

Advertising detectives

Year 4

This unit is aligned with the following Australian Curriculum learning areas:
English, Mathematics, Humanities and Social Sciences and Health and
Physical Education



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Advertising detectives

Year level	4
Duration of unit	10–11 hours*
Learning areas	English, Mathematics, Humanities and Social Sciences and Health and Physical Education

Unit description

In this unit students will become detectives in a bid to help solve an alarming case of large numbers of advertisements influencing children to buy or want a product. Students will investigate the different gimmicks/tricks used in advertising, how they target children and how their effect can be minimised.

Throughout the unit students will complete a range of investigations, gathering clues along the way to solve this mysterious case. They will explore print, online, television and radio advertisements and identify how each influences the consumer to want the product. This will include testing the level of accuracy of advertisements and gathering data on advertising patterns.

Knowledge and understandings

- ▶ Advertisements seek to influence consumers.
- ▶ There are different formats and types of advertising including print, online, TV and radio advertisements.
- ▶ Children are regularly exposed to advertising.

Pre-requisite skills

To undertake this unit, students need to be able to:

- ▶ use a calculator
- ▶ understand the concepts of tallying and graphing
- ▶ understand the concepts of multiplication and division.

** Timings are provided as a guide only. Teachers will tailor the activities to suit the capabilities and interests of their class. The unit and all the student worksheets can be adapted to teachers' needs.*

Unit planner

Links

The following table provides the relevant links to the Australian Curriculum learning areas, achievement standards and general capabilities.

Australian Curriculum learning areas and achievement standards	
English	<p>Content descriptions</p> <ul style="list-style-type: none"> ▶ Strand: Language <ul style="list-style-type: none"> — Sub-strand: Language for interaction <ul style="list-style-type: none"> ○ Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) — Sub-strand: Text structure and organisation <ul style="list-style-type: none"> ○ Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490) ○ Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793) — Sub-strand: Expressing and developing ideas <ul style="list-style-type: none"> ○ Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) ▶ Strand: Literacy <ul style="list-style-type: none"> — Sub-strand: Interpreting, analysing, evaluating <ul style="list-style-type: none"> ○ Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) — Sub-strand: Creating texts <ul style="list-style-type: none"> ○ Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) ○ Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697) <p>Achievement standards</p> <p>By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts</p> <p>They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p>

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. **They create texts that show understanding of how images and detail can be used to extend key ideas.**

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

Maths

Content descriptions

▶ Strand: Measurement and Geometry

— Sub-strand: Using units of measurement

- Use 'am' and 'pm' notation and solve simple time problems (ACMMG086)

▶ Strand: Statistics and Probability

— Sub-strand: Data representation and interpretation

- Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)
- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)

Achievement standards

By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They **describe different methods for data collection and representation, and evaluate their effectiveness.**

Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. **They construct data displays from given or collected data.**

HASS	Content descriptions
	<ul style="list-style-type: none"> ▶ Strand: Inquiry and skills <ul style="list-style-type: none"> — Sub-strand: Questioning <ul style="list-style-type: none"> ○ Pose questions to investigate people, events, places and issues (ACHASSI073) — Sub-strand: Researching <ul style="list-style-type: none"> ○ Locate and collect information and data from different sources, including observations (ACHASSI074) — Sub-strand: Analysing <ul style="list-style-type: none"> ○ Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077) — Sub-strand: Evaluating and reflecting <ul style="list-style-type: none"> ○ Draw simple conclusions based on analysis of information and data (ACHASSI079) ○ Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)
	Achievement standards
	<p>By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p> <p>Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</p>
HPE	Content descriptions
	<ul style="list-style-type: none"> ▶ Strand: Personal, Social and Community Health <ul style="list-style-type: none"> — Sub-strand: Communication and interacting for health and wellbeing <ul style="list-style-type: none"> ○ Discuss and interpret health information and messages in the media and internet (ACPPS039)

Achievement standards

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students **interpret health messages and discuss the influences on healthy and safe choices**. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

General capabilities

Typically, by the end of Year 4 students:

Literacy

- ▶ Navigate, read and view different types of texts with illustrations and more detailed graphics
- ▶ Listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multimodal texts and respond to texts read aloud
- ▶ Interpret literal information and make inferences to expand topic knowledge using comprehension strategies
- ▶ Compose and edit a range of learning area texts
- ▶ Use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts
- ▶ Plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements
- ▶ Use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts
- ▶ Differentiate between the language of opinion and feeling and the language of factual reporting or recording
- ▶ Use growing subject-specific vocabulary to read, discuss and write about learning area topic
- ▶ Identify the effects of choices in the construction of images, including framing and composition

Numeracy

- ▶ Estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts
- ▶ Identify and describe trends in everyday patterns
- ▶ Collect, record and display data as tables, diagrams, picture graphs and column graphs
- ▶ Read digital and analogue clocks to the minute, convert between hours and minutes, use 'am' and 'pm', and use calendars to locate and compare time events

ICT	<ul style="list-style-type: none"> ▶ Locate, retrieve or generate information from a range of digital sources ▶ Create and modify simple digital solutions, creative outputs or data representation/ transformation for particular purposes
Creative & Critical Thinking	<ul style="list-style-type: none"> ▶ Pose questions to expand their knowledge about the world ▶ Identify main ideas and select and clarify information from a range of sources ▶ Collect, compare and categorise facts and opinions found in a widening range of sources ▶ Transfer and apply information in one setting to enrich another ▶ Identify and apply appropriate reasoning and thinking strategies for particular outcomes ▶ Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion ▶ Explain and justify ideas and outcomes
Personal & Social Capability	<ul style="list-style-type: none"> ▶ Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
Intercultural Understanding	<ul style="list-style-type: none"> ▶ Describe different points of view associated with an ethical dilemma and give possible reasons for these differences

Cross-curriculum priorities

Sustainability

Diversity of learners

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

National Consumer and Financial Literacy Framework

(Note: the student learnings in the National Consumer and Financial Literacy Framework are divided into, and are applicable over, bands covering two chronological years.)

Dimension	Student learnings by the end of Year 4
Knowledge and understanding	<ul style="list-style-type: none"> ▶ Explain why similar goods and services may vary in price
Competence	<ul style="list-style-type: none"> ▶ Identify key features of a range of advertisements
Responsibility and enterprise	<ul style="list-style-type: none"> ▶ Identify and explain how some influences, such as advertising and peer pressure, can affect what you buy ▶ Demonstrate awareness that family, community and socio-cultural values and customs can influence consumer behaviour and financial decision-making

Sequenced teaching and learning activities

Introducing	Resources
<p>Activity 1: A licence to investigate (30 minutes)</p> <p>Students will be asked to be detectives and investigate the gimmicks/tricks that advertisers use to influence children to want or buy a product. Students will be given a detective licence and an investigation sheet to explore the influences of advertising on children.</p>	<ul style="list-style-type: none"> ▶ Worksheet 1: A licence to investigate ▶ Investigation licences – from Worksheet 1 ▶ Worksheet 2: Starting the investigation
<p>Assessment: Diagnostic</p> <p>Students explore what they already know about the topic by answering the questions on Worksheet 2.</p>	
<p>Activity 2: Let's explore the gimmicks/tricks (30 minutes)</p> <p>Using a food television advertisement designed for children, students will identify the audience and purpose of the advertisement by discussing and identifying the range of gimmicks/tricks the author has used in the advertisement. They will begin to collect evidence of these gimmicks/tricks, which will ultimately help them solve the case at the conclusion of the unit.</p>	<ul style="list-style-type: none"> ▶ Worksheet 3: Let's explore the gimmicks/tricks ▶ Digital resource: video clip/television commercial of your choice or https://www.youtube.com/watch?v=zAGRVQG2dyc ▶ Large sheet of chart paper
<p>Activity 3: Connection detectives (30 minutes)</p> <p>In small groups, students will identify a range of advertisements and discuss how the author has connected with children and influenced them to want the product.</p>	<ul style="list-style-type: none"> ▶ Two examples of a print advertisement (enough copies for groups of 4) ▶ Sticky notes ▶ Evidence sheet (Worksheet 3: Let's explore the gimmicks/tricks)
Developing	Resources
<p>Activity 4: Let's explore where they target us (40 minutes)</p> <p>Students will walk through their school and take pictures of the advertising that is evident. They will explore how much commercialism is evident in their school environment.</p>	<ul style="list-style-type: none"> ▶ Sticky notes (optional) ▶ Interactive whiteboard (optional) ▶ Cameras (optional) ▶ Large sheet of chart paper
<p>Activity 5: Caught in the 'net' (85 minutes)</p> <p>In small groups students collect data on the number, duration and type of advertisements that appear on popular websites, using a range of multiplication and division strategies.</p>	<ul style="list-style-type: none"> ▶ Digital resources: <ul style="list-style-type: none"> — abc.net.au/abcforkids — rspca.org.au — https://minecraft.net/en-us/ — http://disneyjunior.disney.com.au/ — littleathletics.com.au

Developing	Resources
	<ul style="list-style-type: none"> ▶ Worksheet 4: Caught in the 'net' ▶ A large sheet of chart paper ▶ Worksheet 5: Feedback
<p>Assessment: Formative The teacher will provide students with feedback then collect and analyse student responses to Worksheet 5: Feedback, to assess understanding and inform student learning.</p>	
<p>Activity 6: Exposure detectives (60 minutes) Students investigate the amount of exposure children have to unhealthy food advertisements per week and the effect this has on buying decisions.</p>	<ul style="list-style-type: none"> ▶ Worksheet 6: Exposure detectives ▶ Worksheet 7: TV log sheet ▶ Calculators ▶ Large sheet of chart paper
<p>Activity 7: Word detectives (30 minutes) Using a toy catalogue, students will identify and write down the vocabulary that is used to sell and advertise products. They will define each of these terms and discuss how they persuade a buyer to purchase a product.</p>	<ul style="list-style-type: none"> ▶ Toy catalogues ▶ Large sheet of chart paper
<p>Activity 8: Sound detectives (30 minutes) Using a range of different advertisements, students explore how sound can be used in an advertisement to influence the consumer.</p>	<ul style="list-style-type: none"> ▶ Digital resource: television commercial of your choice or youtube.com/watch?v=h9OSXSTFBKE ▶ Digital resources: <ul style="list-style-type: none"> — youtube.com/watch?v=L5WAY1XUxD — https://img.aws.livestrongcdn.com/ls-article-image-673/ds-photo/getty/article/41/99/56569736.jpg ▶ Box of Rice Bubbles, a bowl and milk ▶ Large sheet of chart paper
<p>Activity 9: Taste detectives (40 minutes) Students experiment to determine whether items do taste the same as they are advertised.</p>	<ul style="list-style-type: none"> ▶ Box of Rice Bubbles, a big bowl, milk and plastic spoons ▶ Sticky notes ▶ A breakfast cereal advertisement – print or online ▶ Large sheet of chart paper

Culminating	Resources
<p>Activity 10: Visual detectives (40 minutes)</p> <p>Students investigate the way advertisements may falsely advertise the way the item looks.</p>	<ul style="list-style-type: none"> ▶ A packaged item (perhaps a toy, game, car, etc.) with a picture of the item on the front ▶ Large sheet of chart paper ▶ Digital resource: youtube.com/watch?v=L_5VT3vNto0
<p>Activity 11: Decipher the Code (30 minutes)</p> <p>Students explore extracts from the Children's Code of Conduct for Advertisements and analyse a range of children's advertisements against this code.</p>	<ul style="list-style-type: none"> ▶ Access to radio, computer, television, newspapers, magazines, brochures and catalogues ▶ Digital resource: aana.com.au ▶ Worksheet 8: Decipher the Code ▶ Large sheet of chart paper
<p>Activity 12: Beating them at their own game (30 minutes)</p> <p>Students revise all the gimmicks/tricks that are used to influence children, and rank the gimmicks/tricks based on effectiveness.</p>	<ul style="list-style-type: none"> ▶ All the clue charts (generated during the unit) ▶ Students' evidence sheets (worksheets completed during the unit)
<p>Activity 13: Who wants to buy an apple? (120 minutes)</p> <p>Students will show their understanding of the gimmicks/tricks that advertisers use by designing their own print, digital or audio advertisement. They will present this advertisement to a student in another</p>	<ul style="list-style-type: none"> ▶ Materials needed to create an advertisement – print, digital or audio ▶ A bag of apples (optional)
<p>Activity 14: Findings report (50 minutes)</p> <p>Students will consider the evidence collected throughout their investigation and solve the case by writing a findings report. If possible, students will share some of the findings at a school assembly in order to influence a change in behaviour in the student body. The principal may then hand out a detective certificate to each student.</p>	<ul style="list-style-type: none"> ▶ All the clue charts ▶ Students' evidence sheets ▶ Worksheet 9: Findings report ▶ Worksheet 10: Detective certificate
<p>Assessment: Summative</p> <p>The teacher will collect the students' 'Findings' sheets and advertisements and assess the students' learning.</p>	

Assessment rubric

This rubric is intended as a guide only. It can be modified to suit teachers' needs and to be integrated into existing assessment systems. Teachers may also wish to collect the worksheets as work samples for individual student folios.

Student's name: _____

Skill	Relevant content description(s)	Relevant activities and worksheets	Competent	Developing at level	Needs further development	Notes
The student can identify ways thinking verbs (for example: 'believe', 'think') are used to express opinion, and ways summary verbs (for example: 'concluded') are used to report findings.	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	Activities 7, 9, 11 and 14 Worksheets 8, 9 and 10	The student clearly expresses an opinion based on information, and uses all collected evidence to complete a thorough report.	The student expresses an opinion based on information, and uses most collected evidence to complete a report.	The student has difficulty expressing an opinion based on information and using collected evidence to attempt a report.	
The student can identify the typical features of simple persuasion texts.	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	Activities 1, 3, 11, 12 and 14 Worksheets 1, 2, 3, 8 and 9	The student independently identifies features such as language, facts, emotion, music and graphics, and clearly explains how they are used to influence an audience.	The student identifies some of the features such as language, facts, emotion, music and graphics, and attempts to explain how they are used to influence an audience.	The student requires guidance to identify and explain how features such as language, facts, emotion, music and graphics are used to influence an audience.	

Skill	Relevant content description(s)	Relevant activities and worksheets	Competent	Developing at level	Needs further development	Notes
The student can identify, define and incorporate vocabulary used to attract the attention of the reader.	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	Activities 7 and 14 Worksheets 9 and 10	The student identifies, lists and defines all keywords from a sales brochure and gives a detailed comment on the position and layout as a means of influencing buying decisions.	The student identifies, lists and defines most keywords from a sales brochure and gives a simple comment on the position and layout as a means of influencing buying decisions.	The student identifies, lists and attempts to define some very obvious keywords from a sales brochure but requires guidance to comment on the position and layout as a means of influencing buying decisions.	
The student can identify a range of techniques of persuasion (language, textual and visual features) used in advertising to influence a particular audience (for example, children).	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	Activities 1, 2, 3, 4, 7, 8, 9, 10 and 14 Worksheets 1, 2, 3, 9 and 10	The student independently identifies and describes a wide range of techniques.	The student identifies and describes a range of techniques with some prompting.	The student identifies some very obvious techniques with prompting.	
The student can interpret and answer life-related questions using knowledge of time.	Use 'am' and 'pm' notation and solve simple time problems (ACMMG086)	Activity 6 Worksheets 6 and 7	The student correctly calculates answers to all problems involving time and number of advertisements with/without a calculator.	The student correctly calculates answers to simple (one-step) problems involving time and number of advertisements with/without a calculator. The student misinterprets some information in other questions.	The student requires teacher guidance to interpret information and answer simple (one-step) problems relating to time and number of advertisements.	

Skill	Relevant content description(s)	Relevant activities and worksheets	Competent	Developing at level	Needs further development	Notes
The student can calculate duration of time in hours and minutes.	See ACMMG086 above.	Activity 6 Worksheets 6 and 7	The student calculates daily durations of time spent watching TV and weekly total without error.	The student calculates daily durations of time spent watching TV and weekly total. Occasional errors are corrected with little or no assistance.	The student requires teacher guidance to calculate duration of time using start and finish times.	
The student can collect, record, categorise, graph and analyse data from online websites.	Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)	Activity 5 Worksheet 4	The student collects, records, categorises and graphs data accurately and thoroughly. The student analyses data and identifies trends that are clearly explained and supported by evidence.	The student collects, records, categorises and graphs data satisfactorily with some omission of detail. The student attempts to analyse data and identify trends but findings are not clearly explained or supported by evidence.	The student attempts to collect, record, categorise and graph data but is inaccurate or omits significant detail. The student requires teacher assistance to analyse data and identify and comment on trends.	
The student can write a findings report on the persuasive effects of advertising on children, based on collected evidence.	Suggested summative assessment (criteria in Teacher notes)	Activity 14 Worksheets 9 and 10 Marking criteria	The student completes a report and designs an advertisement that demonstrates a thorough knowledge and understanding of a wide range of devices used to persuade a particular audience (children).	The student completes a report and designs an advertisement that demonstrates a sound knowledge and understanding of a range of persuasive devices.	The student attempts to complete a report and design an advertisement, but demonstrates limited knowledge and understanding of persuasive devices.	

Teacher notes

Activity 1: A licence to investigate (30 minutes)

- ▶ Explain to students that the principal has assigned the class a very special case. They are to investigate how they are being influenced to want or buy particular products and how they can resist this influence.
- ▶ Read out the letter from the principal in **Worksheet 1: A licence to investigate** and hand out the investigation licences from Worksheet 1 for students to complete. They can add their own image to the licence.
- ▶ Write the word 'advertising' on the board. Discuss what advertising is, and what the different purposes of advertising might be, for example:
 - to persuade (to buy, do, attend, join)
 - to inform
 - to warn.
- ▶ Explain that this unit of work will be mainly looking at advertising that tries to persuade children to buy or want things that they do not actually want or need, or that may not be good for them.

Diagnostic assessment

- ▶ Explain to students that in order to complete the investigation they will first need to identify what they already know about the case.
- ▶ Have students complete the questions on **Worksheet 2: Starting the investigation**. Collect the sheets and assess whether students can show evidence of the following. Can they:
 - define what advertising is and how it may influence a buyer
 - identify one or more gimmicks/tricks used in advertisements to influence customers
 - list a variety of different types of advertising such as print, online, radio and commercials on TV.
- ▶ The following table can be used for your assessment.

Criteria	Beginning	Consolidating	Expert
Define what advertising is and how it may influence a buyer			
Identify one or more gimmicks/tricks used in advertisements to influence customers			
List a variety of different types of advertising such as print, online, radio and commercials on TV			

- ▶ What can you conclude about the prior knowledge of this student?

Activity 2: Let's explore the gimmicks/tricks (30 minutes)

- ▶ Ask students what they look for when they are deciding whether the goods or services they are paying for are worth the cost. Explain to students that in this activity they will focus on advertisements and investigate the gimmicks/tricks that advertisers use to persuade children to buy a product.
- ▶ Students use **Worksheet 3: Let's explore the gimmicks/tricks** evidence sheet throughout the first part of the investigation to collect clues and evidence to help them solve the case. Students may need multiple copies of the sheet as the investigation unfolds.
- ▶ Show students a television food commercial designed to sell a food product. You could show a video clip/television commercial of your choice or you may wish to show digital resource: [youtube.com/watch?v=KnE7ewhCeY](https://www.youtube.com/watch?v=KnE7ewhCeY) (chicken McBites).
- ▶ Discuss whether purchasing the advertised item would be a healthy food choice. Brainstorm ideas why parents and children would still buy this product even though it may not be healthy. Discussion questions could include:
 - What is the purpose and audience of the advertisement? How do you know?
 - What sound effects or music does the commercial use? Do the sounds make it more exciting?
 - Do you think the product could make you happy or popular?
 - Consider why the particular actors were chosen for the advertisement. Do you think they really use the product?
 - Does the product look bigger or better on TV than in real life?
 - Do you think it will work in the same way at home as it did on the commercial?
- ▶ Help students to identify what gimmicks/tricks the advertiser chose to match the purpose of the advertisement to its audience, for example, humour, promises, special offers, exaggerations, quotes, abbreviations or rhetorical questions. Possible gimmicks/tricks could include:
 - music
 - colour
 - sound
 - science
 - fantasy
 - repetition
 - comparisons
 - emotional triggers
 - humour
 - promises
 - exaggerations
 - quotes.

Ask students if they have noticed these being used before.

- ▶ At the end of the activity, write the heading '**Clue 1: Gimmicks/tricks**' on a large piece of chart paper. Identify all the gimmicks/tricks that were explored today. Display the chart in the room and allow students time to complete their own evidence sheet about the television commercial shown in the beginning of this activity.

Activity 3: Connection detectives (30 minutes)

- ▶ Explain to students that advertisers carefully select specific gimmicks/tricks for the identified audience to engage and connect them to the advertisement and then to influence them to buy the product, e.g. many advertisements include popular movie characters as a way of engaging the audience.
- ▶ Ask students to think about what influences them to buy a product.
- ▶ In groups of four, students consider two examples of a print advertisement. As a group, they will read the two advertisements and choose the one that they engaged with the most. Students will use sticky notes to record why they connected with that particular advertisement and place these sticky notes on the advertisement.
- ▶ Help the students to read the text, discuss their choices and identify the gimmicks/tricks in the advertisement with which they connected.
- ▶ Bring the class back together and vote which advertisement was the most popular with students. Discuss this advertisement and identify what the advertiser used to connect with and influence the audience to buy the product. Ask students whether they have seen these used in other advertisements.
- ▶ Use these two advertisements to add information to the students' own evidence sheet (**Worksheet 3: Let's explore the gimmicks/tricks**).

Activity 4: Let's explore where they target us (40 minutes)

- ▶ Draw four boxes on the board with the headings: print, online, television and radio.
- ▶ Ask students to think about the types of advertisements they have been exposed to, and to come up with examples of advertisements for print, online, television and radio.
- ▶ Write each example on a sticky note and place it in the appropriate box on the board. Alternatively, this activity could be completed on an interactive whiteboard.
- ▶ Ask students in which medium (print, online, television or radio) they think advertisements have the most impact on children.
- ▶ Explain to students that, in their roles as detectives, they are going to be spies. They are going to sneak around the school to investigate the amount of advertising that they can find. They will be looking at sponsored educational materials, posters and textbooks with company names and ads, banner ads on computers, posters, etc. Students record their findings by taking pictures, collecting examples if possible, and writing.
- ▶ Once back in the classroom discuss the term **commercialism**. How much commercialism is in your school?
- ▶ At the end of the lesson, write the heading '**Clue 2: Types of advertisements**' on a large sheet of chart paper. Identify the types of advertisements that the students may have encountered.
- ▶ Display the chart in the room and allow students time to complete their own evidence sheet with information about one of the advertisements they found around the school.

Activity 5: Caught in the 'net' (85 minutes)

- ▶ Discuss how advertisers use the internet to attract potential customers. Include both retail sites (online shops, eBay, Amazon, iTunes, etc.) and websites with ads that appear around the perimeter of the computer screen and which play continuously (banner ads).
- ▶ Talk to students about how website owners can identify the most popular hits made to their site, for example, toys, DVDs and junk food for children; fashion and music for teenagers; holidays, loans and investments for adults.
- ▶ Explain that students will work in pairs, and each pair will log onto the internet for a period of five minutes to explore online advertising. Students will allocate one minute per website and count the number of advertisements that appear on each of the following popular sites:
 - abc.net.au/abcforkids
 - rspca.org.au
 - nintendo.com.au
 - kids.discovery.com
 - littleathletics.com.au
- ▶ Students will record:
 - the number of times an advertisement is repeated
 - what the advertisement is promoting
 - who is being targeted.
- ▶ Students should include all advertisements regardless of their size. Students can use the table on **Worksheet 4: Caught in the 'net'** to record their answers.
- ▶ In pairs students count, tally and categorise the advertisements that are shown on the sites. Suggest methods of collecting data and categories that might be appropriate for data collection, such as table headings and graphs to support eventual data presentation. Examples of categories could be: for boys, for girls, about toys, about food, for adults, etc.
- ▶ Students form groups of four. Each team will now work with two sets of data to:
 - combine their data
 - create a graph of their collective data
 - analyse what the data shows.
- ▶ Each group presents their findings to the class and identifies any trends they noticed across the two sets of data.
- ▶ As a class, talk about the different advertisements students identified. Were all the ads trying to influence them to buy something?
- ▶ Discuss why advertisers might be prepared to pay for the advertising space on the internet and how different spaces would cost different amounts.
- ▶ At the end of the activity, write the heading '**Clue 3: Internet advertisements**' on a large piece of chart paper. Identify the main ideas that students learnt about today.
- ▶ Display the chart in the room and allow students time to complete their own evidence sheet using one of the internet advertisements found.

Formative assessment

- ▶ Collect and assess students' evidence sheets at the end of Activity 5. Identify the areas where students are doing well and the areas that need improvement. Consider what needs to be revisited or taught before completing the following activities.

- ▶ Complete **Worksheet 5: Feedback** to provide feedback to the students about their learning. The following criteria may help to assess students' understanding. Can students:
 - identify three or more different places where advertisements are evident
 - provide evidence/examples of three or more gimmicks/tricks advertisers have used
 - clearly describe how these gimmicks/tricks influence children to want or buy a product.
- ▶ Ask students to reflect on your feedback and write a comment in the reflection section.

Activity 6: Exposure detectives (60 minutes)

- ▶ This activity involves a home-based data-gathering exercise on how much TV students watch each weekday night for a week. Send a letter home to parents/carers to alert them to the fact that this is a homework activity as a means to engage parents/carers in the activity.
- ▶ Brainstorm a list of television programs that students in the class typically watch on weeknights as well as the length of time each program runs, e.g. *The Flintstones* (30 minutes). Briefly discuss the differences between commercial television stations, government-funded stations, pay TV and streaming services. Explain that in this investigation, you are going to focus on commercial television stations.
- ▶ Display the following statement on the board.

'...5–12 year olds are exposed to up to 96 food ads, including
63 for high fat/high sugar foods, per week, if they watch one
hour of commercial TV a day.'

(Source:

<http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwiVp6eokb7cAhWDULwKHU-->)

- ▶ Discuss the key pieces of information in this statement, for example, the high volume of advertisements, the target audience and the focus on selling unhealthy food products.
- ▶ Model the process for calculating the number of advertisements that children are exposed to in one day at this rate. (You could change the number of ads to 98 to ensure a whole-number answer; alternatively, explain that an answer of 13 remainder 5 means somewhere between 13 and 14 ads).
- ▶ Students work independently on **Worksheet 6: Exposure detectives**, where they solve worded mathematical problems about the number and content of advertisements that children might typically be exposed to when watching commercial TV for varying lengths of time.
- ▶ Students share their answers and discuss the strategies they used to calculate the multiplication and division of two-digit numbers by one- and two-digit numbers. Students may use calculators if they have difficulty with the operations.
- ▶ Students then complete **Worksheet 7: TV log sheet** for the week and bring it back to school. When it is returned, discuss what strategies they used to estimate. Compare the amounts of time that different students spent watching TV.
- ▶ After the evidence is collected, students will document their findings and develop an advertisement to share with another class.
- ▶ Discuss the potential impact of children's exposure to so many food advertisements per week. Highlight the value of monitoring the number of hours they spend watching TV to minimise the effect of all this advertising.

- ▶ At the end of the activity, write the heading '**Clue 4: Junk food advertisements**' on a large sheet of chart paper. Identify the main ideas that students learnt about today.
- ▶ Display the chart in the room.

Activity 7: Word detectives (30 minutes)

- ▶ Ask students to think about a sales brochure they have seen lately. What words did they see in the brochure that captured their attention?
- ▶ Read an enlarged example of a sales brochure (a toy catalogue would be best), and ensure that all students can see the text.
 - Identify and write down the vocabulary that is used to sell and advertise the products, for example, sale, buy now, specials, lowest prices and no rain checks.
 - Discuss and define each term. Discuss the position and layout of this language. Ask students what they think is the purpose of this language. Does it influence their buying decisions? How? Why?
- ▶ At the end of the lesson, write the heading '**Clue 5: Word gimmicks/tricks that influence us**' on a large sheet of chart paper. Identify the main ideas that students learnt about today.
- ▶ Display the chart in the room.

Activity 8: Sound detectives (30 minutes)

- ▶ Students **listen** to the following advertisement but **do not** view the advertisement. Digital resource: television commercial of your choice or [youtube.com/watch?v=h9OSXSTFBKE](https://www.youtube.com/watch?v=h9OSXSTFBKE)
- ▶ After listening to the advertisement, ask students if they know what is being advertised. Ask them if they have heard the advertisement before. Show students the advertisement. Discuss the fact that often advertisements can be good influences – particularly if they promote healthy foods, lifestyles and activities.
- ▶ Discuss why the advertiser has used the music in the advertisement. Discuss the popularity of the song and how it has affected the advertisement.
- ▶ Show students a food advertisement found in this selection of classic advertisements. Digital resource: [youtube.com/watch?v=L5WAY1XUXDA](https://www.youtube.com/watch?v=L5WAY1XUXDA)
- ▶ Discuss how the use of sound affects the advertisement.
- ▶ Bring in a box of Rice Bubbles and some milk or show students an image of the package found here: [flickr.com/photos/ponyboy101/2881133886](https://www.flickr.com/photos/ponyboy101/2881133886)
- ▶ Discuss the three characters Snap, Crackle and Pop. Ask: Why are they there? What are they designed to do to the consumer?
- ▶ Ask students to decide if Rice Bubbles really do make a snap, crackle and pop sound. Pour a small amount of Rice Bubbles into a bowl and add some milk. Students listen to the sound it makes then discuss.
- ▶ At the end of the activity, write the heading '**Clue 6: Sound gimmicks/tricks that influence us**' on a large sheet of chart paper. Identify the main ideas that students learnt about today.
- ▶ Display the chart in the room.

Activity 9: Taste detectives (40 minutes)

- ▶ Students think of a food item that they enjoy eating and consider what it tastes like. They turn and talk to the person next to them and describe what the food tastes like without naming it. Their partner must try to guess what the food is. It may be a good idea to model this first.
- ▶ Once you have completed this task, ask students how food advertisements describe the taste of a product in order to influence consumers to buy it. Consider the ways that advertisers try to exert their influence. They use descriptions, surveys, voice-overs and an appeal to consumers' imaginations to think about how they will feel when they eat the advertised product.
- ▶ Explain to students that as 'detectives' they are going to investigate whether the way that certain foods are advertised is actually the way they taste.
- ▶ Make a big bowl of Rice Bubbles and milk and give each student a plastic spoon. Ask them to taste the cereal once and think about a way to best describe the food. Ask them to write this short description on a sticky note and stick it on the board.
- ▶ Show the students a breakfast cereal advertisement either online or in print. Discuss what claims are made about how the item should taste. Write these claims on the board.
- ▶ Organise the sticky notes into two categories: ones that are similar to the advertising description and ones that aren't. Discuss the results. Use the following questions to guide your discussion.
 - Are some foods inaccurately described? Why?
 - How do advertisers use your sense of taste to sell a product?
 - What are some other examples of food advertisements that play on our sense of taste?
- ▶ At the end of the lesson, write the heading '**Clue 7: Taste gimmicks/tricks that influence us**' on a large sheet of chart paper. Identify the main ideas that students learnt about today.
- ▶ Display the chart in the room.

Activity 10: Visual detectives (30 minutes)

- ▶ Show the students a package that has an image of the item on the front. Ask the students to describe exactly what they see.
- ▶ Check if they believe the item inside the package will look identical to the image on the package. Take the item out and pass it around for students to look at. Students vote on whether or not it is identical to the image.
- ▶ Ask students whether some advertisements falsely advertise what an item will look like. Can they think of any examples?
- ▶ Show students the first part of the following clip showing how a hamburger is filmed, digital resource: [youtube.com/watch?v=L_5VT3vNto0](https://www.youtube.com/watch?v=L_5VT3vNto0)
- ▶ Discuss how the look of an item can influence the consumer to buy the item.
- ▶ Ask students whether they have ever bought something that did not look the same as the advertisement. Ask them to name some examples.
- ▶ At the end of the activity, write the heading '**Clue 8: Visual gimmicks/tricks that influence us**' on a large sheet of chart paper. Identify the main ideas that students learnt about today.
- ▶ Display the chart in the room.

Activity 11: Decipher the Code (30 minutes)

- ▶ Introduce students to the Australian Association of National Advertisers (AANA). You could show the students the homepage for this organisation, digital resource: aana.com.au
- ▶ Explain to students that one of the purposes of this organisation is to regulate advertising in Australia. This includes providing guidelines to the design of advertisements aimed at children and when and where they can be used.
- ▶ Discuss the influence that advertising may have on a child's spending patterns. What may be some of the implications?
- ▶ In pairs, students complete the first task on **Worksheet 8: Decipher the Code**. They find and list different online, print, television and radio advertisements aimed at children. If it is not feasible to monitor TV/radio for advertisements in the classroom, perhaps students could list advertisements they are familiar with or this could be done as a homework task. Students then discuss their findings as a whole class.
- ▶ After sharing the first task, read through the second task on the worksheet, including the extracts from the *AANA Code for Advertising & Marketing Communications to Children*. Discuss the meaning of each statement with students. Define any difficult words and discuss why a code such as this was developed.
- ▶ Have students work in pairs to complete the second task, deciding if any of the advertisements they found break the Code. After completion, discuss whether each advertisement adhered to or broke the *AANA Code*.
- ▶ At the end of the lesson, write the heading '**Clue 9: Codes of conduct**' on a large sheet of chart paper. Identify the main ideas that students learnt about today.
- ▶ Display the chart in the room.

Activity 12: Beating them at their own game (30 minutes)

- ▶ Students read and reflect on all of the clue charts displayed in the room and the evidence sheets (worksheets) that they have produced throughout their investigations in this unit. Students were required to investigate how advertisements target children to buy products. Students discuss what gimmicks/tricks they found that advertisers could use to influence a consumer to buy a product.
- ▶ Write all the ideas generated on the board. In pairs, students rank the gimmicks/tricks from strongest to weakest. As a class, discuss the ranking of items. Did all students have the same order? Why or why not?
- ▶ Discuss how advertisements target specific audiences and appeal to certain groups, e.g. children, elderly people, obese people and health-conscious people.
- ▶ As a class, brainstorm and record a list of ways in which children can reduce the influence of advertising on their purchases. Discuss ideas such as:
 - limiting TV time
 - parental control of the TV remote
 - discussing and critically analysing advertisements
 - buying magazines without advertisements.

Activity 13: Who wants to buy an apple? (120 minutes)

Note

This activity may be divided into small lessons.

- ▶ Explain to students that they have now investigated all the clever gimmicks/tricks that advertisers use to influence them to buy products. It is now time for them to have a go at designing an advertisement. This will show how much they know about how advertising works.
- ▶ Their task is to design a print, digital or audio advertisement for 7- to 10-year-olds to persuade them to buy a bag of apples (or another product that you and your class prefer). They will present their advertisement to students in other classes.
- ▶ To support students with their advertisement you may choose to bring in a bag of apples and brainstorm the advantages of children eating apples.
- ▶ When students are designing their advertisement, encourage them to use their evidence sheets as a reminder of the gimmicks/tricks advertisers use.
- ▶ After students complete their presentation, ask the other classes for some feedback about what they thought was well done in order to influence them to buy a bag of apples. Ask them to rate the advertisement out of 10 and then explain why the advertisement would or wouldn't influence them to buy a bag of apples.

Activity 14: Findings report (50 minutes)

- ▶ Remind students of the tasks that they were given at the beginning of the unit. Write the tasks on the board that were introduced at the beginning of the investigation. Their job is to find out:
 - **who** is being targeted through advertising
 - **how** gimmicks and tricks are used to persuade children to buy products
 - **what** can be done to help children reduce these influences.
- ▶ Explain to students that they must now solve the case by completing a findings report on **Worksheet 9: Findings report**. They should use the evidence collected in their evidence sheets and class clue charts to support the completion of the tasks. The purpose of this task is for students to show as much as they know about the influences of advertising.
- ▶ After the findings reports are completed, collect and assess them using the criteria below.

Summative assessment

- ▶ Consider the students' findings reports and assess whether students can:
 - explain examples of who is being influenced by advertisers
 - describe how different gimmicks/tricks are used to persuade children to want or buy a product
 - identify one or more ways children can reduce the influences of advertising
 - explain what helped them learn about advertising and the influence it can have on children
 - design an advertisement using one or more gimmicks/tricks that would persuade children to buy the product
 - use appropriate language, layout and design to capture a child's attention in the advertisement.
- ▶ Using the table on **Worksheet 10: Detective certificate** provide feedback to each student on their learning throughout the unit.
- ▶ If possible, ask some students to share some of their findings at a school assembly in order to influence a change in behaviour in the student body. The principal may then hand out the detective certificate to each student.

Worksheets

Name: Class: Date:

Worksheet 1: A licence to investigate

A letter from the principal

Dear students,

The case

You have been assigned to this special investigation because we believe you have the detective skills necessary to solve the case.

At present, many advertisers influence children just like you to buy their products. These products may include food, toys, magazines and games.

Our concern is that children from as young as 3 years of age are in danger from this advertising attack. Advertisers are very convincing and use lots gimmicks and tricks to persuade kids to buy their products.

The leads

We have gathered some important leads that may assist you with this case.

1. Children of all ages are being influenced.
2. The main purpose of targeting children is to get them to ask, nag and plead with an adult to buy a product.
3. There are lots of gimmicks and tricks used in advertising to persuade children to want the product.
4. Advertisements can pop up anywhere. So far we have found them in brochures and magazines, on the internet, on the radio and on the television.

Name: Class: Date:

Your task

Your job is to:

1. find out **who** is being influenced by advertisers
2. identify **how** these gimmicks and tricks are used to persuade children to buy products
3. explore ways to **reduce** these influences.

It won't be an easy task and may at times be dangerous. The gimmicks/tricks that these people use may influence you to want their product. You must stay strong!

In order to receive your detective certificate, you will be required to write a report at the end of the investigation to outline what you have found and how you can stop these advertisers influencing children.

You will also design your own advertisement using the same range of gimmicks and tricks that advertisers use.

Remember to take photos and gather evidence along the way. Once your licence has been issued, you can get started!

Good luck and be safe.

Your principal

Name: Class: Date:

Complete the licence below and include a photograph or picture of yourself.

Investigation licence

Name:

Age:

Signature:



As you complete your investigation, collect clues and evidence to help you solve the case. We have included some questions on **Worksheet 2: Starting the investigation** to help you begin.

Name: Class: Date:

Worksheet 2: Starting the investigation

1. What do I already know about advertising and advertisements?

2. What questions do I have about advertising and advertisements?

3. How have I been persuaded or influenced to buy a certain product in the past?

Name: Class:Date:

Worksheet 3: Let's explore the gimmicks/tricks

Use this evidence sheet throughout the unit to collect a variety of clues to help you solve the case.

Source of advertisement Who is the advertiser?	Medium Where does it come from?	Picture of evidence Draw, paste, write or take a photo of the product.	Clue What gimmicks/tricks does the advertiser use?	How does the gimmick/trick influence the target audience?

Name: Class:Date:

Worksheet 4: Caught in the 'net'

Advertisements on the internet are cleverly placed and targeted at particular audiences.




Log onto the internet and visit the websites shown in the table below for one minute each. List any advertisements that you see on the site.

Website	No. of advertisements	What are they promoting?	Who are they targeting?
abc.net.au/abcforkids			
rspca.org.au			
nintendo.com.au			
kids.discovery.com			
littleathletics.com.au			

Name: Class: Date:

Worksheet 5: Feedback

Getting feedback helps you to become a better learner. Read through the feedback the teacher has given you based on the evidence sheets you have already completed. Use this feedback to reflect on what you are doing well and what you could improve.

Skills	Keep trying – you can do better 	Good job – you're nearly there 	Great work – keep it up 
Identify three or more different places where you can find an advertisement.			
Provide examples of three or more gimmicks/tricks that advertisers have used.			
Clearly describe how these gimmicks/tricks influence children to want or buy a product.			

Reflection on teacher feedback:

Name: Class: Date:

Worksheet 6: Exposure detectives

'...5–12 year olds are exposed to up to 96 food ads, including 63 for high fat/high sugar foods, per week, if they watch one hour of commercial TV a day.'

Think about the sentence above and your knowledge of time to answer the following questions.

1. How many food ads would children see on one day if they watched TV for one hour?

2. How many food ads would children see if they watched TV for two hours a day for a week?

3. How many food ads would they see if they watched TV for three hours every day for a week?

Name: Class: Date:

4. How many food ads would they see if they only watched TV for an hour a day on weekdays?

5. How many high fat/high sugar food ads do children see if they watch one hour of TV on one day?

6. Read about the television-watching habits of the people below and calculate how many food ads these children would each view.

a. Lei only watches TV from 11 am to 1 pm on weekends.

b. Sean watches TV from 7 am to 8 am and from 4 pm to 6 pm every weekday.

Name: Class: Date:

Worksheet 7: TV log sheet

Take this table home and fill it out to work out how many hours you spend watching TV in one school week or 5 days.

Day	Start and finish times	Total hours and minutes
Monday	_____ to _____	____ hours ____ minutes
Tuesday	_____ to _____	____ hours ____ minutes
Wednesday	_____ to _____	____ hours ____ minutes
Thursday	_____ to _____	____ hours ____ minutes
Friday	_____ to _____	____ hours ____ minutes

Using the rate of 96 food ads per week of TV viewing if watching one hour per day, work out how many food ads you probably see in a week.

Discuss with your class how you could minimise the effect of all this advertising.

Name: Class: Date:

Worksheet 8: Decipher the Code

- In pairs use your detective skills to find different advertisements that are targeted towards children. Use the computer, newspapers, magazines, brochures, TV and radio to find some examples and list them in the table below.

Online	Print (newspapers, magazines, brochures)	Television	Radio

Name: Class: Date:

2. Read the following Code for Advertising & Marketing Communications to Children.

Code for Advertising & Marketing Communications to Children

Advertising or Marketing Communications to Children must not mislead or deceive Children.

Advertising or Marketing Communications to Children must not portray images or events which depict unsafe uses of a Product or unsafe situations which may encourage Children to engage in dangerous activities.

Advertising or Marketing Communications to Children must not portray images or events in a way that is unduly frightening or distressing to Children.

Advertising or Marketing Communications to Children must not contain an appeal to Children to urge their parents or carers to buy a Product for them.

Prices, if mentioned in Advertising or Marketing Communications to Children, must be accurately presented in a way which can be clearly understood by Children and must not be minimised by words such as 'only' or 'just'.

Advertising or Marketing Communications to Children for food or beverages must neither encourage nor promote an inactive lifestyle or unhealthy eating or drinking habits.

Source: Australian Association of National Advertisers, *Code for Advertising & Marketing Communications to Children*, 2009

Do any of the advertisements you listed in the table in question 1 break the Code?

Name: Class: Date:

Worksheet 9: Findings report

Your investigation is complete and now it's time to solve the case. You have one last task to complete before you can receive your detective certificate.

1. List some examples of advertisers who have targeted children.

2. What were some of the gimmicks and tricks that they used to persuade children to buy the products?

3. What can be done to help children reduce the influence of these gimmicks and tricks?

Name: Class: Date:

4. What helped you the most when solving the case?

5. How will the information you have learnt help you with your future buying decisions?

Name: Class: Date:

Worksheet 10: Detective certificate



You solved the case!

Congratulations, Detective

on solving the mysterious case of the

'Gimmicks/tricks that advertisers use to influence children'

Your research skills, evidence collection and findings report have helped solve this important investigation. In particular you helped solved the case by:

Skills	Comments
Explaining examples of who is targeted by advertisers	
Describing how different gimmicks/tricks are used to persuade children to want or buy a product	
Identifying one or more ways children can reduce the influences of advertising	
Explaining what helped you learn about advertising and the influence it can have on children	
Designing an advertisement using one or more gimmicks/tricks that would persuade children to buy the product	
Using appropriate language, layout and design to capture a child's attention in the advertisement	

Signed:

Solutions

Solutions for Worksheet 6: Exposure detectives

1. $96 \div 7 = 13.7$ (Round to 14 for easier calculating)
2. $96 \times 2 = 192$
3. $96 \times 3 = 288$
4. $14 \times 5 = 70$ (Round to 14 for easier calculating)
5. $63 \div 7 = 9$
6. a) 11 am to 1 pm is 2 hours
2 hours per day is 14 (Number of ads per hour) $\times 2 = 28$ food ads
There are 2 days in a weekend, so multiply 28 by 2 = 56
- b) 7 am to 8 am is 1 hour; 4 pm to 6 pm is 2 hours
 $1 + 2 = 3$ Sean watches 3 hours of TV each weekday
 $3 \times 5 = 15$ This is the number of hours watched on the 5 weekdays
 14 (Number of ads per hour) $\times 15 = 210$