

MARCH NEWSLETTER HIGHLIGHTS

- ★ NEW The Impact of Advertising on Purchasing Decisions Lesson Plan!
 - Professional Content
 - Expert article
 - Note taking guide
 - PowerPoint presentation
- ★ NEW Life of...Monica Erickson Simulation!
- ★ Top ten reasons to attend the FEFE National Conference
- ★ Specialized summer trainings scheduled

ADVERTISING

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Why do we buy the things we do? What impact does advertising have on an individual's purchasing decisions? Advertising impacts consumers daily and many advertisements are easy for teens and young adults to identify. Other forms of advertisements are much more difficult to spot. Teens often claim advertisements do not sway the decisions they make, however they may not realize why they think something is cool or desirable. Most of the advertising a teenager consumes is designed to make him or her want things.

Advertisements seek to grab a consumer's attention, persuading him or her to feel something and take action as a result. Because advertising to teens and young adults continues to increase, consumers need to be aware of advertising techniques used to make informed decisions. For more information on specific advertising techniques, see the newly developed *The Impact of Advertising on Purchasing Decisions* lesson plan 1.2.3 that is available at <http://www.fefe.arizona.edu/curriculum.php?categoryID=4#205>.

A Collaborative Project Among:



Although the primary form of advertising continues to be from television, newspapers and magazines, online advertising is on the rise. Targeting tweens, teens and young adults, companies are testing various means of attracting young consumers. An August report from marketing research firm eMarketer estimates that U.S. marketers will spend \$280 million advertising on social networks such as MySpace.com this year. This is equivalent to about 1.7% of all online advertisement spending in the U.S. That amount is estimated to grow to \$1.9 billion and 6.3% of advertisement spending by 2010.

(Adapted from http://advertising.microsoft.com/asia/Research?Adv_ResearchReportID=321)

ADVERTISING STUDIES

Results from the Synovate Young Asians 2006 Survey indicates that online is the best way to reach teenagers and young adults between the ages of 15 and 24. With heavy school and office workloads and busy social lives, this group is a challenge for marketers to effectively reach. The survey also discovered that teens and young adults are more likely to be found online than watching TV during the course of the day, except early in the morning and evening prime time.



They habitually turn on the television or read a newspaper in the morning to catch up on news, weather and traffic conditions. However, once they are at school or work, internet becomes their primary source of media. As shown in the chart below, during the evenings between 7pm and 10pm when television is traditionally the dominant media, the internet is not far behind.

The survey finds that teens and young adults spend most of their time on online communication with 1.8 hours on instant messaging every day, 1.2 hours on online community activities (such as blogging, forums and social networks) and 1.1 hours on emails, totaling almost three hours per day spent on internet related activities.

(Adapted from http://chiefmarketer.com/crm_loop/custom/social-networks-091806/)

ARE YOU AD SAVVY?

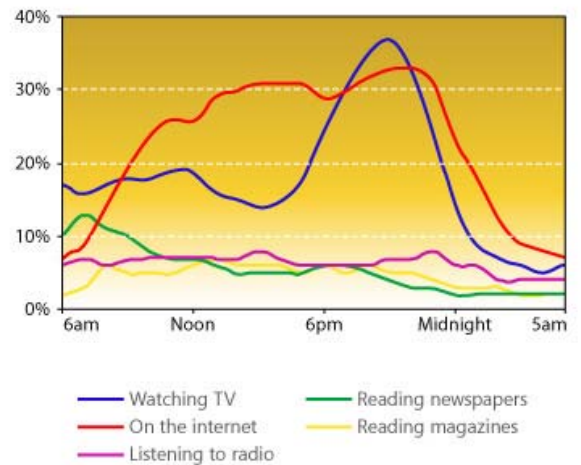
4 WAYS TO BE AD SAVVY IN YOUR HOME

- 1 When watching TV or surfing the net with your child, question the commercials. Voice your skepticism by posing questions such as these: Who do you think created this ad? What do you think the message is? What might the advertiser *not* be telling us? Do you think you can believe what you see? Start with obvious targets—ads promoting high-fat foods, for example—then move on to more subtle ads, such as those promoting a cool or attractive lifestyle. Explain how advertisements are often meant to make people feel that something is missing from their lives.
- 2 Explain your family's purchases to your child. Help your child see why you buy certain items and not others. Guide him to an understanding that you are making conscious choices. Make it clear that the purchases you make reflect the values you hold.
- 3 Encourage your child to question what's left out of an advertising message. Point out when an ad is unrealistic or promotes a stereotype: What is the company not telling us? Do you know anyone who looks like that? Anyone who lives like that?
- 4 Foster skepticism about new forms of advertising on the Web. Some commercial elements are obvious—an ad banner, for example, or a Web site that prominently features products. Other commercial elements, however, are less clear; they include interactive bots—electronic creatures that appear on a computer desktop to promote a product—as well as entire sites, such as Reactorz.com, that collect children's opinions as research for clients. Remind your child never to give out personal information online. Finally, help your child appreciate that what looks real on screen may be just the opposite in real life.

(Adapted from <http://www.pbs.org/parents/childrenandmedia/ads-grade.html>)

Media consumption by time of day

Percentage of media consumed in a day by people aged 15-24



NEW LESSON PLAN

Why do you buy what you buy? Who or what impacts your spending decisions? **The Impact of Advertising on Purchasing Decisions 1.2.3** introduces the impact advertising can have on consumers, and describes why individuals need to be aware of advertising techniques to make informed decisions. In this lesson plan, students will identify different techniques used by advertising agencies and practice evaluating advertisements in magazines, on cereal boxes and on television to better protect themselves as consumers.



ADVERTISING REGULATIONS

The Federal Trade Commission (FTC) regulates marketing activities and protects the consumer from: false advertising (untrue statements, unreasonable claims), misleading pricing, deceptive packaging and labeling. If consumers believe a firm is violating the law action can be taken. When the FTC is informed, they issue a complaint. If the company continues the false advertising they can be fined \$10,000/day for every day they continue the advertisement. The company is also required to provide corrective advertising for any misleading claims.

CAN ADVERTISING “CREATE” WANT?

BY DEBORAH C. HAYNES, PH.D.

One of the great aspects of the capitalist economy is the freedom sellers have to let consumers know what is for sale in the marketplace through advertising. Advertising, according to economic theory, can allow more products to enter the marketplace, thus giving consumers more choice. If the advertising and sales are successful, consumer prices can be lower because economies of scale can be achieved. Advertising can help consumers solve daily living problems, because the advertising can both highlight the problem and the solution. Further, advertising can be very entertaining. Some television ads are much more interesting than the programming in between! Take for example, the Super Bowl. I watch the Super Bowl as much for the ads as for the game!

However, there is a down side to advertising, as we all know. Because advertising has saturated our lives to such a large degree through everything between t-shirts to television, some commentators suggest that we have become a culture created by advertising. Have we lost our ability to define our own wants and needs? Can we be so influenced by advertising that it can dictate our wants and then dictate the spending of money to satisfy those wants?

Author and scholar, Juliet Schor, in her book, *Born to Buy: The Commercialized Child and the New Consumer Culture*, expresses concerns about advertising to children. Children, especially young children, are not cognitively able to distinguish between advertising and entertainment or between encouragement to do something that is genuinely helpful to their development and encouragement to buy something that is just good for the selling company.

One of my most telling parenting experiences with regard to advertising occurred when my oldest daughter was about six years old. She desperately wanted to belong to a “club” sponsored by a fast food company. She thought she could have more friends if she belonged to the club. I just hated the look on her face when I told her the only one who really wanted her to be in the club was the fast food company. It was a sobering moment in her young life. Suddenly, the world wasn’t a place where everyone loved her and looked out for her. She became aware that some people just wanted her money.

How can our culture find a balance between allowing advertisers to legitimately sell their wares and yet not have advertising define us as a people and as a culture? One thing we can do in the classroom is analyze advertising for its methods and goals. As teachers can create a “sobering moment” where students understand the purpose of the advertising, but also understand the methods used to persuade them. We can help students both use advertising to their consumer advantage and yet encourage a good dose of separation from the advertising. Teaching the higher level analytical skills via analyzing advertising is just one more way that we can encourage students to be at home in their culture and yet remain true to themselves and to their own well-being.

FEFE NATIONAL TRAINING

TOP TEN REASONS WHY YOU SHOULD ATTEND THE FEFE NATIONAL CONFERENCE:

10. Purchase teaching tools and additional curriculum materials at **discounted prices** from the conference store.
9. Network with educators from across the United States.
8. “Ask the Expert” station available to discuss lesson plan content.
7. Receive **content updates** from university faculty and other industry professionals.
6. Enjoy the scenery and features of the Westward Look Resort and Spa.
5. Receive hard copies of the curriculum.
4. Learn facilitation and **classroom management techniques** from FEFE Master Teachers.
3. Experience lesson plans from the “Take Charge of Your Finances” and “Get Ready to Take Charge of Your Finances” curriculum.
2. Receive continuing education units and academic **credit**.
1. Gain skills and **confidence** to teach family economics and finance to your students!



*Don't wait too long! Send in your conference registration by **April 15th** to reserve your spot and receive the early bird discount. For more information on the FEFE national conference or to download a registration packet, go to <http://www.fefe.arizona.edu/trainingSeminars.php>*



FINANCIAL ASSISTANCE

DO YOU NEED FINANCIAL ASSISTANCE TO ATTEND THE NATIONAL CONFERENCE?

If you are interested in attending the National Conference and are seeking financial support, FEFE has materials to help you. Go to the Promoting Your Program section of the FEFE Web site <http://www.fefe.arizona.edu/marketing.php> to download the following materials.

- ★ **Investing in Financial Education:** Creates awareness about the need for financial education and how a community benefits while describing the support FEFE provides educators such as specific state resources and educator trainings. FEFE curriculum effectiveness determined by an extensive independent research project is also described in this document
- ★ **Take Charge of Your Finances Semester Course Syllabus:** Provides a brief course description, content overview, instruction methods used, assessment tools, and supplies needed to complete the semester course “Take Charge of Your Finances.”
- ★ **Partnership Packet:** Describes opportunities available for businesses to support an educator to attend the National Conference or for businesses to exhibit.

FEFE staff is willing to assist you when you are seeking additional funding. Please don't hesitate to contact us at 520.626.4209 or email FEFE@cals.arizona.edu if you have any questions.

SPECIALIZED TRAININGS

SUMMER 2007 SPECIALIZED TRAININGS

FEFE conducts trainings in individual states and is preparing for a busy summer. Trainings range from one to three days and focus upon specific state and educator needs. Attendees are introduced to several “Take Charge of Your Finances” and “Get Ready to Take Charge of Your Finances” lesson plans and have the opportunity to experience multiple active learning techniques while networking with their peers. The following specialized trainings are currently scheduled:

Tucson, AZ	July 17-18	Informational Session
Greensboro, NC	July 23-24	2 day workshop
Minnesota	July 22-24	2 day workshop and peer education training

FINANCIAL EDUCATION PEER TRAINING

The need for financial education continues to increase. Because teenagers often listen to their peers more attentively than teachers and other adults, the Family Economics & Financial Education project developed a Financial Education Peer Training Model. The highly interactive and informative Peer Education Training prepares teenagers to accept the responsibility of teaching their peers how to successfully manage their finances while presenting the information in a fun and engaging manner. By building balloon towers, tossing paper plates and playing trivia, students learn the building blocks of personal finance and the skills necessary to train others.



WISCONSIN—SUMMER 2006

FEFE partnered with the WI FCCLA Foundation and CBM, Inc. to develop a peer education training for fourteen FCCLA students and advisors. The training structure utilized the FCCLA Planning Process. It focused on financial literacy, the proper use of credit and FCCLA peer education. During the two day training, participants received:

- ★ Notebook of financial education and FCCLA resources
- ★ Tool-kit with workshop supplies such as balloons, masking tape, and markers
- ★ CD with PowerPoint presentations that could be adapted to meet the specific workshop or activity needs

Workshop participants learned new financial education content, experienced workshop activities and were trained to teach financial education to middle and high school students.

“The Peer Education Training was the best workshop I’ve ever been to. The student’s resources, binders, tool kit and presentation outlines are everything they need to create excellent learning experiences for their peers.”
WI Training Participant

PEER EDUCATION TRAINING SAMPLE AGENDA

(Content and format can be specialized for individual state needs)

DAY ONE—Learning About Credit

10:30 am—11:30 am	Welcome and FEFE Information
11:30 am—12:30 pm	Lunch
12:30 pm—1:00 pm	FCCLA Information
12:30 pm—2:00 pm	FEFE Resources (advisors only)
1:00 pm—2:00 pm	What is Credit?
2:00 pm—2:30 pm	Break
2:30 pm—5:00 pm	The Building Blocks of Credit
5:30 pm—6:30 pm	Dinner
6:30 pm—7:30 pm	Proper Use of Credit
7:30 pm—8:00 pm	Future Banking Trends

DAY TWO—Preparing the Presentations

8:00 am—8:45 am	Using the Information and Tools
8:45 am—9:15 am	Organize Content and Activities
9:15 am—12:00 pm	Presentation or Project Creation
12:00 pm—1:00 pm	Lunch
1:00 pm—3:00 pm	Finalize Presentations and Practice

For more information about FEFE’s Peer Education Training Model, or how to host a training in your state, contact FEFE at FEFE@cals.arizona.edu or 520.626.4209

NEW MATERIAL

GET READY TO TAKE CHARGE OF YOUR FINANCES COURSE PLAN

"Get Ready to Take Charge of Your Finances" is FEFE's introductory level curriculum. Although the curriculum is designed for students in grades 7-9, it has been used effectively with older students with limited family finance knowledge and individuals with special needs or diverse learning styles. Fifteen lesson plans are available focusing upon a variety of financial concepts including values identification, spending plan creation and electronic banking awareness. Students have the opportunity to apply all skills learned in the curriculum through the "Life of..." spending plan simulations. A trivia game and multiple choice question test bank is also available to review content and assess knowledge learned. To help guide educators when using the Get Ready materials, an **8-week course plan** has been designed and is available to download at <http://fefe.arizona.edu/documents/GetReady8WeekCourseRecommendation.pdf>. Reference the 8-week plan when creating a new course, or integrating Get Ready materials in other classes!

"Get Ready to Take Charge of Your Finances" 8 Week Course Recommendation

Based upon 45 minute class periods

Week One - Introduction, Values, Needs vs. Wants, & Decision Making

Monday	General Classroom Introduction - Family Economics & Financial Education Pretest 2.30.0.B0
Tuesday	Get Ready Review - Trivia 2.30.0.GI
Wednesday	One Scoop or Two 2.I7.2
Thursday	One Scoop or Two 2.I7.2
Friday	Decision Making Magic 2.5.I

Week Two - Goal Setting & Careers

Monday	Goals Galore 2.I7.I
Tuesday	Does Money Grow on Trees 2.I.I
Wednesday	Does Money Grow on Trees 2.I.I
Thursday	What Does Your Future Hold 2.I.3
Friday	What Does Your Future Hold 2.I.3

*New Get Ready
to Take Charge
of Your Finances
materials now
available!*

CURRICULUM WRITING CONTEST WINNERS

FEFE is excited to announce the winners of its first ever curriculum writing contest. Contest applicants submitted background information and a written snapshot used to create a new "Life of..." simulation. **Jane Brown** from Powhattan, VA is the first place winner, **Tracey Newman** from Ste. Genevieve, MO received the second place award with **Elizabeth Campbell**, PA and two students from **Selah High**, WA receiving runner-up awards. Thank you to all contest participants and congratulations to the winners!

LIFE OF MONICA ERICKSON 3.19.2

Life of Monica 3.19.2 is an individual spending plan simulation that encourages students to create a spending plan while considering various family elements. Monica is a teenager at Pebblebrook high school and is a member of the culinary team. She dreams of being a chef and spends most of her free time working at Lucy's Luscious Cakes and Pastries. Monica and her mom live with her grandparents but have set a goal to save money to rent or purchase their own home. "Life of..." simulations reinforce concepts taught in the "Get Ready to Take Charge of Your Finances" curriculum and are available to download at <http://www.fefe.arizona.edu/curriculum.php?categoryID=32#204>.



NEW LESSON PLAN



Making wise consumer decisions is an important skill when managing personal and family finances. **Comparison Shopping Splendor 2.2.1** prepares students to carefully evaluate products before making a decision. Upon completion of this lesson, students will be able to identify the benefits of comparison shopping, explore product features that should be considered before making spending decisions, and apply consumer shopping skills by testing the quality and durability of baby diapers. Comparison Shopping Splendor can be downloaded under the Consumer Decisions 2.0 unit at <http://www.fefe.arizona.edu/curriculum.php?categoryID=4#203>