

Spot the Advert

Learning goal

Recognise an advert and ask a calm question before wanting to buy.

Preparation

Print the pupil pages. Read tasks aloud, invite pointing or speaking, and scribe if needed. Use fictional inputs only.

Teaching flow

5 min**Hook**

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

10 min**Model**

Think aloud through task 1: Which card is trying harder to persuade you? Name two clues.

20 min**Practise**

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

7 min**Discuss**

Discuss this likely misconception: An attractive advert is not necessarily dishonest; pupils should notice its purpose and tactics.

3 min**Exit**

Use the reflection as the exit check: What can you do when an advert makes you want something quickly?

Evidence of learning

Pause, ask a question and speak with a trusted adult if needed.

Spot the Advert

Model answers

1. The poster; bright colours, urgency and social pressure are clues.
2. No. It is a persuasive claim, not evidence of personal need or usefulness.
3. Examples: Do I already have something similar? Will I still want it tomorrow? What else costs €12?

Reflection check

What can you do when an advert makes you want something quickly?

Look for: Pause, ask a question and speak with a trusted adult if needed.

Watch for

An attractive advert is not necessarily dishonest; pupils should notice its purpose and tactics.

Adapt the lesson

Support: Compare just the poster and plain card aloud.

Stretch: Redesign the poster so it gives clear product facts without pressure.

Teach at home

Read one task at a time. Let the child point, draw or explain; split the lesson into two short sittings.

Notes: what can the pupil already explain?

Teaching example: not personal financial advice.