

The Law-Related Education Academy is sponsored by the Arizona Foundation for Legal Services & Education with funding made possible by the Arizona Supreme Court.

“When You Turn 18: Preparing Students for Financial Success” Academy
(High School)
Buying a Car Lesson Plan

Please obtain administrator approval prior to implementing this lesson.

Objectives: Students will...

- ✓ Identify and explain key legal and financial aspects of purchasing a car.
- ✓ Collaborate to create an engaging and informative poster with visuals and practical advice for first-time car buyers.
- ✓ Evaluate and reflect on best practices for car buying through a gallery walk and class discussion.

Protective Factor Developed: Critical Reasoning Skills

Materials:

- ✓ Buying a Car Poster Project Instructions handout (1 per group)
- ✓ Chart paper (1 sheet per group)
- ✓ Markers (1 pack per group)
- ✓ Electronic devices with internet access (1 or more per group)
- ✓ Sticky notes (variety of colors; 1 stack per group)

Timeframe: 60 Minutes

Preparation: Print Buying a Car Poster Project Instructions handouts. Gather remaining materials (chart paper, markers, electronic devices, and sticky notes.)

Activity:

Part A: Brainstorm / Poster Activity

1. Divide the class into groups of 3-4 students in each.
2. Ask students, "*What do you think are the most important things to know when buying your first car?*" Allow them time to discuss with their groups before calling on a few students to share their thoughts.
3. Distribute a **Buying a Car Poster Project Instructions handout** to each group.
4. Go over the instructions handout with students. Explain that posters must include clear, concise information, visuals (e.g., pictures or diagrams), at least two ARS references, and practical advice for first-time car buyers. Emphasize that they need to also cite their sources by recording them on either the front or back of their poster.
5. Distribute **chart paper, markers, and electronic devices** to each group.

6. Allow groups time to research and create their posters. Circulate the room to answer questions and ensure groups stay on task.

Part B: Gallery Walk

7. After groups have finished creating their posters, instruct them to post them around the room.
8. Distribute a different colored stack of **sticky notes** to each group.
9. Have students participate in a whole group gallery walk. Instruct groups to leave 1 sticky note at each poster containing either positive feedback or a question for the creators of the poster. (Alternatively, you can give each group a different colored marker and have a comment sheet next to each poster. The assigned color is to allow for accountability.)

Part C: Lesson Debrief

10. Instruct groups to stand next to their own poster and give them a minute to look over the sticky notes left by their peers.
11. Have each group share out one thing they liked or found unique about their own poster. They should also answer any questions from the sticky notes.
12. Have students return to their seats. Ask students, *“What is one thing you learned from another group’s poster? What key takeaways do you think are most important when it comes to buying a car?”* Allow students to share their thoughts and build on each other’s comments.

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Correlations

Social Studies

HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.

HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences using print, oral, and digital technologies.

HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.

HS.E1.3 Evaluate the cost and benefits of using credit.

HS.E1.4 Compare the cost and benefits of several types of investments.

HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.

HS.E3.2 Evaluate how numerous factors and conditions influence market prices.

English Language Arts

11-12.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

11-12.SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.