

# MediaSmart

## OPENING EYES

Get Media Smart  
Digital Advertising

Resources for  
9-11 year olds

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[mediasmart.uk.com](http://mediasmart.uk.com)

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Advertising can be a creative and inspiring world, where ideas come alive with drama, excitement and humour to keep us entertained and engaged. Today young people grow up in a world of commercial messaging that touches most areas of their lives and so it is more important than ever that they understand exactly what is being suggested, promised and sold to them through the adverts they see every day.

Media Smart is a not-for-profit company, funded by the UK advertising industry, that creates free educational materials for schools and youth organisations as well as teachers, parents and guardians. These help young people evaluate the advertising they come across in all aspects of their lives, using real case studies to teach core media literacy skills.

These Get Media Smart resources provide a comprehensive and engaging introduction to digital advertising with the aim of giving young people the tools to get the best out of their online experience. After reading this, we hope you will have increased confidence in teaching this important subject.

For further information and our latest news please visit [mediasmart.uk.com](http://mediasmart.uk.com)

Best wishes

**MediaSmart**

**Mark Lund**  
Chairman - Media Smart



## Introduction to digital advertising

For many children today, the digital world is a growing part of their lives. Understanding how and why adverts exist in this environment can help young people become better informed media consumers and make the most of the opportunities available.

Using social media can be a positive and creative experience for young people. Recent research by **Ofcom**<sup>1</sup> shows that more young people are enjoying spending their free time online.

- 5-15 year olds spend around 15 hours each week online – the equivalent of two whole school days.
- 23% of 8-11 year olds have a social media profile.
- 73% of 8-11s use the YouTube website or app.
- 24 % of 8-11 year olds who use search engines correctly identified sponsored links on Google as advertising.

## Using the lesson

This lesson has been designed as a one-hour lesson that supports both the computing and personal development curriculum. These notes are accompanied by one presentation and two pupil worksheets (containing three activities). The activities within this lesson are designed to meet the overarching learning objective through specific learning outcomes. There are some suggestions for supporting and extending pupils of different abilities throughout the teacher notes. There is also a section on extensions within the end of the lesson guide. The presentation can be amended for use in a whole-school assembly. Suggestions on how to do this are provided in the teacher notes. Media Smart has an existing resource on social media and advertising (aimed at 11-16 year olds), which may be useful to support the teaching of digital advertising. Visit [mediasmart.uk.com/teaching-resources](https://www.mediasmart.uk.com/teaching-resources).



<sup>1</sup> Ofcom (2016) Children and Parents: Media Use and Attitudes Report

## Curriculum focus

Digital advertising education is an important component of education across the UK through the following curriculum links:

### PSHE/Health and Wellbeing/Personal Development and Mutual Understanding/Personal and Social Education

- Understand strategies for keeping physically and emotionally safe online (including social media, the responsible use of ICT and mobile phones).
- Develop skills to keep safe and get help if needed.
- Develop both a purposeful application of ICT skills and an understanding of the benefits and risks of using current and emerging technologies.
- Develop a pro-active and responsible approach to safety.

### Computing/Technologies/Using ICT/Information and Communication Technologies

- Understand the world wide web; and the opportunities it offers for communication and collaboration.
- Consider the sources and resources used, including safety, reliability and acceptability.
- Discuss new developments in ICT and the use of ICT in the wider world.
- Develop knowledge and use of safe and acceptable conduct when using different technologies to interact and share experiences, ideas and information with others.

This resource could also be used in English as part of a lesson series on advertising or media literacy. Some suggestions for English links are included within the lesson plan.

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# Lesson

## Digital advertising

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### Learning objective

To help pupils identify the different types of digital advertising, analyse how they can manage their online experience and get the best out of age-appropriate social media/digital adverts.

### Learning outcomes

**At the end of the lesson pupils will be able to:**

- identify and describe the different types of digital advertising
- explain how advertising rules shape the adverts that young people see on social media
- evaluate how young people can get the best online experience when using age-appropriate social media and seeing digital advertising.

### Resources required:

Digital Advertising presentation, Design Task worksheet, Heads and Tails worksheet (also includes Guidelines for Advertising activity).



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### Key concepts and vocabulary

#### Ad-blocker

A computer program that you can install to stop some types of advert from appearing on your phone, tablet or computer.

#### Advergame

A digital game created to advertise a product.

#### Advertising

To making something known, usually to sell something or promote a message.

#### Cookies

Information stored by a website so preferences or details are remembered for future visits to that site.

#### Digital

Information that is electronic, e.g. websites, apps on smartphones, video games.

#### Guidelines

A set of rules that must be followed by all companies using digital advertising.

#### In-game advert

These are paid-for adverts or messages from companies put in games for the player to see, e.g. banners on the side of a football pitch in a football game.

#### Newsfeed

Where information is published regularly on a digital media platform.

#### Paid-for promotion

Where a company pays to advertise a product or service via a post or within a social media 'feed', e.g. Facebook, Twitter, Instagram.

#### Pre-roll, mid-roll and post-roll video

A sponsored video which plays at the start, during the middle or at the end of official video content.

#### Search advert

This type of advert is based on the words put into a search engine, e.g. Google, Bing, Yahoo. They are usually the first few results listed and should be labelled as adverts, to show that a company has paid for you to see it.

#### Vlog advert

Where a video-blogger partners with a brand or company to advertise their product.



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### Starter activity (5 mins)

Show pupils the first slide of the presentation, which illustrates different types of digital advertising and includes some questions to stimulate their thinking. Either individually, in pairs or in groups, ask pupils to create a mind-map of what they already know about digital advertising. This can be revisited at the end of the lesson for pupils to add on what they have learnt in another colour pen as an assessment for learning activity.

**Support:** Direct pupils to the definitions of the key words/ encourage them to work in pairs.

**Challenge:** Ask pupils to add to their mind-map why they think this is an important lesson for young people.

**English link:** Ask pupils to consider what writing techniques they have seen in digital adverts.



### Main activities

#### Heads and Tails (10 mins)

Share the learning outcomes on slide 2 of the presentation with your pupils, perhaps getting them to pick out key words. Then give them the **Heads and Tails** worksheet, getting them to match up the start and end of sentences containing key statements about digital advertising.

**Answers:** 1d, 2a, 3b, 4c, 5e

**Support:** Get pupils to underline the words they understand and circle any new words.

**Challenge:** Ask pupils to develop as many of the sentences as they can, either by adding their own knowledge or giving examples.

#### Detectives, Thinkers, Connectors (10 mins)

Assign a third of the class the role of either detective, thinker or connector. This could be done in pairs, tables or by the teacher's choice. Show slide 3 of the presentation and explain that pupils will now be shown a series of four digital adverts and will need to answer questions about each one. The questions will be different depending on their role, so read out the questions each role will need to answer. Go through the 'Search advert' as a class, marking up pupil suggestions on the board.

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# Lesson continued

## Digital advertising

### Sample answers for the Search advert:

	Questions	Sample answer
<b>Detectives</b>	<p>What are the key features of this type of digital advert?</p> <p>How would you recognise it?</p>	<p>When you use a search engine (like Google, Bing or Yahoo) you enter words describing what you want to find out. Some of the results that you get are from brands trying to promote their products and services. You would recognise these as adverts because they are highlighted with the word 'ad' or 'advert' and appear in different colours or in a different place on the page from the main results.</p>
<b>Thinkers</b>	<p>What are the strengths and weaknesses of this type of advert?</p> <p>What is interesting about it?</p>	<p>The adverts are shown to you based on being relevant to the information you're searching for (they are not random), so they can be helpful sometimes. You can learn about new products or services you might be interested in, so they can be useful sometimes. However, they can be trying to make you buy something or sign-up for something to visit a site, rather than being there just to give you information. You might be looking up something personal and sensitive and you don't want companies to collect data about you.</p>
<b>Connectors</b>	<p>Can you think when you have seen this type of advert before?</p> <p>Why might a company want to use this type of advert?</p> <p>Does it connect to anything else you know about advertising or the digital world?</p>	<p>Searching for a specific cinema or cafe, for example, would give you results including lots of similar businesses nearby. Those companies want you to know about what they're offering to give you choices and information to help make your decision about what to do next. Just like in social media when users see something on their feed that's about an event in your area, brands want to use what they know about you to give you relevant messages in the hope you will choose them. Most search engines, similar to most social media sites, are FREE to use. They make money by letting brands show adverts to their users. On some sites and apps, such as Spotify, you can choose to pay a subscription so that you don't have to see adverts.</p>



### Detectives, Thinkers, Connectors continued (5 mins)

Give pupils a few minutes to look at each of the advert types (slides 4-7) and get the groups to feedback on their area. This could be written on the board either after each advert type or pupils could collate notes on each advert type and then feedback after looking at all four.

**Support:** The three roles can be given to pupils based on their ability. The role of detectives can be given to lower ability students and the role of thinker to middle ability students.

**Challenge:** Assign the role of connectors to stretch higher ability pupils.

### Design Task (25 mins)

Show pupils slide 8 on the presentation and explain to the class that they are now going to be a digital advertising company. In groups or pairs, they must design an advert and present it to 'the client'. The advert needs to promote a product, so choose something that your class likes, e.g. trainers or skateboards. Groups should create one of the four types of advert that they have just learnt about. Groups can either choose themselves or you could assign the advert type directly to each group to ensure all of the four types are covered. Hand out the **Design Task** worksheet to pupils to create their first draft of the advert. Encourage pupils to use knowledge from the English curriculum about language

and advertising. Ten minutes into the task show pupils slide 9 and hand out the **Advertising Rules** worksheet. Ask them to create a second draft using the rules. Groups can then take it in turns to present their ideas back to the rest of the class; the rest of the class can act as the 'client' and decide, based on the criteria on the **Advertising Rules** worksheet, if the advert would be published.

**Support:** Get pupils to work in mixed-ability groups and direct them to the notes made about each type of digital advert.

**Challenge:** Instead of advertising just one product they could advertise a brand that sells many different products.

**Challenge:** Get pupils to create two different types of digital adverts and then compare the similarities and differences. Pupils could also be asked to annotate their images and explanations with the reasons for their choices and what they are hoping to achieve with their advert.

**English:** Ask pupils to write out a 'pitch' for their advert and present it to the 'client', building on their knowledge of speeches and persuasive writing.



# Lesson continued

## Digital advertising

### Plenary (10 mins)

Show pupils slide 10. In their groups get them to come up with pieces of advice about digital advertising that could be given to 9-11 year olds who use digital media. As each group shares their feedback, items can be written on a board or sugar paper as a co-constructed list.

**Support:** Ask pupils to highlight the keywords in their pieces of advice.

**Challenge:** Ask pupils to edit and develop others suggestions for the co-constructed list.

**English:** Ask pupils to turn their pieces of advice into posters which can be put up to inform their school about digital advertising.

### Support for parents and guardians

Parents and guardians can play a vital role in helping pupils develop their emotional resilience to body image issues they encounter in the various media they consume. Media Smart has produced an accompanying **Parent and Guardian Guide** that introduces the issues and gives them easy to use ideas and tools to help in support. Download copies at [mediasmart.uk.com/parent-guardians](http://mediasmart.uk.com/parent-guardians).



## Extension activities

There are a number of optional suggestions throughout the notes on how to support and challenge pupils. If pupils have access to ICT, either in school or at home, the following activities could be used to extend their learning on digital advertising.

- **Advergame task:** Direct pupils to play different age-appropriate advergames. Get them to review them and count the number of times a product or brand is displayed and record where they appear. Pupils could also look for similarities and differences. [www.superawesome.tv/en/case-studies](http://www.superawesome.tv/en/case-studies) has examples of advergames that can be found online.
- **Class collage:** Create a class display around the different types of digital adverts. Get students to find an example of each and screen-shot the advert. These can then be labelled for key features and displayed alongside the guidelines that the young people co-construct in the plenary.
- **Pre-roll video:** Direct pupils to age-appropriate video sites. Ask them to look at a range of videos and see what pre-roll adverts are used. Ask them to make connections between the videos watched and the pre-roll adverts. Then ask pupils to create a story board for their own pre-roll video or role-play and decide what types of videos they would play before and why.

- **Newsfeed task:** Create a class newsfeed and decide what types of adverts might appear.
- **Cookies task:** Get pupils to act as 'cookies' and find out what their classmates have been doing digitally. They then must remember and recall this information and feed-it back to the 'website' which could be in the form of a suggestion box or a group of pupils who act as the 'website' – storing the information.

## Adapting this resource for an assembly

- This resource could be amended for use in an assembly by removing slides 1-3 and 8-10. **The Detective, Thinker, Connector activity** could also be deleted from the remaining slides, or students could be shown this to simulate their thinking in the assembly.
- A slide showing the guidelines from the **Advertising Rules** worksheet could be added.
- Teachers could source their own videos or screenshots of the different types of adverts that are relevant to their pupils.



## Additional resources

**Insafe** is a European network, comprised of 31 national awareness centres. Every centre implements awareness and educational campaigns, runs a helpline, and works closely with young people to ensure an evidence-based, multi-stakeholder approach to creating a better internet.

Link: [betterinternetforkids.eu](http://betterinternetforkids.eu)

**KidSMART** is a website designed for children from **Childnet International**. Childnet is a charity set up to equip children and young people to navigate the online world safely and develop new technologies that promote and protect the rights of children.

Link: [kidsmart.org.uk](http://kidsmart.org.uk) and [childnet.com](http://childnet.com)

**Net Aware**, a research tool with detailed information about each social media platform, including the pros and cons of use.

Link: [net-aware.org.uk](http://net-aware.org.uk)

The **NSPCC** provides a range of useful information including: **Share Aware**, a campaign for parents, offering information and advice on how to keep young people safe online.

Link: [nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware](http://nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware)

**Parent info** is a collaboration between **CEOP** and **Parent Zone**. It provides high-quality information for parents and carers about their children's wellbeing and resilience. Schools can host the content on their own website and use it as required, e.g. in letters to parents.

Link: [parentinfo.org/page/parent-info](http://parentinfo.org/page/parent-info)

**ParentPort** has been set up by the UK's media regulators. They have joined together because they share a common purpose: to set and enforce standards across the media to protect children from inappropriate material.

Link: [parentport.org.uk/top-tips-for-parents/online-safety](http://parentport.org.uk/top-tips-for-parents/online-safety)

**Your Online Choices** is a guide to behavioural advertising, the practice based on internet browsing activity that allows brands to deliver adverts to web users which reflect their interests. It includes tips for managing the adverts you see and how to use the privacy settings on your computer.

Link: [youonlinechoices.com/uk](http://youonlinechoices.com/uk)

**Internet Legends** a fun and interactive program from Google that teaches 8-11 year olds "how to stay safe and epic online" using the Internet Legends code: 'Think before you share; protect your stuff; check it's for real and respect each other'. Google works with ParentZone, a leading child safety organisation.

Link: [google.co.uk/safetycenter/families/legends](http://google.co.uk/safetycenter/families/legends)



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