

Practical Money Skills **THE INFLUENCE OF ADVERTISING**
 for Life™



Grade Level: 9-12 Lesson Plan Timeframe: Several class periods Prepared By: Visa's Practical Skills for Life

<p>Overview & Purpose In today's modern world, advertising seems to be everywhere we look; online, television, billboards, magazines, newspapers, on buses, grocery carts, even cell phones. In addition, some forms of advertising can be subliminal, such as the strategically-placed soda can in a movie. We can't help but be influenced and manipulated as consumers. In this lesson, students will become aware of the various techniques and appeals used to influence consumer behavior. Warnings must also be sounded. Unethical selling techniques such as "bait and switch," as well as common deceptive promotions like "get rich quick schemes" are discussed here. This is followed by information on program-length commercials, also called "infomercials." Finally, students are asked to develop guidelines for viewing and evaluating advertising. This skill will prepare them to make rational decisions in our very complex and evolving marketplace.</p>	<p>FCCLA National Program(s) Financial Fitness</p>
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<p>Lesson Plan Goals & Objectives (Specify skills/information that will be learned.)</p>	<p>Goal: Recognize how and when advertising techniques can influence buying decisions.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand and identify basic advertising techniques and appeals • Understand and identify deceptive or questionable advertising techniques • Give examples of commonly seen misleading advertisements, and identify the deceptive or questionable appeals and techniques used in each • Discriminate between facts and unsupported claims in print advertisements and in television commercials
<p>Materials Needed</p>	<ul style="list-style-type: none"> • Pen or pencil • Presentation Slides • Handouts • Web Access(optional)

Introduction of Subject

We're bombarded with advertising and messaging in our lives these days. Students need to be able to make sound, practical decisions about their money in light of complex and sometimes confusing consumer messages and choices.

Two weeks before giving this lesson, ask students to collect examples of ads they like and dislike. Ask students also to pay attention to TV and web ads.

- Ask students to pay particular attention to facts versus unsupported claims in ads.
- Ask students to tape up their print ads around the classroom.

Begin the lesson with the activity: **What Appeals to You and What Doesn't** (Handout 10-1)

What Appeals to You and What Doesn't

- Print ads
 - Examples (from ads brought in by students)
 - What do you like?
 - What don't you like?
 - Would you buy the product or service?
- TV commercials
 - Examples (from ads brought in by students)
 - What do you like?
 - What don't you like?
 - Would you buy the product or service?
- Other (e.g., online/email advertising, billboards, radio)
 - Examples
 - What do you like?
 - What don't you like?
 - Would you buy the product or service?

Survey/Interview:

Have students talk to several friends or relatives to obtain information about their uses of advertisements.

Questions could include: *Do ads help you obtain price information? What brand do you see advertised most often?*

<p>Activity 1</p>	<p>Common Advertising Techniques and Appeals (slide 10-A) For each method, discuss what it is and find an example in the ads brought in by students. Also discuss which techniques tend to be most effective for teenagers.</p> <ul style="list-style-type: none"> • Information • Status • Peer approval • Hero endorsement • Physical attraction to others • Entertainment • Intelligence • Independence • Unfinished comparison <p>Field Activity: Have students collect examples of various advertising techniques from newspapers, magazines or videos.</p>
<p>Activity 2</p>	<p>Sales Techniques (slide 10-B) For each technique, discuss what it is and find an example in the ads brought in by students. Also discuss which techniques tend to be most effective.</p> <ul style="list-style-type: none"> • Guarantees • Scarcity • Perceptual contrast • Scientific or numerical claims • Negative option

<p>Activity 3</p>	<p>Unethical Techniques (Slide 10-C)</p> <p>Examples of Fraudulent or Misleading Advertisements (Handout 10-2)</p> <ul style="list-style-type: none"> • Ask students to look for and bring to class print ads that they think are fraudulent or misleading. • Ask students to tape up the print ads they have collected around the classroom. • Discuss what fraudulent or misleading techniques and appeals are used in each ad. <p>For each practice, discuss what it is and find an example in the ads brought in by students. Also discuss which techniques tend to be most effective.</p> <ul style="list-style-type: none"> • “Bait and switch” • Exploitation of fears and misgivings • Subliminal advertising • Overstated claims <p>Common Misleading Advertisements (Slide 10-D)</p> <p>For each type of ad, discuss what it is, which techniques it tends to use, and warning signs to look for.</p> <ul style="list-style-type: none"> • “Get rich quick” schemes • Health fraud • Credit repair • Product misrepresentations <p>Web Activity: Go to fraud.org to obtain information on common consumer frauds.</p>
<p>Activity 4</p>	<p>What Techniques Are Used in Ads You Like and Dislike? (Handout 10-4)</p> <ul style="list-style-type: none"> • Discuss advertising techniques and appeals used in the print advertisements taped up around the classroom. • If you have examples of television commercials, discuss the advertising techniques and appeals found in them.
<p>Activity 5</p>	<p>About Program-Length Commercials (Infomercials) (Slide 10-E)</p> <ul style="list-style-type: none"> • What they are • How to spot one • Appeals and techniques used

<p>Activity 6</p>	<p>Basic Rules for Evaluating Advertisements (Slide 10-F)</p> <ul style="list-style-type: none"> • Does the ad appeal to your emotions? Try to look beyond the appeal to your vanity and find out what the ad is really saying (or isn't saying) about the product or service. • What are the special features of the product? Do you need those features? • Search for fraud and deception in the ad. • Be alert to ads that are misleading (those that make unreasonable claims about the product or service). • Read the fine print or listen carefully. <p>Group Activity: Have students develop a form for evaluating the usefulness of advertisements.</p>	
<p>Summary/Evaluation (Assign Homework, or Reflect on the Outcomes)</p>	<p>1. Try It—Make a Commercial! (Handout 10-4)</p> <ul style="list-style-type: none"> • Group project • Class presentations • Class discussion <p>2. Test Your Knowledge of Advertising (Handout 10-5)--Written Test</p> <p>3. The Influence of Advertising Quiz (Handout 10-6)</p>	
<p>Other Resources</p>	<p>Consumer Information Center, <i>pueblo.gsa.gov</i> Pueblo, CO 81009</p> <p>Council of Better Business Bureaus, <i>cbbb.org</i> 4200 Wilson Boulevard Arlington, VA 22203</p> <p>Federal Trade Commission, <i>ftc.gov</i> Bureau of Consumer Protection Office of Consumer/Business Education Washington, DC 20580</p>	<p>Jump\$tart Coalition, <i>jumpstartcoalition.org</i> 919 18th Street, 3rd Floor Washington, DC 20006</p> <p>National Institute for Consumer Education, <i>nice.emich.edu</i> 559 Gary M. Owen Building 300 W. Michigan Avenue Eastern Michigan University Ypsilanti, MI 48197</p>
<p>Source</p>	<p>www.practicalmoneyskills.com <i>This lesson plan has been reformatted for FCCLA from its original version on the Practical Money Skills for Life website. For an original copy please download Lesson 2: Making Money from www.practicalmoneyskills.com.</i></p>	
<p>Handouts</p>	<p>Handouts and presentation slides may be downloaded from the lesson plans and activities website. For more lesson plans and resources, visit the Practical Money Skills for Life website:</p> <p>http://www.practicalmoneyskills.com/foreducators/lesson_plans/teens.php</p>	