

Learning objectives

1. Describe pressures that influence spending and ways to make informed spending choices
2. Analyse what makes a persuasive advertisement
3. Create an advert using persuasive techniques

Resources needed for the lesson [worksheets, print-outs etc]

- Session 5 | Resource 1 | Peer review sheet (one per pair)
- Mini whiteboards if available

Activity	Description	Timing
LO 1 Describe pressures that influence spending choices and ways to make informed spending choices		
Starter Exploring the critical consumer	Students respond to Shivaughn's decision- thinking about good spending choices	5 mins
Spending influences	Students explore what and who can influence spending decisions	5 mins
Case study and discussion	In groups of five, students role play spending decisions . The exercise is followed by class discussion to consolidate learning	5 mins
Informed decision-making	Introduce a way of making informed spending decisions by playing Poku Banks's video on cost per use. As a class then explore other tips and tools for making informed spending choices, sharing the slide of ideas	5 mins
LO 2 Analyse what makes a persuasive advertisement		
Why do companies advertise?	Play the Just Eat video as an introduction to advertising and use the questions to introduce students to the concept of persuasive advertising techniques	5 mins
Analyse advertising techniques	As a class walk through and discuss different persuasive techniques. Students can contribute examples in addition to those shown on the slides. This is followed by a discussion	5 mins
Which advert is the best?	Students use prior learning to choose a favourite advert and explain why it's their favourite. Draw out with the class the advertising techniques that have been used	5 mins
LO 3 Create an appealing advert using persuasive techniques		
Creating an advert	In pairs students design a persuasive advert using the given criteria. Students can be stretched by defining more specifically the type of audience they are trying to appeal to (e.g. vegetarians, environmentally conscious consumers etc.). Sets of pairs then swap their adverts for peers to review using the criteria to comment.	5 + 5 mins
Plenary self-reflection	Students write a social media post summarising the lesson's learning	5 mins