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Economic and Consumer Literacy in European Schools

IO2 – Economic and Consumer literacy
education material and guidelines

Module: Pricing

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Introduction of the module

Students purchase a very limited number of goods thus their ability to understand products' prices and how market works is very limited. This module provides teachers meaningful activities that will help them teach their students that consumer goods have different prices and their price depends on many different factors. Activities will influence behavioural patterns of the students.

Activities are created taking into account the students' ages:

- Students 7-12 years old
- Students 13-18 years old.

For each age group a curriculum provides an overall frame of the developed activities with details such as timeframe, learning outcomes, study material and background information for teachers which is the basis for the activities.

List of activities

Ages 7 -12

	Activity Title	Duration in Minutes
1	School supplies	45
2	The real value	90
3	Learning money	45
4	Shopping wisely	45
5	At the supermarket	45

Total duration: 4 hours and 30 minutes

Ages 13--18

	Activity Title	Duration in Minutes
1	End-of-season sales	45
2	Class party	90
3	Buying in bulk	45
4	Monthly budget	60
5	What type of consumer are you?	45

Total duration: 4 hours and 45 minutes

Summary of the module

The class is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Consumer education is the preparation of an individual to become capable of making informed decisions when it comes to purchasing products or services. Therefore an effective module requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs. As there is no 'one size fits all' solution, this module uses a wide range of effective teaching strategies, which teachers can use to inspire their students.

The module uses:

- Visual and practical learning experiences, helping students to understand how market works. Examples include real products with their price tags, shopping lists, flash cards as well as encouraging students to do market research.

- Cooperative ways of learning by encouraging students who have different abilities and characteristics to work together by promoting small group or whole class activities. Examples include solving mathematical exercises, conducting market research and role playing games.
- Inquiry-based instruction by asking questions which inspire students to think critically for themselves and become more independent learners. Activities encourage students to try different approaches and methods to find the possible solutions of a difficult situation. This method helps students to improve their problem-solving skills as well as gain a deeper understanding of the market.
- Clear and insightful assessment strategy for each activity introduced by using worksheets, quizzes, lists and a plethora of open-ended questions. Teachers have a broad list of questions that are designed to help them evaluate the activity.

Curriculum – Ages 7 -12

The title of the curriculum	Mathematics
The curriculum group	Mathematics
The learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Become aware of the value of coins and paper money and recognize the coins they use. • Understand the real price of products and become more aware as consumers. • Use basic mathematic skills to calculate the price per product/service. • Use basic mathematic skills to compare possible alternatives for a purchase decision. • Recognize the need to conduct market research before taking a purchase decision. • Understand how to consider alternatives before taking a purchase decision.
The requirements to be met for the commencement of studies, if they are a prerequisite for the accomplishment of the learning outcomes	There are no special requirements before starting using educational material that is included in this module.
The total volume of studies, including the proportions of classroom, practical and independent work	Educational material and activities cover up to 4 hours and a half for primary schools.
The content of studies	Educational material include quizzes, “role playing”, games, market research, exercises and real case scenarios.
A description of the study environment	<p>Activities are meant to be done face to face but can be easily adapted in blended or online teaching. In case of face to face teaching modern premises supporting the study process are needed. Teachers will need all the basic equipment for conducting trainings, the possibility to design the room according to the needs, sufficient opportunities for group and pair work, etc.</p> <p>In case of blended or online teaching teachers will need a high-end online tool to facilitate activities run individually or in groups.</p>

<p>A list of study materials, if these are intended for the completion of the curriculum</p>	<p>Study material provided through the activities:</p> <ul style="list-style-type: none"> - Suggestions of school supplies and price tags. - Template for price tags - "School supplies" worksheet - "What is the price of this?" worksheet - "Research at the supermarket" worksheet - Coin identification flash cards instructions - "Euro coins" quiz - Template shop card - Template shopping list - "Which should I choose?" quiz <p>Further information and inspiration:</p> <p>Lesson plan on division http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-8664</p> <p>Lesson plan on shopping at the supermarket: http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-10854</p> <p>Lesson plan on money: http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-8018</p> <p>How Consumers Compare Prices To Make Purchase Decisions https://www.forbes.com/sites/forbesbusinesscouncil/2021/06/18/how-consumers-compare-prices-to-make-purchase-decisions/</p> <p>Lesson plan on shopping at the supermarket: http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-10854</p>
<p>The conditions for completion and the documents to be issued</p>	<p>There are no special certificates issued for the participants of the extra curriculum activities.</p>
<p>A description of the qualifications, learning or work experience required for the provision of the continuing education under the particular curriculum</p>	<p>Trainers should have experience on conducting consumer or economic lessons.</p>

Module Title	Pricing
Activity Title	School supplies
Activity target group	Primary school students 7-12
Introduction	<p>Teach your students the art of savvy shopping using this activity to help them calculate price per item. After doing some division exercises so that students can compare the values of different products, they can test the skills acquired through the worksheets.</p> <p>This is a face-to-face activity but it can be easily transformed into an online teaching activity.</p>
Aim of the activity	Students will be able to use basic division to calculate the price of each item of a package.
Activity preparation	<p>Gather various school supplies eg. pen, pencil, notebook etc. and tag them with a price in integer numbers.</p> <p>Find a bulk package of one item eg. a box with 12 pencils. Tag this package with a price in integer number and make sure the price given can be divided by the number of items and give an integer number per item eg. 24 euros for 12 pencils.</p> <p>Print school supplies worksheet for your students.</p>
Materials & hand-outs	<ul style="list-style-type: none"> - Suggestions of school supplies and price tags. - Template for price tags - "School supplies" worksheet
Duration of the activity	1 teaching hour of 45 minutes
Group size(s)	Students will work by themselves as well as in groups of 3-4 maximum.
Activity instructions	<p>Warm up (10 minutes): Activate prior knowledge by asking a student to share his/hers experience of purchasing school supplies.</p> <p>Ask students if they are concerned about getting the most for the money they spend. Do they usually compare different brands of the same product before buying?</p> <p>Explain to the class that they are going to use basic division to make sure they get the most for their money the next time they go to the stores.</p> <p>Instructions (10 minutes): Show the price tagged items.</p> <p>Ask students if they understand how prices change according to whether we buy one item or many items in the same</p>

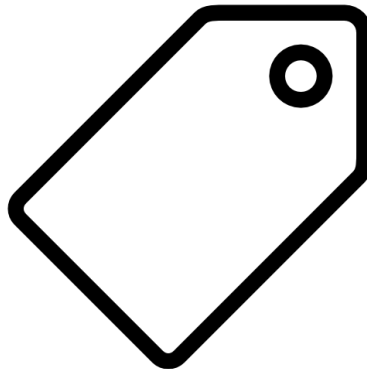
	<p>package.</p> <p>Ask them which one what they think has better value: one item bought separately or many items bought packaged together.</p> <p>Let students know they will be given an opportunity to prove their answer, using basic division facts.</p> <p>Practice (20 minutes): Show the students the first single item and its cost. Explain how the price changes if they decide to buy a package which contains many such items. Explain the parts of a division exercise: divisor, dividend, quotient.</p> <p>Write the following formula on the board: $\text{price} \div \text{number of items} = \text{price per item}$. Explain that students will be using this formula to solve division exercises. They'll need to calculate the price per item for a few of the items bought in packages.</p> <p>Once students are done, verify their replies. Give the class some time to discuss the correct answer (that the bulk package has a lower price per item) and compare it with their original impressions.</p> <p>Review and closing (5 minutes): Review the formula used to calculate price per item.</p>
<p>Tips for performing the activity</p>	<p>Allow students to come up in groups of 3-4 at a time to make calculations. Try to pair struggling students with more advanced students if needed.</p> <p>Ask students to share their calculations and write down the price per item on the board as students share them with the class to achieve more engagement.</p>
<p>How to evaluate the activity?</p>	<p>Ask students some questions about the lesson:</p> <p>“Which one did you originally guess would be the cheapest option? “</p> <p>“Was that really the cheapest option? Why that was option the cheapest?”</p> <p>“Have them write down their answers on the back side of their worksheets.”</p> <p>Collect the sheets once they're finished, and review them later to assess students’ comprehension.</p>
<p>Further information</p>	<p>Lesson plan on division http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-8664</p>

Materials & hand-outs for activity: School supplies

Suggestions of school supplies and price tags

Item	Price	Bulk package	Price
pencil	2	Set of 4 pencils	4
highlighter	3	Set of 6 highlighters	12
Pair of scissor	3	Set of 2 pairs of scissors	4
notebook	4	Set of 3 notebooks	9
ruler	5	Set of 2 rulers	8

Template for price tags



School supplies worksheet

I purchased some stationery for school. I know the price I paid for all the similar items I bought and I want you to find out the price of each one. Can you help me divide so we can find out the price of each item?

1. I bought 8 pencils and paid the shop 8 euros for them. What is the cost of 1 pencil?
2. I bought 12 highlighters and paid the shop 24 euros. What is the cost of 1 highlighter?
3. I bought 6 pair of scissors and paid the shop 12 euros for them. What is the cost of 1 scissor?
4. I bought 9 notebooks and paid the shop 27 euros. What is the cost of 1 notebook?
5. I bought 4 rulers and paid the shop 16 euros. What is the cost of 1 ruler?

Module Title	Pricing
Activity Title	The real value
Activity target group	Primary school students 7-12
Introduction	<p>Students purchase a very limited number of goods thus their ability to understand products' prices is very limited. Teach your students that consumer goods have different prices and their price depends on many different factors.</p> <p>This is a face-to-face activity but it can be easily transformed into an online teaching activity.</p>
Aim of the activity	Students will be able to understand the real price of products and become more aware as consumers.
Activity preparation	<p>Use the template "What is the price of this?" to create a worksheet with products easily recognizable by students. Some of them can be purchased with their pocket money while others can be purchased only by their parents. Print the worksheet for students.</p> <p>Gather some of these products and write on hidden tag their real price.</p> <p>Use the template "Research at the supermarket" to create a worksheet with commonly used products found at the supermarket. Make sure there is a variety of different products like detergents, snacks, vegetables etc. Print the worksheets for students.</p>
Materials & hand-outs	<ul style="list-style-type: none"> - "What is the price of this?" worksheet - "Research at the supermarket" worksheet
Duration of the activity	2 teaching hours of 45 minutes each, not continuous
Group size(s)	Students will work by themselves as well as in groups of 3-4 maximum.
Activity instructions	<p><u>Lesson 01</u></p> <p>Warm up (10 minutes): Activate prior knowledge by asking a student to share his/her experience of purchasing something really expensive. Stress that the amount spent should exceed their pocket money.</p> <p>Ask students if they have noticed that same products can have different prices. Do they compare different brands of the same product before buying?</p> <p>Explain to the class that prices may vary a lot from one brand to another, from one shop to another, from buying online to</p>

buying in a conventional store etc. and mention a few examples of known items and brands.

Instructions (10 minutes): Inform students that you are going to play a guessing game in which there is no right or wrong answer but all students should feel free to guess.

Show the items you gathered. Ask students if they can guess the price of these items. Write on the board the students' replies and then show them the real price of the items.

Practice (10 minutes): Give the students the "What is the price of this?" worksheet. Ask them if they use these products and which one of them they buy with their pocket money.

Ask the students to come up in groups of 3-4 to discuss the probable prices of the products. Ask them to write down the prices they believe these products cost.

Ask students to share their guess and write their replies on the board as students share them with the class.

Discuss the differences of prices indicated by the students.

Homework (10 minutes): Give the students the "Research at the supermarket" worksheet. Ask them if they have these products at home. Ask them if they go to the supermarket with their parents.

Assign them to find the "real" prices of these products within the next week. You will discuss their findings during your next lesson.

Stress the fact that they don't need to buy these products to check their price they just have to write the prices down in a notebook.

Review and closing (5 minutes): Review the fact that same products can have different prices.

Lesson 02:

Warm up (10 minutes): Ask students if the previous week they had the chance to visit the supermarket with their parents and ask 1-2 students to share their experience.

Instructions (10 minutes): Inform the students that now you are going to play a scoring game in which the students who will present the lower price and the higher price will be the winners and all students should feel free to share their findings.

Practice (20 minutes): Ask students to share the prices they found and write on the board the lower and the higher price

	<p>of each product. Discuss the reasons of each price differentiation for each product.</p> <p>Ask students to calculate how much money they can save if they prefer the products with the lower prices.</p> <p>Discuss if there are products that have the same price regardless of where you buy them.</p> <p>Review and closing (5 minutes): Review the fact that same products can have different prices and the fact that much money can be saved if we research in advance.</p>
Tips for performing the activity	<p>Ask students if there are products that they prefer regardless of their price and discuss their preferences and wishes.</p> <p>Ask students if there are products that they believe they are very expensive and let them tell you why they consider them so expensive.</p>
How to evaluate the activity?	<p>Ask students to write down some questions about the lesson:</p> <p>“Did you guess the right price for the items I brought?”</p> <p>“Do you believe that this is the only price that this item is available for?”</p> <p>Collect the sheets once they're finished, and review them later to assess students' comprehension.</p>
Further information	<p>Lesson plan on shopping at the supermarket: http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-10854</p>

Materials & hand-outs for activity: The real value

“What is the price of this?” worksheet

Item	Price	Item	Price
ice cream		biscuits	
t-shirt		shampoo	
school bag		chocolate	
cheese pie		shoes	
car		smart phone	

“Research at the supermarket” worksheet

Item	Price	Item	Price
ice cream		biscuits	
pasta		1lt of orange juice	
toothpaste		shampoo	
1kg of apples		8 rolls of toilet paper	
Cloths detergent for washing machine		chocolate	

Module Title	Pricing
Activity Title	Learning money
Activity target group	Primary school students 7-12
Introduction	<p>Money is the medium of exchange for all goods and services. Different coins and paper money have different values.</p> <p>Children need the ability to recognize the names and values of different coins and bills used to purchase goods and services. This activity helps children identify the names of coins and grasp their relative values in terms of purchasing power.</p> <p>This is a face-to-face activity but it can be easily transformed into an online teaching activity.</p>
Aim of the activity	Align the coins and the bills to their mathematical number, so that students become aware of the value of coins and paper money. Children can learn to recognize the coin they use.
Activity preparation	<p>Coin identification flash cards: Place visual images of coins of 1, 2, 5, 10, 20, 50 cents, €1 and €2 on flash cards. Use cardboard to make the cards, if possible. Include pictures of both sides of the coins. Images can be found at the European Central Bank: https://www.ecb.europa.eu/euro/coins/html/index.en.html or the national central Bank if euro is not the currency of your country.</p> <p>Grab a large paper bag, partially filled with rice and 2 sets of all euro coins.</p> <p>Print the quiz for students.</p>
Materials & hand-outs	<ul style="list-style-type: none"> - Coin identification flash cards: - “Euro coins” quiz
Duration of the activity	1 teaching hour of 45 minutes
Group size(s)	Students will work by themselves.

<p>Activity instructions</p>	<p>Warm up (5 minutes): Activate prior knowledge by asking 1-2 students to share an experience of theirs of using money. It can be something purchased with pocket money or money they gathered for singing Christmas carols.</p> <p>Ask students if they have noticed that there are different coins. Explain that each coin has a significant but different value.</p> <p>Instructions (5 minutes): Inform students that you are going to play a set of games and all students should feel free to take part.</p> <p>Practice (20 minutes):</p> <p>Game 01: Hold the flash cards up and see which child can name each coin first. Repeat for each coin twice and explain that each coin has two different sides.</p> <p>Game 02: Place real coins in the large paper container partially filled with rice. Put the coins in the rice and hide them in the rice. Ask students to find one coin each. Ask students to identify the coins they find.</p> <p>Quiz: (10 minutes): Hand out the quiz and ask the students to circle the correct answer for each question. Ask students to share their answers and write them on the board.</p> <p>Review and closing (5 minutes): Review the fact that each coin has a significant value.</p>
<p>Tips for performing the activity</p>	<p>You can show the students items that cost as much as each one of the coins to help them understand their value eg.: 1 cent: a gum, 2 cents: a candy, 1 euro: a rubber.</p> <p>Use real coins to help students visually recognize them in a more efficient way.</p>
<p>How to evaluate the activity?</p>	<p>Collect the quizzes once they're finished, and review them later to assess students' comprehension.</p>
<p>Further information</p>	<p>Lesson plan on money: http://photodentro.edu.gr/aggregador/lo/photodentro-lor-8521-8018</p>

Materials & hand-outs for activity: Learning money

Euro coins quiz

Find the value of the coins – Circle the correct answer for each coin

	<p>1 cent 2 cents 5 cents 1 euro</p>
	<p>5 cents 10 cents 2 cents 2 euro</p>
	<p>10 cents 50 cents 5 cents 1 euro</p>
	<p>10 cents 50 cents 1 cent 1 euro</p>
	<p>1 cent 50 cents 20 cents 1 euro</p>
	<p>50 cents 10 cents 2 cents 2 euro</p>

Module Title	Pricing
Activity Title	Shopping wisely
Activity target group	Primary school students 7-12
Introduction	<p>This is a shopping role-playing activity to help students practice by asking and replying how much products cost. This activity introduces students to market research before shopping, to comparing prices and to making the best choice.</p> <p>This is a face-to-face activity but it can be easily transformed into an online teaching activity.</p>
Aim of the activity	<p>Recognize the need to conduct research before taking a purchase decision.</p> <p>Understand how to consider alternatives before making a purchase option.</p> <p>Apply mathematical skills to compare possible alternatives for one purchase decision.</p>
Activity preparation	<p>Shop card: Use the template “Shop card” and adapt products and prices according to the students’ reality.</p> <p>Shopping list: Use the template “Shopping list” and adapt products according to the shop card.</p> <p>Print shop cards and shopping lists.</p>
Materials & hand-outs	<ul style="list-style-type: none"> - Shop card - Shopping list
Duration of the activity	1 teaching hour of 45 minutes
Group size(s)	Students will work in groups of 8.
Activity instructions	<p>Warm up (10 minutes): Activate prior knowledge by allowing 1-2 students to share their experience when they wanted to purchase something and they didn’t have enough money.</p> <p>Ask students if they have noticed that same products can have different prices. Do they compare different brands of the same product before buying?</p> <p>Explain that prices may vary a lot from one brand to another from one shop to another, from buying online to buying in a conventional shop and mention a few examples of known items and brands.</p> <p>Instructions (10 minutes): Inform students that they are going to play a role playing game and all students should feel</p>

	<p>free to participate.</p> <p>Divide the students into groups of eight. Give four students a shop card each. These students take up the role of shop assistants. Give the other students a shopping list each. These students take up the role of shoppers. The aim of the game is for the shoppers to save as much money as possible by finding out the cost of each item on their shopping list in the four shops and by buying each item from the cheapest shop.</p> <p>Practice (20 minutes): Ask the “shoppers” to ask the price of each item on their shopping list at each shop and take down notes. Give them time to find the cheapest price for each item on their shopping list.</p> <p>Ask shoppers to share their findings and cross check them with the shop assistants. Discuss the differences of prices among different shops.</p> <p>Review and closing (5 minutes): Help students apply this knowledge to real purchase options. Mention a few examples of purchases that a student can make and how much a short market research before shopping will help them to make a better decision.</p>
<p>Tips for performing the activity</p>	<p>If there is available time ask shoppers and shop assistants to work as a group and calculate the total cost of the shopping list if they purchase the cheapest items and the total cost of the shopping list if they purchase the most expensive ones.</p> <p>Discuss on the amount of money saved because of by the research conducted.</p>
<p>How to evaluate the activity?</p>	<p>Ask students some questions about the lesson:</p> <p>“Was is difficult to find the cheapest price?”</p> <p>“Is the market research worth the time spent?”</p> <p>“Should we conduct a market research before every purchase we make?”</p> <p>“What is the quickest way of price research?”</p>
<p>Further information</p>	<p>How Consumers Compare Prices To Make Purchase Decisions https://www.forbes.com/sites/forbesbusinesscouncil/2021/06/18/how-consumers-compare-prices-to-make-purchase-decisions/</p>

Materials & hand-outs for activity: Shopping wisely

Template shop card

Shop Name		Shop Name	
Item	Price	Item	Price
T-shirt	20	T-shirt	30
Trousers	35	Trousers	20
Skirt	35	Skirt	50
Sweater	20	Sweater	10
Shoes	20	Shoes	25

Shop Name		Shop Name	
Item	Price	Item	Price
T-shirt	15	T-shirt	25
Trousers	45	Trousers	40
Skirt	20	Skirt	15
Sweater	30	Sweater	45
Shoes	30	Shoes	15

Template shopping list

Item	Shop	Shop	Shop	Shop
T-shirt				
Trousers				
Skirt				
Sweater				
Shoes				

Module Title	Pricing
Activity Title	At the supermarket
Activity target group	Primary school students 7-12
Introduction	<p>Students purchase a very limited number of goods thus their ability to understand the prices of products value is very limited. Teach your students that consumer goods have different prices and their price depends on many different factors.</p> <p>This is a face-to-face activity but it can be easily transformed into an online teaching activity.</p>
Aim of the activity	Students will be able to understand the real value of products and become more aware as consumers.
Activity preparation	<p>Use the template “Which should I choose?” to create a worksheet with products easily recognizable by students. All products must be available at their local supermarkets and some of them should attract the students’ interest more, like school supplies, snacks, soft drinks etc.</p> <p>Find three different products whose unit is expressed differently eg.:</p> <ul style="list-style-type: none"> - Eggs: usually the unit price is expressed per piece. - Liquid wash detergent: usually the unit price is expressed to caps where one cap is enough for one washing circle. - Soda Can: usually the unit price is expressed per litter. - Parsley: usually the unit price is expressed per bunch. <p>Take a few pictures of price tags at your local supermarket on which the product price and the unit price are written. Try to find price tags related to the items you gathered.</p>
Materials & hand-outs	- “Which should I choose?” quiz
Duration of the activity	1 teaching hour of 45 minutes
Group size(s)	Students will work by themselves and in groups of 3-4 maximum.
Activity instructions	Warm up (10 minutes): Ask students if they have noticed that products sold in supermarkets are available in many different brands, in many different quantities and in many different prices. Activate prior knowledge by asking 1-2 students to share their experience of having to choose one product among a wide variety of similar products.

	<p>Ask students if they use any criteria when choosing products. Is price one of these criteria? Is unit price one of these criteria?</p> <p>Instructions (10 minutes): Show the items you gathered. Explain to the students how unit price works for different products and the possible variants by which a unit price can be expressed depending on the product eg. Item, litter, kilo, bunch etc. Ask students if they have noticed unit prices on the price tags.</p> <p>Explain that comparing products becomes easier and more effective when using the unit price.</p> <p>Inform students that you are going to do a quiz with them that will help them compare products.</p> <p>Practice (20 minutes): Give the students the “Which should I choose?” worksheet. Ask them if they use these products and which one of them they buy with their pocket money.</p> <p>Allow students to come up in groups of 3-4 to discuss the probable answers. Ask them to write down their calculations.</p> <p>Ask students to share their guesses and write them down on the board as students share them with the fellow students.</p> <p>Review and closing (5 minutes): Review the fact that unit price is very helpful to compare products especially in a supermarket where there are numerous similar products available.</p>
Tips for performing the activity	<p>Ask students if there are products that they would like to buy regardless their price and discuss their wishes.</p> <p>Ask students to be more active in examining the unit prices more carefully during their next visit at the supermarket.</p>
How to evaluate the activity?	<p>Collect the sheets once they're finished, and review them later to assess student comprehension.</p>
Further information	<p>Lesson plan on shopping at the supermarket: http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-10854</p>

Materials & hand-outs for activity: At the supermarket

“Which should I choose?” quiz

Which biscuits should I choose? Which one has the lower price per biscuit?	
Delicious DabaDuba biscuits full of chocolate and taste! One pack with 10 biscuits: 5 euro!	Grand pack of Super-Duper tasty chocolate biscuits! Get one pack with 5 biscuits at 5 euros!
I am so thirsty! I need to drink an orange juice right now! Which one costs less?	
Orange Juice from real oranges full of taste and smell! Grab your orange juice in this great package of 330 ml and enjoy! 2 euros only!	Extra powerful orange juice for kids and teenagers! Get the energy you need! One pack of 250ml only 1,80 euro!
I need a few pencils to write my homework. Which one is the best bargain?	
Set of 4 pencils for students at the amazing price of 8 euros!	Set of 6 pencils especially for young students at a unique price of 9 euros.
I am going to bake a cake with my mom. We will need 5 eggs. Which one of following two options should we make?	
Pack of 6 eggs -> 1.20	Pack of 10 eggs->3 euro
We should get a new liquid washing detergent. There are a few sold under price reduction. Which one is the cheapest one per cup?	
SuperClean detergent! 50 cups + 20 cups gift for only 14 euros.	CleanItAll detergent: Am once in a life time offer! 40 cups for only 12 euros!

Curriculum – Ages 13 -18

The title of the curriculum	Mathematics
The curriculum group	Mathematics
The learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand how market works and the power of well-informed consumers. • Understand how much marketing and advertising influence our shopping decisions. • Recognize the need of conducting market research before taking a purchase decision. • Understand how important it is to find alternatives before making a purchase as far as cost and waste are concerned. • Apply mathematical skills to find out the final price of products. • Apply mathematical skills to compare product prices. • Manage their pocket money in a more effective way.
The requirements to be met for the commencement of studies, if they are a prerequisite for the accomplishment of the learning outcomes	There are no special requirements before starting using educational material that is included in this module.
The total volume of studies, including the proportions of classroom, practical and independent work	Educational material and activities cover up to 4 hours and 45 minutes for secondary schools.
The content of studies	Educational material include quizzes, “role playing”, games, market research, exercises and real case scenarios.
A description of the study environment	<p>Activities are meant to be done face to face but can be easily adapted in blended or online teaching. In case of face to face teaching modern premises supporting the study process are needed. Teachers will need all the basic equipment for conducting trainings, the possibility to design the room according to the needs, sufficient opportunities for group and pair work, etc.</p> <p>In case of blended or online teaching teachers will need a high-end online tool to facilitate activities run individually or in groups.</p>

<p>A list of study materials, if these are intended for the completion of the curriculum</p>	<p>Study material provided through the activities:</p> <ul style="list-style-type: none"> - “Shopping” quiz - “Shopping list” worksheet - Template Ballot - “Bulk” quiz - “Monthly expenses” worksheet - “What type of consumer are you?” quiz <p>Further information and inspiration:</p> <p>Guidelines from the Consumers’ Ombudsman on end-of-season sales:</p> <p>http://www.synigoroskatanaloti.gr/docs/press/2016-01-08.%CE%94%CE%A4-%CE%95%CE%BA%CF%80%CF%84%CF%8E%CF%83%CE%B5%CE%B9%CF%82.doc</p> <p>Lesson plan on creative recycling:</p> <p>http://photodentro.edu.gr/aggregator/lo/photodentro-educationalvideo-8522-740</p> <p>Why Buying in Bulk Doesn't Always Save You Money</p> <p>https://www.investopedia.com/articles/pf/07/bulk_buying.asp</p> <p>Lesson plan on family budget:</p> <p>http://photodentro.edu.gr/aggregator/lo/photodentro-aggregatedcontent-8526-7899</p> <p>Marketing techniques applied to children:</p> <p>https://www.kepka.org/enimerosi/dikaiomata-katanaloton/441-enimerosi/dikaiomata-katanaloton/787-2020-08-05-08-27-11</p>
<p>The conditions for completion and the documents to be issued</p>	<p>There are no special certificates issued for the participants of the extra curriculum activities.</p>
<p>A description of the qualifications, learning or work experience required for the provision of the continuing education under the particular curriculum</p>	<p>Trainers should have experience on conducting consumer or economic lessons.</p>

Module Title	Pricing
Activity Title	End-of-season sales
Activity target group	Secondary school students 13-18
Introduction	<p>This activity uses basic mathematical skills to help students understand season sales and how discount works. This activity introduces students to market research before shopping, comparison the price and making the best option according to their real needs and wishes.</p> <p>This is a face-to-face activity but it can be easily transformed into an online teaching activity.</p>
Aim of the activity	<p>Recognize the need of conducting market research before taking a purchase decision.</p> <p>Understand how market works and the power of well-informed consumers.</p> <p>Apply mathematical skills to find out the final price of products.</p>
Activity preparation	Shopping Quiz: Use the template “Shopping Quiz” and adapt products and prices according to the students’ reality.
Materials & hand-outs	- Shopping quiz
Duration of the activity	1 teaching hour of 45 minutes
Group size(s)	Students will work by themselves.
Activity instructions	<p>Warm up (10 minutes): Activate prior knowledge by allowing 1-2 students to share an experience when they wanted to purchase something and they didn’t have enough money.</p> <p>Ask students if they have noticed that some products are available under discounts during a specific time of the year. Discuss which products are available under discount during the end-of-season sales and write a list on the board.</p> <p>Ask students if they have noticed discounts only during the end-of-season sales and mention a few cases when consumers can buy products under discount like Black Friday, stopping doing business of a shop etc.</p> <p>Instructions (10 minutes): Inform students that you are going to give them a quiz and they will need basic mathematical skills related to percentages to solve the quiz.</p> <p>Practice (20 minutes): Hand out the quiz and ask the students to circle the correct answer.</p>

	<p>Ask students to share their answers and write them down on the board as students share them with the class.</p> <p>Review and closing (5 minutes): Help students apply this knowledge to real purchase options. Mention a few examples of purchases that a student can make and how much market research before shopping will help them to take a better decision.</p>
Tips for performing the activity	<p>Allow students to come up in groups of 3-4 at a time to do the exercises. Try to pair struggling students with more advanced students if needed.</p>
How to evaluate the activity?	<p>Ask students some questions about the lesson:</p> <p>“If an item looks like it's on sales, are we getting a bargain?”</p> <p>“Is it a bargain if we buy something we don't really need?”</p> <p>“If an expensive item is sold under the same discount percentage as a less expensive item are we getting a bargain?”</p> <p>“Do all products have the same discount during end-of-season sales within the same shop?”</p> <p>“What is the meaning of “Sales up to 50%”?”</p>
Further information	<p>Guidelines from the Consumers’ Ombudsman on end-of-season sales:</p> <p>http://www.synigoroskatanaloti.gr/docs/press/2016-01-08.%CE%94%CE%A4-%CE%95%CE%BA%CF%80%CF%84%CF%8E%CF%83%CE%B5%CE%B9%CF%82.doc</p>

Materials & hand-outs for activity: End-of-season sales

Shopping quiz

1. You saw a great pair of jeans at a shop near your house. The price was 100 euros. You thought it was quite expensive. You could have afforded to buy it if had been sold for 50 euros. Since end-of-season sales was about to start in a few days, you thought that you could wait for a few more days. When end-of-season sales began the pair of jeans was sold under 20% discount. Could you afford it?

a. No it was still very expensive since I was going to pay 70 euros for it

b. No it was still very expensive because the final price was 80 euros.

c. Sure! I bought it.

2. You saw a great t-shirt at your local mall and it is was sold at an amazing discount! The label at the shop window indicated: 50% off! You had only 20 euros. What did you do?

a. I bought it right away.

b. I got in the shop and asked for the final price. If it cost 20 euros or less I could buy it.

c. I had to check if it fitted me well before buying.

3. You found a great pair of shoes at two different shops. In the first shop it cost 50 euros and the second one 70 euros. At the end-of-season sales the first shop sold the same pair under 10% of discount. The second shop dropped the price to 40euros. Which is the best place to buy the shoes?

a. The first one. I had to pay 30 euros.

b. The second one. I had to pay 40 euros.

c. The first one because it was cheaper from the beginning.

4. In the shop window there was a large red sign saying: Up to 80% off! That was very tempting and you wanted to check out if you had discovered a great bargain. You found a t-shirt. The initial price was 20 euros and now you could buy it for only 15 euros. What was the percentage of the discount?

a. Definitely 80%.

b. It was about 40% to 50%.

c. Only 25%.

Module Title	Pricing
Activity Title	School party
Activity target group	Secondary school students 13-18
Introduction	<p>This activity is a real case scenario for students. Students are asked to organize a school party for the end of the year. There are two goals: 1. Have this party on the lowest budget they can. 2. Produce the lowest waste they can.</p> <p>This is a face-to-face activity but it can be easily transformed into an online teaching activity.</p>
Aim of the activity	<p>Students will be able to realize the need to conduct a market research before taking a purchase decision.</p> <p>Understand how important it is to find alternatives before making a purchase as far as cost and waste are concern.</p>
Activity preparation	<p>Use the template “Shopping list” to create a worksheet with products that will be used for the party.</p> <p>Use the template “Ballot” to create ballots for voting.</p> <p>Prepare a cardboard box that can be used for secret voting.</p>
Materials & hand-outs	<p>- “Shopping list” worksheet</p> <p>- Template Ballot</p>
Duration of the activity	2 teaching hours of 45 minutes each, not continuous
Group size(s)	Students will work in groups of 3-4 maximum.
Activity instructions	<p><u>Lesson 01</u></p> <p>Warm up (5 minutes): Activate prior knowledge by asking a student to share an experience when he/she organized a party.</p> <p>Ask students if they have noticed that parties may cost a lot of money and produce a lot of unnecessary waste.</p> <p>Explain that you need their help to change this situation and organize a school party spending a small budget and producing little waste.</p> <p>Instructions (5 minutes): Inform students that you are going to assign them a market research that will help you all find the best solution for your party.</p> <p>Practice (20 minutes): Hand out the shopping list.</p> <p>Allow students to come up in groups of 3-4 to discuss the</p>

	<p>shopping list for a few minutes.</p> <p>Write on the board the shopping list and the number of students that will be invited to the party.</p> <p>Discuss each item of the shopping list. Ask students some questions about the items:</p> <p>“Is this item necessary for the party?”</p> <p>“Can it be replaced by something else?”</p> <p>“Is this item going to be thrown away after the party?”</p> <p>“What is the best way to reduce waste?”</p> <p>“Which quantity will cover the needs of the party eg. number of napkins, number of utensils?”</p> <p>Can we make something ourselves (eg a cake, some juice, a piece of decoration) to use and not buy one?”</p> <p>Agree on specific quantities of food, drinks, serving materials and decorations.</p> <p>Homework (10 minutes): Ask students to act as groups. Each come up with a proposal that will cover all needs of the party. The proposal must include details like cost, suppliers, supplies, time needed etc.</p> <p>They will present their proposal during the next lesson and students will decide which proposal they will approve and use by secret voting. Each group will have 5 minutes maximum to present their proposal.</p> <p>Review and closing (5 minutes): Review the fact that parties are fun and shouldn't cost a fortune and harm the environment.</p> <p><u>Lesson 02:</u></p> <p>Warm up (5 minutes): Ask students to share their experience with the preparation of the proposal.</p> <p>Instructions (5 minutes): Inform students that each group will have 5 minutes maximum to present their proposal. If there is time left students can ask questions and clarifications on various proposals.</p> <p>Presentation of proposals (20 minutes): Let students present their proposals and ask questions if needed. Allow quick questions by students at the end of each presentation.</p> <p>Voting (10 minutes): After listening to all proposals hand out the ballots and ask students to vote for the two proposals they liked most.</p>
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	<p>Count votes and write them on the board. Congratulate the group that presented the proposal that got most votes. The budget needed to organize the party will be paid evenly by all students.</p> <p>Review and closing (5 minutes): Review the details of the proposal, set a possible date with reference to the time needed and assign the party to the winning group.</p>
Tips for performing the activity	<p>In case of even ballots ask the two groups to work together and organize the party together.</p> <p>Celebrate and congratulate all proposals for the ideas and the solutions found.</p>
How to evaluate the activity?	<p>Collect the proposals after their presentations, and review them later to assess students' comprehension.</p>
Further information	<p>Lesson plan on creative recycling: http://photodentro.edu.gr/aggregator/lo/photodentro-educationalvideo-8522-740</p>

Materials & hand-outs for activity: School party

Template shopping list

Item	Amount Needed	Total Price	Alternative
napkins			
plates			
cups			
cutlery			
snacks			
desserts			
juice/soft drinks			
decoration			
Cleaning items			
Serving items			

Template ballot

Add a V in front of 2 proposals that you liked most:

1st proposal by (names of students)

2nd proposal by (names of students)

3rd proposal by (names of students)

4th proposal by (names of students)

Module Title	Pricing
Activity Title	Buying in bulk quantities
Activity target group	Secondary school students 13-18
Introduction	<p>This activity uses basic mathematical skills to help students understand how buying in bulk works. This activity introduces students to the criteria they must use in order to make the best purchase option according to their real needs and wishes.</p> <p>This is a face-to-face activity but it can be easily transformed into an online teaching activity.</p>
Aim of the activity	<p>Recognize the need to conduct market research before taking a purchase decision.</p> <p>Apply mathematical skills to compare product prices.</p>
Activity preparation	Shopping Quiz: Use the template “Bulk Quiz” and adapt products and prices according to the students’ reality.
Materials & hand-outs	- Bulk quiz
Duration of the activity	1 teaching hour of 45 minutes
Group size(s)	Students will work by themselves.
Activity instructions	<p>Warm up (10 minutes): Activate prior knowledge by asking 1-2 students to share an experience when they purchased something in large quantities.</p> <p>Introduce the term bulk to the students. Explain the advantages and disadvantages of paying a lower price per unit in exchange for purchasing much larger quantities.</p> <p>Discuss that lower price might lead us to buy larger quantities than these we really need.</p> <p>Instructions (5 minutes): Inform students that they are going to do a quiz and they will need basic mathematical skills for it.</p> <p>Write the following formula on the board: $\text{price} \div \text{number of items} = \text{price per item}$. Explain that students will be using this formula to solve division exercises. They'll need to calculate the price per item for the quiz.</p> <p>Practice (20 minutes): Hand out the quiz and ask them to provide the right answers.</p> <p>Ask students to share their answers and write them down on the board as students share them with the class.</p>

	<p>Discuss all questions of the quiz before reaching the right answer.</p> <p>Review and closing (10 minutes): Help students apply this knowledge to real purchase options. Mention a few examples of purchases in which buying in bulk will improve students' options.</p>
Tips for performing the activity	<p>Ask students to suggest products that are ideal for bulk purchases and products that can be a problem if purchased in bulk quantities. Write their suggestions on the board. This activity will allow them to have a better understanding of how they can benefit from buying in bulk quantities.</p> <p>Use everyday examples of buying in products in bulk and focus on the advantages and the disadvantages.</p>
How to evaluate the activity?	<p>Ask students some questions about the lesson:</p> <p>«Should we take into account the expiry date of a food product before buying it in bulk quantities?»</p> <p>“Should we think over the quality of a food product before buying it in bulk quantities? Is it a good choice to buy in bulk quantities unhealthy snacks?”</p> <p>“If we buy something we don't really need do we have a real profit?”</p> <p>“Do we have enough space in our homes to store products purchased in bulk quantities?”</p> <p>“Does buying in bulk help us explore new products and try them out? “</p>
Further information	<p>Why Buying in Bulk Doesn't Always Save You Money https://www.investopedia.com/articles/pf/07/bulk_buying.as p</p>

Materials & hand-outs for activity: Buying in bulk

Bulk quiz

A way that people save money is by “buying in bulk quantities” or buying large quantities of the products they use the most. Help the Smith family decide where to buy the items they most need for their family of eight. Find the cost of the same amount of products at each store. Compare the prices at the store where the Smiths buy the product in bulk at “Bulk Store” with the prices they would pay at a typical supermarket. To decide which store helps the Smiths save the highest amount of money, find the unit price for each of these items. Round up to the nearest cent.

Bulk Store	Price per item	Supermarket	Price per item
One 20-pack of soap at 6 euro.	<i>0,30 euro per soap</i>	Four 5-packs of soap at 1.10 euro each pack	<i>0,22 euro per soap</i>
Two 2ltr bottles of shampoo at 9.20 euro per bottle	<i>4,60 euro per litter</i>	Four 1lt bottles of shampoo at 5.79 euro per bottle	<i>5,79 euro per litter</i>
One box of 500 napkins for 10 euro	<i>0,02 euro per napkin</i>	Five boxes of 100 napkins for 3 euro each	<i>0,03 euro per napkin</i>
Three boxes of 20 fruit juices (250ml each) for 7 euro per box	<i>0,35 euro per fruit juice</i>	Four boxes of 15 fruit juices (250ml each) at 3.3 euro per box	<i>0,22 euro per fruit juice</i>

Calculate the total cost if the Smiths buy the cheapest items and the total cost if the Smiths buy the most expensive items. How much do they save?

Products	Cheap price	Expensive price	They save
20 soaps	<i>4,4 euro</i>	<i>6 euro</i>	<i>1,6 euro</i>
4ltr of shampoo	<i>18,40 euro</i>	<i>23,16 euro</i>	<i>4,76 euro</i>
500 napkins	<i>10 euro</i>	<i>15 euro</i>	<i>5 euro</i>
60 fruit juices (250ml each)	<i>21 euro</i>	<i>13,2 euro</i>	<i>7,8 euro</i>

Do you think it's more important to pay the lowest price per item, or is it more important to get the brand you like? Explain your answer:

Module Title	Pricing
Activity Title	Monthly budget
Activity target group	Secondary school students 13-18
Introduction	<p>This activity is a creative market research for students. Students are asked to keep detailed records of their expenses and try to find better and cheaper alternatives.</p> <p>This is a face-to-face activity but it can be easily transformed into an online teaching activity.</p>
Aim of the activity	<p>Students will be able to manage their pocket money in a more effective way.</p> <p>Recognize the need to conduct market research before taking a purchase decision.</p> <p>Understand how important it is to find alternatives before making a purchase as far as cost is concerned.</p>
Activity preparation	Use the template “Monthly expenses” to create a worksheet with real expenses that students can use. This worksheet will not be the final one that they will use. The final one will be the results of the first lesson.
Materials & hand-outs	- “Monthly expenses” worksheet
Duration of the activity	2 teaching hours of 30 minutes each, not continuous
Group size(s)	Students will work by themselves.
Activity instructions	<p><u>Lesson 01</u></p> <p>Warm up (5 minutes): Activate prior knowledge by asking a student to share his/her experience deriving from a purchase they did and after that they realized they could find a cheaper product.</p> <p>Explain that pocket money is very important to all and we all need to find out if they make the best use of it.</p> <p>Instructions (5 minutes): Hand out the “monthly expenses” template and explain that this is only indicative. Each student has different preferences on how to spend their money. You will try all together to make an expenses list that will cover all possible expenses occurred within a month.</p> <p>Practice (10 minutes): Ask students to share their own expenses. Write on the board the expenses.</p> <p>Try to categorize all expenses mentioned in more general categories eg. telecommunications, entertainment, clothing</p>

	<p>etc.</p> <p>Homework (5 minutes): Ask students to make a clear list with all mentioned expenses according to your notes on the board.</p> <p>They will be using this monthly budget for a whole month. They must keep a very detailed record of expenses occurred and alternative prices they can find. Alternative prices can be lower or higher than the one they have paid. Alternative prices can be found in both online and real shops.</p> <p>Review and closing (5 minutes): Review the fact that this monthly expenses list will help them spend their money more wisely in the future but they shouldn't be judgemental for their decisions within this month.</p> <p>Lesson 02:</p> <p>Warm up (10 minutes): Ask students to share their experience, reporting their expenses.</p> <p>Instructions (5 minutes): Inform students that you are going to discuss their findings by using their monthly expenses list.</p> <p>Practise (10 minutes): Ask students to make an estimation of the total money spent in each one of the two situations:</p> <ul style="list-style-type: none"> - if they always preferred the cheaper alternatives - if they always preferred the most expensive alternatives. <p>Ask students questions:</p> <p>“Is the difference between the “always the cheapest” and the “always the most expensive” estimations significant to you?”</p> <p>“Can the money saved help you buy something that you couldn't buy before?”</p> <p>“Which is the category that you seem to spend the most? Is this in line with your true needs?”</p> <p>“Did you find worthy cheaper alternatives? Are you going to opt in for these alternatives in the future?”</p> <p>Do you think that you can continue keeping record of your expenses? Will that be of help to you?”</p> <p>Review and closing (5 minutes): Review need to always search for alternatives and make well informed decisions.</p>
<p>Tips for performing the activity</p>	<p>Try to involve all students in the discussion of their monthly expenses lists. Avoid to ask of the total money spent so that students with low pocket money will not feel bad.</p>

<p>How to evaluate the activity?</p>	<p>Ask students questions:</p> <p>“Are there any changes in your options that you can help you in the future to spend less for some categories of products and more for others?”</p> <p>“What was the element that surprised you most while keeping record of your expenses?”</p> <p>“Do you feel that now you are more aware of the value of products and services?”</p>
<p>Further information</p>	<p>Lesson plan on family budget: http://photodentro.edu.gr/aggregator/lo/photodentro-aggregatedcontent-8526-7899</p>

Materials & hand-outs for activity: Monthly budget

Template monthly expenses

Item	Bought	Alternative	Notes
School supplies			
Clothes			
Shoes			
Accessories			
Personal hygiene products			
Snacks			
Restaurants			
Fast Food			
Coffee			
Transport			
Telecommunications			
Books			
Toys			
Gifts			
Newspapers / magazines			

Module Title	Pricing
Activity Title	What type of consumer are you?
Activity target group	Secondary school students 13-18
Introduction	<p>This activity introduces students to the concept of market research before purchasing, price shopping, value for money, best option, impulse shopping, advertising and marketing techniques which as they form their real needs and wishes.</p> <p>This is a face-to-face activity but it can be easily transformed into an online teaching activity.</p>
Aim of the activity	<p>Recognize the need to conduct market research before taking a purchase decision.</p> <p>Understand how market works and how much marketing and advertising influence our shopping decisions/</p>
Activity preparation	Shopping Quiz: Use the template “What type of consumer are you?” and adapt if needed the questions to the students’ reality.
Materials & hand-outs	- What type of consumer are you? quiz
Duration of the activity	1 teaching hour of 45 minutes
Group size(s)	Students will work by themselves.
Activity instructions	<p>Warm up (5 minutes): Activate prior knowledge by asking 1-2 students to share their experiences related to spontaneous shopping and shopping during sales periods.</p> <p>Instructions (15 minutes): Introduce the three basic profiles of consumers to the students:</p> <ol style="list-style-type: none"> 1. Spontaneous consumer 2. Consumer who buys only discount goods. 3. Consumer who satisfies rational needs. <p>Ask students to come up with a definition for these kind of consumers and try to put themselves in one of the three groups. Let them write down their estimations.</p> <p>Provide the 3 definitions and as many as real time examples if possible. Discuss with the students if they have placed themselves in the correct group.</p> <p>Discuss with the students that a really existing consumer can, in most of the times, have characteristics of all profiles. Also in certain situations the same consumer may turn from profile 1 or profile 2 or profile 3 to a mixed profile.</p>

	<p>Then try to trace consumers' behavioural patterns among the students.</p> <p>Practice (20 minutes): Hand out the quiz and ask the students to circle the answer that they believe is correct. Then explain that each reply gives them certain points.</p> <p>Provide the points of each reply so that students can calculate their score. Ask a student that scored 8 to 16 points to read the quiz definition of spontaneous consumer. Ask a student that scored 17-30 points to read the quiz definition of a consumer who buys only during sales periods. Ask a student that scored 31-48 points to read the quiz definition of a consumer who satisfies rational needs. Be careful not to reveal the score of each student as their feelings can be hurt.</p> <p>Discuss with all of them if they feel and act as consumers a certain type of.</p> <p>Review and closing (5 minutes): Help students apply this knowledge to real purchase decisions. Mention a few examples that each type of consumer makes and ask students whether they found themselves in such situation.</p>
Tips for performing the activity	<p>Allow students enough time to read questions and discuss them with you and the other students if they need to.</p> <p>Encourage students give concrete replies because there is no good or bad type of consumer.</p>
How to evaluate the activity?	<p>Ask students some questions about the lesson:</p> <p>“Have you guessed right which type of consumer you are?”</p> <p>“Do you believe that this type is close to you and to your behaviour?”</p> <p>“Is spontaneous shopping something we should avoid?”</p> <p>“Does the sales period cover real needs?”</p> <p>What are the disadvantages of need-based shopping?</p> <p>Is there any product or service to which another type of consumers apart from the three types already mentioned can be relevant?”</p>
Further information	<p>Marketing techniques applied to children: https://www.kepka.org/enimerosi/dikaikomata-katanaloton/441-enimerosi/dikaikomata-katanaloton/787-2020-08-05-08-27-11</p>

Materials & hand-outs for activity: What type of consumer are you?

Have you ever wondered what type of consumer you are? Do you spend your money wisely? Are you a spontaneous buyer? Take this quiz to find out who you are!

1. If you go into your favorite store and see a shirt on special discount, what will your most likely response be?

- A. I'm not sure if I want that shirt. I already have many shirts. *(6 points)*
- B. That's a great deal! I must buy it right now! *(3 points)*
- C. The color of the t-shirt makes a perfect match with my eyes! I must buy it! *(1 point)*

2. What will you do if a random advert popped up on your computer screen promises you a free phone if you go onto their website? Would you:

- A. Contemplate whether to click it or not *(3 point)*
- B. Ignore the ad and delete it *(6 points)*
- C. Go onto the website to get the free phone *(1 points)*

3. Do you research something before buying it?

- A. Yes, nearly always. Especially important things like the price. *(6 points)*
- B. No, why should I? *(1 point)*
- C. If something is on sales, no need to search! *(3 points)*

4. Is the cheapest product the better one?

- A. It is if it covers my needs exactly *(6 points)*
- B. It is if I fancy it *(1 point)*
- C. I have to check if there are alternatives before I decide. *(3 points)*

5. Is the price an important element for to you before buying something?

- A. Not at all. I care only to buy what I fancy. *(1 point)*
- B. I always buy the cheapest product I can find *(3 points)*
- C. I buy goods that can cover my need regardless of the price. *(6 points)*

6. Your grandfather gave you 100 euros. He thinks that you can use the money wisely. What are you going to do with it?

- A. Right now I don't need anything and I will save it for a later need. *(6 point)*
- B. Go shopping right now and buy whatever I like! *(1 points)*
- C. I will check a few of my favorite brands to see if they offer their products on discount. I want

to make the best out of the 100 euros. (3 points)

7. You're invited to a wedding. What will you wear?

- A. I will find something in my wardrobe, that's not a problem. (6 point)
- B. I need new clothes! On my way to the mall! (1 points)
- C. I can borrow proper clothes from my best friend. (3 points)

8. Has a friend or family member ever convinced you to buying something?

- A. Yes (1 point)
- B. No (3 points)
- C. Yes but it was something I already needed. (6 points)

Results:

Spontaneous Consumers 8-16 points: These consumers don't often shop having a specific product or service in mind, let alone a brand. They rather do purchases capriciously, buying anything that they fancy. They usually believe that their choices are only due to their spontaneous personalities while the vast majority of their purchases are imposed by intense marketing. Brands have figured out how to effectively market their goods to spontaneous consumers. Keep in mind that spontaneous buying is mostly emotionally driven exactly the opposite of the rational and well informed purchase. Spontaneous consumers are totally different from consumers who buy only during sales periods (driven by a desire to save money) and consumers who buy only what they need (driven by a real need). Next time that you feel the urge to buy something, try hard not immediately do it and give yourself a week to think twice. If one week after you still feel the same urge go and buy it. If not, it's ok. You have saved yourself some money for something else you need more.

Consumers who buy goods only during sales periods 17-30 points: These consumers are always on the hunt for discounts. They have a tendency to prefer the same shops and brands. However, they only make purchases when there is some kind of sales or discounts. Brands know that in order to convince these consumers, they need to advertise their offers and specials! Social media is one of the many ways the use to communicate sales and ongoing promotions. Personalized emails or brochures targeted advertisements following consumers' activities on internet are also methods used to promote their goods. If you are such a type of consumer avoid email subscriptions and unfollow brands that often come to your timeline.

Consumers who satisfy their rational needs 31-48 points: These consumers purchase goods to fulfill their rational need. Maybe their old t-shirt is getting really old and they want to replace it with a new one. Perhaps they are going on vacation and need a new set of luggage. Maybe they are approaching an age when they will need a vehicle for their transportation and they save for that. Marketing to such

a consumer needs to be clear and honest. They know what they want but they are also looking for value for money purchases. They are not in a hurry unless they need to cover an urgent need thus they spend much time in researching alternatives. Cost is very important but not the only factor they will have in mind. They are also very much concerned about environmental issues due to the fact that they are looking for products that have a larger lifespan.