

Teacher Package

Social Sciences and the Humanities Exemplar Task Grade 9 or 10 Individual and Family Living, Open

Teacher Package

Title: Consumer Decision Making

Time Requirements: 5 periods of 70 minutes each

Description of the Task*

In the role of market researchers hired by a department store, students will survey both adolescents and adults about the factors that influence their purchase of personal items and about their preferred sources of information. (Survey forms are included in this Teacher Package.)

Students will summarize and analyse the responses, using forms provided. They will compare the adolescents' responses to the survey with those of the adults. They will then make recommendations to their client about the factors that need to be considered when planning marketing strategies for each age group.

Students will communicate their recommendations in a research report. In addition, they will create an appealing visual representation of the data collected and the recommendations made to their client.

Final Products

Students are expected to:

1. complete three Survey Forms and one each of the Summary of Adult Data Form and the Summary of Adolescent Data Form in order to gather the data on which they will base their findings and recommendations.
2. write a research report for their client that:
 - identifies factors that influence consumer decisions;
 - determines the importance of these factors;
 - compares the influences of the factors on the purchasing decisions of the two age groups;
 - uses conventional spelling and grammar in a research report format;
 - recommends factors to consider when developing marketing strategies, as well as the most effective information sources to use to target the two age groups;

* This task is based on Unit 4, "Families in the Community", and Unit 5, "Family Ties to Society", in the course profile for Individual and Family Living, Grade 9 or 10, Open (Public).

3. create an attractive visual representation of the data they collected and the recommendations they made to their client.

Assessment and Evaluation

Before the beginning of class on day 2, check to ensure that each student has completed three Survey Forms.

A task-specific rubric* will be used to assess the final product.

Expectations Addressed in the Exemplar Task

Students will:

1. describe the impact of economic, social, technological, environmental, and health factors on lifestyle decisions;
2. conduct research about individual, family, and social issues, using surveys and interviews;
3. record information and key ideas from their research, and document the sources accurately;
4. organize, interpret, and communicate the results of their inquiries, using a variety of methods;
5. write a research report on aspects of individual and family living;
6. publish results of surveys.

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students should have the following knowledge and skills:

- the ability to write an organized paragraph and to link paragraphs into a research report;
- knowledge of how to conduct research, using surveys and interviews;
- the ability to identify patterns in data;
- knowledge of the concept that economic, social, technological, and health factors influence lifestyle decisions (environmental factors will fall under one of the four categories identified).

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task. You may wish to review the relevant course profile for specific suggestions of accommodations that are appropriate for students in special education programs.

*The rubric is reproduced on pages 42 and 43 of this document.

Materials and Resources Required

You will require the following materials and resources:

- chart paper;
- felt-tipped markers;
- materials required to complete visual presentations;
- an overhead of the Summary of Adolescent Data Form.

Preparation

Ensure that you have one Student Package for each student in your class, consisting of the following elements:

- a description of the task, a list of the expectations addressed by the task, and the task instructions;
- the handout entitled “Consumer Decision Making”;
- 4 copies of the Survey Form;
- 1 copy of the Summary of Adolescent Data Form;
- 1 copy of the Summary of Adult Data Form;
- 1 copy of the Data Comparison Chart;
- 1 copy of the task-specific rubric.

Rubric

Introduce the task-specific rubric to the students at least one day before administering the task. Review the rubric with the students and ensure that each student understands the criteria and the description for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It is important that you note the characteristics of their work in relation to the assessment criteria in the rubric and provide feedback to help them improve.

Task Instructions**DAY 1: Introduction to task and survey and summary forms, and assignment of survey homework (70 minutes)**

1. Introduce the task by saying: “You have been hired by a department store as a market researcher to conduct a survey about the purchase of personal items. You will ask consumers, in two age groups, about the factors that influence their decisions and about their preferred sources of information. The retailer, your client, is interested in using this information to develop future marketing strategies.”
2. Ask students to “brainstorm” a list of personal items, and record these items on the blackboard.

3. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.
4. Discuss the Survey Form with the students, emphasizing factors that affect consumer decisions.
5. Discuss the sample groups selected for this survey (see the top box on the Survey Form). Since different age groups may have different shopping patterns, the samples have been narrowed, by age bracket, to people the same age as students’ parent(s)/guardian(s) and people the same age as themselves. The task also limits the demographic area to one of the following: a big city, a suburban area, or a small town or rural area. Advise students to be aware that patterns may differ by area.
6. Instruct students to form pairs and to administer the survey to each other, using one of the Survey Forms.
7. Using the overhead that you have prepared of the Summary of Adolescent Data Form, lead the class in compiling the data from the survey. Tell students to transfer this information to their copy of the form.
8. Ask students to discuss, as a class, the factors that influence a teenager’s purchase of a personal item. As students discuss these factors, write them on chart paper under the following headings, as appropriate: Economic, Social, Technological, and Health. (Write any environmental factors that students identify under one of these four categories, as appropriate.) *Do not label the groupings with the headings.* When discussion is complete, elicit the headings from the students, write the headings on the chart paper, and leave the chart paper posted as a reference throughout the task. Charts may look something like this:

Economic	Social	Technological	Health
<ul style="list-style-type: none"> – cost – coupons, discounts and/or sales 	<ul style="list-style-type: none"> – appearance of store – quality of service – brand name – recommendation of others – appearance 	<ul style="list-style-type: none"> – quality of product – magazine articles – safety 	<ul style="list-style-type: none"> – environmentally friendly – convenience of purchase – does the product affect my health or well-being? – personal need

9. Some answers may fall into more than one category. Ask the class to make a decision about which category provides the best fit.
10. Instruct students that, for homework, they must interview three adults in person or by telephone, using the three remaining Survey Forms. Advise them that their Survey Forms will be checked for completion at the beginning of the next class.

DAY 2: Summary of adult data, data comparison, and discussion of visual representation of data (70 minutes)

1. Check students' Adult Survey Forms for completion.
2. Refer students to the Summary of Adult Data Form, and ensure that they understand the instructions on it.
3. Instruct students to transfer the results of their three Survey Forms, one at a time, onto the Summary of Adult Data Form.
4. Divide the class into three groups. Instruct students to share the information they have collected with the other students in their group, being careful to transfer the information accurately to the Summary of Adult Data Form. When complete, each student's Summary of Adult Data Form will have data from a number of respondents that equals the number of students in the class. After this activity, the sample size of the student and adult surveys will be the same.
5. Instruct students to independently transfer information from their Summary of Adolescent Data Form and their Summary of Adult Data Form to their Data Comparison Chart.
6. Lead a discussion of the ways in which a market researcher might represent data and recommendations to clients in an appealing visual fashion (e.g., graphs, graphics, models, presentation software).

DAYS 3, 4, and 5: Analysis of data, writing of research report, and production of visual representation of data and recommendations (210 minutes)

1. Instruct students to independently examine their Data Comparison Charts to recognize patterns such as the following:
 - the extent to which various factors influence decisions;
 - the influencing factors that are rated highest;
 - the major sources of information cited by respondents;
 - the factor area (economic, social, technological, health) that carries the most weight.
2. Instruct students to begin writing their individual research reports, referring to the handout entitled "Consumer Decision Making", and using the following headings as organizers:
 - Introduction
 - Method
 - Conclusions
3. Remind students to carefully edit their written work to ensure that they are using correct spelling, grammar, and format. Advise students that they must edit their work independently.
4. Instruct students to independently produce an attractive visual representation of the data they have collected and the recommendations they have made in their research reports.

Consumer Decision Making – Student Handout

You have been hired as a market researcher by a department store to conduct a consumer survey about the purchase of personal items. You will ask two groups of consumers about the factors that influence their decisions and their preferred sources of information. You will summarize your results and make recommendations to your client about the factors that should be considered when developing future marketing strategies to best meet the concerns of consumers. This will be done in the form of a report and an effective visual representation of the data collected and recommendations made to the client.

1. You must submit a written report with a recommended maximum of 3 pages.
2. To gather information about the adolescent sample group, you must interview one of your classmates and also be interviewed yourself by a classmate. One copy of the Survey Form is provided for this purpose. As a class, you will summarize the information from your interviews on the Summary of Adolescent Data Form.
3. To gather your information from the adult sample group, you must interview 3 people. One can be your parent/guardian and the others must be in the same age range as your parent/guardian. Three copies of the Survey Form are provided for you.
4. The adult interviews must be done for homework, as the information will be shared with a group in the next class.
5. Work in your group to compile adult data and complete the Summary of Adult Data Form.
6. You should now have data from two groups of respondents. The sample size or number of respondents in each group will be the same. For example, if your class has 27 students, then you will have data from 27 adolescents as well as 27 adults.
7. On your own, transfer the information from your Summary of Adolescent Data Form and your Summary of Adult Data Form onto your Data Comparison Chart.

8. Once your information has been transferred to the Data Comparison Chart, you will begin to analyze the data independently. In your role as a market researcher, write your research report following this format:

- Introduction (1 paragraph)
 - What is your topic?
 - What did you need to find out?

- Method (1-2 paragraphs)
 - Describe your data collection method.
 - Describe the two sample groups.
 - When and where was your study done?
 - Summarize, in paragraph form, the information you collected on the Summary of Interviews Form.

- Conclusions (Results, Discussion, Recommendations) (3-5 paragraphs)
 - Explain how your results address your client's request.
 - Explain any similarities in or differences between the two sample groups.
 - Explain what you have learned from this research about the factors that influence consumer decision making.
 - Provide at least 3 recommendations to the department store about the influence factors that should be considered when developing marketing strategies for each of the sample target groups.
 - Provide at least 2 recommendations to the department store about the types of information sources they should use to provide information to adults and to adolescents.

9. Remember that your report should be written clearly, and use formal language with correct spelling and grammar.

10. Your report must be in paragraph form; headings are optional.

11. The recommended maximum length of the report is 3 pages.

12. Your visual representation should illustrate the data collected and recommendations made to your client.

13. When your report is complete, submit it to your teacher, including the following:

- task-specific rubric;
- research report;
- visual representation of data collected and recommendations made;
- Summary of Adolescent and Summary of Adult Data Forms;
- 3 copies of the Adult Survey Form;
- data comparison chart.

Survey Form

(You will need a blank form for each person you interview.)

This person resides in [as a class, identify **one of**: a big city, suburban area, small town or rural area]

This person is in the age group _____

Respondent's Initials: _____

Tell the respondent: "This survey is asking questions about your purchases of personal items; for example, portable stereo equipment, clothing, fragrances, books."

1. What factors affect your decisions in shopping?	a. ___ appearance of the store b. ___ quality of the service available c. ___ quality of product d. ___ coupons, discounts, and/or sales e. ___ is the product environmentally friendly? f. ___ cost g. ___ convenience of purchase h. ___ brand name i. ___ recommendations of others j. ___ does the product affect my health or well-being? k. ___ appearance l. ___ personal need m. ___ magazine articles n. ___ safety o. ___ other (please specify)
2. What factors influence your shopping decisions the most? Why?	1. 2. 3.
3. People have different sources of information to help them decide what and where to buy. Where do you find shopping information?	a. ___ TV shopping channel b. ___ TV commercials c. ___ advertisements by mail d. ___ word of mouth e. ___ faxed advertisements f. ___ Internet g. ___ radio commercials h. ___ catalogues i. ___ magazine articles j. ___ newspapers k. ___ other (please specify)
4. Which three of these sources do you use the most frequently? Why?	1. 2. 3.

Summary of Adolescent Data Form

(You will need **one** form onto which you will tally the information from your class.)

Instructions to the researcher: Use this tally sheet to record the information from your classmates that your teacher will display on an overhead. As you accumulate tally marks, group them into fives, like this IIII IIII II.

Uniform age range: _____

Uniform demographic area: _____

Influence Factors		E	S	T	H
1. What factors affect your decisions in shopping? Classify these factors as Economic, Social, Technological, or Health.	a. ___ appearance of the store b. ___ quality of the service available c. ___ quality of product d. ___ coupons, discounts, and/or sales e. ___ is the product environmentally friendly? f. ___ cost g. ___ convenience of purchase h. ___ brand name i. ___ recommendations of others j. ___ does the product affect my health or well-being? k. ___ appearance l. ___ personal need m. ___ magazine articles n. ___ safety o. ___ other _____ p. ___ other _____				
Influence		Rated 1	Rated 2	Rated 3	
2. Which three factors influence your shopping decisions the most?	a. appearance of the store b. quality of the service available c. quality of product d. coupons, discounts, and/or sales e. is the product environmentally friendly? f. cost g. convenience of purchase h. brand name i. recommendations of others j. does the product affect my health or well-being? k. appearance l. personal need m. magazine articles n. safety o. other _____ p. other _____				

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<p>3. People use different sources of information to help them decide what and where to buy. Where do you find shopping information?</p>	<p>a. _____ TV shopping channel b. _____ TV commercials c. _____ advertisements by mail d. _____ word of mouth e. _____ faxed advertisements f. _____ Internet g. _____ radio commercials h. _____ catalogues i. _____ magazine articles j. _____ newspapers k. _____ other (please specify) _____ l. _____ other (please specify) _____</p>			
	Source of Information	Rated 1	Rated 2	Rated 3
<p>4. Which three of these do you use most frequently?</p>	<p>a. TV shopping channel b. TV commercials c. Advertisements by mail d. word of mouth e. faxed advertisements f. Internet g. radio commercials h. catalogues i. magazine articles j. newspapers k. other _____ l. other _____</p>			

Researcher's notes:

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Summary of Adult Data Form

(You will need **one** form onto which you will tally the information from your adult interviews.)

Instructions to the researcher: Take one Survey Form and transfer the information from it onto this Summary Form. Make the same transfer from each Adult Survey Form you have, and for those you are getting from your classmates. Keep track of the Survey Forms from which you have transferred information! As you accumulate tally marks, group them into fives, like this |||| ||.

Uniform age range: _____
 Uniform demographic area: _____

		Influence Factors				E	S	T	H
<p>1. What factors affect your decisions in shopping? Classify these factors as Economic, Social, Technological, or Health.</p>	<p>a. _____ appearance of the store b. _____ quality of the service available c. _____ quality of product d. _____ coupons, discounts, and/or sales e. _____ is the product environmentally friendly? f. _____ cost g. _____ convenience of purchase h. _____ brand name i. _____ recommendations of others j. _____ does the product affect my health or well-being? k. _____ appearance l. _____ personal need m. _____ magazine articles n. _____ safety o. _____ other _____ p. _____ other _____</p>								
	Influence	Rated 1	Rated 2	Rated 3					
<p>2. Which three factors influence your shopping decisions the most?</p>	<p>a. appearance of the store b. quality of the service available c. quality of product d. coupons, discounts, and/or sales e. is the product environmentally friendly? f. cost g. convenience of purchase h. brand name i. recommendations of others j. does the product affect my health or well-being? k. appearance l. personal need m. magazine articles n. safety o. other _____ p. other _____</p>								

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3. People use different sources of information to help them decide what and where to buy. Where do you find shopping information?	a.	_____	TV shopping channel
	b.	_____	TV commercials
	c.	_____	advertisements by mail
	d.	_____	word of mouth
	e.	_____	faxed advertisements
	f.	_____	Internet
	g.	_____	radio commercials
	h.	_____	catalogues
	i.	_____	magazine articles
	j.	_____	newspapers
	k.	_____	other (please specify)
	l.	_____	other (please specify)

	Source of Information	Rated 1	Rated 2	Rated 3
4. Which three of these sources do you use most frequently?	a. TV shopping channel			
	b. TV commercials			
	c. advertisements by mail			
	d. word of mouth			
	e. faxed advertisements			
	f. Internet			
	g. radio commercials			
	h. catalogues			
	i. magazine articles			
	j. newspapers			
	k. other _____			
	l. other _____			

Researcher's notes:

Data Comparison Chart

E = Economic S = Social T = Technological H = Health

Group	Adolescent					Adult				
		E	S	T	H		E	S	T	H
Top 3 factors influencing decisions	1.					1.				
	2.					2.				
	3.					3.				
Reasons for selection	1.					1.				
	2.					2.				
	3.					3.				
Top 3 sources of information										
	1.					1.				
	2.					2.				
Reasons for selection	1.					1.				
	2.					2.				
	3.					3.				