Part 1 of 2

Grades 5–6

ADMONGO.gov™

Inside this Guide:

- Lesson plans and student worksheets
- Engaging classroom poster
- Links to bonus online materials!

Give students the tools they need to understand advertising and become smarter consumers.

Meets National Standards for Language Arts and Social Studies

FEDERAL TRADE COMMISSION

SCHOLASTIC

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Dear Teacher,

Everywhere you look, you see advertisements—not just on TV and online, but on buses, buildings, and even in your classroom! Many ads target kids ages 8 to 12. Do your students have the skills to understand ads, what they're saying, and what they want kids to do?

To help your students sharpen their skills, the Federal Trade Commission (FTC) and Scholastic are introducing a curriculum on advertising literacy. The curriculum is based on the FTC's new website, **Admongo.gov**, which builds ad literacy from the ground up in a fun, interactive way. The FTC, the nation's consumer protection agency, created **Admongo.gov** to teach kids to use critical-thinking skills through a series of fast-paced, engaging games. The site, along with this curriculum, will help your students answer three key questions about advertising:

- Who is responsible for the ad?
- What is the ad actually saying?
- What does the ad want you to buy, do, or think?

Thinking about these questions will help your students better understand advertising…and become smarter consumers! We hope you find these resources a helpful and practical supplement to your classroom curriculum.

Sincerely,

The Federal Trade Commission & Scholastic

Find More Online!

Get TWO BONUS LESSONS, an ad library, a glossary, and more at scholastic.com/admongo.

Introducing Admongo.gov

Admongo.gov is interactive, safe, and fun for the whole class. Try it today at **www.admongo.gov**!

EDUCATION STANDARDS FOR GRADES 5–6

Language Arts: Critical Reading, Critical Viewing	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Bonus Activity 1	Bonus Activity 2
Uses the general skills and strategies of the reading process						
Makes, confirms, and revises simple predictions about what will be found in a text.	•	•	•	•	•	•
Understands the author's purpose (e.g., to persuade, to inform) or point of view.	•	•	•	•	•	•
Understands specific devices an author uses to accomplish his or her purpose (e.g., persuasive techniques, style, word choice, language structure).		•	•	•		•
Uses viewing skills and strategies to understand and interpret visual media						
Understands different messages conveyed through visual media.	•		•	•	•	
Understands basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children, appealing elements used in memorable commercials, possible reasons for the choice of specific visual images).		•	•	•		•
Understands a variety of messages conveyed by visual media.	•	•	•	•		•
Knows that people with special interests and expectations are the target audience for particular messages or products in visual media; and knows that design, language, and content reflect this (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed towards different classes, races, ages, genders; in the appeal of popular television shows and films for particular audiences).		•	•	•		•
Understands techniques used in visual media to influence or appeal to a particular audience (e.g., persuasive techniques, such as exaggerated claims, portrayal of appealing lifestyles, bandwagon, glittering generalities; subliminal messages; narrative style).		•	•	•		•
Understands the characteristics and components of the media						
Knows the main formats and characteristics of familiar media (e.g., types of advertising such as billboards, T-shirts, or commercials; characteristics of films and magazines).	•	•			•	•
Language Arts: Reading						
Uses the general skills and strategies of the reading process						
Makes, confirms, and revises simple predictions about what will be found in a text.	•	•	•	•	•	•
Reflects on what has been learned after reading, and formulates ideas, opinions, and personal responses to texts.	•	•	•	•	•	•
Social Studies						
CULTURE. Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:						
Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.	•	•	•	•	•	•
Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.		•	•	•		•
INDIVIDUAL DEVELOPMENT & IDENTITY. Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can:						
Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.		•	•	•		•
Identify and interpret examples of stereotyping, conformity, and altruism.	•	•	•	•	•	•
INDIVIDUALS, GROUPS & INSTITUTIONS. Social studies programs should include experiences that provide for the study of interaction among individuals, groups, and institutions, so that the learner can:						
Analyze group and institutional influences on people, events, and elements of culture.	•	•	•	•	•	•
POWER, AUTHORITY & GOVERNANCE. Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:						
Describe the purpose of government and how its powers are acquired, used, and justified.	•	•			•	•
Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.	•	•			•	•
GLOBAL CONNECTIONS. Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:						
Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstandings.	•	•	•	•	•	•

Sources: McREL (Mid-Continent Research for Education and Learning) & NCSS (National Curriculum Standards for Social Studies)

Lesson Plans

LESSON 1: Ad Awareness

Objective: Students will define the term *advertising* and identify types of ads.

Materials: Classroom poster, magazines or newspapers (from home or your school library), Worksheet 1, Bonus Activity 1

Time: 1 class period (35 mins.)

Directions:

1. Tell students they will be learning about advertising. Explain that *advertising* is a tool used to get people to want to buy something.
2. Explain that the main reason ads are created is to sell something. Ask students to think about where they see ads. Direct students to the classroom poster to help them think of places where ads appear. (Examples: television, magazines, newspapers, billboards, the Internet, and movie theaters.)
3. Explain that advertising gives people information to help them decide what to buy. Explain that advertisers talk about "special features" of their products to convince people to buy them. Advertising also helps pay for the cost of programs on television, on radio, and online. Advertisers pay money to television networks and other companies to place or run their ads.
4. Write the word *consumer* on the board. Explain that a consumer is someone who buys and uses products and services. To be smarter consumers, students need to know how to understand the ads they see or hear. Direct students to the poster again. Ask for a volunteer to read aloud the three key questions at the top. By answering these questions, students will better understand advertising.
5. Tell students that ads are created to convince people to think or do something in particular. The company responsible for the ad wants us to see things from their point of view. Ask students to imagine an ad they've seen and think about the point of view of the company responsible for the ad. For example, a sneaker company's point of view might be that you can't be a real athlete without special shoes—*their* shoes. Ask students to think about whether they agree with an advertiser's point of view.
6. Tell students that advertisers are required by law to tell the truth, and that most advertisers work hard to do this. At the same time, the government does not review ads before they run. That's why it's important for students to ask the three key questions when they see ads. One government agency works to protect consumers from being hurt by advertising. This agency is called the Federal Trade Commission or the FTC. One way the FTC protects consumers is by educating them about advertising and how it works.
7. Divide students into groups of four. Give each group a selection of newspapers and magazines, or use ads at **www.scholastic.com/admongo**. Ask each student to pick an ad to review.
8. Distribute copies of **Worksheet 1**. Instruct each group to discuss their ads and answer the questions on the worksheet. Ask each group to present its ads to the class.

Wrap-up:

9. Distribute copies of **Bonus Activity 1** (in Part 2 of the program). Assign students to find an ad at home and complete the activity as homework.

Online Extension:

10. Download **Lesson 1A: Online Advertising** at **www.scholastic.com/admongo**. Use this lesson to discuss online ads with your students.

LESSON 2: Ad Targeting and Techniques

Objective: Students will understand techniques used in advertising.

Materials: Worksheet 2, magazines or newspapers, Bonus Activity 2

Time: 1 class period (35 mins.)

Directions:

1. Tell students that most ads are directed to a *target audience*—a group of people who advertisers think will buy or use the product. Advertisers create their ads to persuade the target audience to do, buy, or think something. They also put their ads where the target audience is likely to see them. Ask students to think about some products that might be targeted to them (e.g., video games, cereal). Ask them to think about other target audiences, such as their parents, and some products that might be targeted to them (e.g., cars, banks).
2. Tell students that advertisers use specific techniques to reach their target. Once students understand these techniques and how they're used, they can decide for themselves what they think about the product.
3. Distribute **Worksheet 2**. As a class, read the definition of each technique aloud.
4. Further students' understanding by having them identify the techniques in these examples:
   - *A movie star talks about his favorite food* (endorsement)
   - *An ad connects lipstick with a beautiful model* (association)
   - *An ad for a fast-food restaurant shows a close-up of a burger* (sense appeal)
   - *An ad asks you to go online to learn more* (call to action)
   - *An ad for an exercise product promises "amazing results"* (hype)

- *An announcer repeats a product slogan* (repetition)

5. Ask students to complete Part 2 of the worksheet.

Wrap-up:

6. Distribute copies of **Bonus Activity 2**. Assign students to complete the activity as homework.

Online Extension:

7. Download **Lesson 2A: Ad-genda** at **www.scholastic.com/admongo**. Use this lesson to help your students understand how to decode ads and what advertisers are saying.

LESSON 3: Ad Creation

Objective: Students will create an ad for a product that appeals to a target audience.

Materials: Worksheet 3, pens, markers, and paper

Time: 1 class period (35 mins.)

Directions:

1. Tell students to imagine that they are creating an ad for a cereal. Explain that they need to know the cereal's target audience. The cereal maker says its target is space aliens! Ask students: *If you want the ad to appeal to space aliens, but you don't know anything about them, what can you do?*
2. Tell students that advertisers often use research to learn about their target audience. They interview and survey groups of people to find out what they like. Write the following example on the board:

Space Aliens Audience Research

Likes	Dislikes
Flying in space	Swimming
Slimy food	Crunchy food
The color green	The color red
Magazines about rocket ships	Computers

3. Ask students to create an ad based on this information. Ask: *What's the better choice—a magazine ad or an Internet ad?* (magazine) *How do you know?* (The research says space aliens like magazines and dislike computers.)
4. Tell students to pick an image for their ad. Ask: *What's a better image—an alien flying in space or an alien swimming?* (flying in space) *Why?* (It will appeal more to the audience.) *What color should the ad be?* (green) *Why?* (Aliens like green.)
5. Write these words on the board: **slimy** and **crunchy**. Ask: *Which would be the best word for the ad?* (slimy) *Why?* (Aliens like slimy foods.)
6. Ask students to think about where the ad should appear. Choose from these magazines: *Swimmer's World*, *The Earthling News*, and *Rocket Ship Weekly*.
7. Distribute copies of **Worksheet 3** and give out pens, markers, and extra paper. Then divide students into four groups and think of a different product for each group to advertise (such as sneakers, snacks, or toys). Tell students to start by reviewing the chart in Part 1. Instruct students to use this information to choose the audience that best fits their product.

Wrap-up:

8. Have students present their completed ads to the class. Hang up the ads to show off students' cre-ad-tivity!

LESSON 4: A Smarter Consumer

Objective: Students will test their ad literacy skills and see how understanding ads can help them make smarter buying decisions.

Materials: Ad Literacy Quiz worksheet

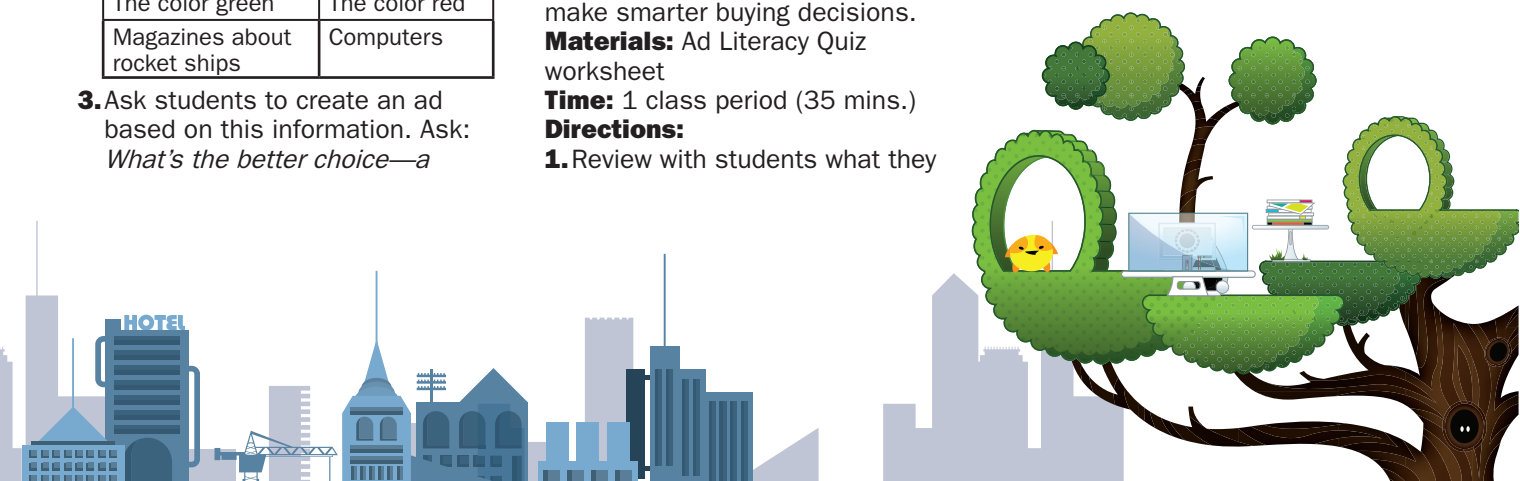
Time: 1 class period (35 mins.)

Directions:

1. Review with students what they have learned about advertising. If needed, use the glossary (at **www.scholastic.com/admongo**) to review key terms.
2. Ask students to talk about how they might look at ads differently now. Invite students to share how they might respond differently when they see an ad (e.g., they might decide they don't agree with what the advertiser says).
3. Instruct students to think about some of the questions they may ask themselves about an ad before they decide to buy or ask for a product. If students are stuck, ask them to think about the following questions:
   - How much do they know about the actual product?
   - What do other people who used the product think of it?
   - Does the product fit in their budget?
   - Where else can they find information about the product?
4. Encourage students to keep these and other questions in mind when they are looking at an ad. It will help them make smarter buying decisions.

Wrap-up:

5. Test your students' ad literacy skills with the **Ad Literacy Quiz** (found in Part 2 of the program). Answers: 1. B; 2. C; 3. A; 4. B; 5. D; 6. C; 7. A; 8. Ads help pay for TV shows, radio stations, and websites; 9. To sell their products and services; 10. Answers will vary, but may include: being a smart consumer, learning about point of view, techniques, and calls to action.



Student Worksheet 1

Name: _____

Be Ad Aware

Now that each member of your group has chosen an advertisement, use this chart to compare and contrast the ads as a group.

AD	What group, company, or organization is responsible for the ad?	What does the ad say or suggest about the product?	What is the ad trying to get you to buy, do, or think?
1			
2			
3			
4			

Questions

After you complete the chart, answer the questions below on your own.

1. How are the four ads alike? _____

2. How are they different? _____

3. Take a closer look at the ad you selected. Is the advertiser's point of view different from yours? Describe how:

Student Worksheet 2

Name: _____

Part 1: Ad Techniques

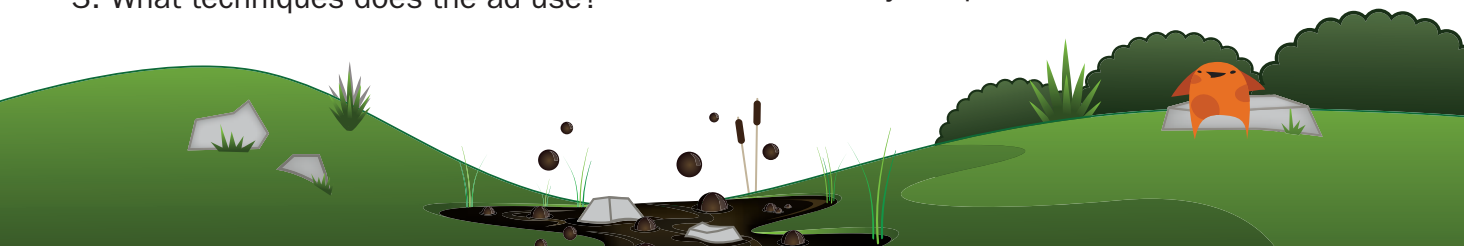
Here are some of the most common techniques advertisers use to convince you to buy or do something. Think of an example for each—and remember that advertisers decide what to put in their ads.

- **Association:** Using images (like a cartoon character or the American flag), in the hope you'll transfer your good feelings about the image to the product.
- **Call to action:** Telling you what to do—"Buy today!" or "Vote now"—removes all doubt about next steps.
- **Claim:** Informing you about how the product works or helps you.
- **Games and activities:** Putting a commercial into the form of a game can be a fun way for you to get to know more about a product and spend more time with it.
- **Humor:** Using ads that make you laugh can catch your attention and be memorable.
- **Hype:** Using words like *amazing* and *incredible* make products seem really exciting.
- **Must-have:** Suggesting that you must have the product to be happy, popular, or satisfied.
- **Fear:** Using a product to solve something you worry about, like bad breath.
- **Prizes, sweepstakes, and gifts:** Using a chance to win a prize to attract attention.
- **Repetition:** Repeating a message or idea so you remember it.
- **Sales and price:** Showing or announcing a discounted price can make a product look better.
- **Sense appeal:** Using images and sounds to appeal to your senses: sight, touch, taste, etc.
- **Special ingredients:** Promoting a special ingredient may make you think the product works better than others.
- **Testimonials and endorsements:** Featuring someone, like a celebrity, saying how the product worked for them can be convincing.

Part 2: Find the Techniques!

Identify techniques in magazine or newspaper ads. Find three ads and use a separate sheet of paper to answer the following questions about each ad.

1. Who is responsible for the ad?
2. What audience is the ad targeting? What makes you think so?
3. What techniques does the ad use?
4. What does the ad say or suggest about the product or service?
5. What does the ad say about the people who buy the product or service?



Student Worksheet 3

Name: _____

Create an Ad!

You've been asked to create a magazine ad for a new product. Use this sheet to help your group make an ad that will reach the right audience for your product.

Product Name: _____

Part 1: This research gives you profiles of three different types of people. Use the information to choose which type of audience might like your product.

Busy Moms	Social Boys, Age 10	Energetic Girls, Age 10
Kids at heart	Like making their own food	Follow their own path
Coach sports	Must look sharp	Love to laugh
Always rushing	Need to move	Look for adventure
The family communication hub	Love keeping up with friends	Need music to focus
Pamper themselves when they can	Play in a band	Obsessed with games

Part 2: Choose the techniques that you will use in your ad:

_____

_____

Part 3: Make your ad! Use a separate piece of paper to create your advertisement. Make sure you include information that describes the product.

Part 4: Decide where you will place the ad and explain why.

_____

_____

_____