales promotion for a mystery new flavour, built around the tagline WTF = what's the flavour? Here is their advertising (which also shows their new packaging) for this promotion…
	As can be seen, the packaging is black-and-white, giving no clue to the flavour inside. Mr. Pringle on the logo looks puzzled. And the caption at the top of the packaging reads "What's the Flavour? Guess to win $10,000!"

Therefore, this campaign was designed as a competition-based sales promotion, and potentially also introducing a new flavour (product line extension) to the Australian market.

The intention of the campaign is to encourage consumers to buy this new product (most likely as a one-off purchase), in order to see if they could work out the mystery flavour in the chance of winning up to $10,000. While this campaign would appeal to loyal Pringle consumers, it would also likely attract trial sales from occasional consumers and non-customers as well. |
| **Tips for performing the activity** | ***Student Discussion Questions***

1. Do you think that this campaign is likely to increase short-term sales?

2. Why would a consumer buy a product without knowing whether they will like the flavour or not?

3. Do you think that this campaign would simply cannibalize existing sales? (That is, existing customers purchase this mystery flavour instead of their regular purchase, resulting in no sales increase overall.) |

	4. Why would the brand associate with the letters WTF, given they can also have a negative connotation?
	5. Why would the brand run this sales promotion, rather than just introducing the new flavour straight to the marketplace?
	6. Could this campaign help increase any brand health metrics? (Examples: awareness, likeability, positioning, preference, loyalty.)
	7. Other than short-term sales, what other marketing goals could this campaign have for the brand?
How to evaluate the activity?	Allow up to 30 minutes for the group discussion, as there are six questions to address. Allow another 20-30 minutes to explore group responses in a class setting.
Further information	https://www.greatideasforteachingmarketing.com/category/consumer-behavior/

Activity two

Activity Title	Resolving the consumer concerns/ Quiz
Activity target group	Secondary school students (12-18 years old)
Introduction	What actions should a person take to resolve a consumer problem? Students will learn about sources of help available to them through government agencies and other organizations.
Aim of the activity	o Combine decision-making methods with comparative shopping techniques, o Recognise common consumer scams o Provide the knowledge and skills necessary to effectively handle consumer complaints
Activity preparation	The teacher will explain the following issues to students: ✔ Identify various consumer scams, describe how they work, and explain what you can do if you find yourself caught in one ✔ Understand how to handle a consumer complaint effectively ✔ Understand how and why to keep records of your purchases ✔ Identify federal and private sources for consumer information and consumer help
Materials & hand-outs	Hand-out with a quiz given at the end of the lesson
Duration of the activity	30 minutes

Group size(s)	All students will have to complete the quiz
Activity instructions	The teacher gives the hand-out with the following questions: For each of the following situations, put an X next to the action you would suggest to resolve these consumer concerns, and give reasons for your responses. 1. *Brad has taken his new car in for the same repairs several consecutive times since he bought the car ten months ago.* ■ Return to store ■ Contact company ■ Contact consumer or government agency ■ Take legal action 2. *Josie was injured and needed medical assistance when using a fan, she recently purchased.* ■ Return to store ■ Contact consumer or government agency ■ Contact company ■ Take legal action 3. *Ellis keeps getting phone calls offering him investment opportunities, even though he's told the company to no longer call him.* ■ Return to store ■ Contact company ■ Contact consumer or government agency ■ Take legal action 4. *Thomas was charged the wrong price for several items at a local discount store.* ■ Return to store ■ Contact company ■ Contact consumer or government agency ■ Take legal action 5. *Marla received a late payment notice for a credit account that she had paid off several months ago.* ■ Return to store ■ Contact company ■ Contact consumer or government agency ■ Take legal action

Tips for performing the activity	Students are allowed to exchange ideas and opinions in order to ask the questions on the quiz.
How to evaluate the activity?	At the end of the activity students will explain their answers to the teacher, make a discussion and justify their answers. The teacher will give them, the correct answers.

Activity three

Activity Title	Consumer Power and ethical shopping
Activity target group	Secondary school students (12-18 years old)
Introduction	The activity focuses on identifying where common products come from, reading about fair trade products, and discussing dilemmas about ethical shopping. Topic: Consumer power, where products come from.
Aim of the activity	Aims: o To practise speaking about consumerism o To practise reading and retelling a short text o To practise giving opinions and advice o To analyse information relating to products (Also the learning outcome should be described here)
Activity preparation	Students should bring with them three different products that they have purchased lately. The teacher should send them an email with the following article and give instructions to read it carefully.
Materials & hand-outs	The article students have to read, will be sent through email. The table that the students will have to complete will be given by the teacher in the classroom.
Duration of the activity	35 minutes
Group size(s)	The students will be divided into 2 groups.
Activity instructions	1. Bring the three things that you bought lately 2. Read the table given to you carefully **Task 1 – Look at your labels**. Have a look at the labels on your clothes, bags, pencil cases etc.

	Find out where they were made and fill in the table with the origin of five items.
	ITEM ORIGIN • Have the items travelled a long way to get to your country? • Now write a few sentences and then tell the rest of the group
	Example: My t-shirt was made in Turkey and my trainers were made in China…
	Task 2 – Consumer power – reading task
	Read part of a text entitled 'Why shop ethically?''
	https://www.ethicalconsumer.org/why-shop-ethically
	Before reading the text:
	• Guess what it will be about. Share your ideas with the whole group and think of any vocabulary that might appear in the text
	• Now read your part of the text carefully and check any new vocabulary. Then tell your group about your paragraph.
Tips for performing the activity	Students should learn how to shop ethically and turn their consumer power into this element. Below there are two articles they may read:
	https://www.ethicalconsumer.org/how-to-shop-ethically
	https://www.ethicalconsumer.org/quick-guide-ethical-consumer
How to evaluate the activity?	At the end of the activity, students should know what an ethical consumer is. The teacher should ask students to share some examples from real life.
Further information	https://www.ethicalconsumer.org/quick-guide-ethical-consumer
	https://www.ethicalconsumer.org/about-us

Activity four

Activity Title	Investigation: "how can consumers influence the decisions of producers and retailers?"
Activity target group	Secondary school students (12-18 years old)
Introduction	This activity explores how consumers can influence the decisions of producers and retailers.
	Students should get familiar with the following key words:
	✔ Ethical

	✔ Producer/Consumer ✔ Labour unions ✔ Supply chain ✔ Boycott

Aim of the activity	The basic aims of the activity is to guide students to:
	
	   o Identify the effects of being a consumer
	   o Describe how producers may be influenced to change their processes as a result of consumer pressure.

Activity preparation	Before starting the current activity, the teacher will discuss with students the key words written above.
Materials & hand-outs	A hand-out with the instructions of the activity will be given to students.
Duration of the activity	35 minutes
Group size(s)	Students will be divided into two groups
Activity instructions	Students should consider the following statement: ***"Consumers have a powerful role to play in influencing the production of goods."*** Once they have had time to process this idea, they should form a human continuum across the classroom, with one end of the continuum representing total agreement with the statement and the other, total disagreement. The teacher then randomly chooses students at different points of the continuum and asks them to explain the reasoning behind their position. Students can then reflect on this activity individually in a learning log. The students answer a survey about their opinions and behaviours as a consumer. This could be done through a Google Survey. Include questions such as: ✔ Do you consider ethical issues before purchasing a product? ✔ Are you willing to share or borrow a product rather than buying a new one? ✔ Would you buy an item of lesser quality if it were produced more ethically? ✔ Would you spend more on an equivalent product if it were produced more ethically? ✔ Would you boycott a product if it was not produced ethically? The data from this survey shoud be analysed by presenting it in a series of graphs. The students should analyse the results by reading and interpreting the graphs, and suggest explanations for the results.

	The class should find results from a global study on consumer trends and compare these with their survey results.
Tips for performing the activity	Learning log tool: Learning logs are a way to help students integrate content, process, and personal feelings. Their use encourages students to be independent in reflecting on what they learn and how they learn. They also provide the teacher with valuable information on student learning and any gaps that may need to be addressed.
	Students make entries in their logs/journals at the end of the lesson or sequence of work by reflecting on their learning by answering questions about their own learning.
	Google survey tool:
	Google Forms: Free Online Surveys for Personal Use
How to evaluate the activity?	After the end of the activity the students will have to send their learning logs and google surveys to the teacher. The teacher will discuss their findings in the classroom. The two groups will have to discuss between them as well, and evaluate their findings.
Further information	Year 9-10 school resources	Consumer Protection

Activity five

Activity Title	Consumer power and web / Project
Activity target group	Secondary school students (12-18 years old)
Introduction	Through this activity, the students have to investigate and explore the reasons that the internet has strengthened the market power of consumers relatively to traders: any consumer would be able to access a global marketplace, where he or she would select the most convenient opportunities. The market disciplines the behaviour of traders; consumers obtain information on products and prices through search tools, and this information is expanded and validated through collaborative tools, such as consumers' ratings on their purchasing experience.
Aim of the activity	The students have to understand the following: A set of powerful intermediaries have emerged, in multiple domains, from access to the internet infrastructure, to search engines, to platforms for sharing online content, to e-commerce, to cloud services, to online payments. Web-based advertising has a decisive advantage: messages

	can be automatically targeted to the individual consumers, the targeting being based on information about such consumers.
Activity preparation	Students will watch a YouTube video before starting the activity: https://www.youtube.com/watch?v=PWsRQ3lqHkU
Materials & hand-outs	A hand-out will be given to students, with the instructions of the project Laptops for each student or smart phone
Duration of the activity	35 minutes
Group size(s)	Students will be divided into 4 groups
Activity instructions	o Watch the YouTube video carefully o Use a laptop or smart phone in order to search the reasons for the consumer power o Focus on a social media platform in order to give the reasons for the consumers' power
Tips for performing the activity	The students should try to use as many search methods as they can in order to find and write down the answer. When they are done with their research, they should write down two paragraphs explaining why the web increased the consumers' power.
How to evaluate the activity?	All groups will present their findings to classroom and discuss them.
Further information	https://www.europarl.europa.eu/RegData/etudes/STUD/2020/648790/IPOL_STU(2020)648790_EN.pdf https://courses.lumenlearning.com/wmopen-principlesofmarketing/chapter/reading-situational-factors/ https://www.youtube.com/watch?v=Y4gWwwSLBWo

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- https://searchcustomerexperience.techtarget.com/feature/The-top-five-sources-of-increased-customer-power

Networks of Support: Either individually, or in small groups, students think about and write down who on their friend network would be a good person to ask for help in each problem situation