



You Are the Target

EPISODE #504

ACTIVITIES & LESSONS

LESSON LEVEL

Grades 6-8

KEY TOPICS

- Advertising
- Consumer Skills
- Purchasing

ENTREPRENEURS & STORIES

- Truth Campaign – Anna
- Advertising Company – Moj
- Jingle Boy – Greg
- Car Wrap – Sarah
- Josh's Toys and Games
- Celebrity Skier – Dan Kruse

EPISODE SYNOPSIS

Every day, kids and teens are subjected to thousands of commercial messages from advertisers. This episode helps you recognize when you are being targeted, how to resist manipulation, and when to apply good consumer skills to cut through the commercial fog.

LEARNING OBJECTIVES

1. Raising awareness of how and why advertisers target youth as consumers.
2. Applying consumer skills to making good purchase decisions.
3. Recognizing that the main goal of advertising is to make you buy things.

NATIONAL STANDARDS CORRELATIONS

Aligned to National Financial Literacy Standards from the *JumpStart Coalition for Personal Financial Literacy* in the areas of Financial Responsibility and Decision Making and Planning and Money Management.

Overall Competency:

Apply reliable information and systematic decision making to personal financial decisions.

Standard 4:

Make financial decisions by systematically considering alternatives and consequences.

Overall Competency:

Organize personal finances and use a budget to manage cash flow.

Standard 4:

Apply consumer skills to purchase decisions.

Aligned to Voluntary National Content Standards in Economics from the *Council for Economic Education*.

Standard 2:

Decision Making

Standard 9:

Competition and Market Structure

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- Lesson Prep & Screening
- Activity #1
- Curriculum Connections
- Activity #2
- *Biz Terms* Vocabulary
- Family Activity Sheet



LESSON PREP & SCREENING

Getting Started

Familiarize yourself with the episode ahead of time. It will serve as a springboard for student learning, discussions, vocabulary exploration, and hands-on activities. Determine what is required to show the episode in your classroom and borrow equipment if needed. Choose an activity (each one takes between 45-60 minutes), and gather supplies. Have fun!

Equipment & Supplies

For all activities, students will need a pen or pencil. Additional equipment needs are identified on activity pages.

Screening

Introduce the series and the episode. Then, prior to playing the episode, lead your students in a discussion with the preview questions on this page. Explain that Biz Kid\$ is a public television series that teaches kids about money and business. Also mention that the bizkids.com website has lots of video clips, games, a blog, and other resources.

About the Episode

Every day, kids and teens are subjected to thousands of commercial messages from advertisers. This episode helps you recognize when you are being targeted, how to resist manipulation, and when to apply good consumer skills to cut through the commercial fog.

Preview Questions

- Ask students what the demographics are in the classroom – what is the range of ages, are there more boys than girls, and what are the most popular activities or interests?
- Hum a jingle and ask students if they can identify the product that goes with it.
- Ask students if they have ever made an impulse purchase, and how they felt about it later.

Summary & Conclusion

Episode #504 teaches you that by being aware of the many ways in which advertisers try to sell you their products, you can limit impulse purchasing. Ask yourself if you really need what they are selling, or if you just want it for emotional reasons. Keep control of your money. Remember, the decision to buy a product or service is ALWAYS yours, Biz Kid!

Family Connection

Distribute a copy of the Family Activity Sheet to each student to share what they've learned with their families.



Activity #1:

BRAND COMPARISON

Activity Learning Objectives

- Identify different advertising tactics
- Introduce *Biz Terms* and definitions used in the episode.

Episode Details

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Directions

Read the episode details out loud to the class. Hand out the worksheets titled “For Students” and discuss them together in class. Read the *Biz Terms* and discuss the vocabulary/episode review questions. Call on volunteers for answers, and have them explain to the group why they chose the term they believe to be correct.

Then, give the students time to complete worksheets. Finally, acting as a facilitator, allow students to discuss the issues. See Curriculum Connections on page 6 for additional ways to work with *Biz Terms*. (Note: the definitions are on page 8.)

Activity Wrap-Up

Thank the students for their participation, and remind them that they are bombarded by thousands of ads each day, from multiple sources. Advertisers’ goal is to get them to buy a product. By being aware of ways they are targeted by advertisers, they can practice good consumer skills to reduce impulse buying. The decision of whether or not to buy something is theirs! Be a Biz Kid!



BRAND COMPARISON

WORKSHEET FOR STUDENTS

Biz Terms

- Advertisement
- Brand recognition
- Comparison shopping
- Demographic
- Exploit
- Impulse buys
- Logo
- Manipulate
- Marketing campaign
- Product placement
- Tactics

Episode Review

1. The technique used to put the more expensive items at eye level on store shelves is an example of _____.
2. You have _____ if you can look at a product (like a pair of shoes) and identify the manufacturer from the logo.
3. A _____ is a specific group of people targeted by advertisers to sell a particular product.
4. Linking products to emotions or using movie stars to promote products are examples of _____ to get you to buy something.
5. A symbol representing a company or manufacturer is called a _____.
6. The Truth Campaign educates youth on the _____ of the tobacco industry.
7. Dakine uses sports celebs who endorse their products as part of their _____.



BRAND COMPARISON

WORKSHEET FOR STUDENTS

What brands are you wearing or using today? What brand of shoes? Is there a brand name on your shirt or blouse today? List the brand names that you are using or familiar with in the left column of the table below. A brand name does not have to be from a designer, it might be a store brand too.

Next, think about what strategies the company uses to get you to buy their brand. Identify the characteristics of each company’s advertising tactics by marking an “X” or writing a description in the =cell for each attribute that is true for that company.

Share your results with the class in a discussion about what advertisers do to get you to buy their products.

<i>Example</i>	Scent or Smell	Music	Celebrity	Product Placement	Low Price	Bright Colors
Soap = <i>Dove</i>	<i>rose</i>			<i>eye level</i>	<i>X</i>	<i>pink</i>

	Scent or Smell	Music	Celebrity	Product Placement	Low Price	Bright Colors
Shoes =						
Clothes =						
Hair products =						
Glasses or sunglasses =						
Watch or jewelry =						
Mp3 player or other electronics =						
Backpack or purse =						
Other =						



CURRICULUM CONNECTIONS

Language Arts

- Have students construct sentences; write a paragraph; or create a story, skit, or dialog using *Biz Terms*.
- Have students create a class dictionary of financial terms using *Biz Terms*.
- Have students start their own journal of personal financial education and continue to add to it.
- Write a commercial advertising a real or imaginary product.

History/Social Studies

- Choose corporations to research. Is their primary focus producing products or creating an image for their brand name products or both? List examples of corporations that interest you and how they present their brands and products.
- Identify products which used to be manufactured in the United States but now are manufactured overseas and imported. Discuss the benefits and drawbacks of importing products from other countries.

Mathematics

- Have students do a cost comparison of brand name products versus store brand products. Make a chart or graph of the results.

Economics

- What incentives entice you to purchase a particular product?
- What strategies did Josh of “Josh’s Toys and Games” use to make his business a success?

Optional Vocabulary Extensions

Make Art!

Ask students to create personal illustrated glossaries using sketches or cartoons to visually represent the meaning of each *Biz Term*.

Invite students to design a product logo for their own company.

Design an advertisement to go on the side of a bus for a product that would appeal to a teen.

Make It Personal!

Provide students with dictionaries and ask students to re-write formal definitions for each *Biz Term* in their own words to demonstrate comprehension.



Activity #2:

CREATE YOUR OWN LOGO SHOP

Activity Learning Objectives

- Create your own logo, then place it onto products in your own online store.

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Supplies Needed

Computers, digital camera, access to Internet, and printers.

DIRECTIONS FOR STUDENTS

Start with paper and pencil, and brainstorm a logo for yourself. It does not have to be about a particular product, it could be something you design with your initials or with an animal or a color that is a favorite of yours.

BE SURE that you do not copy a popular character or a celebrity, because those items have laws to protect them from being copied for sale by individuals who do not own them.

Now, make your logo digital. You can take a good close up digital photo of the logo you drew, or you can use a computerized drawing program to create a .jpg image to use for your logo shop. You can also take a photo of yourself to use as your logo. Be sure your image is ready to use and has been transferred onto your computer as a .jpg file.

Using a computer with internet access, go to <http://www.zazzle.com> and create a free account. If you need help, ask a teacher, a librarian, or a parent to assist you. If you are not yet 13 you may need a parent or guardian to set up an account for you to use with them.

Sign in to your zazzle account if you are at least 13. Use the 'Quick Create' function and follow the prompts on the screen to put your new logo onto all of the products they can make, from t-shirts to skateboard decks, coffee mugs, postcards, and bumper stickers.

When you have finished, share your logo store URL with the class.



BIZ TERMS DEFINITIONS

- *Advertisement*: Written, printed, digital, audio, or online information to make something known to the public.
- *Brand recognition*: To be familiar with a company just by seeing their logo or hearing their slogan.
- *Comparison shopping*: Researching different products to compare prices and quality.
- *Demographic*: A group of people that share something in common, such as their age group, gender, or income level.
- *Exploit*: To use someone for your own advantage.
- *Impulse buys*: Spur-of-the-moment purchases made without thinking about it logically and without emotion.
- *Logo*: The symbol that a company uses so that you will recognize their products.
- *Manipulate*: To try and control a situation toward a particular outcome.
- *Marketing campaign*: The use of a specific story or set of images and music to entice consumers to buy a product.
- *Product placement*: A marketing technique where items are placed on the shelf or in a store in the position which makes you most likely to purchase them. (Note: this term is also used when an advertiser pays to have a product “placed” on a television program and integrated into the story, such as showing someone drinking a particular brand of soda during a scene of the show, where the logo is clearly visible.)
- *Tactics*: Strategies used to accomplish a goal. Marketing tactics might include the use of bright colors to get your attention.



FAMILY ACTIVITY SHEET

Episode Synopsis

Every day, kids and teens are subjected to thousands of commercial messages from advertisers. This episode helps you recognize when you are being targeted, how to resist manipulation, and when to apply good consumer skills to cut through the commercial fog.

Activity Suggestions

Students will benefit from learning about family connections to and interactions with advertising. Have a discussion with your family about advertising. The following questions might facilitate the discussion.

- If there is a family business, share your marketing and advertising strategy, why it was chosen, and if it has ever been changed.
- Together as a family, as you are watching a TV show, list 5 products advertised during that time and the tactics used to sell the products.
- As a family, pick a product that you use frequently, and write a jingle for it.
- When you are out shopping, make a list of the stores that you visit and whether or not they are playing music. What kind of music are they playing? What does that tell you about their target demographic?



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