Spotting Advertisements

A lesson on being a smart consumer for grades 6–8
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Lesson description

In this lesson, students will learn that consumers need to carefully evaluate advertisements. The lesson begins with students considering a series of statements and moving around the room to show if they agree or disagree. They then brainstorm a list of ads they have seen and where they saw them. Students learn strategies to help them carefully evaluate ads and consider a scenario in which a teenager buys an item he saw advertised. The lesson concludes with students working in groups to create an ad for a product.

Objectives

Students will be able to:

- Give examples of advertisements
- Describe ways advertisements can be misleading
- Identify several claims used by advertisers to entice the public

Lesson at-a-glance

<table>
<thead>
<tr>
<th>Section</th>
<th>Purpose</th>
<th>Approximate time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduce the presenter and the topic of the lesson</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity: Encountering advertisements</td>
<td>Students consider whether they agree with statements about ads and then brainstorm ads they encounter</td>
<td>10–15 minutes</td>
</tr>
<tr>
<td>Activity: Evaluating advertising claims</td>
<td>Students consider the power of influencers and learn the AEIOU strategy for evaluating ads</td>
<td>10–15 minutes</td>
</tr>
<tr>
<td>Activity: Creating an advertisement</td>
<td>Students work in groups to create an ad for an assigned product type</td>
<td>15–40 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td>Students are encouraged to carefully evaluate advertising claims</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Total time 45–80 minutes
Materials: *Arrive prepared.*

- Evaluating advertisements handout—one per student
- Student scenario—one per facilitator
- Advertising basics handout—one per student
- Advertise this! handout—one copy cut into cards
- Chart paper
- Markers
- Painters tape or masking tape
- Spotting Advertisements post assessment—one for each student (OPTIONAL)

Background: *Understand the topic.*

Middle school students encounter ads on a daily, if not hourly, basis. They find them in traditional places like on television and on billboards as well as more inconspicuous places, such as the products their favorite social media or gaming icon might be using. Students should understand that businesses use advertisements to help sell a product or service. They may use a variety of different claims to encourage consumers. These claims may—or may not be—truthful. While the Federal Trade Commission Act requires all advertisements to be accurate and honest, not all businesses comply. There are strategies students can take to be more cautious consumers.

Vocabulary: *Use grade-appropriate definitions.*

- **Advertising:** To call public attention to, especially by pointing out desirable qualities so as to create a desire to buy or do business with.
- **Claim:** The verbal or print part of an ad that makes some proclamation of superiority for the product being advertised.
- **Disclaimer:** A statement letting people know information, such as someone is making money from promoting a product.
- **Endorsement:** When a person promotes a particular product or service.
- **Federal Trade Commission (FTC):** The federal government agency to whom consumers can report misleading advertisements and other forms of fraud.
- **Influencer:** A person who has the ability to encourage people to purchase a good or service through his or her celebrity status, social media platform, etc.

Delivery: *Decide on the format.*

This lesson can be conducted with an entire class or in small groups. For each activity, there are several facilitation options provided. Be sure to review the options in advance and determine which one will work.
best given the setting, number of facilitators, etc. In some cases, the facilitation option you select will influence the number of handouts needed.

**Differentiation: Be aware of your audience.**

When conducting a lesson on being a smart consumer, it is important to consider the students and their experiences. Be prepared to acknowledge the range of experiences and backgrounds. Touch base with your classroom teacher in advance to inquire about the student population you will encounter. Below are examples of situations you may encounter.

- Students’ experiences and encounters with advertisements may be different than your own. Students use and consume media in different ways and with different platforms than many adults. Ask the teacher what forms of media he or she expects most students come into contact with on a regular basis (i.e., websites, YouTube, social media, television, etc.).

- Consider where students live. In areas where public transportation is widely used, students are more likely to list subways or buses as a place they might encounter advertisements. These may be unfamiliar to students who live in a more rural area. Be sure to think about what students might encounter in advance of the lesson and adjust your examples accordingly.

**Tips for PwC facilitators: Make the most of your time in the classroom.**

Before facilitating this lesson for the first time, consider the following:

- Read through the entire lesson in advance.

- Touch base with the classroom teacher to make sure you know when to arrive, the process for entering the building, the room setup, photo release protocol, and any available technology. For example:
  - Where should you park? Where should you enter the building? Will find your own way to the classroom or will someone meet you?
  - What is the room set up (individual desks, tables and chairs, etc.)? Will you have access to a whiteboard?
  - Are you allowed to take photos during the lesson? Remember, you are required to get specific written consent from parents/guardians before taking photos of minors. How will you handle the students whose parents/guardians have not given consent?
  - If you opt to use the post-assessments, should students take it using paper and pencil or online with school-provided devices? Will the teacher want to collect the assessments and forward the results, or should you collect them?

- If you will be presenting with another facilitator or team, consider each person’s strengths when deciding who will lead various sections of the lessons, how students will be organized during the lessons, and who is responsible for preparing the materials.

- Remember that adults in most high schools are addressed formally using their title (Mr./Mrs./Ms.). Plan to address the teacher and any of your colleagues in this manner, even if you would normally call each other by first names.
**Educator insights:** Adapt this lesson for your classroom.

PwC is pleased to offer these lessons for use by classroom teachers to support or augment their financial education efforts. Please recognize that the materials were designed for employees to use as facilitators when visiting a class. Therefore, some sections (such as the introduction) may be unnecessary. Feel free to adapt the materials in whatever way makes the most sense for your classroom including the optional extension activities at the end of the lesson.

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### Teach

#### Opening (5–10 minutes)

- Thank the teacher and introduce yourself to the class. Explain to the students that PwC is a professional services firm that is committed to providing all students with financial literacy education through its program, Access Your Potential®. In simple terms, explain what you do at PwC and how it relates to what the students will be learning during the lesson.

- Let students know that you are there to help them strengthen their skills as consumers. In particular, you will be focusing the lesson on how to spot and interpret advertisements.

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#### Activity: Encountering advertisements (10–20 minutes)

**Set up**

- Inform students that you are going to read a series of statements to get them thinking about advertisements. Point to one side of the room and call it the strongly agree side of the room. The opposite side will be the strongly disagree side.

- Let students know that they should move to one side or another as you call out statements. If they are neutral or undecided, they may stand in the middle of the room.

  — *Note:* If there is limited space, you can ask for a show of hands instead of having students move around the room.

- Read some of the following statements. After each one, allow time for students to move. Call on one or two students from each position or side of the room to explain why they agree or disagree with the statement.

  — Advertising is everywhere.
  
  — I got bothered by advertisements I see online.
  
  — Advertising includes celebrities or popular people online using or talking about a product.
  
  — Seeing or hearing an ad has made me want to buy something.
  
  — Advertisers tell the truth in ads.
Implementation

• Ask students to turn to a partner and brainstorm a list of places they might encounter advertising. For example, they might see a commercial on television. What other places do they see ads? What ads have they seen in the last few days or weeks?

• Allow a few minutes for students to discuss and come up with a list. Direct students to share their ideas with another pair of students.

• Take turns calling on groups and allowing each to share one or two examples of places they might see advertisements. Continue until all unique responses (not repeats) have been shared. As students provide examples, create a list on the board or on flip chart paper. Consider dividing the examples into categories such as print, television, online, and other.

• Make sure the following list of advertising locations is covered in students’ responses. If not, fill in as needed.
  — Print: newspapers, magazines, mail
  — Television/streaming shows/movies: commercials, product placement in shows
  — Online: website banners, before/during videos, on social media, in apps/games
  — Other: celebrity endorsements, phone solicitations, radio/streaming music commercials, billboards, sports stadiums, movie theaters, public transportation

Conclusion

• Ask students if they believe they see more ads now than when they were younger. Why? Share with students that some advertising experts claim that children between the ages of 2 and 11 view an average of 25,600 ads each year\(^1\).

• Explain to students that children and teens are important target audiences for many companies for two primary reasons.
  — People tend to stick with brands they like. As a result, companies want to “hook” consumers as young as possible.
  — Teens are consumers. They may not spend as much money as adults, but they do influence a lot of adult spending (their parents, grandparents, etc.).

**Activity: Evaluating advertising claims (10–15 minutes)**

**Set up**

• Remind students of the earlier prompt, “Advertisers tell the truth in ads.”

• Distribute a copy of Evaluating advertisements handout to each student.

• Direct students to work in their small groups to read and answer the first two questions on the handout. If students have a hard time thinking of products or services for the first question, ask them if they have ever seen an ad for a toy or food that ends up not living up to what it promises.

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Implementation

• Invite students from various groups to share their answers. Prompt students with some of the following questions:
  — Have you heard the term influencer before? What about endorsement or disclaimer?
  — Do you think it is easy or hard to tell when someone is “selling” you something versus just giving an honest opinion? How can you tell the difference?
• Let students know that there is a government agency called the Federal Trade Commission or FTC that handles complaints about advertisements and endorsements. The FTC recommends that people carefully evaluate claims made in advertisements.
• Point to the bottom of the Evaluating advertisements handout. Share that the AEIOU strategy is an easy way to remember steps you can take when evaluating claims. Explain each of the steps and encourage students to take additional notes on the handout.
  — A—Ask questions. When you come across an ad, you should ask yourself questions like “What is really being sold? What does the ad want me to think or do?”
  — E—Evaluate claims. Next you should determine what the ad is actually saying. Sometimes advertisers use words in tricky ways. Look closely to see what they are actually promising or claiming.
  — I—Investigate further. Advertisers shouldn’t be our only source of information. If at all possible, try to do more research about a product to see what others say about the product. Do the facts support the ad’s message?
  — O—Open your mind. Sometimes people are too quick to believe what they see and hear. By starting with an open mind, you question what is heard and seen rather than just take it as fact.
  — U—Understand who’s talking. Always remember that an advertisement comes from one perspective. Can you determine who is delivering the message? Doing so can help you understand their point of view and why they want us to listen to them.

Conclusion

• Tell students that you are going to read a brief scenario about a student who enjoys cross country running and has a competitive spirit. Read the Student scenario handout. Ask students some of the following questions:
  — Why do you think the student bought the shoes?
  — What things do you think the advertisers purposely said that would make the student want to buy those shoes?
  — Do you think it was wrong to buy the shoes? Invite someone who thinks it was a good idea and another who thinks it was a poor decision to share their thoughts.
  — If the student had used the AEIOU strategy, do you think the same decision would have been made? What steps might have changed the student’s mind?
  — What might have been a better financial decision? In other words, what could the student have done differently?
Activity: Creating an advertisement (15-40 minutes)

Set up

- Explain to students that they are going to have a chance to create an ad for a product or service in their small groups.
- Distribute a copy of Advertising basics handout to each student. Share with students that this handout outlines what is required by law and describes strategies businesses use to advertise their products. Direct students to use each as a resource.

Implementation

- Provide each group with a piece of chart paper and a marker as well as a card from the Advertise this! handout. Ask students to create a quick ad for their assigned product. It does not need to be fancy or well-drawn. It should just get the idea across and include the product’s name, a slogan or phrase, and the price. If they have time to add additional details, they may.
- Tell students that the ads will be hung around the room for each group to see and critique.

Conclusion

- Direct students to hang their ads around the room using painters tape.
- Invite groups to take a “gallery walk” around the room in which they view the ads other groups created.
- Once students return to their seats, ask students to vote on which groups they think created truthful ads and which were tricky ones. Challenge them to explain their opinion. Ask the group that created each ad to share their thoughts and what their goal was in designing it.

Closing (5 minutes)

- Reinforce that it is important for consumers to carefully evaluate advertisements and endorsements.
- Remind students that they can use the AEIOU strategy to evaluate claims.
- (OPTIONAL) Distribute a copy of Spotting Advertisements post assessment to each student. Direct students to answer the questions. Inform them that they do not need to put their name on the assessment unless the teacher wishes to keep a copy for grading purposes.
- Thank students and the teacher for letting you come and talk to the class about being a smart consumer. Encourage students to be on the lookout for ads—especially those that might try and trick them into buying things they don’t need or that won’t live up to their claims.
**Extend**

**Teacher-led follow up ideas**

Bulleted list of ways the educator can extend the lesson once the facilitator leaves. Each list will include a mention of a corresponding module from the Digital Classroom, such as:

- Use the *Too Good to Be True?* module in the intermediate level of the *Earn Your Future® Digital Classroom* (https://app.pwcfdnearmaryourfuture.org/) to help students learn even more about income and careers. This resource made possible by the PwC Charitable Foundation, Inc.®, is designed for students in grades 3–12 and can be delivered in multiple formats (classroom, small group, or individually) and has accompanying educator resource guides to assist in delivery. Students can engage with financial literacy concepts through innovative self-paced modules featuring custom videos, animations, and interactive activities. A free teacher login is required to access the modules.

- Direct students to create an “ad log” in which they keep track of the ads, promotions, and endorsement they see over a period of time. They should record the date, time, place seen, and what the ad was for.

- Challenge students to compare ads that are selling competing products. Direct them to evaluate the strengths and weaknesses of the claims made by each company.

- Invite students to research companies that have been found guilty of making false or misleading claims. What was being sold? What ads were found to be deceptive? What was their punishment?
Standards correlation

This lesson is correlated to the National Standards for Financial Literacy from the Council for Economic Education available at [http://www.councilforeconed.org/resource/national-standards-for-financial-literacy/](http://www.councilforeconed.org/resource/national-standards-for-financial-literacy/). Standards are classified as primary or secondary. Primary standards are addressed directly and thoroughly. Secondary standards are addressed indirectly or partially.

### Primary

<table>
<thead>
<tr>
<th>Buying goods and services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• People’s spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.</td>
</tr>
<tr>
<td>• When making choices about what to buy, consumers may choose to gather information from a variety of sources. The quality and usefulness of information provided by sources can vary greatly from source to source. While many sources provide valuable information, some sources provide information that is deliberately misleading.</td>
</tr>
<tr>
<td>• By understanding a source’s incentives in providing information about a good or service, a consumer can better assess the quality and usefulness of the information.</td>
</tr>
</tbody>
</table>

### Secondary

<table>
<thead>
<tr>
<th>Buying goods and services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Informed decision making requires comparing the costs and benefits of spending alternatives. Costs are things that a decision maker gives up; benefits are things that a decision maker gains.</td>
</tr>
</tbody>
</table>
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Evaluating advertisements handout

By law, advertisements must be truthful. Most businesses work hard to make sure their ads tell the truth and do not deceive people. However, some don't. What types of ads do you think may be less truthful than others?

Celebrities and people who have developed a following through social media, their websites, by posting video, or from streaming video games are called influencers. If these individuals receive a product for free or are being paid to talk about a product or service, this is called an endorsement. When a person endorses a product, they are supposed to let you know it. This is called a disclaimer. List several influencers you are familiar with and any products or services they endorse. Do you remember them saying if they are getting paid or not?

<table>
<thead>
<tr>
<th>Influencer</th>
<th>Product/service endorsement</th>
<th>Was there a disclaimer?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

The A-E-I-O-U strategy for evaluating ads

A - Ask questions.

E - Evaluate claims.

I - Investigate further.

O - Open your mind.

U - Understand who's talking.
Spotting Advertisements

Student scenario handout

A student has been earning money doing jobs for neighbors, always putting some of the money away in savings. So far the student has saved over $300 and is hoping to use that money in the future to help pay for college and a car.

The other day while watching television, the student saw an advertisement for a pair of sneakers that had just come out. The ad said that the shoes would make a person run faster and play any sport better. Then the student saw that a popular video gamer was also wearing the shoes and said he loved them.

The student looked online and saw that the shoes were $179.99 at a local store. The student decided to use savings to buy a pair. The next day at school, no one seemed to notice the shoes. No one treated the student any differently. The student wasn’t any faster than the other kids in PE class or run faster at cross country practice that afternoon. At the end of the day, the student was upset because the shoes were a regular pair of shoes and over half of the student’s savings was gone.
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Advertising basics handout

Federal Trade Commission Act requirements

- Advertising must be truthful and non-deceptive.
- Advertisers must have evidence to back up their claims.
- Advertisements cannot be unfair.

Types of advertising claims

The weasel claim: words or claims that appear substantial upon first look but after further analysis they turn out to be meaningless. Key words to look for: helps, like, virtual or virtually, acts or works, can be, up to, as much as, refreshes, comforts, tackles, fights, come on, the feel of, looks like, fortified, enriched, and strengthened.

Examples:

- “Helps prevent hair loss.”
- “Our mouthwash fights germs.”

The unfinished claim: the ad claims the product is better, or has more of something, but does not finish the comparison.

Examples:

- “Superglow lip gloss gives you more shine.”
- “Our pain reliever provides three times the relief.”

The “we’re different and unique” claim: the claim states there is nothing else quite like the product in the advertisement. This is supposed to imply that the product is superior.

Examples:

- “There’s no other nail polish like it.”
- “Zappy is like nobody else’s gym shoe.”

The “water is wet” claim: this claim says something about the product that is true for any brand in that category of product. The claim is a statement of fact, but not really an advantage over competing products.

Examples:

- “Incredilash makes your lashes appear darker.”
- “PowerWash detergent with a strong cleaning agent.”

The “so what” claim: a claim that is true but gives no real advantage to the product. Similar to the “water is wet” claim except this technique claims an advantage over competitors. A careful reader or consumer will react by saying “so what”?
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Examples:

— “SuperVit has more than three times the vitamin C as ordinary supplements.”
— “Our bread contains grains not found in other brands.”

The vague claim: this claim is not clear. The key to this claim is that it uses colorful, but meaningless, words. These claims also use personal and emotional opinions that cannot be verified.

Examples:

— “SuperPops taste good and smell good.”
— “FlavoLot makes food taste great.”

The Endorsement or Testimonial: a celebrity or authority appears in the ad to lend his or her qualities to the product. They may claim to use the product.

Examples:

— Kendall Jenner says, “I love Moon charcoal toothpaste!”
— “Diet Coke plays a small part in helping me stay extraordinary,” says Taylor Swift.²

The Scientific or Statistical Claim: these ads use some kind of scientific proof or experiment, specific numbers, or a mystery ingredient that sounds impressive.

Examples:

— “Dynomite Detergent has 60% more cleaning power than the leading brand.”
— “Veggie Lite contains RHD.”

The “Compliment the Consumer” claim: This kind of claim attempts to flatter the consumer.

Examples:

— “Because you have good taste our coffee is the perfect choice.”
— “You take pride in being a leader in fashion.”

The Rhetorical Question: This technique requires an answer from the audience. The question is asked in a way that encourages an answer that affirms the product’s goodness.

Examples:

— “Don’t you want your family to experience the goodness of what our hotel has to offer?”

**Spotting Advertisements**

**Advertise this! handout**

**Directions:** Cut into cards.

<table>
<thead>
<tr>
<th>Product: Laundry detergent</th>
<th>Product: Cereal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions:</td>
<td>Questions:</td>
</tr>
<tr>
<td>• What experiences have you had with this product?</td>
<td>• What experiences have you had with this product?</td>
</tr>
<tr>
<td>• What brand names come to mind?</td>
<td>• What brand names come to mind?</td>
</tr>
<tr>
<td>• What features or characteristics would consumers want in this product?</td>
<td>• What features or characteristics would consumers want in this product?</td>
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<tr>
<td>• What features or characteristics would you want to avoid in this product?</td>
<td>• What features or characteristics would you want to avoid in this product?</td>
</tr>
<tr>
<td>• How can you make this product stand out against competitors?</td>
<td>• How can you make this product stand out against competitors?</td>
</tr>
<tr>
<td>• What price would you expect to pay?</td>
<td>• What price would you expect to pay?</td>
</tr>
<tr>
<td>• Are you going to make your ad truthful or tricky?</td>
<td>• Are you going to make your ad truthful or tricky?</td>
</tr>
<tr>
<td>• What kind of advertising claims will you use?</td>
<td>• What kind of advertising claims will you use?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Product: Orange juice</th>
<th>Product: Ice cream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions:</td>
<td>Questions:</td>
</tr>
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Spotting Advertisements

Advertise this! handout

Directions: Cut into cards.

Directions: Create an advertisement for the product listed. Begin by giving your product a name. Consider the questions below.

**Product: Sneakers/Gym shoes**

Questions:
- What experiences have you had with this product?
- What brand names come to mind?
- What features or characteristics would consumers want in this product?
- What features or characteristics would you want to avoid in this product?
- How can you make this product stand out against competitors?
- What price would you expect to pay?
- Are you going to make your ad truthful or tricky?
- What kind of advertising claims will you use?

Directions: Create an advertisement for the product listed. Begin by giving your product a name. Consider the questions below.

**Product: Vitamins**

Questions:
- What experiences have you had with this product?
- What brand names come to mind?
- What features or characteristics would consumers want in this product?
- What features or characteristics would you want to avoid in this product?
- How can you make this product stand out against competitors?
- What price would you expect to pay?
- Are you going to make your ad truthful or tricky?
- What kind of advertising claims will you use?

Directions: Create an advertisement for the product listed. Begin by giving your product a name. Consider the questions below.

**Product: Lipstick**

Questions:
- What experiences have you had with this product?
- What brand names come to mind?
- What features or characteristics would consumers want in this product?
- What features or characteristics would you want to avoid in this product?
- How can you make this product stand out against competitors?
- What price would you expect to pay?
- Are you going to make your ad truthful or tricky?
- What kind of advertising claims will you use?

Directions: Create an advertisement for the product listed. Begin by giving your product a name. Consider the questions below.

**Product: Deodorant**

Questions:
- What experiences have you had with this product?
- What brand names come to mind?
- What features or characteristics would consumers want in this product?
- What features or characteristics would you want to avoid in this product?
- How can you make this product stand out against competitors?
- What price would you expect to pay?
- Are you going to make your ad truthful or tricky?
- What kind of advertising claims will you use?
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Advertise this! handout

Directions: Cut into cards.

Directions: Create an advertisement for the product listed. Begin by giving your product a name. Consider the questions below.

**Product: Toothpaste**

Questions:
- What experiences have you had with this product?
- What brand names come to mind?
- What features or characteristics would consumers want in this product?
- What features or characteristics would you want to avoid in this product?
- How can you make this product stand out against competitors?
- What price would you expect to pay?
- Are you going to make your ad truthful or tricky?
- What kind of advertising claims will you use?

Directions: Create an advertisement for the product listed. Begin by giving your product a name. Consider the questions below.

**Product: Shampoo**

Questions:
- What experiences have you had with this product?
- What brand names come to mind?
- What features or characteristics would consumers want in this product?
- What features or characteristics would you want to avoid in this product?
- How can you make this product stand out against competitors?
- What price would you expect to pay?
- Are you going to make your ad truthful or tricky?
- What kind of advertising claims will you use?

Directions: Create an advertisement for the product listed. Begin by giving your product a name. Consider the questions below.

**Product: Video game**

Questions:
- What experiences have you had with this product?
- What brand names come to mind?
- What features or characteristics would consumers want in this product?
- What features or characteristics would you want to avoid in this product?
- How can you make this product stand out against competitors?
- What price would you expect to pay?
- Are you going to make your ad truthful or tricky?
- What kind of advertising claims will you use?

Directions: Create an advertisement for the product listed. Begin by giving your product a name. Consider the questions below.

**Product: App**

Questions:
- What experiences have you had with this product?
- What brand names come to mind?
- What features or characteristics would consumers want in this product?
- What features or characteristics would you want to avoid in this product?
- How can you make this product stand out against competitors?
- What price would you expect to pay?
- Are you going to make your ad truthful or tricky?
- What kind of advertising claims will you use?
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Post-assessment

Section 1: Please select the correct answer for each of the following questions.

1. The Federal Trade Commission Act requires that advertisements must _____.
   a. be truthful and non-deceptive
   b. provide information about how much a product costs
   c. compare its product to other products
   d. vary from state to state

2. Which of the following is NOT an example of a claim used by advertisers to entice the public?
   a. The product will make the consumer happier
   b. The product is more effective than similar products
   c. The product is more expensive than similar products
   d. The product was developed based on research

3. You see an advertisement for a new bike that claims to be the fastest bike on the market. You are interested in purchasing the bike using money you have saved up all year. What should you do next?
   a. Trust the claims made in the advertisement
   b. Ask questions about the bike and evaluate the claims made in the advertisement
   c. Contact the Federal Trade Commission to verify the accuracy of the claims made in the advertisement
   d. Purchase the bike after looking at it in the store

4. Your soccer team is selling candy to raise money for new team uniforms. You decide to create an advertisement to publish in the school’s newspaper to promote the candy sale. To be effective, your advertisement should
   a. Create a desire to purchase the candy
   b. Paint an unbiased picture of the candy
   c. Encourage others to think about buying competitors’ candy
   d. Be unable to back up its claim with evidence

Section 2: Please choose the number on the scale that best indicates how strongly you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand how to spot an ad or endorsement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel confident evaluating advertisements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am interested in learning more about being a wise consumer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Section 3: Circle your grade level.
K 1 2 3 4 5 6 7 8 9 10 11 12
Spotting Advertisements

Post-assessment  I Answer key

Section 1: Please select the correct answer for each of the following questions.

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