

EDUCATIONAL SCENARIO

1. Identification of the educational scenario

1.1 Title of the scenario

“You don't fool me”

1.2 Creator

Name, Surname: **Andreia Monteiro & Rita Sousa**
e-mail: **andreia.monteiro@mentortec.eu & rita.sousa@mentortec.eu**
Website/ blog: **www.mentortec.eu**
School/organisation: **Mentortec**

1.3 Topics or courses involved

Citizenship Education, Media, Education for Consumer, Misleading Advertising

1.4 Educational level

Primary

Secondary **X** (lower secondary education) 12-15 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

At the end of the scenario, students are expected to have acquired the skills that will enable them to:

- Identify a range of strategies used in advertising to target consumers.
- Think critically about advertising to prevent the consumer to make informed and efficient choices.
- Be aware of key concepts such as interpretation of misleading advertising, Misleading advertising impact on consumers' decisions, regulation of misleading advertising, consumer protection.

1.6 Time-duration

Class time: 1,5hours

Outdoor preparation: 30 minutes

How many hours to be used in total: 2 hours

2. Development of the educational scenario

2.1 General description

1. Warm-up

1a. In a large group have students to think about “misleading advertising”. Through the following questions discuss the concept. (15 minutes)

- What forms of advertisement do you know?
- Do you know what misleading advertising is?
- Can you identify an advertisement that is seen as misleading?
- Were you a “victim” of false, misleading information in the advertisement?

Together you can reach the main conclusion and compare it with the definition of the above concept (**Worksheet 1**).

2. Discussion to explore

2a. Collate some print examples of effective and appealing advertising and share them with students. The teacher may choose from the link which advertisements want to show to students without saying what is wrong, so they can discuss it. (10 minutes)

<https://soldin60secs.wordpress.com/2012/05/25/top-10-famous-deceptive-ads/>

2b. Brainstorming activity:

Challenge students to think and share some ideas about the previous examples and have them analyse: (10 minutes)

1. What is the misleading information(s)
2. What do you think is the impact these advertisements have on your consumption?
3. Do advertisements affect your behaviour? Do you acquire more products?
4. Can you identify an advertisement with misleading information?
5. What are your feelings when you see an appealing advertisement?
6. Can you identify the message of the advertisement? Do you really think you need that product as much you think you do?

Tips for the teacher:

- During the brainstorming activity, write down the main ideas on the board.
- Ask one of the students to write down in a notebook the ideas shared by students.
- It is important to guarantee that all students share, at least, one idea or opinion.

At the end of the activity, highlight the main conclusions of it.

BINARY OPPOSITIONS to be explored

1. Should we believe in all advertising just because it seems that satisfy our needs or solve our problems? Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

Binary opposition 1: Should we believe in all advertising just because it seems that satisfy our needs or solve our problems? Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

3. Using Theatre techniques

3a. Discussion

- Divide the class into 3 groups.
- Each group will have a short discussion about the binary opposition, based on **Worksheet 3**. (5 minutes)
- In the end, the teacher will write on the board the main conclusions that each group will share with the classmates (5 minutes)

3b. Using theatre techniques

- Using the improvisation theatre technique, each group choose one product and prepare two different advertisements: one with misleading information and another one truthful. Each group will prepare a scene that will take 30 seconds. (10 minutes)
- All groups present both advertisements to the large group discussing, in the end, the differences between them. (15 minutes)

3c. Debriefing

- During the activity, students are likely to feel strong emotions. It is important to have frequent debrief sessions and make sure that participants' feelings are not repressed. It is also important to start debriefing by allowing people to describe what they feel or think. The teacher can let them speak freely or can guide them asking some questions, namely: (15 minutes)
 1. What did you notice about yourself while doing this?
 2. How did you feel when you saw and heard the advertisement?
 3. Did the advertisements presented create a desire for you?
 4. How does that affect your life?

4. Dialectical Discussion to reveal the meaning

4a. Dialectical discussion to explore

- The teacher guides a discussion based on questions fostering the development of critical thinking skills (**Worksheet 3**). (10 minutes)

4b. Personalization

- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 4**). (10 minutes)

5. Action Plan

- The teacher can create an action plan with the students to define how they can deal with this problem.

Conclusions

- To closure the topic is important to discuss:
 - a) Recall the conclusions of the full activity;
 - b) About what students can do in the case they are living or know someone struggling with some issues related to the misleading advertisement, providing contacts and identifying organisations that can support them. (10 minutes)

2.2 Worksheets & Resources

- Worksheet 1: Definition of “Misleading Advertising” by the Federal Trade Commission
- Worksheet 2: Questions to explore in groups
- Worksheet 3: Questions for Dialectical Discussion
- Worksheet 4: Questions for Personalisation

2.3 Infrastructure & Materials needed

- Computer with access to internet
- Data show and sound
- Board / Printed activities
- Paper and pen

2.4 Versions-adaptations

Teachers may adapt the scenario to their own context, adapting the advertisements, but also the duration of the activities.

2.5 Challenges

- The lack of knowledge of teachers related to theatre techniques.
- Misleading advertising examples can be tricky to find.

2.6. Further reading

- [#TrendingOnThe10s: Sketchers Sued \\$45 Million For False Advertising \(987ampradio.cbslocal.com\)](https://www.987ampradio.cbslocal.com)
- [How much value the company's personality can add to a brand? \(soldin60secs.wordpress.com\)](https://soldin60secs.wordpress.com)
- [FDA Warns: Stop Using Hydroxycut Products \(mariaslastdiet.com\)](https://www.mariaslastdiet.com)
- [Nutella Maker May Settle Deceptive Ad Lawsuit For \\$3 Million \(wnyc.org\)](https://www.wnyc.org)

- <https://www.thebalancecareers.com/deceptive-advertising-38512>

3. Evaluation of the educational scenario

- **Evaluation** - At the end of the scenario, through a focus group, the teacher will ask students to write down about:
 - a) what they felt about the activity
 - b) the challenges of the activity
 - c) what they learn with the activity
- **Lessons learned – conclusions**

Worksheet 1

Definition of “Misleading advertising”

Misleading advertising is officially defined by the Federal Trade Commission (FTC) as "a representation, omission or practice that is likely to mislead the consumer" and "practices that have been found misleading or deceptive. Specific cases include false oral or written representations, misleading price claims, sales of hazardous or systematically defective products or services without adequate disclosures, failure to disclose information regarding pyramid sales, use of bait and switch techniques, failure to perform promised services, and failure to meet warranty obligations" (By the Federal Trade Commission)¹.

Under the Consumer Protection Act 2007, advertising is seen as misleading if it involves false, misleading or deceptive information that is likely to cause the average consumer to act in a way they might otherwise not. Advertising may also be considered misleading if important information that the average consumer needs to make an informed decision is left out. Misleading advertising covers claims made directly to consumers by manufacturers, distributors, and retailers, as well as in advertisements, catalogs, websites, etc. (By the Competition and Consumer Protection Commission - CCPC)².

However, it's important to note that misleading advertising does not represent the entire industry, and makes up a very small percentage of the ads you will encounter every day. But there are always people out there looking to dupe consumers and make money in any way that they can.

¹ Federal Trade Commission: <https://www.ftc.gov/>

² Competition and Consumer Protection Commission: <https://www.ccpc.ie/>

Worksheet 2

Questions to explore in groups

Binary opposition 1: Should we believe in all advertising just because it seems that satisfy our needs or solve our problems? Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

3a. Discussion

A question to develop critical thinking:

1. Why is important to identify if advertising is deceptive or misleading? Explain your reasons.
2. What are the consequences at a personal, local, national and European level?
3. Is Misleading advertising unethical?
4. How does false advertising affect daily day life?

Worksheet 3

Questions for Dialectical Discussion

Binary opposition 1: Should we believe in all advertising just because it seems that satisfy our needs or solve our problems? Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

4a. Dialectical discussion to explore

1. What is the purpose of misleading information in an advertisement?
2. What techniques are used to attract and hold attention in an advertisement?
3. Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

Worksheet 4

Questions for Personalisation

Binary opposition 1: Should we believe in all advertising just because it seems that satisfy our needs or solve our problems? Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

4b. Personalization

1. After sharing the scenes that you prepared, think about:
 - a. How do I feel now after this representation/discussion?
 - b. How do I feel about this?
 - c. How will I behave now?