

Designed to Make You Want It

Learning goal

Spot sponsorship, urgency and a preselected add-on in fictional marketing.

Preparation

Print the pupil pages. Ask pupils to mark assumptions, terms and evidence before drawing conclusions. Use no private real data.

Teaching flow

7 min**Hook**

Read the story aloud. Ask which card facts are known and what the class needs to find out.

13 min**Model**

Think aloud through task 1: What tells you the creator may have been paid?

25 min**Practise**

Pupils tackle tasks 2 and 3. Ask which card fact supports each answer.

10 min**Discuss**

Discuss this likely misconception: Sponsorship does not by itself prove a product is bad; it is information needed to judge the recommendation.

5 min**Exit**

Use the reflection as the exit check: How can a company earn from your attention even before you buy?

Evidence of learning

Your attention can be used to show paid promotions or steer later purchases.

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Model answers

1. The “ad” or sponsored label indicates a paid promotion may be involved.
2. $€12 + €3 = €15$.
3. The timer and preselected extra create pressure; a pause rule could be wait 24 hours and uncheck extras.

Reflection check

How can a company earn from your attention even before you buy?

Look for: Your attention can be used to show paid promotions or steer later purchases.

Watch for

Sponsorship does not by itself prove a product is bad; it is information needed to judge the recommendation.

Adapt the lesson

Support: Mark the ad label and extra charge in two colours.

Stretch: Rewrite the checkout so the €3 extra is clearly optional and unselected.

Teach at home

Ask the teenager to mark assumptions and missing conditions before comparing outcomes.

Notes: what can the pupil already explain?

Teaching example: not personal financial advice.