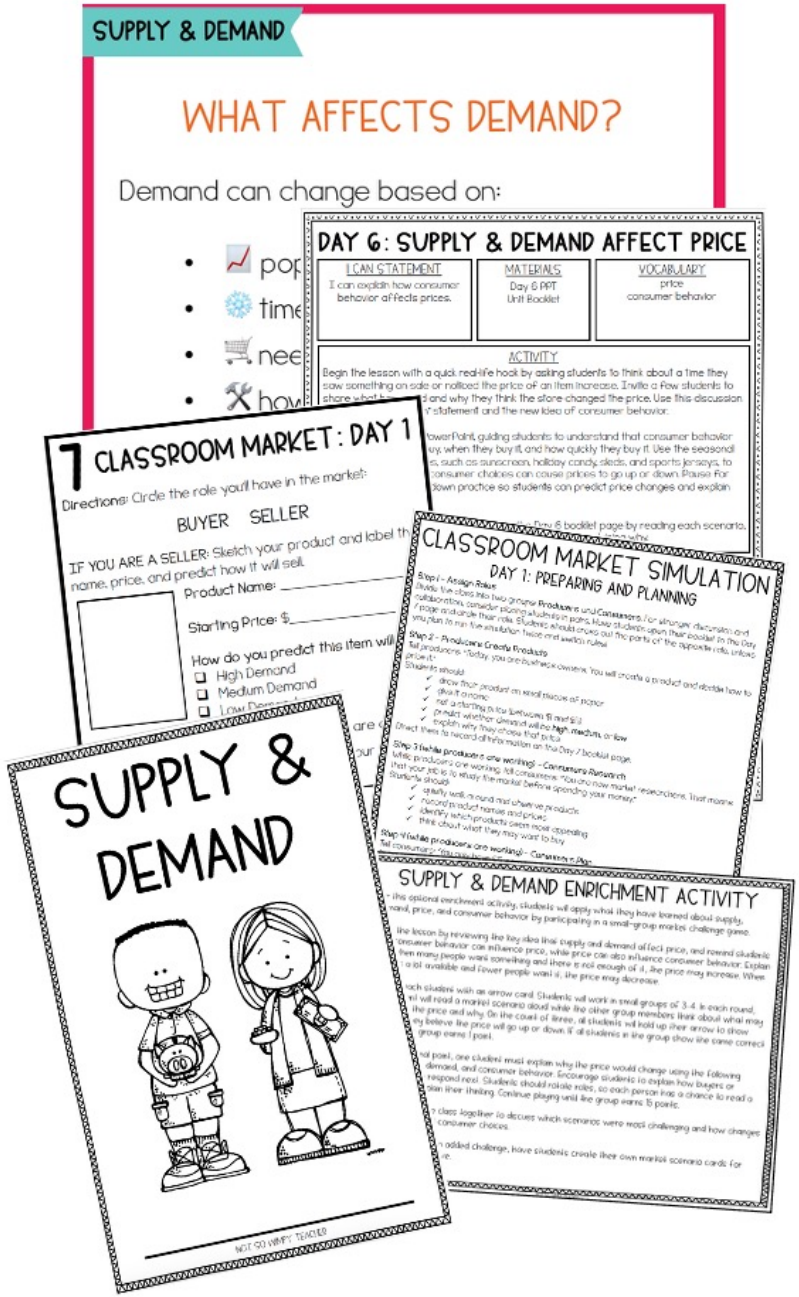
What's Included

- ✓ 6 instructional PowerPoints
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ Classroom market simulation
- ✓ Supply & demand enrichment game
- ✓ Assessment

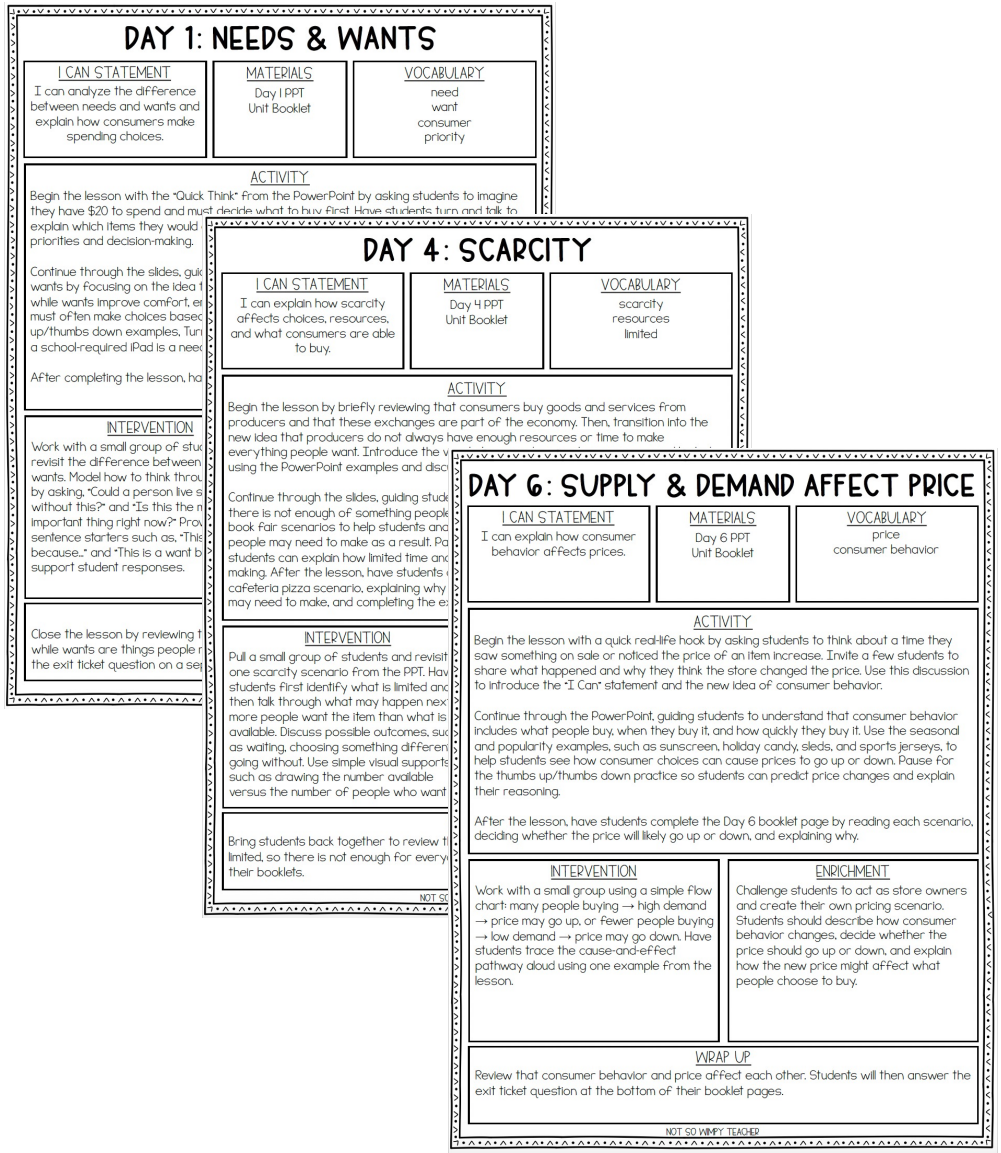


10 Days of Activities

This unit includes six instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, a classroom market simulation activity, supply & demand enrichment game, task cards, and vocabulary cards.

This unit comes with an assessment to test student understanding of the material taught.



DAY 1: NEEDS & WANTS

I CAN STATEMENT
I can analyze the difference between needs and wants and explain how consumers make spending choices.

MATERIALS
Day 1 PPT
Unit Booklet

VOCABULARY
need
want
consumer
priority

ACTIVITY
Begin the lesson with the "Quick Think" from the PowerPoint by asking students to imagine they have $20 to spend and must decide what to buy first. Have students turn and talk to explain which items they would priorities and decision-making.

Continue through the slides, gui wants by focusing on the idea while wants improve comfort, e must often make choices basec up/thumbs down examples. Tur a school-required iPad is a nee

After completing the lesson, ha

INTERVENTION
Work with a small group of stu revisit the difference between wants. Model how to think throu by asking, "Could a person live without this?" and "Is this the important thing right now?" Pro sentence starters such as, "This because..." and "This is a want b support student responses.

Close the lesson by reviewing while wants are things people the exit ticket question on a se

DAY 4: SCARCITY

I CAN STATEMENT
I can explain how scarcity affects choices, resources, and what consumers are able to buy.

MATERIALS
Day 4 PPT
Unit Booklet

VOCABULARY
scarcity
resources
limited

ACTIVITY
Begin the lesson by briefly reviewing that consumers buy goods and services from producers and that these exchanges are part of the economy. Then, transition into the new idea that producers do not always have enough resources or time to make everything people want. Introduce the using the PowerPoint examples and disc

Continue through the slides, guiding stud there is not enough of something peopl book fair scenarios to help students and people may need to make as a result. Pa students can explain how limited time and making. After the lesson, have students cafeteria pizza scenario, explaining why may need to make, and completing the e

INTERVENTION
Pull a small group of students and revisit one scarcity scenario from the PPT. Hav students first identify what is limited and then talk through what may happen nex more people want the item than what is available. Discuss possible outcomes, suc as waiting, choosing something differen going without. Use simple visual support such as drawing the number available versus the number of people who want

Bring students back together to review limited, so there is not enough for every their booklets.

NOT SO

DAY 6: SUPPLY & DEMAND AFFECT PRICE

I CAN STATEMENT
I can explain how consumer behavior affects prices.

MATERIALS
Day 6 PPT
Unit Booklet

VOCABULARY
price
consumer behavior

ACTIVITY
Begin the lesson with a quick real-life hook by asking students to think about a time they saw something on sale or noticed the price of an item increase. Invite a few students to share what happened and why they think the store changed the price. Use this discussion to introduce the "I Can" statement and the new idea of consumer behavior.

Continue through the PowerPoint, guiding students to understand that consumer behavior includes what people buy, when they buy it, and how quickly they buy it. Use the seasonal and popularity examples, such as sunscreen, holiday candy, sleds, and sports jerseys, to help students see how consumer choices can cause prices to go up or down. Pause for the thumbs up/thumbs down practice so students can predict price changes and explain their reasoning.

After the lesson, have students complete the Day 6 booklet page by reading each scenario, deciding whether the price will likely go up or down, and explaining why.

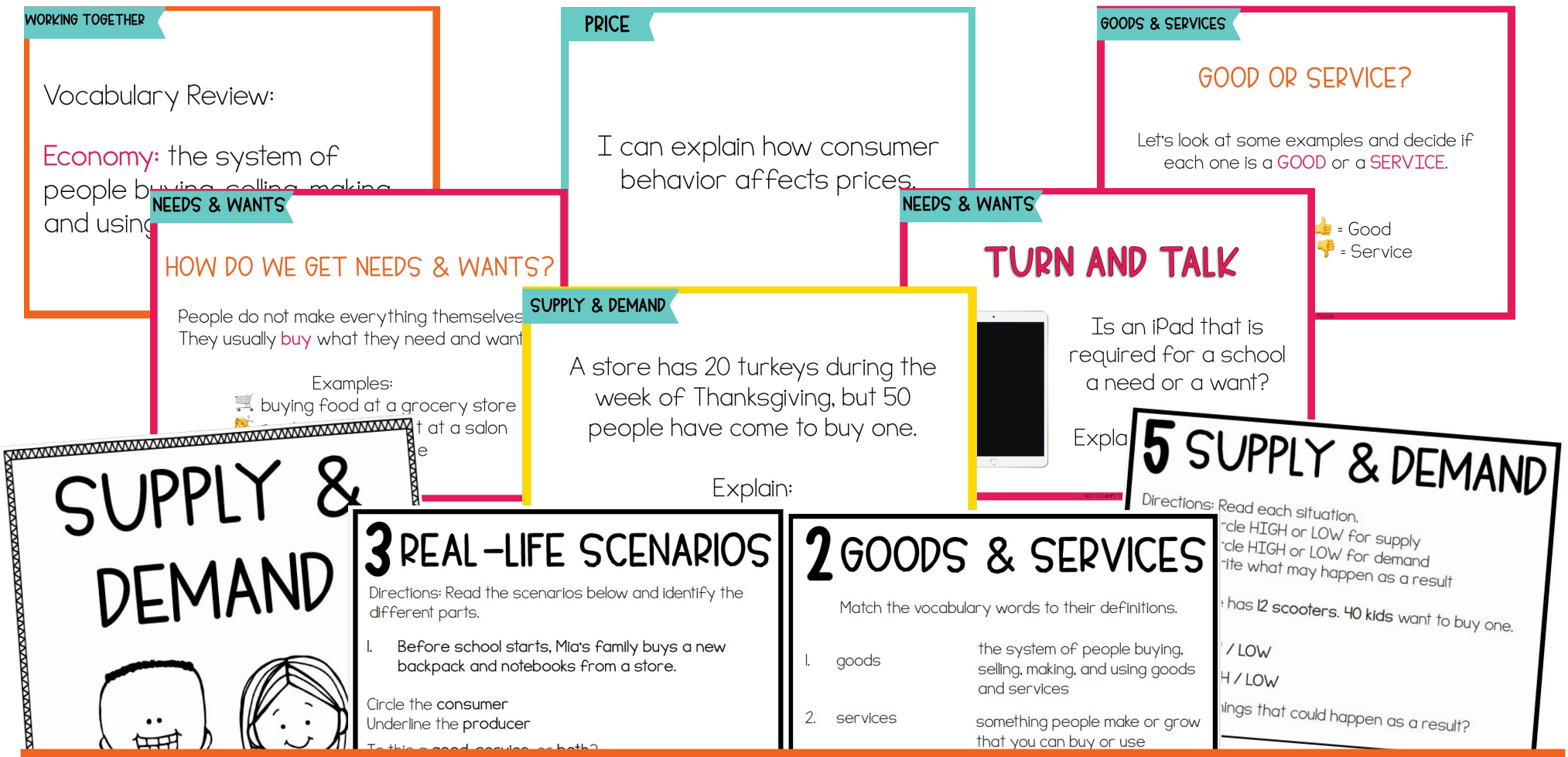
INTERVENTION
Work with a small group using a simple flow chart: many people buying → high demand → price may go up, or fewer people buying → low demand → price may go down. Have students trace the cause-and-effect pathway aloud using one example from the lesson.

ENRICHMENT
Challenge students to act as store owners and create their own pricing scenario. Students should describe how consumer behavior changes, decide whether the price should go up or down, and explain how the new price might affect what people choose to buy.

WRAP UP
Review that consumer behavior and price affect each other. Students will then answer the exit ticket question at the bottom of their booklet pages.

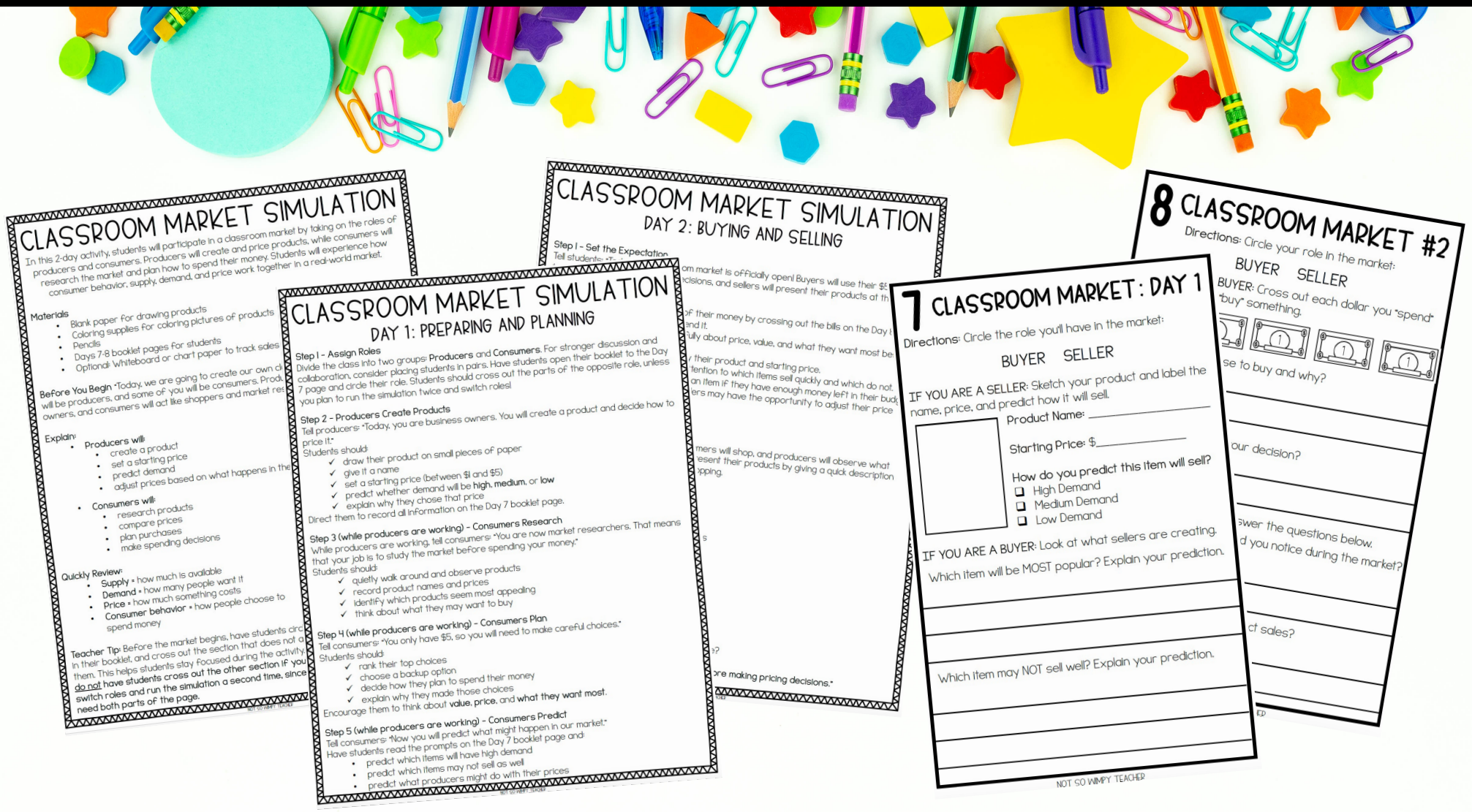
NOT SO WIMPY TEACHER

PowerPoint Lessons



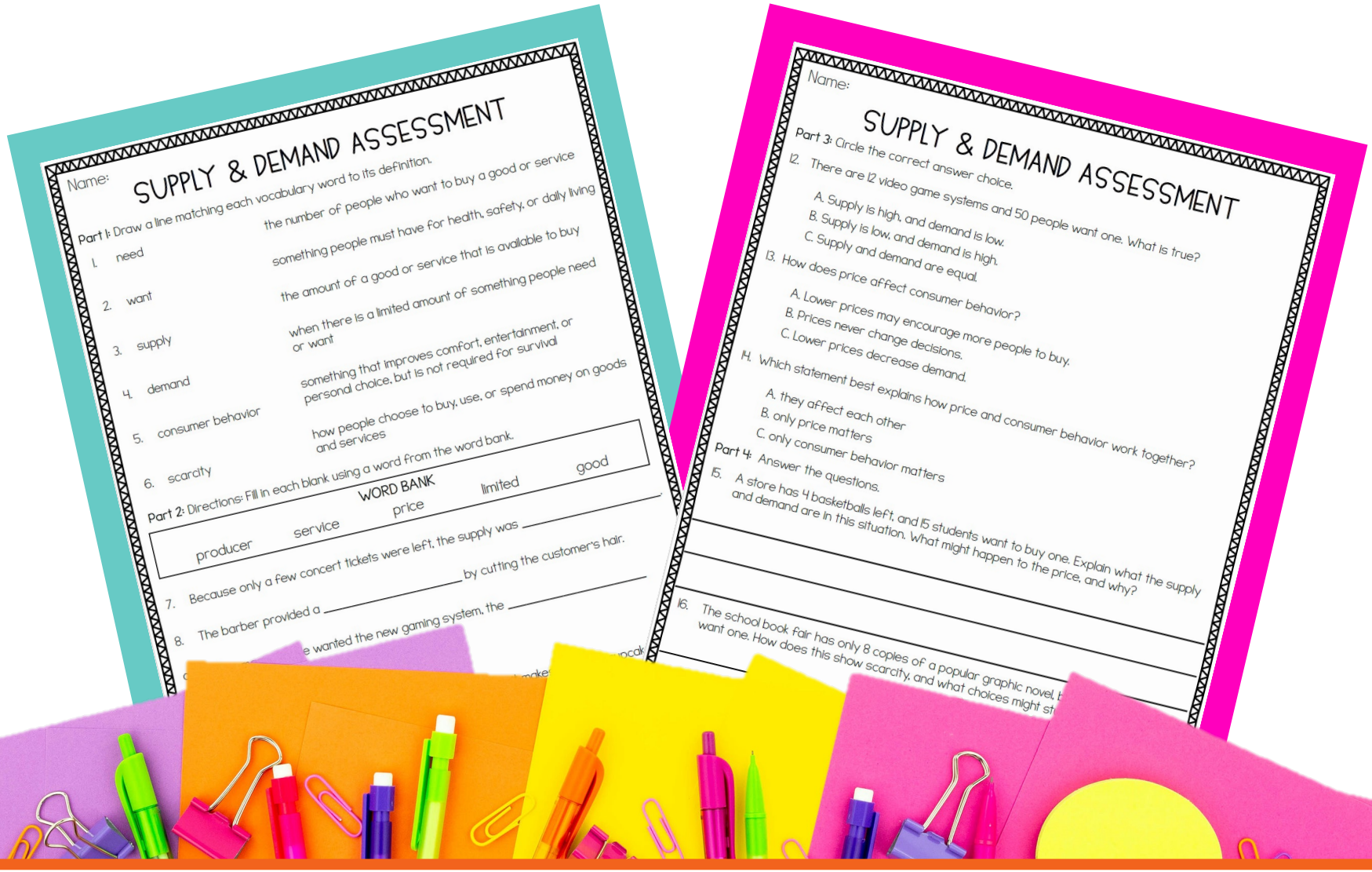
Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

Classroom Market Simulation Activity



Students will participate in a classroom market simulation as buyers or sellers to determine supply, demand, and how they affect pricing.

Assessment



Each unit includes an assessment with answer keys to assess student understanding of the supply & demand.