

## HUMAN RIGHTS

### LEARNING OBJECTIVES/WALT

- Why people might choose to buy or not to buy something online e.g. from seeing an advert
- That search results are ordered based on the popularity of the website and that this can affect what information people access

### KEY VOCABULARY/LANGUAGE

- POSSIBLE STEM SENTENCE - *Am I being sold to ... and how?*
- Persuasion
- Influence
- Power
- Manipulation
- Judgement

### WHAT YOU WILL NEED

- Interactive whiteboard
- Paper and coloured pens
- Lesson 3 Resources doc ([link](#))
- Printed bingo boards 1 per person (slide 4 - cut down middle)
- Pencil or pen for bingo
- YouTube videos and advertising images Slides 5-8 - check will play
- Cut out nouns and verbs - print slide 12
- A4 or A3 paper and felt tip pens
- Percussion instruments

## LESSON 3 - LIVING IN THE WIDER WORLD - MEDIA LITERACY AND DIGITAL RESILIENCE - Advertising, persuasion and thinking critically

| Lesson Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Time guide | Outcomes                                                                          |
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| <b>EXPLORE DRAMA - Bomb and shield game</b> <ul style="list-style-type: none"> <li>- Stand in a circle. Silently choose two people in the circle and label them: 1 person as a "bomb" and 1 person as a "shield". They should do this without letting anyone else know.</li> <li>- When you say "Go", they are to move around the room, always keeping their "shield" between themselves and the "bomb". They must never stop moving, No physical contact No running No talking</li> <li>- After a while, say "Switch!". Now the "bomb" becomes your "shield" and your "shield" becomes your "bomb".</li> </ul> <p>At the end of the activity get back into a circle and ask a few who their bomb and who was their shield.</p> | 5 mins     | Fun way to explore unknown forces at work around you                              |
| <b>EXPLORE - Advertising detectives</b> <p>Think about adverts you have seen... Ask...</p> <ol style="list-style-type: none"> <li>1. Who has seen an advert and wanted to buy the item being advertised?</li> <li>2. How do you think the advert got you interested? e.g. colourful, catchy song or jingle, a child like me in the advert, smiles and happy people, an offer to get it cheaper, fun upbeat music, recognisable logo, memorable tagline or catchphrase, famous person endorsement, incentives (slide 3)</li> <li>3. How did the advert make you feel? e.g. Happy, jealous, frightened, sad, did it make you want to jump on the bandwagon, you don't want to miss out?</li> </ol>                                | 5 mins     | Knowledge of how advertising works<br>Understanding what to be on the lookout for |
| <b>EXPLORE - Advertising Bingo</b> <p>Can you spot the ways you are being sold to?</p> <ul style="list-style-type: none"> <li>- Hand out bingo boards (printed A5) Each child needs a pen</li> <li>- Show the examples (slide 5-8) and use advertising bingo board to see if you can spot them all</li> <li>- Shout "SOLD" when you complete your board</li> </ul> <p>Discussion - slide 9 Ask these questions and note down responses on the slide<br/>These adverts you have seen are obvious and we can see and hear them. There is another more secretive way we are being advertised to which is much less obvious... slide 10<br/>Watch video about advertising online slide 11</p>                                       | 20 mins    | Testing knowledge<br>Brainstorm of responses<br>Consolidation of facts            |
| <b>IDEATE DRAMA MUSIC DESIGN - Create your own advert</b> <ul style="list-style-type: none"> <li>- In small groups get pupils to lucky dip one noun and one verb to invent the product they will make an advert for</li> <li>- Follow stages on slide 12 to make an advert</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25 mins    | Applying knowledge learnt<br>Teamwork and collaboration<br>Creative thinking      |
| <b>EVALUATE - Perform adverts / checklist / vote</b> <ul style="list-style-type: none"> <li>- Groups perform their adverts - Teacher facilitate checking the adverts as against the Bingo board</li> <li>- Quick vote for the product you most want to buy to reveal a winning group.</li> <li>- Discussion - how successful are your advertising campaigns? <ul style="list-style-type: none"> <li>- What could you do differently to persuade and influence your classmates to buy your product?</li> </ul> </li> </ul>                                                                                                                                                                                                       | 5 mins     | Measuring their success<br>Memorable performance                                  |