



8. Please Little Spender Think

Learning Objectives

To:

- understand that products are actively marketed to us to make us want to purchase them
- recognise that adverts use persuasive/emotive language

Learning Outcomes

By the end of this lesson students will:

- have examined adverts for their use of marketing
- have created their own advert using persuasive/emotive language

Links to pfeg Financial Education Planning Framework 3-11 years

Age 7-9

Becoming a critical consumer

Choices about spending and saving
Spending and saving priorities

Age 9-11

Becoming a critical consumer

Influences on spending and saving
"Value for money"

Managing risks and emotions associated with money

Protecting my money

Vocabulary

- advertising
- marketing
- promotion
- persuasion
- emotive language

TIMING

10 MINS

STARTER ACTIVITY

Watch the video and raise the following questions:

- Why does Pepper suddenly have so much money and what's her "plan"? (She has got money for her birthday and wants to spend it as soon as she can)
- What has she forgotten about? (She has forgotten that she planned to go to a concert with the others and needs money to buy herself a ticket)
- Pepper is called a "shopaholic". What do you think this is? (A shopaholic is someone who spends thoughtlessly and without a plan)
- Look at the image of Pepper's Till Receipt? Is there anything here she really needs? (Open ended ...but probably not)

RESOURCES

Video: Please Little Spender Think

Pepper's Till Receipt



Tasks

Students might look for

- BOGOFs – Buy One Get One Free offers
- sale discounts
- special offers
- accompanying free gifts
- entry into a prize draw
- limited time offers

TIMING

MAIN ACTIVITIES

RESOURCES

15 MINS

- 1) Collect together (or ask students to collect and bring to school) newspapers, magazines, flyers and any other materials where there is particular encouragement to buy something. Give small groups a range of these materials and ask them to cut out anything they find which falls into this **category**. Use these to create a display. (NB Many of these “tricks” appear in the video so it might be worth “walking” students through these first)

10 MINS

- 2) Talk briefly to students about emotive/persuasive language

20 MINS

- 3) Ask the students to imagine that Cha Ching are going to bring out a new CD. Get them to design the advert for this using some of the marketing tricks and emotive/persuasive language already discussed.

PLENARY

5 MINS

Ask students to rank the techniques in Resource Advertising - Tricks of the Trade in order of effectiveness (in their own opinion). Can they think of any other techniques which advertisers use?

Advertising - Tricks of the Trade

EXTENSION WORK WITH PARENT /CARER ENGAGEMENT

Ask students to watch some TV adverts and make a note of examples of persuasive/emotive language and other techniques used in advertising.

Which do they find most persuasive and why? Parent/carer can support the extension work by explaining to the student what works in advertising to persuade them to make particular choices.

While grocery shopping they might take the opportunity to point out various marketing techniques in action.